

*Hoosic Valley Central School District
Schaghticoke, New York*



**Response to Intervention (RTI)
& Academic Intervention Services (AIS)
Plan**

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Our Vision

It is the mission of Hoosic Valley Central School District to promote excellence in education through a positive, student focused, community-oriented environment in which all share the responsibility for student learning. Our belief is that the needs of our students and the development of a strong educational background are both of high priority, and that learning is essential and lifelong. Our entire Mission/Vision statement can be accessed by clicking onto our Strategic Plan link:

To accomplish our mission and bring our vision to reality we must successfully:

- articulate what we need to teach, and what students need to understand in each classroom
- show our students that what is being taught is relevant
- research and model best practices, current strategies, and pedagogy
- demonstrate to our students how much we believe in their ability to reach higher levels of academic achievement
- provide our teachers and staff members with opportunities for professional development and growth

We understand that each student is an individual with a unique set of abilities, beliefs, and experiences. Because of this some students need more time to demonstrate understanding than others, some students require a different approach to learning, and some students need additional encouragement to persevere.

Our goal is to provide a balanced instructional program that provides interventions to the students experiencing difficulties, and enrichment to the students that require higher challenges to enhance engagement in the learning process. Currently we are working collaboratively to better identify the unique talents each student brings to our school community and to embrace the diversity that each has to offer.

In order to evaluate the progression of our students we are developing common assessments and analyzing student data using consistent criteria. We outline methods to identify students who are not achieving at their highest levels as well as students that require acceleration. Through this process we will strengthen our instructional program in an effort to meet the individual needs of all students.

Educating our students is a shared responsibility. As we embrace this mission together, we need the continued support of our school community. We are excited about the future of Hoosic Valley schools and encourage you to be involved. Together we will ensure that every student in

our school will grow to be lifelong learners that are productive and responsible members of our global community.

Team Members

Patti Sawyer, Director of Special Education

Mark Foti, Elementary Principal

Julie Adams, Jr/Sr High School Principal

Eric O'Brien, K-12 Assistant Principal

Nicole Martyn, Administrative Intern

Introduction:

In compliance with Commissioner's Regulations, all public school districts in New York State must submit an Academic Intervention Service (AIS) plan to be approved by their Board of Education by July 1, 2000 and every two years thereafter.

This is a revision of the AIS plan submitted to the Board on July 1, 2000 and includes the 2014 Response to Intervention (RtI) mandate.

Academic Intervention Services and Response to Intervention:

The Hoosic Valley Central School District's Academic Intervention Services (AIS)/Response to Intervention Plan (RTI) was developed to meet the requirements of the Section 100.2 (ee) revision to Part 100 of the Commissioner's Regulations adopted by the Board of Regents in July of 2000. This regulation requires school districts to provide Academic Intervention Services to students who score below State proficiency levels on the Common Core and other State Assessments and/or students who are at risk of not achieving NYS Learning Standards and Common Core Learning Standards. The RTI program will continue to be implemented at the K-6 grades. In addition an AIS model of service will continue to be delivered in grades 7-12.

A school district may provide a Response to Intervention (RTI) program in lieu of providing Academic Intervention Services (AIS) to eligible students provided that:

- The RTI program is provided in a manner consistent with subdivision (ii) of section 100.2 of the Regulations.
- The RTI program is made available at grade levels and subject areas (reading/math) for which the students are identified as eligible for AIS.
- All students who are otherwise eligible for AIS shall be provided such AIS services if they are not responding to the RTI program.

The K-6 Response to Intervention Program and the 6-12 Academic Intervention Service Program will be implemented in the manner described by the New York State Education Department. The Hoosic Valley Central School District's AIS and RTI Plans are divided into subsets (K-6 and (7-12).

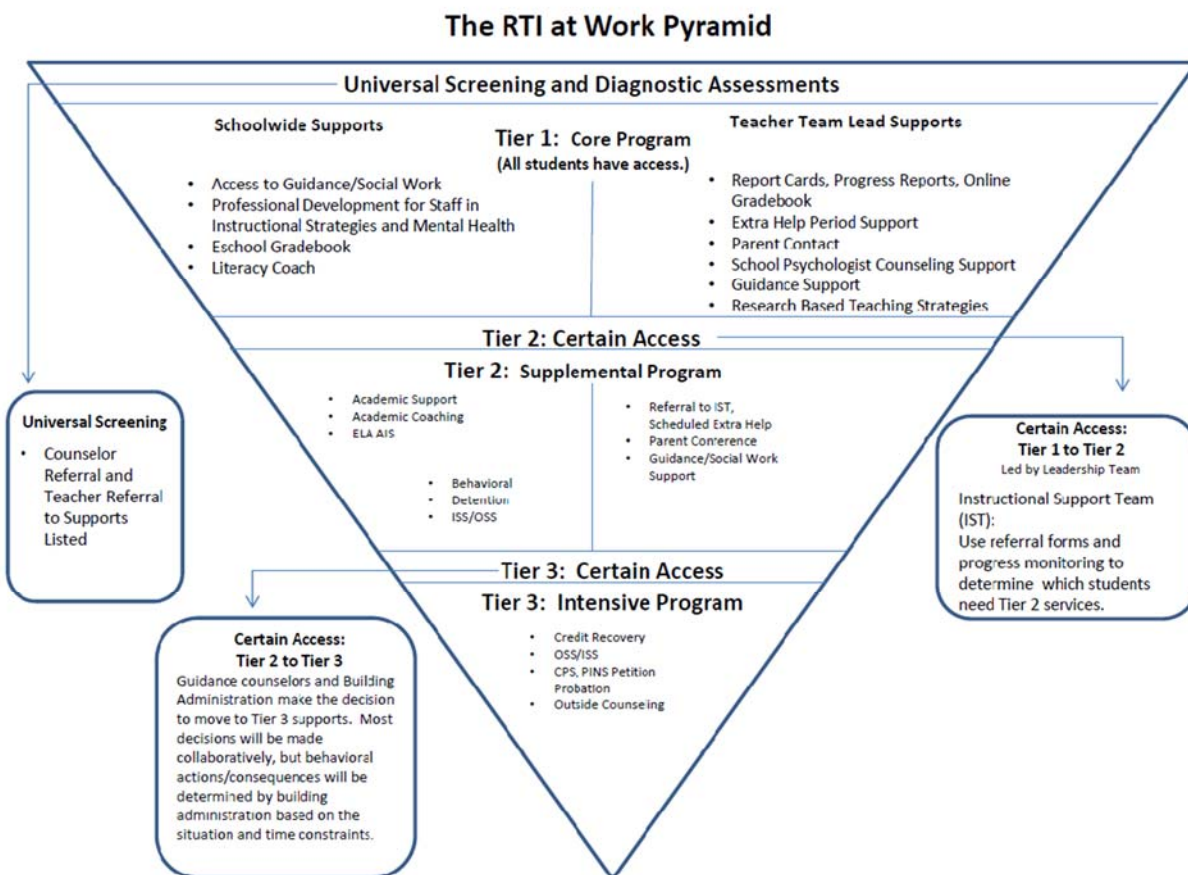
What is RtI?

Response to Intervention is a three-tiered problem-solving approach that identifies general education students struggling in academic areas early. It provides them with systematically applied strategies and targeted instruction at varying levels of intervention. RtI's goal is to close achievement gaps for all students by addressing small learning problems before they become

insurmountable. (NYSED 2008). It has also been shown to lead to more appropriate identification and interventions for students with learning disabilities.

RtI and the Three-tiered Model of School Support:

The three-tiered model provides increasing intensity of instruction to students in direct proportion to individual needs. Each tier has a set of support structures or activities that helps teachers implement research-based curricular and instructional practices designed to improve student achievement.



The Hoosic Valley RtI plan identifies tiers of intervention that are applied, with each successive tier of instruction representing a more intensive intervention provided for a student. The school’s IST team will oversee the process of movement through tiers of intervention. Should a student not respond positively to employed interventions, then the IST will make a referral to the Committee on Special Education, who will complete a psycho-educational evaluation and who will consider the range of IST interventions, and their outcomes to make a determination on whether the child may have a Learning Disability. The basis of RtI legislation is the tenet that

referral of a child to the Committee on Special Education may not be made until such time that multiple instructional interventions based on student learning qualities are attempted and deemed to be unsuccessful.

Instructional Support Team:

At Hoosic Valley, the RtI guidelines inform our process for review of instructional strategies applied to all students. First time instruction provided to all students that is planned based on a curriculum whose goals relate to NYS learning standards and performance indicators is the foundation for all instruction in the district. When teachers determine through curriculum based assessments that a student does not understand concepts, and they have exhausted informal inquiries into the root causes of the problem, they will refer the child to the school's Instructional Support Team, (IST). IST referrals may be made by a teacher, administrator or parent based on instructional concerns. The IST team is comprised of teachers, administrators, the School Psychologist and other school specialists, (Speech/Language, PT's OT's special education teachers, and others as deemed necessary by the teacher or committee). The team reviews instructional issues and questions for referred students, and may suggest instructional interventions to be implemented by the classroom teacher, reading teachers, or other specialists. The interventions recommended will be reviewed by the committee and interventions of increasing frequency, intensity and duration may be recommended if assessments document that initial interventions are not meeting with success.

Interventions recommended by the IST may be the same as AIS services, though the student may not have been required through any mandate, (i.e. not meeting proficiency on a NYS test), to be provided with an AIS service.

Definition of Service:

Academic Intervention Services means additional instruction and/or student support services which supplement instruction provided in the general curriculum and assist students in meeting state learning standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning Standards in ELA, Math, SS and 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. Such services shall be provided to the extent consistent with the students' individualized education plans, for example accommodations, modifications assistive technology.

Academic Intervention Services:

Academic Intervention Services will include the following components:

- Additional instruction that supplements the general curriculum (regular classroom instruction), e.g. remedial, AIS math and/or Reading and/or writing support
- Student Support services needed to address barriers to improved academic performance.
- Frequent progress monitoring to assess student's performance in specific skill area and to determine whether the specific instructional support is working and to provide information to the student's teachers on how to adjust instruction to meet the student's needs.

Eligibility for Services:

Students in grades K-12 are designated as eligible for services based on multiple measure criteria that may include but is not limited to the following:

- State assessment results
- Class proficiency measures
- Internal district assessments

Students in grades K-6 will be eligible for service through the criteria developed using the above reference measures and/or through IST recommendations.

Students in grades 7 and 8 will receive AIS if they score below the state reference points on state tests in Mathematics and ELA. In addition, each department submitted further criteria for consideration in scheduling additional services for students at risk of not meeting the state standards.

Students in grades 7-12 with attendance or behavioral issues may initially be referred to the At Risk Team (composed of building administrators, guidance counselors, the school psychologist and school nurse) for early intervention with these issues.

Students in the High School must pass five regents examinations in order to obtain the Regents diploma. With a failure on any one of these exams, a student becomes eligible for AIS.

The decision for AIS placement is ultimately that of consensus of those involved in the students' educational program including teachers, administrators, counselors, and psychologists. If there is no consensus, the building principal or assistant principal will make the placement decision. Those students who qualify by falling below the reference point on state tests will be assigned some form of AIS.

AIS will be terminated when a student has successfully attained State proficiency through demonstrated achievement on State assessments or through district exit criteria as determined by the particular department.

Process:

The Hoosic Valley Central School District will provide AIS in the areas of academic instruction and support services. Decisions related to the frequency and intensity of service will be made by the school's IST, remedial teachers or counselors and building principals based upon individual student needs. AIS services could be delivered through general classroom teachers via the differentiation of instruction and/or the co-teaching model during class time. Remedial support teachers will provide AIS services when supplemental instruction is identified as the most appropriate measure to bridge the student's academic gap. The District will try to integrate AIS services into the regular classroom setting as much as possible.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet designated State performance standards or district approved procedures. Additionally, Limited English Proficient (LEP)/English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

This general plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by desegregating data on:

- Needs analysis of student performance information to determine root cause.
- The number of students receiving AIS at each grade level and within each subject area.
- The range of performance levels of eligible students as determined through State assessments and district approved procedures.
- Staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS.
- Ongoing monitoring and review by building principals.

Service delivery options: Service delivery options may include:

- Specialized reading or math curriculum
- Literacy enhancement
- Regularly scheduled extra help period (13th period)
- Small group differentiated instruction in class
- Scheduling of AIS class in grades 7-12 related to content area need
- Counseling or support services
- Alternate Educational Program
- Computer Assisted Instruction
- Flexible Scheduling Options

Once a student is assigned AIS, the student's guidance counselor or Building Principal will send a letter to the student's parents informing them of the AIS the student will receive and the reason for the AIS. The teacher providing the service will provide quarterly reports to the parents and place a copy of the report in the student's record.

When students achieve a level of success as determined by exit criteria, a letter will be sent to parents informing them that their child will no longer receive AIS. The letter will identify the reason why the service was discontinued.

If a student does not show progress after initial interventions are provided, the IST team will reconvene to consider increasing the intensity of interventions provided to the child. This may include either increasing the frequency or duration of interventions and/or by decreasing the size of the intervention group. If a student continues to show limited or no progress, other methods of instruction will be considered by the IST and offered as appropriate.

In limited circumstance, the IST may recommend the administration of standardized measures to assist the team to understand the learning needs of the referred student. These assessments may only be administered following receipt of parental consent, and may be administered by the School Psychologist, Occupational Therapist, Speech Therapist or Physical Therapist, dependent on the area of concern.

If after interventions of increasing intensity are not deemed effective, the IST will convene a meeting, including the Director of Special Education, for discussion of referral to the Committee on Special Education. If the committee decides to make a referral to the CSE, the parent will be contacted to explain the process of referral and the needed consent will be obtained.

Progress Monitoring:

In the K-6 building, the IST team will track each student's progress, service delivery, and monitor the effectiveness of interventions provided. The team will meet on a frequency based on the needs of each child individually.

Process for denial of service:

For grades K-9, if a student is recommended to receive AIS and the parents wish to decline the service, the parent must write a letter declining the offer of service. The parent letter will be kept in the AIS file managed by the appropriate department.

List of Service Options:

After school or period 13- transportation provided

Small group or differentiated instruction

Title I reading support services

Phonics based reading instructional programming

Title I Math and ELA support services

Assigned AIS period for specific content area

Leveled Literacy Intervention (LLI) Grades K-6

Counseling or behavioral support

Web-based remedial intervention program

Flexible Schedule Options

Mentor to include either an adult or peer

Outside agency support

Criteria for eligibility of service:

Stakeholder groups developed a baseline list of initial criteria for AIS service which is attached in Appendices 1 and 2. The criteria will be evaluated yearly and may be revised based on student and district need. Cases may be evaluated on a case by case basis and the building principals and directors will be able to assign AIS as needed.

Appendices

Appendix 1: Grades K-6

Assessments/measures used to determine a student's eligibility for AIS Services (K-6)

Grade Level	Assessments
Kindergarten	<p><u>Eligibility:</u></p> <ul style="list-style-type: none"> • Letter identification • Sight word acquisition • Beginning letter sound knowledge • Ending letter sound knowledge • DIAL score • Benchmark reading level <p><u>Exit:</u> Demonstrate grade level proficiency on above assessments</p>
Grade 1	<p><u>Eligibility:</u></p> <ul style="list-style-type: none"> • Benchmark Reading Assessment • Pearson Math Unit Assessment score • Math fluency assessment score <p><u>Exit:</u> Demonstrate grade level proficiency on above assessments</p>
Grade 2	<p><u>Eligibility:</u></p> <ul style="list-style-type: none"> • Benchmark Reading Assessment • Pearson Math Unit Assessment Score • Math fluency assessment score <p><u>Exit:</u> Demonstrate grade level proficiency on above assessments</p>
Grade 3	<p><u>Eligibility:</u></p> <ul style="list-style-type: none"> • Benchmark Reading Assessment • Pearson Math Unit Assessment Score • Math fluency assessment score <p><u>Exit:</u> Demonstrate grade level proficiency on above assessments</p>
Grades 4-6	<p><u>Eligibility:</u></p> <ul style="list-style-type: none"> • Benchmark Reading Assessment • NYS ELA Test Score • NYS Math Test Score • NYS Science Test Score • Pearson Math Unit Assessment Score • Math fluency assessment score <p><u>Exit:</u> Demonstrate grade level proficiency on above assessments and/or demonstrate grade level proficiency on NYS Assessment</p>

Appendix 2: Grades 7-12

Assessments/measures used to determine a student's eligibility for AIS Services, (K-6)

Criteria
<p><u>Eligibility:</u></p> <ul style="list-style-type: none">• Perform below the median scale score (between a level 2/partially proficient and a Level 3/proficient on a grade 7-8 English Language Arts (ELA) or Mathematics state assessment, or grade 8 Science assessment)• Failure to achieve the minimum score for a Regents exam to meet graduation requirement• Teacher recommendation• Currently failing course <p><u>Exit:</u></p> <ul style="list-style-type: none">• Achieved a score above the NYS median scale score on the NYS assessment• Achieved the minimum score for Regents exam required for graduation• Consistently passing class (minimum of two consecutive marking periods)

APPENDIX 3: Forms A-G

Forms to be included and maintained in the AIS Folder.

Form A – IST Referral Checklist (K-12)

Form B -- IST Referral Form (K-12)

Form C -- IST Student Data Form (completed by teacher--K-6)

Form D—IST Outcome Form (K-12)

Form E -- AIS Letter (grades K-6)

Form F -- AIS Letter (grades 7-9)

Form G -- AIS Letter (grades 10-12)

Form H -- AIS Progress Monitoring Letter (grades K-6)

Form I -- AIS Progress Monitoring Letter (grades 7-9)

Form J -- AIS Progress Monitoring Letter (grades 10-12)

AIS records will be kept in the permanent student folder in the Guidance Office in the Jr/Sr High School building and in the Main Office in the Elementary Building.

APPENDIX 3 -- Form A -- IST Referral Checklist

**Hoosic Valley Central School
Instructional Support Team
Referral to IST**

Prior to submitting this form to your building Principal, please make sure that you have completed the following steps:

- Parents or guardians have been notified that a referral is being made to the Instructional Support Team, and the reason for the referral has been explained.
- Accurate information (date of birth, previous school experiences) have been obtained.
- The student's cumulative folder has been reviewed, and useful information referenced in the referral. Please bring the folder to the meeting.
- Standardized assessment scores have been included.
- No more than four student work samples have been secured and will be available at the meeting.
- Please provide as much detail as you possibly can when filling out the referral to the Instructional Support Team. It is important the Instructional Support Team have an accurate picture of the child's strengths and difficulties you are observing, and the specific interventions you have taken prior to the meeting to help resolve your concerns.

APPENDIX 3 -- Form D – IST Outcome Form

Instructional Support Team (IST)

Outcome Form

Date of Meeting: _____

Name of Student: _____

Student D.O.B. _____ **Current Grade** _____

Name of referring teacher: _____

Meeting Participants:

Action Plan (responsibility):

APPENDIX 3 -- Form E – AIS Letter (grades K-6)

To the parent/guardian of:

[%StudentName%]

[%Address%]

[%CityStateZip%]

Date:

Dear Parent/Guardian of [%StudentName%]:

On the basis of New York State assessment results, classroom proficiency measures and/or district assessments, your child has been identified to receive Academic Intervention Services. These services are designed to assist your child in the development of foundational skills in English Language Arts and Mathematics necessary to achieve grade level proficiency on the New York State assessments and eventually meet graduation requirements.

Your child will be receiving Academic Intervention Services in:

_____ English/Language Arts

_____ Math

Description of services:

_____ Instruction during the school day

_____ Instruction after the school day

_____ Student support services (i.e. attendance improvement, study skills, counseling, guidance services)

If you have any questions, please contact your child's counselor at 518-753-4458.

Sincerely,

Mark Foti
Principal
Hoosic Valley Elementary School

APPENDIX 3 -- Form F -- AIS Letter (grades 7-9)

To the parent/guardian of:

[%StudentName%]

[%Address%]

[%CityStateZip%]

Date:

Dear Parent/Guardian of [%StudentName%]:

On the basis of New York State assessment results, classroom proficiency measures and/or district assessments, your child has been identified to receive Academic Intervention Services. These services are designed to assist your child in the development of foundational skills in English Language Arts and Mathematics necessary to achieve grade level proficiency on the New York State assessments and eventually meet graduation requirements.

Your child will be receiving Academic Intervention Services in:

_____ English/Language Arts

_____ Math

Description of services:

_____ Instruction during the school day

_____ Instruction after the school day

_____ Student support services (i.e. attendance improvement, study skills, counseling, guidance services)

If you have any questions, please contact your child's counselor at 518-753-4432.

Sincerely,

Julie A. Adams
Principal
Hoosic Valley Jr/Sr High School

APPENDIX 3 -- Form G -- AIS Letter (grades 10-12)

To the parent/guardian of:

[%StudentName%]

[%Address%]

[%CityStateZip%]

Date:

Dear Parent/Guardian of [%StudentName%]:

On the basis of New York State Regents Exam results, your child has been identified to receive Academic Intervention Services. These services are designed to assist your child in the development of skills necessary to achieve proficiency on the following Regents exam(s) in order to meet graduation requirements.

Based on the following Regents exam score(s) your child will receive Academic Intervention Services:

_____ (score) Algebra CC

_____ (score) English 11

_____ (score) Living Environment

_____ (score) Global Studies

Description of services:

_____ Instruction during the school day

_____ Instruction after the school day

_____ Student support services (i.e. attendance improvement, study skills, counseling, guidance services)

If you have any questions, please contact your child's counselor at 518-753-4432.

Sincerely,

Julie A. Adams
Principal
Hoosic Valley Jr/Sr High School

APPENDIX 3 -- Form H -- Progress Monitoring Letter (grades K-6)

Date:

Dear Parent/Guardian of _____:

We have now completed the _____ quarter. During this past ten weeks, your child has received Academic Intervention Services in:

_____English _____Math

An additional part of the Academic Intervention Services is monitoring your child's progress. After reviewing his/her quarterly academic performance your child:

_____demonstrates competency.

_____ is putting forth sufficient effort and progressing towards proficiency.

_____ is putting forth insufficient effort which impedes progress towards proficiency.

Additional Comments:

We encourage you to support your child's academic progress at home. This can be done by checking homework regularly, providing a quiet place to study, and keeping in contact with your child's teacher. If you have any questions or concerns, please contact the school at (518) 753-4458 to set up a parent conference.

Sincerely,

Teacher/AIS Provider
Hoosic Valley Elementary School

APPENDIX 3 -- Form I -- Progress Monitoring Letter (grades 7-9)

Date:

Dear Parent/Guardian of _____:

We have now completed the _____ marking period. During this past ten weeks, your child has received Academic Intervention Services in:

_____ English _____ Math

An additional part of the Academic Intervention Services is monitoring your child's progress. After reviewing his/her quarterly academic performance your child:

_____ demonstrates competency.

_____ is putting forth sufficient effort and progressing towards proficiency.

_____ is putting forth insufficient effort which impedes progress towards proficiency.

Additional Comments:

We encourage you to support your child's academic progress at home. This can be done by checking homework regularly, providing a quiet place to study, and keeping in contact with your child's teacher. If you have any questions or concerns, please contact the school at (518) 753-4432 to set up a parent conference.

Sincerely,

Teacher/AIS Provider
Hoosic Valley Jr/Sr High School

APPENDIX 3 -- Form J -- Progress Monitoring Letter (grades 7-9)

Date:

Dear Parent/Guardian of _____:

We have now completed the ____ marking period. During this past six weeks, your child has received Academic Intervention Services in:

____Algebra CC ____English 11 ____Living Environment ____Global Studies

An additional part of the Academic Intervention Services is monitoring your child’s progress. After reviewing his/her quarterly academic performance your child:

____demonstrates competency.

____ is putting forth sufficient effort and progressing towards proficiency.

____ is putting forth insufficient effort which impedes progress towards proficiency.

Additional Comments:

We encourage you to support your child’s academic progress at home. This can be done by checking homework regularly, providing a quiet place to study, and keeping in contact with your child’s teacher. If you have any questions or concerns, please contact the school at (518) 753-4432 to contact your child’s counselor set up a parent conference.

Sincerely,

Teacher/AIS Provider

Hoosic Valley Jr/Sr High School

