Appendix A: Integrated Accommodations and Modifications

In addition to the integrated accommodations and modifications that are outlined in each unit of study, this appendix provides resources and information for teachers to consider as they design specific instruction to target the varying needs of the students in their classroom. The classroom teacher has access to student Individual Education Plans and Section 504 Plans. In addition, a teacher may be asked to coordinate a Response to Intervention action plan through Intervention and Referral Services programming. The purpose of integrating accommodations and modifications within each unit of study ensures that the differentiation occurs within the scope and content of the unit of study. Accommodations change the way a student receives information or is tested without changing the learning goal. Modifications change the learning goal or objective. This is important to keep in mind as instruction in designed and differentiated throughout the course of the curriculum.

Special Education Integrated Modifications and Accommodations

Presentation accommodations allow a student to: Listen to audio recordings instead of reading text, Learn content from audiobooks, movies, videos and digital media instead of reading print versions, Work with fewer items per page or line and/or materials in a larger print size, Have a designated reader, Hear instructions orally, Record a lesson, instead of taking notes, Have another student share class notes with him, Be given an outline of a lesson, Use visual presentations of verbal material, such as word webs and visual organizers, Be given a written list of instructions

Response accommodations allow a student to: Give responses in a form (oral or written) that's easier for him, Dictate answers to a scribe, Capture responses on an audio recorder, Use a spelling dictionary or electronic spell-checker, Use a word processor to type notes or give responses in class, Use a calculator or table of "math facts"

Setting accommodations allow a student to: Work or take a test in a different setting, such as a quiet room with few distractions, Sit where he learns best (for example, near the teacher), Use special lighting or acoustics, Take a test in small group setting, Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

Timing accommodations allow a student to: Take more time to complete a task or a test, Have extra time to process oral information and directions, Take frequent breaks, such as after completing a task

Scheduling accommodations allow a student to: Take more time to complete a project, Take a test in several timed sessions or over several days, Take sections of a test in a different order, Take a test at a specific time of day

Organization skills accommodations allow a student to: Use an alarm to help with time management, Mark texts with a highlighter, Have help coordinating assignments in a book or planner, Receive study skills instruction

Assignment modifications allow a student to: Complete fewer or different homework problems than peers, Write shorter papers, Answer fewer or different test questions, Create alternate projects or assignments
Curriculum modifications allow a student to: Learn different material (such as continuing to work on multiplication while classmates move on to fractions), Get graded or assessed using a different standard than the one for classmates, Be excused from particular projects

The following is a list of possible accommodations and modifications that can be utilized for students with Special Needs. See the student's individualized education plan for specific accommodations and modifications that must be

implemented. (List from Realtime Student Information System)

Class Work Curricular Procedures:

Review, restate and repeat directions

State expectations clearly

Ongoing monitoring of work produced during class

Preferential seating

Provide visual cues

Use cueing to return to task

Ignore attention seeking behaviors

Provide positive reinforcement

Provide firm consistent consequences

Limit field of choices

Instructional Strategies and Techniques that Address Learning Style:

Multi sensory approach

Stress visual presentation

Stress auditory presentation

Provide positive reinforcement

Provide support/encouragement

Provide structured environment

Set clear limits and consequences

Simplify directions

Provide repetition and practice

Allow frequent activity changes

Provide small group instruction

Reduce work increments
Set short-term goals

Preferential seating

Model skills/techniques to be mastered

Have student repeat directions

Techniques and Activities to Support Personal-Social Development:

Small group instruction

Maintain communication between parents and teachers to coordinate efforts

Build confidence by providing opportunities for success

Train in using social skills appropriately

Use of time out

All Instructional Areas

Modifying the Presentation of Materials

Break assignment into segments of shorter tasks

Provide a checklist for long, detailed tasks

Use concrete examples of concepts before teaching the abstract

Reduce the number of concepts presented at one time

Monitor the student's comprehension of language used during instruction

Highlight important concepts to be learned in text of material

Provide clear, concise directions and concrete examples for homework/class work assignments

Assign tasks at an appropriate reading level

Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling

Give written directions to supplement verbal directions

Provide due date on written assignments

Familiarize student with any new vocabulary before beginning the lesson

Utilize visual aids such as charts and graphs

Utilize manipulative, hands-on activities

Cue student by calling his/her name before asking questions

Frequently check on progress of independent work

Provide graph paper for math computation
Provide clear and well defined worksheets

Modifying the Environment

Use study carrels

Seat student in an area free of distractions

Use preferential seating

Help keep student's work area free of unnecessary materials

Use checklists to help the student get organized

Frequently check the organization of the student's notebook

Monitor the student's use of his/her assignment sheet

Provide opportunities for movement/activity change

Provide a specific place for turning in completed assignments

Modifying Test

Time of test determined by instructor

Modify the content of the test

Allow students to make corrections on returned tests for additional credit

Retake failed tests using alternative strategies

Allow test to be given by special education teacher

Allow use of instructional aids (calculator, computer, etc.)

Location of test determined by instructor

Modify test format

Allow student to type

Allow student to give answers orally

Use word banks

Test only on key concepts

Minimize essay questions

Math tools for tests (fact chart, number line calculator)

Modifying the Grading

Modify homework/class work expectations

Grade determined through collaboration of general/special education teacher

Allow for spelling errors

Facilitating Appropriate Behavior

Provide clear and concise classroom expectations and consequences

Consistently enforce school rules

Avoid the use of confrontational techniques

Provide student with alternatives

Designate a 'cooling off' location within the classroom/outside the classroom

Assign activities which require some movement

Use praise generously

Ignore minor annoying behaviors

Monitor levels of tolerance and be mindful of signs of frustration

Speak privately, without the audience of peers, to student about inappropriate behavior

Minimize situations that the student may perceive as embarrassing

Involve parents to coordinate approach

Encourage student to accept responsibility for behavior

Reinforce student for appropriate behaviors

Student has behavior plan

Class Work Curricular Procedures

Limit oral reading unless student volunteers

Reading assistance in content area

Modify reading assignments

Modify writing requirements

Allow additional time to complete work

Use of aids (calculator, computer, tape recorder, etc.)

Reduce length/number of written assignments

Reduce content objectives

Review, restate and repeat directions

State expectations clearly

Ongoing monitoring of work produced during class

Preferential seating

Assist in organizing materials
Provide organizational aides: (folders, schedules)

Provide study guides

Provide copies of class notes

Cue students attention

Provide repetition/practice

Simplify verbal/written directions

Teach to learner's multi sensory style

Teach to learner's auditory style

Provide student a daily schedule/established routine

Homework

Reduce length of assignments

Homework assignment book checked by special education or mainstream teacher(s) and parent/guardian daily

Reduced/alternative written work

Reduced/alternative reading work

Access to Special Equipment and Instructional Materials

Computer

Calculator

Electronic speller

Special pens, pencils and paper

Language Arts

Modifying the Presentation of Materials

Provide a checklist for long, detailed tasks

Reduce the number of concepts presented at one time

Assign tasks at an appropriate reading level

Frequently check on progress of independent work

Modifying the Environment

Seat student in an area free of distractions

Use preferential seating

Help keep student's work area free of unnecessary materials
Use checklists to help the student get organized

Frequently check the organization of the student's notebook

Modifying Test

Time of test determined by instructor

Modify the content of the test

Allow test to be given by special education teacher

Location of test determined by instructor

Modify test format

Use word banks

Minimize essay questions

Modifying the Grading

Modify homework/class work expectations

Grade determined through collaboration of general/special education teacher

Allow for spelling errors

Facilitating Appropriate Behavior

Provide clear and concise classroom expectations and consequences

Avoid the use of confrontational techniques

Use praise generously

Speak privately, without the audience of peers, to student about inappropriate behavior

Minimize situations that the student may perceive as embarrassing

Encourage student to accept responsibility for behavior

Reinforce student for appropriate behaviors

Class Work Curricular Procedures

Limit oral reading unless student volunteers

Reading assistance in content area

Modify reading assignments

Modify writing requirements

Allow additional time to complete work

Provide study guides

Homework
Reduce length of assignments

Reduced/alternative written work

Reduced/alternative reading work

Reading

Modifying Test

Modify the content of the test

Modify test format

Use word banks

Minimize essay questions

Modifying the Grading

Modify homework/class work expectations

Grade determined through collaboration of general/special education teacher

Math

Modifying the Presentation of Materials

Cue student by calling his/her name before asking questions

Frequently check on progress of independent work

Modifying the Environment

    Seat student in an area free of distractions

    Use preferential seating

    Help keep student's work area free of unnecessary materials

    Frequently check the organization of the student's notebook

Modifying Test

    Modify the content of the test

    Modify test format

    Use word banks

Facilitating Appropriate Behavior

    Provide clear and concise classroom expectations and consequences

    Avoid the use of confrontational techniques

    Use praise generously

    Speak privately, without the audience of peers, to student about inappropriate behavior
    Minimize situations that the student may perceive as embarrassing

    Encourage student to accept responsibility for behavior

    Reinforce student for appropriate behaviors

504 Student Integrated Accommodations and Modifications

Examples of General Accommodations
• Organizational Strategies
 • Behavioral Strategies
• Presentation Strategies
• Evaluation Methods

Environmental Strategies • Provide a structured learning environment • Make separate "space" for different types of tasks • Possible adapting of non-academic times such as lunch, recess, and physical education • Change student seating • Utilize a study carrel • Alter location or personal or classroom supplies for easier access or to minimize distraction • Provide sensory breaks • Provide a written or picture schedule **Organizational Strategies** • Model and reinforce organizational systems (i.e. color-coding) • Write out homework assignments, check student's recording of assignments • Tailor homework assignments toward student strengths • Set time expectations for assignments • Provide clues such as clock faces indicating beginning and ending times • Teach study/organizational skills • Schedule before or after school tutoring/homework assistance

Behavioral Strategies • Use behavioral management techniques consistently within a classroom and across

classes • Implement behavioral/academic contracts • Utilize positive verbal and/or nonverbal reinforcements • Utilize logical consequences • Confer with the student's parents (and student as appropriate) • Establish a home/school communication system for behavior monitoring • Post rules and consequences for classroom behavior • Put student on daily/weekly progress report/contract • Reinforce self-monitoring and self-recording of behaviors

Presentation Strategies • Tape lessons so the student can listen to them again; allow students to tape lessons • Use computer-aided instruction and other audiovisual equipment • Select alternative textbooks, workbooks, or provide books on tape • Highlight main ideas and supporting details in the book • Provide copied material for extra practice (i.e. outlines, study guides) • Prioritize drill and practice activities for relevance • Vary the method of lesson presentation using multi-sensory techniques: a) lecture plus overhead/board demonstration support b) small groups required to produce a written product c) large groups required to demonstrate a process d) computer-assisted instruction e) peer tutors or cross-age tutors f) demonstrations, simulations g) experiments h) games • Ask student to repeat/paraphrase context to check understanding • Arrange for a mentor to work with student in his or her interest area or area of greatest strength • Provide peer tutoring • Simplify and repeat instructions about in-class and homework assignments • Vary instructional pace • Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check" • Vary kind of instructional materials used • Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels • Reinforce study skill strategies (survey, read, recite, review) • Introduce definition of new terms/vocabulary and review to check for understanding • Be aware of student's preferred learning style and provide matching instruction materials • Pre-teach and/or re-teach important concepts • Prepare advanced organizers/study guides for new material Assignments • Modify the amount of homework • Use written directions to supplement oral directions • Reduce paper and pencil tasks • Allow for assignments to be word processed • Lower reading level of assignments • Break assignments into a series of smaller assignments • Use highlighted texts

Evaluation Methods • Limit amount of material presented on a single page • Provide a sample or practice test • Provide for oral testing • Provide tests in segments so that student hands in one segment before receiving the next part • Provide personal copy of test tools and allow for color-coding/highlighting • Adjust time for completion • Modify weights of tests when grading

https://www.warmlinefrc.org/uploads/5/9/5/8/5958794/section_504_accomodations.pdf
https://www.understandingspecialeducation.com/section-504.html
https://www.psycom.net/classroom-help-anxious-child-at-school

Special Education and 504 Integrated Modifications and Accommodations - Tables

TABLE A

Curriculum Area to be Considered for Accommodation – Provide a brief description of instructional goal/objective	General Accommodation to be addressed (Environmental, Organizational, Behavioral, Presentation, Evaluation	Specific Procedures used in instruction

TABLE B

Modifications		Accommodations	
	Assignment		Presentation
	Curriculum		Response
			Setting
			Timing
			Scheduling

			Organization

English Language Learners Integrated Accommodations and Modifications

Tiered Vocabulary

Pre-teach vocabulary by selecting Tier 1, Tier 2 and Tier 3 words from the target content/instructional unit.

Teacher will identify **Tier 1 Vocabulary Words** – ELL students know the concept in their primary language but not the label in English.

Teacher will identify **Tier 2 Vocabulary** – Words that are useful to understanding the text, prepositions, and words where student understand the general concept but need more precision. These words can be demonstrated. Pre-teaching http://www.educators/content/introducing

Teacher will introduce **Tier 3 Vocabulary** – Words that are low-frequency and are found in content books in the upper grades.

Peer Review and cooperative learning

Use graphic organizers, assign reading partners, use think-pair-share TPS.

Making predictions https://www.teachervision.com/reading/directed-reading-thinking-activity

Sample Table:

Tier 1 Vocabulary	
Tier 2 Vocabulary	
Tier 3 Vocabulary	

Students at Risk for Failure Integrated Accommodations and Modifications

A student at risk is a student who is considered to have a higher likelihood of failing academically and who requires temporary or ongoing intervention to succeed. It can also mean that the student is less likely to be a positive member of the school community. In these cases, student welfare and the inclusion of student welfare strategies are critical. Student-at-risk symptoms may include: challenging behaviors at school, withdrawal, truancy, disengagement, resistance and disconnection.

Students at risk for failing require a classroom environment that will nurture them and foster success. These basic ingredients include (Maurice J. Elias, 2009): 1. Caring sustained relationships at school that facilitate trust and communication; 2. Reachable goals that are challenging but within reach of the student; 3.Realistic, hopeful pathways preparing students for obstacles and problems; 4. Engaging school and community settings that provide positive feedback, encourage teamwork and help learning new skills,
https://link.springer.com/chapter/10.1007/978-0-387-73317-3_58
https://www.edutopia.org/strategies-help-at-risk-students

Gifted and Talented Integrated Accommodations and Modifications

Curriculum Compacting will be used to (1) define goals and outcomes of the unit of study, (2 determine and document which students have already mastered most or all of the learning outcomes, (3) provide replacement strategies for material already mastered.

Individual Educational Programming Guide

Curriculum Areas to be Considered For Compacting – Provide a brief Description of materials to be covered during The unit.	Procedures for Compacting Basic Material Describe activities that will be used in basic curricular areas	Acceleration and/or Enrichment Activities Describe activities that will be used to provide advanced level learning in each area

https://gifted.uconn.edu/schoolwide-enrichment-model/identifygt/

https://gifted.uconn.edu/schoolwide-enrichment-model/curriculum_compacting/

The Instructional Products Menu Will be utilized for identified students generating varying outcomes determined as a result of student choice. A curriculum for the gifted should result in both concrete and abstract products.

CONCRETE PRODUCTS	ABSTRACT PRODUCTS
Knowledge (deepening)	Cognitive Structures
Written Products	Problem Solving Strategies

Spoken Products	Values
Constructed Products	Appreciations
Artistic Performances	Self-Actualization

Leadership Behaviors	

Sample Table:

CONCRETE PRODUCTS	Suggested Activity	ABSTRACT PRODUCTS	Suggested Activity
Knowledge (deepening)		Cognitive Structures	
Written Products		Problem Solving	
Spoken Products		Values	
Constructed Products		Appreciations	
Artistic Performances		Self-Actualization	
Leadership Behaviors			

Response to Intervention (RTI)

"The Response to Intervention (RTI) approach represents a process for assessing and maximizing the 'opportunity to learn' of students who are struggling in any content area. It emphasizes the importance of effective, culturally responsive instruction and early intervening service for all students prior to making a referral to Special Education. By picking up on themes from NCLB and moving away from the Individuals with Disabilities Education Act (IDEA) discrepancy model exclusively used to identify students with learning disabilities, we remove the potentially harmful effects of delaying intervention until a student's achievement is so low there is little hope of 'catching up"

The features of RTI focus on "accountability for results." The features of such as plan include:

- High-quality, culturally-responsive classroom instruction

- Research-based

- Universal screening

- Dyslexia screening
- Continuous progress monitoring

- Early implementation of research-based interventions

- Progress monitoring during intervention

- Program Fidelity

-Kemp & Eaton, 2008, p. 11

from RTI: *The Classroom Connection for Literacy: Reading Intervention and Measurement*

"RtI is best depicted as a model that incorporates the use of a tiered system, which focuses on accountability and academic supports" (Kemp & Eaton, p. 13). (A specific model with interventions for a particular school district is included later in this document.)

Introduction

In 2010, the Response to Intervention (RtI) Committee comprised of administrators from the Office of Curriculum and Instruction, Office of Special Education, and general education teachers, special education teachers, and English as a Second Language teachers embarked on a journey to learn about RtI and to collectively develop a plan for student interventions and processes.

In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as "New Jersey Tiered System of Supports (NJTSS)". NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement. Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs.

According to Jim Wright "The greatest strength of any RTI Team is the diversity of experience, skills, and knowledge that its combined membership can draw upon to develop the best intervention plan for a student." We feel that we have created a team that fulfills this description.

Throughout the process, we examined our current state of interventions and our capacity to implement them

with efficacy and fidelity and envisioned our desired state of interventions. These examinations have led to the recommendations for curriculum, instruction, assessment, and professional development. The RtI Team will meet annually to review the plan and its recommendations for subsequent years looking into the validity and reliability of our interventions and their subsequent success or lack thereof.

History of Response to Intervention

Although the terms Response to Intervention (RtI) and Tiered Systems of Support are still relatively new to education circles in New Jersey, the concepts are not. Rather, it has been developed over the past several decades. One of the major factors in the birth of RtI has been the widespread dissatisfaction with existing practices to identify and treat children with Learning Disabilities.

In 1975, Congress passed Public Law 94-142, the Education of all Handicapped Children Act. This historic legislation required that school districts proactively seek out and identify children with school-related disabilities and provide them with appropriate educational programs (Wright, 2007). As states interpreted the new law, most adopted some version of an IQ-achievement discrepancy approach to diagnose learning disabilities. However, there were many limitations to using such a measure, including the fact that using a discrepancy between IQ and achievement test scores to identify Learning Disabled (LD) students provides no useful information about what academic treatments or interventions might benefit a student.

In 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEIA 2004) and included landmark language in that law to encourage schools to break free of their reliance on the discredited IQ-Achievement Discrepancy method for identifying Learning Disabilities (Wright, 2007). IDEIA 2004 gave schools the freedom to use the student's "response to scientific, research-based intervention" diagnostically as a prime indicator of whether the child has a Learning Disability. In sum, IDEIA 2004 was the impetus that paved the way for RtI to enter the doors of school buildings everywhere. In 2014, the New Jersey Senate enacted legislation that required the Commissioner of the Department of Education to ensure that an RTI framework developed and implemented by a school district includes, at a minimum, certain elements that are commonly recognized as core components of any RTI model. These elements include: (1) high quality research-based instruction in the general education setting; (2) universal screening procedures to identify students at risk for poor learning outcomes or behavioral challenges; (3) multiple levels of evidence-based interventions that are progressively more intense, based on the student's responsiveness; and (4) continuous monitoring of student progress.

The overarching idea behind RtI is targeted instruction to expertly match each student's need based on a multi-tiered approach to instruction. In a multi-tiered approach, instruction is tailored to meet the students' individual needs with increasingly intensive levels of targeted intervention and instruction. By identifying struggling students early, educators can provide appropriate interventions to assist them in achieving grade-level benchmarks without falling too far behind their peers in Tier 1. Students who continue to struggle will receive more intensive instruction in a smaller group setting to accelerate their learning and enable them to catch up to the proficient readers in their class (Howard, 2009). An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components: · **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

· **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.

· **Instruction matched to student need** with **increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

· **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.

· The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.

· **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
--amount and nature of student performance data that will be collected and the general education services that will be provided
--strategies for increasing the student's rate of learning
--parents' right to request an evaluation for special education programs and/or services.

1. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and pre-referral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to:
a. criteria for determining the levels of intervention to be provided to students
b. types of interventions
c. amount and nature of student performance data to be collected
d. manner and frequency of progress monitoring

2. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

Creating an Instructional Frame for Literacy

RTI IS	RTI IS NOT
One size fits few	One size fits all
School focused	Teacher focused
General education initiative	Special education initiative
Multi-tiered	Single support options
Problem-solving approach	Directive approach

Understanding learners' needs	Labeling learners
Emphasis on solutions	Emphasis on problems
Early intervention perspective	Wait-to-fail perspective
Ongoing assessment	One-shot assessment
High-quality instruction	Hit-and-miss instruction
Program coordination	Program isolation
Broad instructional alternatives	Narrow instructional alternatives
Acceleration	Remediation
Data informed	Data driven
Proactive	Reactive
Framework	Program
Academic intervention	Behavioral intervention

There are many ideas about what constitutes an effective RtI. Here we have provided a table which lists the key characteristics of a successful RTI and contrasts these with what RTI is not.

Source: Howard, 2011.

* A core instructional program (Tier 1) should minimally include:
- Core curriculum aligned to the Common Core State Standards (CCSS) and New Jersey Student Learning Standards (NJSLS)
- Student assessment data are used to address the needs of all students regardless of performance level ● Appropriate instruction and research-based instructional interventions that meets the needs of at least **80% – 90% of all learners**. Appropriate instruction in reading includes explicit and systematic instruction in the BIG 5: phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension strategies
- Universal screening administered to all students in the general education classroom three times per year.
- Weekly progress monitoring of students initially identified as at-risk for two to six weeks ● Differentiated

instruction based on the abilities and needs of all students in the core program ● A daily, uninterrupted 80 minute blocks of instruction in literacy and mathematics.

Suggested RtI Procedures

STEP #	Action
1	Classroom teacher administers a Universal Screening: ● Running Records ● DIBELS ● Dyslexia Screening ● Beginning of Year Assessments – MAP/STAR360 ● Tri-Annual Benchmark Assessments (MAP/STAR360 Assessment)
2	**Using Screening Data** If a student is initially identified as at-risk based on results from an initial screening in the fall, *he/she continues to be progress monitored in the general education setting by the classroom teacher three times during a six week period to confirm or disprove initial risk status*. Instruction should be differentiated (small-group or individual) for these initially identified at-risk students during core instruction while additional progress-monitoring data are obtained
3	Referring teachers will meet with the I&RS Team once they identify students who are not responding to the general education classroom interventions administered by the classroom teacher. The purpose of these meetings will be to identify which students are not responding to the interventions provided by the classroom teacher. Classroom teachers will be asked to bring evidence that "shows" what they have tried within the classroom setting. Students will be referred to the building's I&RS Team.
4	A Case Manager will be assigned to work with the classroom teacher. The Case Manager is the primary (I&RS) colleague and support throughout the process.

4	Following the initial I&RS Team meeting, recommendations from the Team will be made to keep the student in Tier 1 (Core Instructional Program) with interventions and differentiated instruction to continue to be provided by the classroom teacher with progress monitoring. In this scenario, the Case Manager will follow-up with the referring teacher two weeks after the initial meeting and thereafter for as long as the student continues to receive his/her interventions in the general education setting for up to six weeks. During the meeting, a form to record the minutes will be used to ensure everyone present has a common understanding of student outcomes. *OR* It is determined that the student has failed to respond to the interventions provided in the general education setting and is referred for Tier 2. In addition to Tier 1, struggling students who don't meet grade level criteria receive small group supplemental instruction (3-5 students) for 20-30 minutes 3-5 days per cycle. The appropriate intervention specialist who will provide the intervention will send a letter home to inform the parents that the student will receive additional help in a small group of 1:5.
6	Within six to nine weeks of instruction, the I&RS Team convenes to evaluate the progress of students in Tier 2 to determine whether the achievement gap is shortening or widening. At this point, a recommendation will be made for students to remain in Tier 2, move back to Tier 1, or move to Tier 3. Parents will be notified as they were in Step #5. Tier 3: (1-5%) Designed for those students who demonstrate insufficient progress (defined by the parameters of the intervention being used) in Tier 2. Reading Specialist will provide the interventions and will send a letter home to inform parents that the student will receive intensive reading interventions in a group of no more than 1:2.
7	Within three to six months, the I&RS Team convenes to evaluate the progress of students in Tier 3 to determine whether they need to move to Tier 2, remain in Tier 3 or be referred for consideration by the Child Study Team
8	Child Study Team convenes. Student is either (a) evaluated for Special Education and Related Services or (b) remains in the multi-tiered approach.

Tiers are flexible and so based on data review, students can and should be fluidly moving between the tiers. **NOTE: In addition to the RTI meetings, the building administration will regularly schedule data meetings with all teachers to review the progress students are making via results compiled in through our Universal Screening Tools. These meetings should take place in November, March, and May, and as needed.**

Samples of Common Types of Assessment Data

We must ensure that we are balancing varied forms of assessment to include the data recommended for RtI and

the assessments that will offer a rich bank of information about students. This requires day-to-day assessment that is embedded in the learning process as an instructional informant. Effective instruction IS assessment as each instructional experience is an opportunity to assess the success of learning and each assessment experience
embeds good instruction. Throughout this process, we continuously ask questions that will help us to make new and more informed choices:

What evidence is there that learning is/is not taking place?

What does the existing evidence tell us about this student?

What patterns are emerging to support a broader view?

How can we interpret the data to support our instructional goals?

How can we apply what we know about this student on a daily basis?

What new evidence can we collect to demonstrate success?

(Howard, 2009)

The following assessments are examples of the evidence that classroom teachers and intervention specialists can bring to the I&RS Team meetings:
 Report Card Grades: including teacher comments and previous years' achievement. **Test/Screening Data:** Test records from a student's cumulative folder illustrate academic strengths and weaknesses. Results from classroom Benchmark Assessments would also provide a useful comparison to grade-level peer performance.

Student Interview: This can be an informal interview you have with the student to assess their perceived academic strengths or behavioral strengths or weakness, preferred methods of learning, and interests.

Class and Homework Grades: Grades from the current year provide a comparison of student's performance to average class performance.

Attendance/Tardiness Records: This data can be obtained via Infinite Campus. It will be important to look for patterns of absences and tardy arrivals.

Disciplinary Referrals: These referrals will help the I&RS Team to track patterns of misbehavior over history.

Completed Work Products: A collection of work students completed independently.

Anecdotal Records: Records from the classroom teacher about any aspect of the student's academic or behavioral performance.

Appendix B: Assessments for English Language Arts

Assessment evidence directly links to each unit's Enduring Understandings, Essential Questions, Knowledge and Skills.

Benchmark Assessments

Benchmarking will occur at the start of the year, at the end of each marking period, at the conclusion of each unit and at the end of the year. Teachers will be able to use this benchmark data to inform instruction throughout the year and gain a deeper understanding if the students have met the student learning standards outlined in each unit of study. In each school district, teachers have access to assessment data from informal reading inventories, and MAP or STAR360 benchmark data. This data directly relates to the English Language Arts curriculum as teachers prepare resources and reading materials for students on varying reading levels. Throughout the year, learning patterns will be determined and the need for additional resources and /or services will be targeted and addressed throughout the curriculum. Data will be maintained in the Realtime Data Management System and transferred to the school report card at the close of the marking period.

Summative Assessments

In addition to the assessments outlined in each unit of study, each grade level will use the integrated assessments and Learning Progressions found within the Teachers College Reading and Writing workshop model (e.g. Turn and Talk, Illustrate and Label, Task Cards, performance tasks, Developmental Reading Assessment, Running Records, Informal Reading Inventories and MAP/STAR360 to determine instructional and independent reading levels. In addition, self-evaluation and peer evaluation are supported by the workshop model and rubrics are used to evaluate student work.

Formative Assessments

Formative assessments are embedded within each instructional unit and at the conclusion of each instructional lesson. End of lesson/unit questions reflect all aspects of Bloom's Taxonomy. Teachers utilize formative assessment data to inform instruction, ensuring the success of all students.

Alternative Assessments

Alternative assessments are embedded within each instructional unit. Teachers are able to design a variety of alternative assessments to ensure that all students have access to an assessment that fairly and equitably displays their level of learning and mastery of the New Jersey Student Learning Standards.

Appendix C: Core Instructional and Supplemental Materials Core Instructional and

supplemental resources are indicated within each unit of study across all grade levels. In addition, leveled reading materials and mentor texts are available in all classroom libraries. Each individual school has varied core instructional and supplemental materials that fit the needs of the students and staff within the district. Classroom libraries are supplemented by the following publishers, including, but not limited to; TCRWP Classroom Libraries (Heinemann), National Geographic, Scholastic, and Schoolwide. The number of books in each classroom libraries throughout the district varies, some containing 1800+ leveled books in fiction and non-fiction categories. Included in this appendix are a list of possible core programs that can be found throughout the schools, independent reading benchmarks that are analyzed for grades K-5, and lists of leveled books that may be available in school and classroom libraries.

Kindergarten Grade 1 Grade 2	Teachers College Reading and Writing Project: Units of Study for Teaching Reading and Units of Study for Teaching Writing Schoolwide Units As needed: Fountas & Pinnell Leveled Literacy Intervention System (LLI) Wilson Just Words
Grade 3 Grade 4 Grade 5	Teachers College Reading and Writing Project: Units of Study for Teaching Reading and Units of Study for Teaching Writing Schoolwide Units As needed: Fountas & Pinnell Leveled Literacy Intervention System (LLI) Wilson Just Words Wilson Fundations
Grade 6	Teachers College Reading and Writing Project: Units of Study for Teaching Reading and Units of Study for Teaching Writing Schoolwide Units As needed: Fountas & Pinnell Leveled Literacy Intervention System (LLI) Wilson Just Words