

# **Brasher Falls Central School District**



## **AIS & RTI Plan**

**2022-2024**

**Brasher Falls Central School District**  
**AIS/RTI Plan K-12**  
**2022-2024**

**Academic Intervention Services (AIS)**

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the NYS Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the NYS 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 English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum,
- Student support services needed to address barriers to improved academic performance.

Academic services will be provided to students in English Language Arts and Mathematics in grades K-12 and Social Studies and Science in grades 5-12. Support services will be provided to address barriers to increase academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

**Response to Intervention**

Effective July 1, 2013, all school districts in NYS must have an RTI program in place as part of its evaluation process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. The decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RTI is an effective and instructionally relevant process to inform these decisions. NYS Regulations define RTI as a school district's process to determine if a student responds to a scientific, research-based instruction, which minimally must include:

- Appropriate instruction delivered to all students in the general education class by qualified personnel.
- Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates.
- Instruction matched to student need with increasingly intensive levels of targeted intervention and intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning.
- Repeated assessments of student achievement which should include curriculum based measures.
- Written notification to the parents regarding the nature and scope of interventions.

### **AIS/RTI Process and Procedure**

- During the summer the principals decide who will receive AIS by reviewing student's results on the identified multiple measures and teacher, Grade Level Team and Child Study Team (CST) recommendations. The AIS Eligibility Lists are reviewed at the beginning of the school year.
- Principals can assist students to AIS or discontinue service at any time it is needed as advised by the Grade Level Team or CST.
- The principals will oversee the implementation of the parent notification requirements.
- The RTI process is used in K-4 reading to identify students that need to be referred to CSE. The process and responsibilities are outlined in the attachments.

### **Procedures to Determine AIS Instructional Needs**

**Eligibility for AIS:** Identification for AIS and intensity of service is based on multiple measures for each grade and subject area: Grades K-12 ELA and Math, Grades 5-12 Social Studies and Science. Students shall be considered for AIS at the Tier 1-3 Level if they:

#### **Tier 1: Monitoring**

- Lack skills needed to maintain/monitor his/her own academic achievement (e.g. organizational skills, listening skills, test-taking skills, etc.)
- Grades K-8: performing at or below a median cut point score between a Level 2/partially proficient and a Level 3/proficient on the NYS Assessments and/or do not meet one of the benchmark criteria.
- Grades 9-12: score near proficiency on the NYS Regents and/or do not meet one of the benchmark criteria.

#### **Tier 2: Moderate Risk**

- Are inconsistent in demonstrating expectations of grade level. Consistently lack some specific skills that are required for satisfactory performance.
- Grades K-3: Scores of two of the locally selected assessments do not meet benchmark criteria.
- Grades K-8: Grades K-8: score a low Level 2 below specified scale score on NYS Assessments and/or do not meet two of the benchmark criteria.
- Grade 9-12: Score below proficiency on the NYS Regents and/or do not meet two of the benchmark criteria.

#### **Tier 3: High Risk**

- Are potentially at-risk of not achieving the New York State Learning Standards and/or meeting graduation requirements.
- Grades K-3: Scores of three of the locally selected assessments do not meet benchmark criteria.
- Grades K-8: Score Level 1 on NYS Assessments and /or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account.
- Grades 9-12: Score below proficiency on the NYS Regents and/or do not meet at least two of the benchmark criteria. The measure used, as well as degree of discrepancy is taken into account.

### Exiting AIS: Based on multiple measures

It is determined that a student is achieving the standards if they have:

- Achieved proficiency on the content area NYS assessment and/or
- Achieved the benchmark criteria on two or more of the multiple measures

### AIS/RTI Criteria

Subject And Grade	Multiple Measures	Benchmark Criteria
All Subjects K-12	Student Attendance	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
ELA K-4	Classroom Average	K-4: Meets or exceeds proficiency
	NYS ELA Assessment: Grades 3-4	Level 3 or 4
	Fountas & Pinnell Benchmark Assessments	Benchmark testing 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	i-Ready Grades 1-4	Benchmark testing at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark charts.
ELA 5-12	Class Average	75% grades 5-8; 70% grades 9-12
	NYS ELA Assessment: Grades 5-8	Level 3 or 4
	Fountas & Pinnell Benchmark Assessments Grades 5-8	Benchmark testing 2 to 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	i-Ready Reading Grades 5-8	Benchmark testing at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark charts.
	Wilson Reading Grades 6-8	Benchmark testing at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	English Regents	65% grades 9-12
Math K-4	NYS Math Assessment: Grades 3-4	Level 3 or 4
	Classroom Average	K-4: Meets or exceeds proficiency

<b>Subject And Grade</b>	<b>Multiple Measures</b>	<b>Benchmark Criteria</b>
	Module Math Assessments Avg.	65%
	i-Ready Math Grades 1-4	Benchmark testing at least 2 or 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
Math 5-12	Class Average	75% grades 5-8; 70% grades 9-12
	NYS Math Assessment: Grades 4-8	Level 3 or 4
	i-Ready Math Grades 5-8	Benchmark testing at least 2 or 3 times a year. Progress monitoring conducted for students not achieving the benchmarks. See attachment for benchmark chart.
	Algebra I and II, and Geometry	65%
Social Studies 4-12	Classroom Average	75% grades 4-8; 70% grades 9-12
	NYS ELA Assessment Grades 4-8	Students who score at levels 1 & 2 on the assessment at Grade 4-8 will be identified to determine whether their performance on the assessment is attributed to difficulty in areas of Social Studies content or reading and writing.
	Global Studies Regents	65%
	Grade 11 United History and Government Regents	65%
Science 4-12	Classroom Average	75% grades 5-8; 70% grades 9-12
	NYS Science Assessment at Grades 4 and 8	Level 3 or 4
	NYS Math and ELA Assessment	Students who scored at Level 1 and 2 on the assessment in Grades 4-8 will be identified to determine whether their performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math.
	Earth Science, Living Environment, Chemistry and Physics Regents	65%

**St. Lawrence Elementary School**  
**Response to Intervention**  
**Tier I**

**Screening:**

- All students in St. Lawrence Elementary School will be screened in the ELA subject area with the i-Ready, Dial-3 and Fountas & Pinnell Benchmark Assessment Battery. All students in St. Lawrence Elementary School will be screened in the mathematics subject area with the i-Ready math assessments.
- Screening will be used to find student achievement levels, group students, measure progress/intervention effectiveness, and collect data on student cases.
- Students will be screened three times per year with i-Ready: Beginning of Year (BOY) in the month of September, Middle of Year (MOY) in the months of January/February, and End of Year (EOY) in the month of May. Students will be screened two times per year with Fountas & Pinnell Assessment Battery.

**Progress Monitoring:**

- The classroom teacher will provide progress monitoring as based upon teacher discretion for students receiving directed Tier 1 interventions.
- Student development and intervention effectiveness will be measured for ELA interventions.
- Tier 1 progress monitoring will be done as per teacher discretion.

**Intervention:**

- Tier 1 interventions will be provided by the classroom teacher
- Students will receive Tier 1 interventions based upon teacher discretion with the foresight of the student needing increased services in the future.
- Each intervention shall be 5-10 minutes in length and be based upon skill deficit areas.
- Tier 1 interventions will be conducted on a frequency of 3 times per 6-day cycle.
- Tier 1 interventions will have five or fewer students in a group.
- Tier 1 interventions must be treatments that work towards a measurable goal.
- A student must receive a minimum of 6 to 8 weeks of intervention with three data points before making a referral to the Student Support Team.

**Change in Services:**

- To initiate a case for a child, the teacher must document their interventions with their student in the intervention log and show with a minimum of three data points during the intervention period that the student is not responding to the intervention before submitting the referral form. A Student Support Team meeting will be held to determine the eligibility of an increase in services.

*\*Note: Any student coming to St. Lawrence Elementary School with documentation of tier services from another district will begin at the tier service they were previously receiving.*

**St. Lawrence Elementary School**  
**Response to Intervention**  
**Tier II**

**Screening:**

- All students in St. Lawrence Elementary School will be screened in the ELA subject area with the i-Ready, Dial-3 and Fountas & Pinnell Benchmark Assessment System. All students in St. Lawrence Elementary School will be screened in the mathematics subject area with the i-Ready assessments.
- Screening will be used to find student achievement levels, group students, measure progress/intervention effectiveness, and collect data on student cases.
- Students will be screened three times per year with i-Ready: Beginning of Year (BOY) in the month of September, Middle of Year (MOY) in the months of January/February, and End of Year (EOY) in the month of May. Students will be screened two times per year with Fountas & Pinnell Assessment Battery.

**Progress Monitoring:**

- The intervention teacher will provide progress monitoring for their case load students.
- Student development and intervention effectiveness will be measured for ELA interventions.
- Tier 2 progress monitoring will be done on a frequency of one time per month.

**Intervention:**

- Tier 2 interventions will be provided by an intervention specialist or teaching assistant.
- Each intervention shall be 30 minutes in length and be based upon skill deficit areas.
- Tier 2 interventions will be conducted on a frequency of 3 times per 6 day cycle.
- Tier 2 interventions will have six or fewer students in a group.
- Tier 2 interventions must be treatments that work towards a measurable goal.
- A student must receive a minimum of 6 to 8 weeks of intervention before making a referral to the Student Support Team for increased services.

**Change in Services:**

- To initiate an increase in services, the interventionist must document their interventions with their student in the intervention log and show with data points during the intervention period that the student is not responding to the intervention. A Student Support Team meeting will be held to determine the eligibility of an increase or decrease in services.
- If a student new to the district enters and exhibits no growth over three progress monitoring points, their case may be reviewed sooner for a change in services. As such, a teacher can perform more frequent progress monitoring as the need be.

*Note: Tier 1 is a mandatory step in the Response to Intervention process and a student must have experience in Tier 1 before proceeding to Tier 2.*

**St. Lawrence Elementary School**  
**Response to Intervention**  
**Tier III**

**Screening:**

- All students in St. Lawrence Elementary School will be screened in the ELA subject area with the i-Ready, Dial-3 and Fountas & Pinnell Benchmark Assessment System. All students in St. Lawrence Elementary School will be screened in the mathematics subject area with the i-Ready (for kindergarten) assessments.
- Screening will be used to find student achievement levels, group students, measure progress/intervention effectiveness, and collect data on student cases.
- Students will be screened three times per year with i-Ready: Beginning of Year (BOY) in the month of September, Middle of Year (MOY) in the months of January/February, and End of Year (EOY) in the month of May. Students will be screened two times per year with Fountas & Pinnell Assessment Battery.

**Progress Monitoring:**

- The intervention teacher will provide progress monitoring for their case load students.
- Student development and intervention effectiveness will be measured for ELA interventions.
- Tier 3 progress monitoring will be done on a frequency of once every two weeks.

**Intervention:**

- Tier 3 interventions will be provided by an intervention specialist.
- Each intervention shall be 30 minutes in length and be based upon skill deficit areas.
- Tier 3 interventions will be conducted on a frequency of 6 times per 6 day cycle.
- Tier 3 interventions will have three or fewer students in a group.
- Tier 3 interventions must be treatments that work towards a measurable goal.
- A student must receive a minimum of 6 to 8 weeks of intervention before making a referral to the Committee on Special Education for an evaluation.

**Change in Services:**

- To initiate an increase in services, the interventionist must document their interventions with their student in the intervention log and show with data points during the intervention period that the student is not responding to the intervention. A Student Support Team meeting will be held to determine the eligibility of an increase or decrease in services.



**St. Lawrence Middle School  
Response to Intervention  
Tier I**

**Screening:**

- All students in St. Lawrence Middle School will be screened in the ELA subject area with i-Ready. Reading and those identified as below grade level, with the Fountas & Pinnell Benchmark Assessment. All students in St. Lawrence Middle School will be screened in the mathematics subject area with the i-Ready Math Assessment.
- Screening will be used to find student achievement levels, group students, measure progress/intervention effectiveness, and collect data on student cases.
- Students will be screened three times per year with the i-Ready battery: Beginning of year (BOY) in the month of September, Middle of Year (MOY) in the months of January/February, and End of Year (EOY) in the month of May. Identified students will be screened twice per year with the Fountas & Pinnell Benchmark Assessment: Middle of Year (December-January) and End of Year (May) for all grades.

**Progress Monitoring:**

- The classroom teacher will provide progress monitoring as based upon teacher discretion for students receiving directed Tier I interventions.
- Student development and intervention effectiveness will be measured with the i-Ready Reading and Fountas & Pinnell Benchmark Assessment System for ELA interventions and i-Ready Math for math interventions.
- Tier I progress monitoring will be done as per teacher discretion.

**Intervention:**

- Tier I interventions will be provided by the classroom teacher either during the 42-minute period or after school from 2:30-3:25.
- Students will receive Tier I interventions based upon teacher discretion with the foresight of the student needing increased services in the future.
- Each intervention shall be 5-20 minutes in length and be based upon skill deficit areas.
- Tier I interventions will be conducted on a frequency of 2- 3 times per 6-day cycle.
- Tier I interventions group size may vary depending on the number of students needing the help and the time slots available during the day.
- Tier I interventions must be treatments that work towards a measurable goal.
- A student must receive a minimum of 10 weeks of intervention with five data points before making a referral to the Instructional Support Team.

**Change in Services:**

- To initiate a case for a child, the teacher must document their interventions with their student in the intervention log and show with a minimum of five data points during the intervention period that the student is not responding to the intervention before submitting the referral form. A Student Support Team meeting will be held to determine the eligibility of an increase in services.

*\*Note: Any student coming to St. Lawrence Middle School with documentation of tier services from another district will begin at the tier service they were previously receiving.*

**St. Lawrence Middle School**  
**Response to Intervention**  
**Tier II**  
**(Provided by an AIS Teacher and/or Reading Specialist)**

**Screening:**

- All students in St. Lawrence Middle School will be screened in the ELA subject area with the i-Ready Reading and those identified as below grade level, with the Fountas & Pinnell Benchmark Assessment. All students in St. Lawrence Middle School will be screened in the mathematics subject area with the i-Ready Math assessments.
- Screening will be used to find student achievement levels, group students, measure progress/intervention effectiveness, and collect data on student cases.
- Students will be screened three times per year with the i-Ready battery: Beginning of year (BOY) in the month of September, Middle of Year (MOY) in the months of January/February, and End of Year (EOY) in the month of May. Identified students will be screened twice per year with the Fountas & Pinnell Benchmark Assessment: Middle of Year (January) and End of Year (May) for all grades.
- ***If the committee decides a behavioral intervention path should be followed, the student will be referred to the BIP committee made up of MS Guidance Counselor(s) and all CT providers.***

**Progress Monitoring:**

- The AIS intervention teacher will provide progress monitoring for their case load students.
- Student development and intervention effectiveness will be measured with the i-Ready Reading and Fountas & Pinnell Benchmark Assessment System for ELA interventions and i-Ready Math for math interventions.
- Tier II progress monitoring will be done on a frequency of one time per month at scheduled teacher team meetings. (Additional meetings can be scheduled as needed.)

**Intervention:**

- Tier II interventions will be provided by a certified AIS Teacher of the needed subject area.
- Each intervention shall be 30-42 minutes in length and be based upon skill deficit areas.
- Tier II interventions will be conducted on a frequency of 3 times per 6 day cycle.
- Tier II interventions will have fifteen or fewer students in a group.
- Tier II interventions must be treatments that work towards a measurable goal.
- A student must receive a minimum of 10 weeks of intervention before making a referral to the Student Support Team for increased services.

**Change in Services:**

- To initiate an increase in services, the classroom teacher and/or AIS teacher must document their interventions with their student in the intervention log and show with data points during the intervention period that the student is not responding to the intervention. A Student Support Team meeting will be held to determine the eligibility of an increase or decrease in services. **(Letters must be sent to notify parents of either).**
- If a student new to the district enters and exhibits no growth over three progress monitoring points, their case may be reviewed sooner for a change in services. As such, a teacher can perform more frequent progress monitoring as the need be.

*\*Note: Tier II is a mandatory step in the Response to Intervention process and a student must have experience in Tier II before proceeding to Tier III.*

**St. Lawrence Middle School**  
**Response to Intervention**  
**Tier III**  
**(Provided by an AIS Teacher and/or Reading Specialist)**

**Screening:**

- All students in St. Lawrence Middle School will be screened in the ELA subject area with the i-Ready Reading and those identified as below grade level, with the Fountas & Pinnell Benchmark Assessment. All students in St. Lawrence Middle School will be screened in the mathematics subject area with the i-Ready Math assessments.
- Screening will be used to find student achievement levels, group students, measure progress/intervention effectiveness, and collect data on student cases.
- Students will be screened three times per year with the i-Ready battery: Beginning of year (BOY) in the month of September, Middle of Year (MOY) in the months of January/February, and End of Year (EOY) in the month of May. Identified students will be screened twice per year with the Fountas & Pinnell Benchmark Assessment: Middle of Year (January) and End of Year (May) for all grades.
- ***If the committee decides a behavioral intervention path should be followed, the student will be referred to the BIP committee made up of MS Guidance Counselor(s) and all CT providers.***

**Progress Monitoring:**

- The AIS intervention teacher will provide progress monitoring for their case load students.
- Student development and intervention effectiveness will be measured with the i-Ready Reading and Fountas & Pinnell Benchmark Assessment System for ELA interventions and i-Ready Math for math interventions.
- Tier III progress monitoring will be done on a frequency of one time per month at scheduled teacher team meetings. (Additional meetings can be scheduled as needed.)

**Intervention:**

- Tier III interventions will be provided by a certified AIS Teacher of the needed subject area.
- Each intervention shall be 30-42 minutes in length and be based upon skill deficit areas.
- Tier III interventions will be conducted on a frequency of 6 times per 6 day cycle.
- Tier III interventions will have six or fewer students in a group (with reading specialist) or twelve or fewer for AIS intervention.
- Tier III interventions must be treatments that work towards a measurable goal.
- A student must receive a minimum of 5 weeks of Tier III intervention before making a referral to the Committee on Special Education for an evaluation.

**Change in Services:**

- To initiate an increase in services, the classroom teacher and/or AIS teacher must document their interventions with their student in the intervention log and show with data points during the intervention period that the student is not responding to the intervention. A Student Support Team meeting will be held to determine the eligibility of an increase or decrease in services. **(Letters must be sent to notify parents of either).**

**St. Lawrence High School**  
**AIS Tier I Intervention**

**Screening:**

- Students will be screened using State Assessments, i-Ready assessments where appropriate, classroom average, AIS Committee Tier 1 sheet.
- Screening will be used to find student achievement levels, measure progress/intervention effectiveness and collect data on student cases.
- Students will be screened three times per year after Regents exams in August, January and June.

**Progress Monitoring:**

- The classroom teacher will provide progress monitoring as based upon teacher discretion for students receiving directed Tier 1 interventions.
- Tier 1 progress monitoring will be done as per teacher discretion.

**Intervention:**

- Tier 1 interventions will be provided by the classroom teacher.
- Students will receive Tier 1 interventions based upon teacher discretion with the foresight of the student needing increased services in the future.
- Tier 1 interventions must be treatments that works towards a measurable goal.
- A student must receive a minimum of 10 to 12 weeks of intervention with data points before making a referral to the AIS Committee Team.

**Change in Services:**

- To initiate a case for a child, the teacher must document their interventions with their student in the intervention log and show with a minimum of three data points during the intervention period that the student is not responding to the intervention before submitting the referral form. An AIS Committee Team meeting will be held to determine the eligibility of an increase in services.

*\* Note: Any student coming to St. Lawrence High School with documentation of tier services from another district will begin at the tier service they were previously receiving.*

**St. Lawrence High School**  
**AIS Tier II Intervention**

**Screening:**

- Students will be screened using State Assessments, i-Ready assessments where appropriate, classroom average, AIS Committee Tier 1 & 2 sheets.
- Screening will be used to find student achievement levels, measure progress/intervention effectiveness and collect data on student cases.
- Students will be screened three times per year after Regents exams in August, January and June.

**Progress Monitoring:**

- The intervention teacher will provide progress monitoring for his/her case load of students.
- Tier 2 progress monitoring will be done on a frequency of one time per month.

**Intervention:**

- Tier 2 interventions will be provided by the classroom teacher or teaching assistant.
- Students will receive Tier 2 interventions based upon the availability in the students' schedule.
- Tier 2 interventions must be treatments that works towards a measurable goal.
- A student must receive a minimum of 8 to 10 weeks of intervention with data points before making a referral to the AIS Committee Team for increased services.

**Change in Services:**

- To initiate a case for a child, the teacher must document their interventions with their student in the intervention log and show with a minimum of three data points during the intervention period that the student is not responding to the intervention before submitting the referral form. An AIS Committee Team meeting will be held to determine the eligibility of an increase or decrease in services.

*\* Note: Tier 2 is a mandatory step in the Response to Intervention process and a student must have experience in Tier 2 before proceeding to Tier 3.*

**St. Lawrence High School**  
**AIS Tier III Intervention**

**Screening:**

- Students will be screened using State Assessments, i-Ready assessments where appropriate, classroom average, AIS Committee Tier 1, 2 & 3 sheets.
- Screening will be used to find student achievement levels, measure progress/intervention effectiveness and collect data on student cases.
- Students will be screened three times per year after Regents exams in August, January and June.

**Progress Monitoring:**

- The intervention teacher will provide progress monitoring for his/her case load of students.
- Tier 3 progress monitoring will be done on a frequency of every two weeks.

**Intervention:**

- Tier 3 interventions will be provided by a classroom teacher or teaching assistant.
- Students will receive Tier 3 interventions based upon the availability in the students' schedule.
- Tier 3 interventions must be treatments that works towards a measurable goal.
- A student must receive a minimum of 8 to 10 weeks of intervention before making a referral to the Committee on Special Education for an evaluation.

**Change in Services:**

- To initiate a case for a child, the teacher must document their interventions with their student in the intervention log and show with a minimum of three data points during the intervention period that the student is not responding to the intervention before submitting the referral form. An AIS Committee Team meeting will be held to determine the eligibility of an increase or decrease in services.

## **K-12 Student Support Services**

### **Grade Level Teams and Instructional Support Team**

- Teams meet to brainstorm/plan effective teaching strategies and programs for students
- Guides the placement of students into academic support services

### **DDI Groups and AIS Committee**

- DDI Groups, STT, and the AIS Committee meet to brainstorm/plan effective teaching strategies and programs for students.
- Guides the placement of students into academic support services

### **School Counselor**

- Works with individuals as determined by teacher, Student Support Team, AIS Committee, and parent and administration
- Includes home visits, anger control and behavior management plan
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e., special education, Title I and special areas)
- Community School Counselor- home/school communication

### **Extended Day (4-8)**

### **Migrant Education**

### **Guidance Services**

### **Literacy Interns**

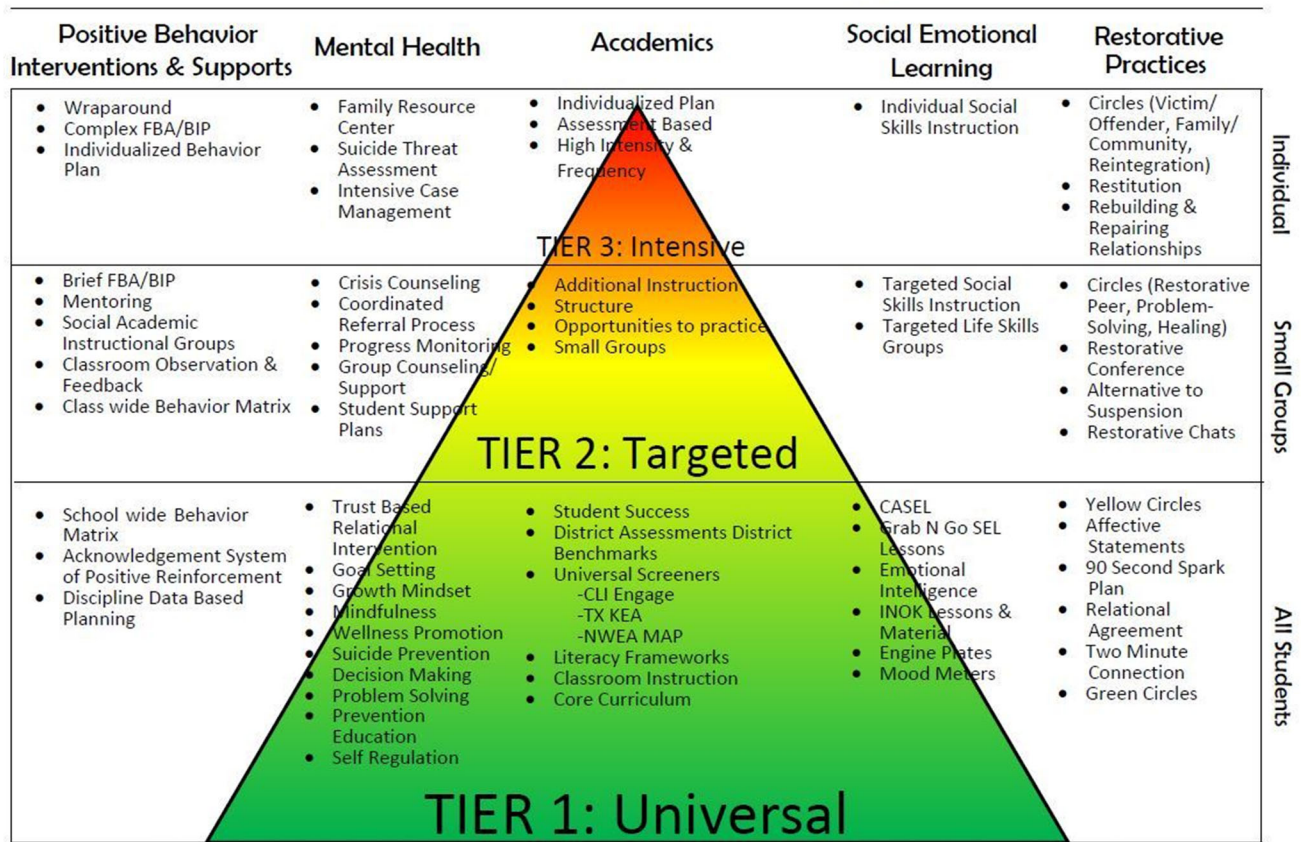
### **High School Tutors - as available**

### **SLU Tutors - as available**



# Multi-Tiered Systems of Support Framework

## Alignment of Student Supports



GOAL: Prevention and support for the optimization of learning in the least restrictive environment.

## RTI Problem Solving Process- Responsibilities

Classroom Teachers	Data Teams	Intervention Providers	School Based Intervention Teams	CSE Team
<ul style="list-style-type: none"> <li>• Core instruction (uninterrupted 90 minutes per day)</li> <li>• Benchmark and progress monitoring assessments</li> <li>• Tier 1 interventions (small group, differentiated, during the 90 minute block)</li> <li>• Documentation of Tier 1 interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level teams               <ul style="list-style-type: none"> <li>○ Classroom Teachers</li> <li>○ Intervention providers</li> <li>○ Others</li> </ul> </li> <li>• Analyze data to inform instruction               <ul style="list-style-type: none"> <li>○ Core assessments</li> <li>○ Diagnostic assessments</li> </ul> </li> <li>• Determine Tier 1 and Tier 2 groupings, discuss need for Tier 3 intervention</li> <li>• Provides Documentation of decisions made re: instructional changes</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 2 interventions (a minimum of 30 minutes every other day) in addition to 90 minutes</li> <li>• Progress monitoring and diagnostic assessments</li> <li>• Documentation of Tier 2 interventions</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• Tier 3 interventions (minimum of 30 minutes /day in addition to Tier 1 and Tier 2)</li> <li>• Progress monitoring and diagnostic assessments</li> <li>• Documentation of Tier 3 interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-disciplinary team               <ul style="list-style-type: none"> <li>○ Classroom teachers</li> <li>○ Special education teacher</li> <li>○ Psychologist</li> <li>○ Principal</li> <li>○ Intervention providers</li> <li>○ Others</li> </ul> </li> <li>• Students reviewed when no significant progress has been made at Tier 2 and/or Tier 3</li> <li>• Reviews documentation of Tier 1,2 and 3 interventions</li> <li>• Uses problem solving model to recommend further instructional changes or interventions to be tried, along with ways to document the effectiveness of the changes</li> <li>• Makes referral to CSE when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-disciplinary team</li> <li>• Analyzes data</li> <li>• Reviews documentation of Tier 1, 2,3 interventions</li> <li>• Decides what additional CSE services to provide to enable the child to be successful</li> </ul>

# **Parent Involvement Notification Requirements**

## **Notification of AIS/RTI Services**

- District notification letter to include:
  - dates when service will start
  - reasons why student needs AIS:
    - subject area(s) identified
    - results of multiple measures
    - summary of services to be provided
    - student support services to be provided
    - frequency and intensity of service
    - expectations of students in relation to grade level performance
    - consequences of not achieving expected performance levels
- Additional notification required for RTI grades K-4 reading
  - strategies for increasing the student's rate of learning
  - the parents' right to request an evaluation for special education programs and/or services

## **Notification of End of AIS/RTI Services**

- District notification letter to include:
  - when services are to be discontinued
  - overview of student's progress
    - performance level student has attained to qualify for ending AIS (results of multiple measures)
    - assessments used in determining students levels of performance

## **Ongoing Communication**

- Fall teacher conferences
- Quarterly reports
- Phone calls
- District and ESSA Information
- Title I newsletters
- District website
- Parent conferences or other informal consultations each semester
- Suggestions for working with students at home
- Bird's Eye View

## Elementary and Middle School: Instructional Support Team Process and Needed Documents

