

Response to Intervention (RtI) and Academic Intervention Services (AIS)

Horseheads Central Schools

June 2015

Preface: In accordance with the New York State Education Department and Commissioner Guidelines, the Horseheads Central School District offers both Academic Intervention Services (AIS), serving students in grade 5 to 8 and 9 to 12 and Response to Intervention (RtI) support to its students in grades K -4 who struggle with academic progress and/or have barriers that interfere with their success in school. Each of these student support strategies are outlined in a similar manner in the following pages.

Response to Intervention Services

I. History

A Response to Intervention (RtI) Steering Committee was formed in the fall of 2009. The committee was charged to:

1. Define the tiered model and criteria to be used for entering and exiting each tier.
2. Select a district wide common, researched based screening, progress monitoring and “digging deeper” assessment tools.
3. Create a professional development tool.
4. Develop an implementation plan.
5. Determine staffing and budget needs and develop a process to monitor and assess the effectiveness of the RtI process.

Guided by the Vision for RtI, developed by an RtI Task Force in 2008-2009, the RtI Steering Committee met for a full day, monthly throughout 2009-2010 school year to accomplish this charge. Recognizing the need to continuously reflect upon and improve our RTI practices and related professional development, the committee presented an initial plan to implement RtI in the Horseheads Central School District.

II. Regulations

The Regents policy framework for RtI: *8 NYCRR section 100.2(ii)*

1. Defines RtI to minimally include:

- **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; and
 - Parents' right to request an evaluation for special education programs and/or services.

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral 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 the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring. *[8 NYCRR section 100.2(ii)]*

3. 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 consistent with the specific structure and components of the model. *[8 NYCRR section 100.2(ii)]*

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *"Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading."* *[8 NYCRR section 200.4(j)]*

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematic abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate

of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

III. Horseheads RtI Plan and Related Procedures

The RtI Steering Committee (2009-2010) of the Horseheads Central School District has designed a plan for reading instruction that will consist of three tiers. The description of each tier includes the curriculum taught, the assessments administered, recommends daily time frames for each tier of instruction and staff to deliver the instruction. The goal of the RtI plan is to ensure that all students are reading at or above their grade level by June of each school year.

Universal Screening

Beginning in September 2010, 100% of all students in *grades K – 4* will be screened. A universal screening team (UST) will be identified and trained to administer the AIMSweb Universal Screener (US). The UST measures the five components of reading, (phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension). The results of the UST will provide classroom teachers with data on each student in their classroom. Students who are on track to be reading at grade level will be identified as **benchmark**. Students identified as **strategic** will require additional help. Students identified as **intensive** will require concentrated additional instruction. The US will be administered two more times during the school year (winter and spring) to assess the reading progress of all students.

The RtI Tiered Model

Tier One: Tier One instruction will include all students in a classroom regardless of each student's results on the UST. The classroom teacher will deliver the instruction using the district-adopted CORE reading curriculum and CORE math curriculum, including the identified components of a scientifically researched – based program, aligned with Common Core Learning Standards. This should be a daily, uninterrupted 90-minute ELA period and 60-minute Math period, with whole group and small group differentiated instruction. Employing scientifically researched based instructional strategies will be the norm in all classrooms. In Tier One, to determine the reading and/or math growth of students identified as “benchmark” on the UST, AIMSweb progress monitoring probes will be administered 3x/year. Additional information will be gathered through Curriculum-Based Assessments and teacher observation.

Tier Two: Tier Two interventions may occur within the classroom or a pull-out structure for small groups using differentiated materials that target specific skill/strategy deficits. Instruction may be delivered by the classroom teacher or an intervention support team member. Students identified as “strategic” on the UST will require 20-30 minutes of double-dose instruction targeting the deficits noted from the UST. This will be in addition to the Core instructional period of Tier One instruction. The Tier One Core Reading and Math Curriculum will be supported by a scientifically researched-based Intervention Program. Progress monitoring, using the AIMSweb probes, should occur every two weeks to assess student growth.

Tier Three: Students identified with intensive needs by the UST, or who do not adequately progress, will need 30 – 60 minutes daily of additional instruction, concentrating very specifically on the development of targeted skills. Intensive students should receive instruction out of their classroom by highly qualified and trained reading and/or math instructors in each building. Multiple sources will be analyzed to determine the specific skills to target, including Curriculum Based Assessments, Running Records, and teacher observational notes, along with the UST results. A supplemental research-based reading and/or math program using direct instruction should be used as a resource to Tier Three students. Tier three students will be progress monitored every two weeks using AIMSweb probes, to assess growth.

Tier 1: Benchmark

- Target: All Students
- Core ELA Curriculum/Instruction, 90 Minutes Daily
- Core Math Curriculum/Instruction, 60 Minutes Daily
- AIMSweb Universal Screenings, 3x/year

Tier 2: Strategic Intervention

- Target: Small Group Intervention, 20-30 Minutes Daily
- Core ELA Curriculum/Instruction, 90 Minutes Daily
- Core Math Curriculum/Instruction, 60 Minutes Daily
- AIMSweb Universal Screenings, 3x/year
- AIMSweb Progress Monitoring, every 2 weeks

Tier 3: Intensive Intervention

- Target: Small Group Intervention, 30-60 Minutes Daily
- Core ELA Curriculum/Instruction, 90 Minutes Daily
- Core Math Curriculum/Instruction, 60 Minutes Daily
- AIMSweb Universal Screenings, 3x/year
- AIMSweb Progress Monitoring, every 2 weeks

Classroom Intervention Model Teams (CIM Teams) with in the RtI Tiered Model

Each building will have an established CIM Team to assist with the challenge of identifying reading and/or math problems and solutions. CIM teams will follow consistent protocols for operation across the district. The role of the CIM team is to gather additional data and provide strategies to meet the needs of the student being referred. If a teacher is having difficulty meeting the instructional reading and/or math needs of a student in his/her classroom, they will be encouraged to refer the student to the CIM Team. CIM teams will require that each referral includes supporting data identifying the concern. The implementation of RtI assessments will provide teachers with the required data, (results from the universal screener, and progressing monitoring probes may be used as evidence). Classroom assessments and teacher observation may also be used as data. Teachers will be encouraged to refer a student to the building CIM team at any time. A delay in a referral however, may be detrimental to student growth. CIM teams need to determine at what point a CIM referral should be required. This Response to Intervention Plan will be reviewed and revised on a biannual basis.

Parent Notification

The building principal will be responsible for parental notification indicating the need for academic intervention services. The **Notification Letter** shall include a summary of the intervention services to be provided to the student, the reason the student needs such services, and the consequences for not achieving expected performance levels. **Progress Reports** will be provided throughout the school year. Parents will be kept apprised of their child's progress through progress reports, report cards, and other forms of communication. When AIS services are discontinued, the parent will be notified in writing. The **Dismissal Letter** will include the academic area no longer in need of intervention service and the assessment(s) that were used in this determination.

Support Services

Coordination of support services is based on individual needs. These services could include, but are not limited to, the following: social worker assistant, psychologist, speech teacher, occupational therapist, physical therapist, and nurse.

Discontinuation Criteria

Discontinuation of Rtl services is determined by individual student results on State assessments and/or common district assessments.

- State Assessments: Students scoring at level 3 or 4 or a grade greater than or equal to 65% on a State assessment will result in discontinuation of AIS services.
- District Assessments: Students scoring at a level 3 or 4 or a grade greater than or equal to 65% on a common district assessment will be identified as **potential** students for discontinuation of Rtl services. The common district assessment will be used as the initial screening tool for students who **potentially** may be dismissed from Rtl services. Those students initially identified through a common district assessment will need two (2) additional pieces of supporting documentation to be discontinued from Rtl services.

Delivery of Service

Intervention services may start at any time, but must begin no later than the beginning of the semester following the determination that a student is eligible for such services. The delivery of service is based on the individual need of the student as well as academic structure of individual school. Each child's program will be defined on the individual student record form and include dates, service(s) to be provided, frequency of service(s), times, location(s), and instructor's name.

Appendix

- Rtl Eligibility Criteria Chart
- Rtl Student Folder Contents
- School Rtl Participant List Form
- Individual Student Record Form
- Parent Rtl Service Notification Letter
- Parent Rtl Service Dismissal Letter
- Contact Log

Academic Intervention Services (AIS)

I. History

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner’s Regulations to align the regulations with new policy relating to standards, assessments, and graduation requirements. Section 100.2(ee) requires school districts to provide academic intervention services to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards. School districts are required to complete a description of academic intervention services by July 1, 2000 and, beginning September 1, 2000, commence these services no later than the beginning of the semester following a determination that a student needs such services.

II. Regulations

Section 100.1(g) of the Commissioner’s Regulations

Academic intervention services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law sections 4401 (1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such students pursuant to section 4402 of the Education Law.

Eligibility for Academic Intervention Services [100.2 (ee) (1), (2), (3)]

Students eligible for AIS, including those with disabilities and/or limited English proficiency, are:

- those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, social studies, and science;
- those at risk of not meeting State standards as indicated through the district-adopted or district-approved procedure, including those K-3 students who lack reading readiness; and
- LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets.

Horseheads AIS Model Note:

1. The designated performance levels on State Assessments are typically levels 3 and 4 and/or scores above or equal to the local passing grade. The State Education Department may establish annual “cut scores” for determining eligible students for services.
2. AIS services for K-3 are addressed as a part of the district’s RtI Model.

Approval of Plan [100.2 (ee) (4)]

The description of academic intervention services shall be approved by each local board of education by July 1, 2000. Beginning July 1, 2002 and every two years thereafter, each school district shall review and revise its description of academic intervention services based on student performances. In lieu of a separate description of academic intervention services, the district may incorporate the description of academic intervention services into a comprehensive district education plan.

Note – Horseheads Central School District is currently using a strategic planning model rather than the aforementioned comprehensive district educational plan.

Provision of Academic Intervention Services [100.2 (ee) (5)]

Academic intervention instructional and/or student support services shall commence no later than the beginning of the semester following a determination that a student needs such services. Services shall continue until a student’s performance:

- meets or exceeds the State designated performance level on the next State assessment; or
- is shown to be likely to meet or exceed the State designated performance level on the next State assessment through achievement on the district-selected assessments.

Parental Notification and Involvement [(100.2 (ee) (6)]

The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal. The notice shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services, and the consequences for not achieving expected performance levels.

Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed.

Parents or persons in parental relation shall be provided with the opportunity to consult with the student’s regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year. Parents or persons in parental relation shall be provided with reports on the student’s progress at least once each quarter during the school year.

III. Horseheads AIS Plan and Related Procedures

Eligibility

Eligibility for AIS services is determined by individual student results on State assessments and/or common district assessments. AIS services will be provided for qualifying students in grades K-4 in the areas of English Language Arts and Mathematics through the RtI model. AIS services will be provided for qualifying students in grades 5-12 in the areas of English Language Arts, Mathematics, Science and/or Social Studies.

- State Assessments: Students scoring at level 1 or 2 or a grade below 65% on a State assessment will be eligible for AIS services. The State Education Department may establish annual “cut scores” for determining eligible students for services.
- District Assessments: Students scoring at a level 1 or 2 or a grade below 65% on a common district assessment will be identified as *potential* students eligible for AIS services. The common district assessment will be used as the initial screening tool for students who *potentially* may need AIS services. Those students initially identified through a common district assessment will need two (2) additional pieces of supporting documentation to be eligible for AIS services.

Levels of AIS Service

The intensity of the AIS service will be determined based on the individual need of the student. The three (3) levels of AIS service are:

- **High Need:** The special education staff, academic intervention service teachers and/or classroom teachers will provide these services and/or monitoring.
- **Moderate Need:** The special education staff, remedial staff, academic intervention service teachers, or classroom teacher will provide these services and/or monitoring.
- **Low Need:** The classroom teacher will usually provide these services and/or monitoring. Dependent upon student schedule and individual needs, special education staff, academic intervention service teachers or classroom teachers may provide these services and/or monitoring.

Parent Notification

The building principal will be responsible for parental notification indicating the need for academic intervention services. The **Notification Letter** shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services, and the consequences for not achieving expected performance levels. **Progress Reports** will be provided throughout the school year. Parents will be kept apprised of their child's progress through progress reports, report cards, and other forms of communication. When AIS services are discontinued, the parent will be notified in writing. The **Dismissal Letter** will include academic area no longer in need of academic intervention service and the assessment(s) that were used in this determination.

Support Services

Coordination of support services is based on individual needs. These services could include, but are not limited to, the following: social worker assistant, guidance counselor, psychologist, speech teacher, occupational therapist, physical therapist, and nurse.

Discontinuation Criteria

Discontinuation of AIS services is determined by individual student results on State assessments and/or common district assessments.

- State Assessments: Students scoring at level 3 or 4 or a grade greater than or equal to 65% on a State assessment will result in discontinuation of AIS services.
- District Assessments: Students scoring at a level 3 or 4 or a grade greater than or equal to 65% on a common district assessment will be identified as **potential** students for discontinuation of AIS services. The common district assessment will be used as the initial screening tool for students who **potentially** may be dismissed from AIS services. Those students initially identified through a common district assessment will need two (2) additional pieces of supporting documentation to be discontinued from AIS services.

Delivery of Service

Academic intervention services may start at any time, but must begin no later than the beginning of the semester following the determination that a student is eligible for such services. The delivery of service is based on the individual need of the student as well as academic structure of individual school. Each child's program will be defined on the individual student record form and include dates, service(s) to be provided, frequency of service(s), times, location(s), and instructor's name.

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<p style="text-align: center;">RtI and AIS Services Plan Review Committee Members Spring 2015</p>
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The following members of the Horseheads Central School District were invited to meet on May 11, 2015 to discuss, review, and refine the procedures and implementation of AIS services within the District and the RtI support strategies available to students so they meet the New York Common Core Learning Standards.

Pat Beckwith	High School Guidance Counselor
Karen Bracy	Director of Elementary Education
Joanne Doherty	Middle School Reading Teacher
Lisa Kelly	Interim Director of Secondary Education
Mike McCawley	High School Assistant Principal
Kristen Miller	Special Education Teacher
Lisa O'Connell	Intermediate School Reading Teacher
Candace Quattrini	Educational Support Center Clerical
Rebecca Schoonover	IS/MS Special Education Coordinator
Patti Sotero	Center Street Elementary School Principal
Kim Williams	Director of Student Services