



*Grades K-12*

**Academic Intervention  
Services and Response to  
Intervention District Plan**

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*Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English Language Arts and mathematics in grades K-12 and social studies and science in grades 4-12. AIS means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards 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 or special education services and programs.*

## SECTION 1: INTRODUCTION

### Purpose of Academic Intervention Services

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 non-disabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law. **[100.1 (g)]**

Students are scheduled for AIS receive instruction and/ or support that meets his/her needs. Where needed, classes are small to allow for intensive, explicit instruction with small groups and one-on-one teaching. Student support services are designed to address barriers to improved academic performance.

The nature of AIS services will vary based on student need. Where a student is in need of support in more than one academic area, priority will be given to the greatest need. In all cases, multiple measures will be used to verify student need and to determine level of intensity for services. For all grades, teacher judgment will also be used to support the lists of students identified through other criteria.

## **SECTION 2: DEFINITIONS**

### **Additional Instruction Defined**

Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS. Interventions that address barriers to student progress requiring AIS may also include - as needed - school guidance and counseling, services to improve attendance, and student skills. At the K-5 level, these services are usually known as Response to Intervention. At the secondary level, the support services are referred to as Academic Intervention Services.

Both Academic Intervention Services and Response to Intervention (RtI) functions as a significant educational strategy or framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RtI and AIS at Hudson Falls is to provide high quality instruction and intervention matched to student needs.

### **Response To Intervention Defined:**

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. (NCRTI, 2010).

### **Academic Intervention Services Defined**

Academic Intervention Services (AIS) means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. AIS is intended to provide additional support to students who are at risk of not meeting the state standards in English/Language Arts, Math, Science, and Social Studies.

### **Legislative Background:**

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations that requires schools to establish an RtI policy and procedures for students in grades K-8 in the area of literacy. These amendments established a policy framework for RtI regulations relating to school-wide screenings, minimum components of RtI programs, parent notification, and the use of RtI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RtI process to determine a student's response to research-based intervention.

The Regents policy framework for RtI 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

New York State 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)]*

The following elements are required for a RtI plan in New York State and are included in Hudson Falls School District's AIS/Response to Intervention plan:

- RtI as part of a Multi-Leveled Intervention Model
- Data-based Decision Making
- Professional Development
- Parent Notification

## **SECTION 3: CHILD STUDY TEAM**

Each building will establish a Child Study Team that will review and discuss students who are showing difficulty maintaining expectations in the academic environment. Each Child Study Team will meet at a time decided on by the building principal. The Child Study Team members for each building will be responsible for carrying out a MTSS (Multi-Tiered System of Support). The Child Study Teams in the Hudson Falls School District may be constructed with the following members:

<b>Building</b>	<b>Child Study Team Members</b>
Kindergarten Center	Administrator, General Education Teacher, Special Education Teacher, Social Support, Psychologist, Speech Pathologist (as needed), Reading Teacher (as needed)
Primary School	General Education Teachers, Special Education Teachers, Reading Teachers, Math Support Provider, Social Support Providers, Psychologist, Principal or his/her designee
Intermediate School	Principal, General Education Teacher, Special Education Teacher, Reading Teacher(s), Math AIS Teacher, School Counselor, Nurse, Psychologist
Middle School	Principal, Assistant Principal, School Counselors, Nurse, Psychologist Social Worker
High School	Principal, Assistant Principal, Guidance Counselors, Nurse, Psychologist

### **TEACHER REFERRAL PROCESS**

Any teacher can make a referral to the Child Study Team to review an individual student's assessment data and progress. This referral should be submitted to the Building Principal. The Child Study Team will then meet to review the data and meet with the teacher to discuss the student's progress and areas of need.

### **IMPORTANT CHILD STUDY TEAM DATES:**

- November 1<sup>st</sup>: First day to submit referrals to CST
- April 1<sup>st</sup>: Last day to submit referrals to CST
- March 29<sup>th</sup>: Last day to submit referrals to CSE



## SECTION 4: MULTI-TIERED PREVENTION FRAMEWORK

A multi-tiered prevention framework/model provides increasing levels for tiers of support. Within the Hudson Falls School District a three tiered model is used. The graphic below provides a visual illustration of the district's RtI/AIS model. Further information for each tier follows the graphic.

### Academic Systems

Tier III  
Individual Students/Very Small Group  
High Intensity  
Frequent Progress Monitoring

Tier II  
Some Students (at-risk)  
Additional Instruction and Time  
Small Group Interventions  
Progress Monitoring

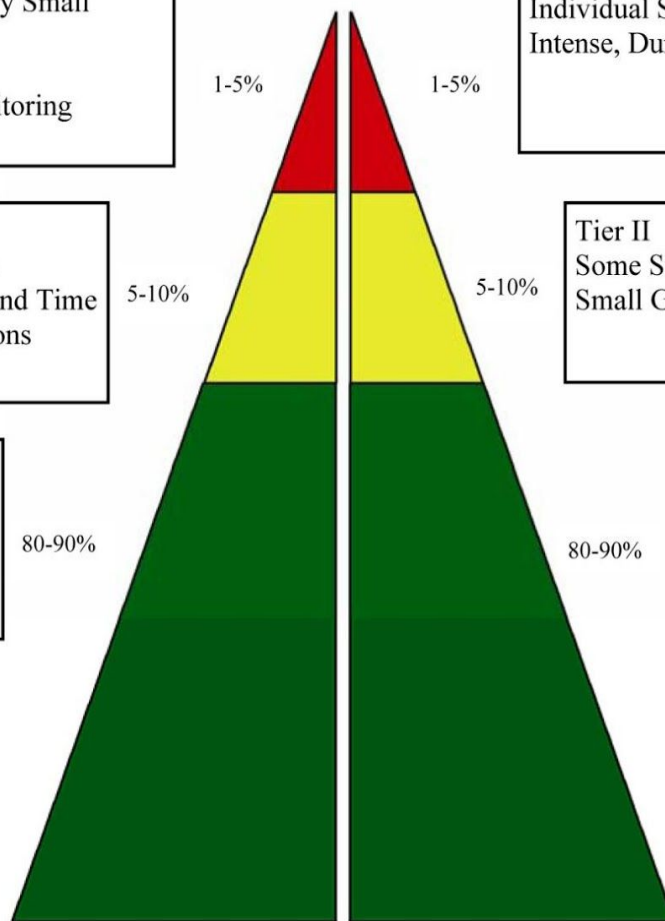
Tier I  
All Students  
Universal Screening

### Behavioral Systems

Tier III  
Individual Students  
Intense, Durable Procedures

Tier II  
Some Students (at-risk)  
Small Group Interventions

Tier I  
All Settings  
All Students  
Preventive  
Proactive



Tier I is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Components of this level include a core curriculum and interventions that are research based, universal screening, differentiated

instruction, and a daily block of instruction in reading. K-5 teachers should identify the specific need(s) in ELA/Language Arts such as fluency, decoding, phonemic awareness, phonics, vocabulary, oral reading skills and reading comprehension. For Math, teachers should identify the specific need(s) in fact fluency, computation, problem solving, and conceptual understanding. Students who are not meeting the necessary progress in Tier I will be able to be referred to the Child Study Team after November 1<sup>st</sup> and until April 1<sup>st</sup>.

## **TIER 2**

Classroom instruction and/or small group instruction (within classroom or alternate location).

Tier 2 intervention is typical small group supplemental instruction. **This instruction is provided in addition** to the core instruction. Intervention should be based on student needs after reviewing student assessment data. Intervention may take place in the regular classroom setting or in an alternate location. The length of time a student spends in the second tier of intervention may vary from nine to thirty weeks depending on skills needed, rate of progress, student age and developmental level. Tier 2 interventions will not start until Tier 1 interventions have been implemented and documented. If a student is not making adequate progress with tier 2 support, they would be discussed at the Child Study Team between November 1<sup>st</sup> through April 1<sup>st</sup>.

Tier 2 intervention can not begin without Tier 1 documentation being provided.

## **TIER 3**

Tier 3 intervention is designed for students who demonstrate insufficient progress in Tier 2. Time, duration, group size, frequency and focus are factors that differ from Tier 2. This tier provides greater individualized instruction in a small group setting. Instruction is provided by highly skilled staff based on academic needs identified by student performance data. Tier 3 interventions will not start until Tier 2 interventions have been implemented and documented. Once this has occurred a referral to Child Study Team may be completed before the April 1<sup>st</sup> deadline.

**DESCRIPTION OF CRITICAL ELEMENTS IN A 3 TIER RTI MODEL**

The following table outlines the essential features of a three tier model of RtI including suggested ranges of frequency and duration of screening, interventions and progress monitoring. RtI providers include regular education teachers, special education teachers, speech teachers, reading teachers, remedial teachers and teaching assistants (under the direction of any teacher).

<b>Elements</b>	<b>Tier 1 Core Curriculum and Instruction</b>	<b>Tier 2 Supplemental and Instruction</b>	<b>Tier 3 Increased Levels of Supplemental Instruction</b>
<b>Size of Instructional Group</b>	Whole class grouping	Small group instruction	Individualized or small group instruction
<b>Mastery of Requirements on Content</b>	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring.	Relative to the cut points identified on criterion screening measure and continued growth as demonstrated by progress monitoring.	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring.
<b>Frequency of Progress Monitoring</b>	Screening measures three times per year.	Varies, but no less than once every two weeks.	Varies, but more continuous and no less than once a week.
<b>Frequency of Intervention Provided</b>	Per school schedule.	Varies, but no less than three times per week for a minimum of 20-30 minutes per session.	Varies, but more frequently than Tier 2, for a minimum of 30 minutes per session.
<b>Duration of Intervention</b>	School year; targeted intervention 6-9 weeks.	9-30 weeks	A minimum of 15-20 weeks.

## Description of Level of Intensity Need

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization. Varying the duration and degree of individualization can vary.

Scheduling options to meet a range of student needs may include, but are not limited to, extra periods/time during the school day; co-teaching, team teaching, or collaborative teaching that reduces student-teacher ratio; extended school day; before- and/or after-school sessions; evening sessions; weekend sessions; summer school.

**High Intensity Need:** A student who is at the lower level of scoring and is unable to successfully participate in mainstream classroom activities and/or has a history of learning difficulty as indicated by the student's cumulative folder.

**Moderate Intensity Need:** A student who is at the moderate level of scoring and has difficulty successfully participating in mainstream classroom activities or has a history of learning difficulty as indicated by the student's cumulative folder.

**Low Intensity Need:** A student who is at the moderate level of scoring.

### Benchmark Calendar

Each building will follow a district approved benchmark calendar that is developed together by our Principals. Benchmarks will include standardized tools as well as Universal Screeners, where they are available. According to NYSED guidance, benchmarks will occur AT LEAST 3 times per school year. End of the year benchmark results can also be used in the following year to help determine initial services.

When making decisions for instructional interventions, multiple sources of data should be considered. Specific assessment measures should be combined with observational data, classroom performance and personal characteristics of the student.

Please contact your child's Principal for a copy of their building's benchmark/assessment calendar.

**Middle School:**

STAR results and/or a score of 2 or below on the 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup> grade ELA and/or Math State Assessment. Teacher recommendations are also considered. Report card grades, progress reports, homework, final exams and attendance are also considered with input from content area teachers at team meetings.

**High School:**

A score of 2 or below on the 8<sup>th</sup> grade ELA, Science and/or Math State Assessment, if possible. Scoring below a 65% on any Math, Science, Social Studies or English Regents exam. Report card grades, progress reports, mid-term exams, final exams, attendance and homework. Teacher recommendations are highly considered prior to receiving State data. In addition, data discussed (attendance and grades) at teacher and administrative grade level meetings can be used to determine AIS services.

At the high school level, AIS (Academic Intervention Services) has been designed to allow teachers to work with students in a small-group setting to concentrate on specific New York State assessments and/or standards. These services include two components: additional instruction that supplements the general curriculum (regular classroom instruction) and student support services needed to address barriers to improved academic performance.

Students are enrolled in AIS if they are working to retake a Regents exam, or from a recommendation by administrator or by a guidance counselor. We have also had students self-refer in joining AIS, reaching out for support in their regular education classes. Our job is to work in the particular subject and topic area in preparing students for their specific exam, or for success and support in their regular education classroom. We pride ourselves on our ability to connect and develop a positive rapport with students in helping them to succeed. We feel that with proper support, hard work, and a positive attitude, students can succeed on exams, in the classroom, and ultimately in life.

**In all grades, this plan considers each individual student's needs. Services may be adjusted and determined based on these needs to provide the appropriate AIS program.**

## **SECTION 5: DATA BASED DECISION MAKING**

A key component of an RtI and AIS framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual student make progress.

**Determining Initial Risk Status:** To determine which students may be at-risk, the Hudson Falls Central School District uses data obtained from benchmark/screening assessments as well as other sources.

**Determining Student Response to Intervention:** Another key decision made is whether or not a student who is receiving supplemental instruction or intervention is making progress. The Hudson Falls Central School District makes use of progress monitoring data and other data sources to examine the student's level of performance and rate of progress over time. By reviewing student's performance and examining the data path, informed decisions about a student's response to intervention can be made.

### **DISABILITY IDENTIFICATION**

If a student fails to respond to intervention, the student may have a learning disability or other disability that requires further evaluation. If a student has not made adequate progress in attaining grade level standards after an appropriate period of time, the school district may consider a referral to CSE and promptly request parental consent to evaluate the student to determine if the student needs special education services and programs.

## SECTION 6: PARENT NOTIFICATION AND PARTICIPATION

Parents of students who are identified at risk and who will be receiving Tier 2 supplemental intervention through a RTI or AIS process will receive written notification, consistent with section 100.2 (ii)(1)(vi) of the Regulations of the Commissioner of Education which includes the:

- Amount and nature of the data that will be used to monitor a student's progress;
- Strategies to increase the student's rate of learning; and
- Parent's right to refer the student for special education services.

### **Quarterly Progress Reports to Parents [100.2 (ee) (6) (iii) (b)]**

Each AIS provider will complete a progress report for each student at the end of each intervention cycle. We follow the timeline provided by each building for reporting.

### **Parents Signing Student Out of Program**

A parent **cannot** sign a student out of Academic Intervention Services if the student is scheduled to receive services during the school day. The district has an accountability and responsibility to provide Academic Intervention Services to the student. Even if the parent wants to hire a private tutor, the child cannot be released from the district's obligation to provide services.

If the district agrees that the test did not measure the child's abilities then a diagnostic measure can be given, and a determination made by the building CST committee concerning the student's placement. The diagnostic assessment, method of evaluation, passing score, etc. must be included in the district's plan prior to being used as a means to release students from the program.

If a student is scheduled to receive services outside the school day, or in the summer, he cannot be mandated to attend those services. If the student is scheduled outside the school day and his/her parents want him released from the program, a meeting should be scheduled with the parent and the building team or its representatives. The purpose of the meeting is to show the parent the level his/her child needs to attain, and some of the student's work. If the parent still wants to sign out his/her child then s/he should write a letter indicating that after seeing the level that the student needs to attain and the student's work samples, s/he wants the student removed

from academic intervention services. The parent should know that as soon as there is room in the child's school day s/he will be scheduled for academic intervention services.

**Provision of Information to Parents on Ways to Work With Their Child to Improve Achievement and Monitor Progress**

Each AIS provider is required to give parents ideas of ways to work with their child at home to improve achievement. These information pieces should be prepared and given to the building office to mail with report cards. Principals should ensure that this occurs. This information can also be provided electronically through their school's webpage.

Summer Reading lists are available for parents upon requests made to each Building Principal.



## **Section 7: OTHER REGULATORY REQUIREMENTS**

### **Commencement of Services [100.2 (ee) (5)]**

Services will commence no later than the beginning of the semester following the identification of eligibility for services.

### **Staffing [100.2 (ee) (5)]**

Appropriately certified teachers [Part 80], certified teacher assistants, or certified support staff [Section 80.33 (b)] will provide all academic intervention services. In addition to certification in the area of assignment, other experiences and training of the staff will be considered in determining the most qualified person to deliver the services.

### **Determination of Level of Services**

Each building will convene a team of staff members who will determine the level and intensity of service for each student, based on the multiple measures of student performance. Data team meetings also occur at elementary and middle school levels by grades and AIS Departments. These meetings review AIS needs as well. This process is overseen by the School Principal.

At the Kindergarten Center and Primary School, the building principal or assistant principal will act as the AIS Coordinator. At the Intermediate School, Middle School and High School the guidance counselors will assist the Principal, who will act as the AIS Coordinator.

### **New Students**

Any time a new student enters and is scheduled for AIS, the guidance/school counselor must notify the person in charge of coordinating AIS so that a parent letter can be sent.

### **Testing Accommodations**

Specific testing accommodations must be followed for any student whose IEP indicates accommodations. Accommodations are available from the student's special education teacher or through the student's CSE folder. Accommodations need to be checked each year because they can be adjusted at a student's CSE review so they are not always the same each year. Also, students who are declassified may still have accommodations so make sure they are included for accommodations.

### **Professional Development**

Part 100.2(ii)(3) requires each school district 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 RtI process selected by the school district. The Hudson Falls Central School District provides multiple opportunities for teachers to engage in professional dialogue with other teachers and specialists on critical topics related to struggling learners. Teachers also have varied opportunities to work with the district's instructional coaches as part of school professional development sessions and literacy coaching opportunities within the classroom.

### **Mandated Students**

All students who receive services under this plan are mandated and therefore records in must be maintained for all students. Supervision of mandated services is assigned to each building principal.

### **Instruments to be Used for Discontinuation of Services**

AIS will be discontinued when the AIS teacher, in consultation with classroom teacher and other service providers, determine that the student is on grade level in the deficit area. A combination of instruments may be used to determine a student's academic level.

## **SECTION 7 : OTHER SUPPORT SERVICES DEFINED**

A variety of support services are available to students whose intervention needs are deemed to be student support related more than academically related. These include:

**Elementary:** Specific Behavior or Crisis Plan, Counseling, CST Meetings, Banana Splits, Home Visits by Social Worker, Mentoring, coordination with outside agencies

**Middle School:** Specific Behavior or Crisis Plan, Weekly Counseling, CST Team Meetings, Mentoring, Referral to outside supports, Project Success

**High School:** Specific Behavior or Crisis Plan, Weekly Counseling, CST Team Meetings, Mentoring, Academic Club after school, Coordination with outside agencies

If families have concerns or questions about Academic Intervention Services, they are encouraged to contact staff members in the order listed below. This will allow us to assist families quickly and effectively.

## AIS CHAIN OF COMMAND

Teacher



AIS Provider (if student already enrolled in services)



School Counselor (If at MS/HS Level)



Principal



Assistant Superintendent

## **ALLOCATION OF TITLE I, PART A FUNDS IN THE DISTRICT**

### **Allocation of Funds**

The District allocates the Title I, Part A funds it receives to District school buildings on the basis of the total number of students from low-income families in each eligible school attendance area or eligible school, as defined in law. Unless the District school building is participating in a school wide program, the District school building will only use Title I, Part A funds for programs that provide services to eligible children, as defined in law, identified as having the greatest need for special assistance.

Title I funds are used within our AIS programs.

The District will reserve from its allocation of Title I, Part A funds, such funds as are necessary to provide services comparable to those provided to students in District school buildings that receive Title I, Part A funds in order to serve:

- a) Homeless children and youths, including educationally related support services to children in shelters and other locations where children may live;
- b) Children in local institutions for neglected children; and
- c) If appropriate, children in local institutions for delinquent children, and neglected or delinquent children in community day programs.

### **Funds Will Supplement Not Supplant**

The District will ensure that Title I, Part A funds only supplement, not supplant, the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted by Title I, Part A funds.