

Roadmap to Success



A Guide to Intervention and Referral Services (I&RS), Response to Intervention (RTI), & English as a Second Language (ESL)

*Original August 2016
Revised July 2017
Revised September 2018*

What is I&RS in the Hoboken Public School District?

The Intervention and Referral Services (I&RS) process in the Hoboken Public School District is designed to assist students who are experiencing learning, behavior, health, or social-emotional difficulties and to assist staff members who have difficulties in addressing these learning, behavioral, health, or social-emotional needs that present in the classroom.

The I&RS process for general education students is intended as a primary vehicle in which general education teachers or specialists can assist students who are skills fragile or at risk for school challenges within the general education environment. I&RS programs exist primarily to focus on skills fragility and challenges using available resources within the general education environment. The end result of I&RS processes, protocols, and interventions is to improvement student achievement and access to education through direct assistance.

The Hoboken Public School District has adopted a dynamic multidisciplinary team approach for planning and delivering the services needed to assist students in meeting academic, behavioral, health, or social-emotional needs. Teams in each school will be carefully constructed and guided by an action plan developed by members, in conjunction with classroom teachers and specialists, to reflect the RTI model.

The Mission and Process that Drives the Hoboken Public School District's I&RS Teams

The primary purpose of Hoboken Public School District's I&RS teams is to identify students in need of assistance and then plan and provide appropriate intervention for those within the general education community; to identify the responsibilities of staff members who participate in the planning and provision of intervention and referral services; to actively involve parents/guardians in the development and implementation of the I&RS plans; to review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; to provide professional development to general education teachers who either refer students to Hoboken Public School District's I&RS Teams or who assist in providing the intervention and referral services; and, finally, to coordinate the services of community-based social and health agencies.

Composition of Hoboken Public School District's I&RS Teams

Person Requesting Assistance - Requests for help from the I&RS team for educational problems can be made by any individual who works with students on behalf of the school district, as well as by parents. Persons requesting assistance are bound by all of the same applicable rules of privacy, ethical standards and I&RS procedures as are regular members of the I&RS team.

Building Principal or General Education Designee – If the principal does not serve as a member of the I&RS Team, his or her designee (Chairperson) should be on staff of the regular education program for the building and have the authority of the principal to make decisions to fully develop and implement I&RS action plans.

General Education Teacher – The team should have a representative of the instructional staff for the building. The team may choose to include more than one teacher to represent various grades or disciplines.

Student Support Staff - One or more representatives from among the following student support titles should be included on the team: substance awareness coordinator, guidance counselor, school psychologist, learning disabilities teacher-consultant, school social worker, speech language specialist or school nurse.

Hoboken Public School District's I&RS School Teams:

Salvatore Calabro Elementary School

Deborah Meier - Nurse
Jessica Hosbach - Guidance Counselor/**Chair**
Jack Baker- Teacher/ABS/**Recorder**
Loreto Martinez-CST/School Psychologist
Kathleen Terhune - Teacher

Thomas G. Connors Elementary School

Stephanie Wolfsie - Social Worker/**Chair**
Kristin Berilof - School Psychologist
Lauren Schultes - Gifted and Talented Teacher
Ryan Sorafine - Dean of Students & Programs
Melissa Gerson – Teacher/**Recorder**

Joseph F. Brandt School

Christopher Sheridan – Dean of Students & Programs/ **Chair**
Jessica Hosbach - Guidance Counselor
Jennifer Roskowski – Speech/Language Pathologist/**Recorder**
Jaely Ricciardi - CST/School Psychologist
Ashley Babalonia - Teacher

Wallace Elementary School

Allison Lemberg – Guidance Counselor/**Chair**
Carrie Ellis - CST/Social Worker/**Recorder**
Ivan Ramos - Dean of Students and Programs
Stephanie Grafman – Spec. Ed. Resource Teacher
Daniel Fagan -Teacher

Hoboken Middle School

Beverly Gross- Guidance Counselor/**Chair**
Harold Abraham - Principal
David Antunes – CST/**Recorder**
Jessica Fasolino - Teacher
Erick Alfonso - Dean of Students and Programs

Hoboken High School

Cecilia D'Elia - School Psychologist/**Chair**
Susan Weiner - Guidance Counselor/**Co-Chair**
Samuel Thomas - Teacher
Jennisa Troutman - Teacher
Ashley Rozkowski - Special Education Teacher
Renee Turonis - School Nurse/**Recorder**
Derek Piccini - Dean of Students and Programs

What is RTI?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. The RTI interventions are delivered in a thoughtful and informed manner during a dedicated Challenge and Support Period at the Grades K-6 level, a Junior Professional Growth Period at the Grades 7 & 8 level, and the Personal Growth Period at the Grades 9-12 level.

For RTI implementation in the Hoboken Public School District to be effective, the following essential components must be implemented with fidelity and in a rigorous manner:

- ◇ *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- ◇ *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- ◇ *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- ◇ *Parent involvement.* Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

The RTI Model

Hoboken Public School District's comprehensive RTI model combines effective instruction, process monitoring and functional assessment linked to strategic intervention. At the core is a data-based, functional assessment, problem solving process. While there are many sound problem-solving models and processes, all of the effective ones have four primary components:

- ⇒ **Problem identification:** "What is the problem?"
- ⇒ **Problem Analysis:** "Why is the problem occurring?"
- ⇒ **Intervention:** "How will we solve the problem?"
- ⇒ **Evaluation:** "Did the intervention work to solve the problem?"

RTI begins in the general education classroom, with evidence-based curricula taught by highly qualified teachers (HQT) who use effective instructional and differentiated practices and who are supported by effective classroom management and positive classroom process.

The goal of RTI is to support the learner to become an independent learner and self-manager of emotions and behaviors. The focus is on favorable student outcomes that will best equip the learners to ultimately become ready for college and careers.

Academics: RTI involves the ongoing process of providing effective, differentiated instruction to all students and determining their mastery of material through authentic curriculum-based, formative assessments and progress monitoring. Student grades, work samples, and authentic assessments; teacher observations and evaluations and evaluations (current and prior); state standardized assessments and other benchmark assessments; and student self-reports should be used as part of universal screening.

Behavior: RTI also involves the ongoing process of creating and maintaining positive classroom climates, using effective classroom management strategies and social skills instruction and determine students' mastery and demonstration of pro social skills through classroom assessments, behavioral observations and reports from teachers and other staff in the classroom.

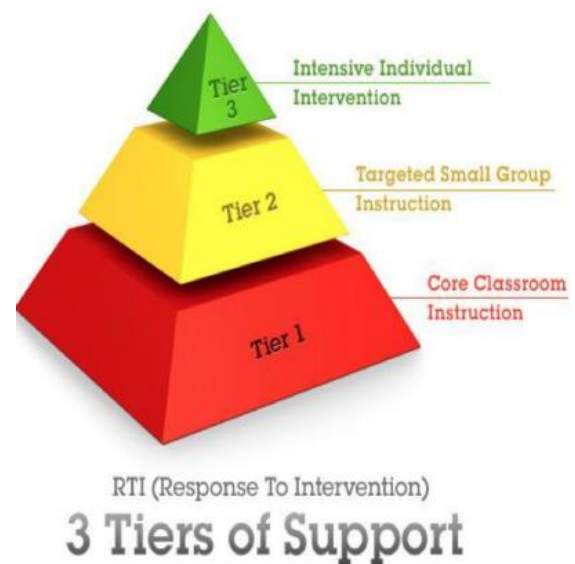
Tiers of Support

Tier 1

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and



interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

The Core Principles of RTI in Hoboken Public Schools:

- ◇ The belief that we can effectively teach all children;
- ◇ The knowledge that we must intervene early using a multi-tiered instructional delivery approach that supports all students;
- ◇ The use of research-based interventions and instructional strategies is essential;
- ◇ The process of continual monitoring of student progress to inform our instruction;
- ◇ And, the information necessary to make informed, data-driven decisions.

The RTI Process in Hoboken Public Schools will consist of:

1. The screening of all students;
2. Identification of students that may be skill-fragile;
3. Determination of deficit skills and problem area;
4. Selection and implementation of intervention strategies;
5. And, progress monitoring to evaluate the student's response to intervention.

Key Components of the Hoboken Public Schools' RTI Process:

1. 24 hours turn-around time for I&RS Interventions;
2. Reading Specialist support (K-6);
3. Math Specialist support (K-6);
4. Edmentum Exact Path System for both ELA and Mathematics;
5. Challenge & Support Period (K-6);
6. Junior Personal Growth Period (7-8);
7. And, Personal Growth Period (9-12).

Hoboken Public School District's RTI Review

Tier 1

- ⇒ Engaging, differentiated instruction for all students
- ⇒ Multiple opportunities to respond to instruction
- ⇒ Immediate corrective feedback
- ⇒ Scaffolded practice of new skills
- ⇒ Cumulative review of previously taught skills
- ⇒ Daily small-group supports to more homogenous groups of student based on need

Tier 2

- ⇒ More time and differentiated supports for students who have not mastered the essentials, as measured by regular common formative assessments
- ⇒ May be provided during daily 30-minute flex times or during “buffer” days
- ⇒ Students grouped more homogeneously during these flex times
- ⇒ Students who have not yet mastered essentials receive support in smaller groups
- ⇒ Other staff may join the grade-level teachers to reduce teacher-student ratio during flex time
- ⇒ To make optimal use of additional staff, schools may choose to stagger times during which each grade level has flex time
- ⇒ Purpose of Tier 2 is for students to master prioritized grade-level or course content

Tier 3

- ⇒ For students who have not responded to Tier 1 and Tier 2 supports
- ⇒ For students who have been screened to be multiple grade levels behind their peers in foundational skills
- ⇒ Intensive supports provided in addition to Tier 1 and Tier 2 supports
- ⇒ Supports are targeted as possible; e.g., on phonemic awareness, single-syllable phonics, or multisyllabic phonics
- ⇒ Given the constraints of the school's schedule and the immediacy and severity of student needs, Tier 3 supports may need to be provided, temporarily, in place of other important content
 - Schools can creatively schedule these supports:
 - Providing them when students would otherwise be working independently, such as during workshop, center, or “daily five” time
 - Alternating what content that the student misses from week to week
 - Providing these supports when students are not receiving instruction in the essentials of the grade level
- ⇒ The support should be adjusted to match student needs and revised until the student is adequately responding to intervention.

Hoboken Public School District's RTI Leadership Teams

Christine Johnson – Superintendent of Schools

Sandra Rodriguez-Gomez - Assistant Superintendent of Schools

Mark Mautone – Director of Special Services

Christy Gaudio – District Coordinator of RTI Services, Reading Specialist

Hoboken Public School District's RTI Team

Denise Vallejo-Rodriguez – Reading/Math Specialist, Joseph F. Brandt Elementary School

Allison Szymanski – Reading/Math Specialist, Salvatore Calabro Elementary School

Rosanne Lucignano - Reading Specialist, Thomas G. Connors Elementary School

Kelly Sogluizzo - Math Specialist, Thomas G. Connors Elementary School

Patricia Hack - Reading Specialist, Wallace Elementary School

Jaelyn Dickerson - Reading Specialist, Wallace Elementary School

Frank Mazzone - Math Specialist, Wallace Elementary School

Hoboken Public School District's I&RS Process - Request for Assistance

All requests for assistance will be submitted with via either a Google I&RS intake form or in hard copy and in a complete packet. The Google form will include a checklist of steps teachers must do BEFORE going to I&RS. This form will alert I&RS when teachers have exhausted all Tier 1 options.

There will be a 24 hour turn-around time for I&RS Interventions. A meeting is not required to begin implementing interventions. The I&RS Team will meet on a monthly basis to review and monitor progress. The teacher will contact parents and not the I&RS Team. Once students are placed in the program, parents will receive a notification letter from the I&RS Team. Interventions will commence immediately and the I&RS process will be building specific.

Students will be provided with intensive, systematic instruction in small groups. Gaps will be identified by comparing typical achievement or behavior to observed achievement or behavior. Instruction will focus on no more than two specific skills at a time.

The progress of Tier 2 students will be monitored at least once per month. Teachers are responsible for completing the I&RS Update Form and submitting it every 30 days. The data collected will be used to determine whether students still require intervention. Students that have shown improvement may continue, expand or conclude interventions. For those students still making insufficient progress, a Tier 3 intervention plan will be initiated.

Step 1: Request for Assistance:

- ✓ Teacher contacts parent by phone
- ✓ Submit Google I&RS Intake form
- ✓ Complete checklist of steps that indicates teacher has exhausted all Tier 1 options.

Step 2: Notification

- ✓ I&RS Team will send notification letter to parents

Step 3: Problem Solving Process

- ✓ Identify “gap” by comparing typical achievement or behavior to observed achievement or behavior
- ✓ Teacher identifies one or two behavior or academic skills that need attention.
- ✓ RTI interventions within 24 hours
- ✓ Progress monitoring and follow-up evaluation every month

Step 4: Interventions Successful?

YES

- ✓ Continue, expand or conclude intervention
- ✓ Identify any other targeted academic or behavioral gaps and repeat process for one additional target gap
- ✓ Monitor Periodically

NO

- ✓ Additional I&RS team member conducts observation of student
- ✓ Collect additional information/data, as needed
- ✓ Increase interventions via the RTI Process

Step 5:

Step 5:

Close I&RS case OR Identify additional gaps/repeat Referral to School and/or Community Resources OR Referral for evaluation by Child Study Team

English as a Second Language (ESL) in the Hoboken Public School District

Every region of our country is experiencing a shift in racial and ethnic composition and this shift is projected to continue over the next few decades. Educators will have to be prepared to meet the needs of the increasing diversity of students to prepare all children to become productive members of our country. It is especially crucial to understand the particular needs of students who come from homes where English is not the dominant language. To provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (RTI) Tier 2 model must be in place. This model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties.

Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

Effective Tier 2 Intervention for ELLs in the Hoboken Public School District

The Hoboken Public School District provides intensive reading interventions to ELLs demonstrating low reading skills immediately when needed. These interventions can be effectively implemented as early as Kindergarten, as well as for more mature readers with reading difficulties.

The Hoboken Public School District ensures that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 45 minutes each day.

When students receiving literacy instruction in English demonstrate weak reading skills or have evident reading difficulties, do not wait for English oral language to improve before providing reading interventions. Use appropriate practices for building oral skills and vocabulary development as well as reading skills.

ESL Leadership Team

Sandra Rodriguez-Gomez-Assistant Superintendent of Schools
Damien Arnone, Director of Guidance and Data
Tatiana Meza, ESL Coordinator

Grades K -2 Screening Indicators in the Hoboken Public School District

Indicator	Timeframe	Threshold
Mathematics	Per Marking Period	Approaching Standards or below 50%
Reading	Per Marking Period	DRA Below Grade Level
Behavior	Per Semester	2 incidents of HIB or 1 Suspension
Attendance	Per Marking Period	10% missed instructional time
Mobility	Per Year	One or moves in past two years
Course Performance	Per Semester	Not meeting standards in any course
EOY	End of Year	Failed one or more courses

Grades 3-6 Screening and Indicators in the Hoboken Public School District

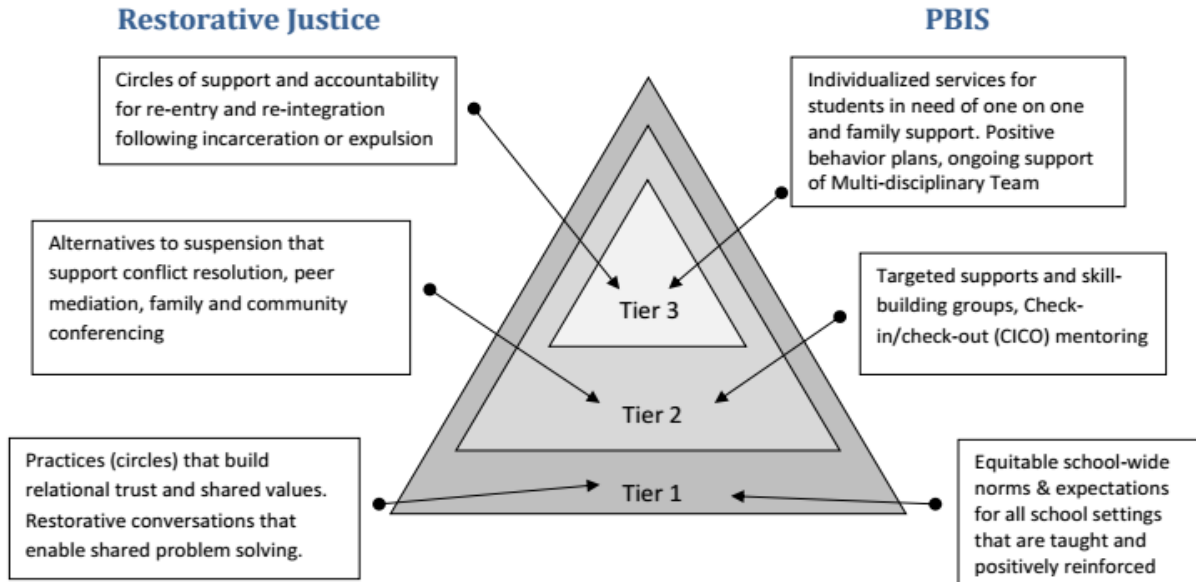
Indicator	Timeframe	Threshold
Mathematics	Per Marking Period	C or below
Reading	Per Marking Period	DRA Below Grade Level
Behavior	Per Semester	2 incidents of HIB or 1 Suspension
Attendance	Per Marking Period	10% missed instructional time
Mobility	Per Year	One or moves in past two years
Course Performance	Per Semester	D, F, or not meeting standards in any course
EOY	End of Year	Failed one or more courses

Grades 7-12 Screening and Indicators in the Hoboken Public School District

Risk Indicator	Timeframe	National Threshold	Hoboken Threshold
Mathematics	8 th Grade	Failing/ not completing algebra 1 at end of 9 th grade	Placement in Math Concepts and Applications at end of 8 th Grade
Reading	8 th Grade	Failing/ not completing English 9	Below benchmark on silent reading assessments in 7 th grade
Attendance	Per marking period and end of year	Missed 10% or more of instructional time (excused and/or unexcused absences)	5% or more of instructional time (excused or unexcused)
Behavior	Per marking period	1 or more days of suspension	At least 1 day of suspension and/or 2 detentions
Mobility	Per year	1 or more move	1 or more move in past two years
Course Performance	Per marking period and end of year	Failed one or more courses	D or F in any subject
GPA	Per marking period	2.0 or lower on a 4-point scale	Achieved 2.5 or lower on a 4-point scale
EOY Indicator	End of Year	Failed two or more core courses or accumulated fewer credits than the number required for promotion to the next grade	Failed one or more courses or accumulated fewer credits than the number required for promotion to the next grade.

Positive Behavior Interventions & Supports in the Hoboken Public School District

Response to Intervention (RtI) Framework



There is not one single strategy that works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a “one size fits all” approach is less effective than interventions based on the needs of each school.

One of the most effective strategies in school-wide discipline is one that places an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

Restorative Justice is an approach to justice in which the response to unbecoming or dangerous behaviors is to organize a mediation the victim and the offender, and sometimes even with the wider community. The goal is to negotiate a resolution, while reinforcing social justice.

The PBIS Process in the Hoboken Public School District

1. Establishment commitment and maintain team;
2. Establishment school-wide behavior expectations;
3. Establish an ongoing system of reward;
4. Establish a site-specific discipline system;
5. And, establish a data system to monitor progress and aid in decision-making.

Behavioral Reinforcement & Instruction in the Hoboken Public School District

Some educators do not believe it is their responsibility to teach the behaviors that students must display while at school, or to teach the behaviors that will enable them to learn how to learn. Our belief would then be: If not us, then who? If we are not satisfied with student behavior and we believe that behavior is impacting student learning, then what are our options? Do nothing? Doing the same things, we have always done? Rather, we must collectively assume responsibility for improving behavior and collaboratively support students and one another. Improving student behavior is not easy, but it is possible. It's not a lack of skill that will prevent success in this arena, but a lack of will.

Student motivation, or more accurately, a lack of student motivation and engagement, is commonly mentioned as the reason for student difficulties, and as the reason for the failure of improvement efforts. However, educators can have an enormous impact on student motivation.

Alternate Pathways and Credit Recovery at Hoboken High School

Consistent with N.J.A.C. 6A:8-5.1(a) 1.ii, as well as, the district's I&RS and RTI programs, Hoboken students are afforded the opportunity to earn credits beyond the traditional classroom setting. The Hoboken Virtual Academy provides online and blended learning opportunities for students to pursue original credit via Option II and credit recovery classes. There are three alternate credit pathways:

1) *Option II* provides students with the opportunity to take courses for original credit. It is recommended that students take these course via the Hoboken Virtual Academy, but other providers/institution may be approved by the Director of Curriculum & Instruction. All Option II courses must be aligned to and meet the proficiencies and content enumerated in the NJCCCS and CCSS. Additionally, to receive credit on their transcript student must demonstrate proficiency in the subject area via the departmental final exam or the equivalent with approval from the Director of Curriculum & Instruction. Option II may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences. In addition, N.J.A.C. 6A:8-5.1(a)1ii(3) permits districts boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.

Option II allows local school districts to design and implement curricular programs that meet the needs of all students. The regulations support student participation in deep and meaningful learning experiences that advance student learning and focus on student interest and abilities. This option allows students to obtain credit for learning experiences outside of the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, international study, or college-level work.

2) *Credit Recovery* is for students who have failed a course and/or are in loss of credit due to attendance. Students can remediate credits via the Hoboken Virtual Academy. Students may initiate the credit recovery process on their own, in consultation, with their school counselor or credit recovery may be recommended as an intervention by the district I&RS Team.

Credit Recovery is an option for schools to implement in order to better assist students who are at risk of failing to graduate due to course failure. The purpose of this program is to offer an opportunity for motivated students to recover lost credit by using an alternative instructional model. Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills required to receive credit. The term “Credit Recovery” refers to a block of instruction that is less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course. For transcribing the final grade in a credit recovery course, the following procedures shall be followed:

1. The original failing grade will remain on the transcript as it.
2. A new course starting with the appropriate activity code, grade scale designation, and unit marked will be entered on the student record.
3. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as “P” as the final grade and transcribed to the numerical value of “0” as indicated by the addition of the “P” to the grade scale chart. Thus, the credit recovery course does not impact the student’s GPA. If a student fails the credit recovery course, the failing grade is entered as an “NP” as the final grade and transcribed to the numerical grade value of “0” as indicated by the addition of “NP” on the grade scale chart.
4. A student wishing to modify his/her GPA shall repeat the full course for credit and not seek a credit recovery solution.

3) *Independent Study* can be an academically enriching experience for both the student, as well as, the cooperating teacher and partnering organization. Independent study provides students with the opportunity to master an academic area through his/her own initiative, self-discipline, and self-reliance. The Independent Study Program (ISP) is an attempt to nurture independent thinking, creativity, and self-direction. Independent study allows students to develop individual interests and talents or pursue an area of interest in greater depth. Independent study allow students to work independently under the direction of a teacher-consultant on a subject of interest that is not covered in the regular curriculum. Independent study may not be used to satisfy formal course requirements or graduation requirements. Students should begin by investigating an area of interest and determining its feasibility as a subject for Independent Study. A faculty member should be sought as an advisor. Teachers involved in the program will serve as guides and resources for the student,

but will not assume responsibility for the project. After conferring with the assigned guidance counselor and electing to undertake the program, the student is responsible for selecting a topic of study, establishing goals and outcomes of the study, and selecting the appropriate methods and media with the supervisory teacher.

References

What is RTI?

<http://www.rtinetwork.org/learn/what/whatisrti>

Effective Approaches to RTI (2012). International Center for Leadership in Education, Inc.

Principals and RTI Implementation

www.Rtinetwork.org

Weber, Chris. *RTI Roadmap for School Leaders*. Lead +Learn Press. (2014)

PBSIS - Helping Schools Build Systems of Support

www.Njpbs.org

Positive Behavior Interventions and Support (PBIS) What is PBIS?

<http://www.sjUSD.org/student-services/pbis/what-is-pbis/>

Brown, Julia and Sanford, Amanda. *RTI for English Language Learners: Appropriately Using Screening and Monitoring Tools to Improve Instructional Outcomes*. (March, 2011)

<http://www.rti4success.org/sites/default/files/rtiforells.pdf>

Creating an RTI Model for ELL's Academic Success

NYC Department of Education

<http://www.schools.nyc.gov/NR/rdonlyres/4F75733C-5E47-42CC-8B22-13F17B3D124D/0/maindocumentfinal.pdf>