



Northeast School Principal's Newsletter

October 20th, 2023



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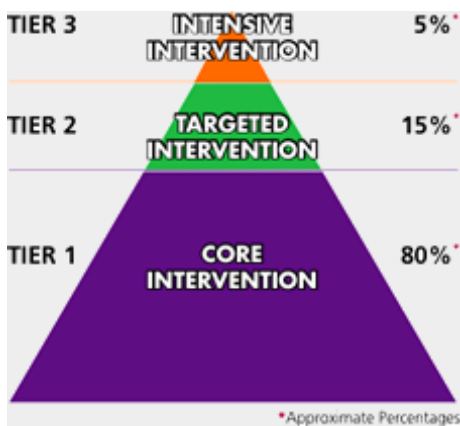
Intervention & Referral Services (I&RS) and the Response To Intervention (RTI) Process

The process of supporting children in school and at home can be quite complex and sometimes daunting. The resources available to students, staff and parents can be critical when a concern may arise. Montclair utilizes the research-based practice called *Multi-Tiered System of Support or MTSS*. Within the structure of MTSS the district implements two approaches for support targeting identifying a student's need and monitoring student progress. The first stage of the process is called the *Intervention & Referral Service process or I&RS*. The I&RS system is designed to assist when a concern, either academic, behavioral or both, has been identified to be impacting a student's ability to succeed in the classroom. Once a student is identified our staff follows a student's progress through a system called *Response to Intervention or RTI*.



Response to Intervention (RTI)

Throughout the year teachers are in communication with the homes of their students. This typical style of communication often brings to light areas of needed focus. As a district, Montclair utilizes certain baseline assessments in both reading and math to help us place our students on *Tiers* of need. For reading, language arts and math we administer IXL and Acadience assessments each quarter including some in-class measures built into the Foundations program.



There are three Tiers identified by the RTI process (Most other models nationally use a three-tier model as pictured below). Most students will fall into Tier I. In Tier I the school provides general accommodations for students. About 80% of students only need this level of support to be successful in the classroom. In Tier II the school has identified through the measures discussed above that these students (about 15%) need additional “targeted” interventions in order to show academic growth in reading, math or both. An example of a Tier II intervention would be if a student is receiving curriculum support in the form of Math or Reading up to 5 times per week. The idea behind this step is that a specific area of concern has been identified and we are providing an intervention that is “targeted” for growth. Measuring this growth is a key component. The

school will repeat assessments several times through the year in order to determine if a student can move back to Tier I status or might need a more intense intervention.

If a child is not making progress in Tier II or is identified as having more significant needs than what Tier II is designed to provide, they are moved into Tier III. In Tier III the school will provide “intense” interventions. The

5% of the school that is in this category have been identified to need very specific instruction that typically cannot happen in a full class or even sometimes a small group. This is generally the step that precedes a student being referred for special testing through the Child Study Team. An example of a Tier III intervention would be if a student is scheduled to work in a small group setting with a reading or math teacher. Again, if the child is successful, which would be evident through measuring their progress, they will be moved back into Tier II. However, if little to no growth is recorded the student may be referred to see if special services are warranted. Here the Child Study Team could conduct more comprehensive testing in an attempt to discover if there is some issue getting in the way of a student's learning.

Student concerns are discussed at grade level meetings where teachers meet with the principal and other support staff members. In the meeting we utilize the expertise of the individuals in the room to discuss the "tiered" interventions that may assist in resolving a concern. For example, if we were discussing a student who needed support in reading, we would look at what type of reading support they currently have and possibly recommend working in a small group with our reading teacher, which, again, is an example of Tier II support. Moreover, if the concern was behavioral and we had a student who was having trouble focusing in the classroom, we might suggest preferential seating to minimize distractions, which would be an example of a Tier I support. For some students this level of change will resolve a concern. However, for some students these interventions only scratch the surface.

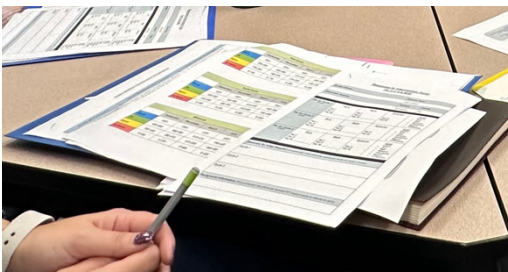


The Intervention and Referral Process

When basic or targeted interventions by the classroom teacher (Tier I) are seen to not be positively impacting a student, the I&RS process may begin. The first step in the process is that the classroom teacher would contact the home to discuss the concern they are having and explain what interventions have been tried. In that conversation the teacher would also inform the parent that they would like to bring them in to meet with the I&RS team to structure how they will proceed. Additionally, a parent or guardian could contact their child's classroom teacher and initiate the process.

Who is on an I&RS Team?

An I&RS team is composed of several personnel in the school as well as representation from that child's home. Generally, during an I&RS meeting a parent can expect to see a curriculum teacher who serves as the chairperson, the principal, classroom teachers, a school counselor, and a representative from the Child Study Team, which could be a social worker, school psychologist or learning consultant. Sometimes, additional people such as the nurse, a physical therapist or an occupational therapist could be invited if necessary.



What happens at an I&RS meeting?

The goal of an I&RS meeting is to brainstorm and exhaust all possible general education interventions to try and support a child who could be struggling academically or behaviorally. Many recommendations can come out of an I&RS meeting. After a thorough discussion about the new plan to address the students' needs, the team collectively needs to agree on the action plan. A set timeline will be arranged to assess the progress of the interventions as well as any needed follow up.

What are some possible outcomes?

After the intervention timeline is complete, the team may reconvene to discuss the outcome. Possible outcomes range based on the effectiveness of the interventions in place. If the intervention, such as putting in a behavior plan to increase a student's time on task, is working with a noticeable positive trend, then no further meeting

will be necessary. Sometimes we may see only a slight improvement in a behavior or only small academic growth in an area of concern. This situation would warrant a follow-up meeting where the team would discuss revising the action plan to better serve the student. This process can happen several times until the right plan has been discovered. Finally, if the team is at a loss for an intervention that exists in the general education arena or if we suspect a possible learning issue that requires additional information in order to better address, then a referral to the Child Study Team could be necessary.

Where is Northeast in the process?

Currently, all students have completed their baseline IXL and Acadience assessments. Teachers have established tiers of student need in their classrooms and have started reaching out to families about any programming designed to support children on specific tiers. If the school is going to provide curriculum support to your child on any level, a formal letter will be sent in an email to notify you of when that support will begin.

Tiered intervention plans are a great way to truly understand a child's best educational map. This is not a new procedure, but one that continues to evolve. A clear understanding of your options as a parent is a valuable way to best support your child. The I&RS and RTI process is available and used with all our students. The Northeast staff is committed to assisting you in providing our students with the best possible educational experience.

**Northeast
Fall Festival**

October 21st

**3:00 pm –
6:00pm**

**Early
Dismissals**

**October
25th & 26th**

1:10pm

**Northeast
PTA
Film on the
Field**

**October 27th
6:30pm**

**Northeast
PTA
Car Wash**

**October 28th
9:00am –
12:00pm**