

Canastota School District
RtI/AIS Plan

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CANASTOTA CENTRAL SCHOOLS RTI/AIS

Introduction-Background Information

The Canastota Central School District's Academic Intervention Services plan was developed to meet the requirements of Section 100.2(ee) revisions to the Commissioner's Regulations requiring school districts to provide Academic Intervention Services (AIS) to students who score below designated performance levels on the NYS Common Core Standards. The district has chosen to integrate the RTI philosophy and the AIS requirements in order to provide for all students. This document is a work in progress subject to revision as needed.

Definition

Response To Intervention (RTI) is a philosophy of education that is consistent with the reauthorized 2004 Individuals with Disabilities Education Act (IDEA) regulations governing learning disability classification. The RTI model is used to organize academic and behavioral support for all students. These interventions are based on the intensity of the presenting problem and can be provided by the classroom teacher, AIS provider, or special education teachers. A student's response to the intervention is used as the basis for modifying or intensifying interventions.

Our district is implementing the Response to Intervention (RTI) model in conjunction with the delivery of AIS services. RTI focuses on curriculum-based screening, skill deficit identification, targeted strategies, a variety of evidence based interventions, and frequent progress monitoring. RTI is the framework identified in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), as an intervention approach that generates data to drive instruction and identify students who may require special education and related services in a systematic way to ensure that students experiencing educational difficulties receive more timely and effective support (President's Commission on Excellence in Special Education, 2002).

The skill-specific interventions provided through Academic Intervention Services (AIS) are Tier 2 and 3 RTI interventions designed to help students achieve the learning standards in English Language Arts and mathematics in grades K-12. AIS provides additional academic instruction that supplements the general curriculum (core program) to improve academic performance. AIS supports are intended to provide students with specialized, targeted interventions that focus on removing the barriers to student learning. This may mean the provision of extra time for focused instruction, small group instruction, or interventions specifically designed to address other skill areas impacting learning. The goal is for all students to receive the support they need to achieve Next Generation Standards. The district will continue to implement the behavior component to Response to Intervention, i.e., consistent school wide systems that reinforce positive behavior and include specific interventions at each tier.

The AIS Plan includes:

- * Entrance criteria and provisions of services
- * Range of supports available in a multi-tiered model
- * Parent notification
- * Intensity and progress monitoring documentation

- * Exit criteria

Since both time and AIS staff are finite resources, a unique blend of AIS support and scheduling may be required when multiple interventions are indicated. Designated stakeholders at each school will assist in recommending AIS interventions. Implementation will be directed by the school's principal and will occur within our staffing resources. Academic Intervention Services (AIS) will:

- * Provide targeted skill interventions to supplement classroom curriculum and instruction
- * Employ direct, systematic, and explicit supports in the area of need

Eligibility

Academic Intervention Services (AIS) are provided for academic instruction. RTI is provided for other related fundamental support needs that may impact student performance (language, attendance, health issue, counseling, behavior, etc.). Criteria are established in each area to identify students who need services. The criteria are based on multiple measures of evaluation and documentation. Similar criteria are used as exit benchmarks indicating that services are no longer needed. The building principal, teachers, and support personnel will work together to determine the appropriate frequency and intensity of intervention service. Evaluation of a student's strengths and needs is necessary to make appropriate recommendations to classroom teachers and support personnel. Specific circumstances automatically qualify a student to be considered for AIS services:

- * Students who score below the designated performance levels
- * Students at risk of not meeting the state standards as indicated through district adopted or approved procedures
- * LEP/ELL (Limited English Proficient/English Language Learner) students who do not achieve the CR Part 154 standards

District Support Services

We provide a wide variety of resources to support the academic, social/emotional, and behavioral needs of our students. The following list identifies some of the key support personnel that may be utilized for AIS/RTI supports:

- * Support Personnel
- * Administration
- * Coaches
- * Counselors
- * Nurses
- * Occupational Therapists
- * Physical Therapists
- * School Psychologists
- * AIS Providers
- * School Resource Officers
- * Social Workers/Home School Liaisons
- * Special and General Education Teachers
- * Speech/Language Therapists

District Procedures for Academic and Support Services K-12

The AIS plan outlines the multi-tiered process for identifying and supporting students in grades K-12. This plan assures that multiple measures of assessment and other sources of evidence will be used in the identification of students to be served. These sources may include but are not limited to: student records, report cards, grades, classroom participation, student work, diagnostic assessment, parent referrals, NYS assessments,

curriculum based measures, teacher and SST recommendations. All decisions will be based on data provided at each level.

Procedures include using the following as a basis for all decisions:

1. Data on behavior problems
2. Data on specific skill weaknesses
3. Criteria for entering AIS
4. Tiered level of supports
5. Frequency, intensity, and duration of service
6. Criteria for exiting AIS

The goal of the RTI model is to provide early intervention when students first experience academic or behavioral difficulties, with the ultimate goal of improving the achievement of all students. In addition to the preventive and remedial services, this approach may be provided to at-risk students early on in their academic career.

Parent Involvement and Notification

The State Education Department requires that parents be notified in writing when AIS support is implemented for their child. The notification must include:

- * Summary of the service(s) to be provided
- * Reason for the AIS support
- * Results of not achieving the NYS Standards (New York State provided report)
- * On-going communication with the parents when AIS support is being provided
- * The specific mandates are that parents be provided:
 - * 3 Benchmark Reports per year
 - * Opportunities for a parent conference (or other consultation) once each semester when requested
 - * Notification when AIS support is dismissed

Parents may obtain information on strategies they can use to support their child's learning by working with their child, monitoring their child's progress, and working collaboratively with staff members providing interventions.

AIS: Change of Intensity

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and documentation provided at each tier. Students with the greatest need may be considered to receive more intense services, for a longer duration, and may include more frequent progress monitoring. Students with the least intensive needs might only require monitoring. Decisions regarding service intensity will be determined by the designated stakeholders in each building regarding service intensity will be determined by the designated stakeholders in each building.

AIS and RtI Service Criteria

	Identification	Instruction	Progress Monitoring	Exit Criteria
<u>RtI</u>: A general education initiative to address the needs of the struggling learners early in their educational experience using flexible groups.	Multiple measures used, beginning with universal assessment of all students then diagnostic assessment of identified students	Tier 1: Research based differentiated core instruction in general classrooms Tier 2: Core plus supplemental intervention based on specific skill deficits Tier 3: Core plus intensive intervention based upon a specific skill deficit	Strategic monitoring 1 x monthly OR progress monitoring biweekly/ weekly	Student meets individual learning goals using multiple measures, student will no longer receive RtI
<u>AIS</u>: A NYS mandate for students who have not met or are at risk of not meeting the designated performance levels on NYS assessments. Student needs are met through flexible groups.	Multiple measures used, including NYS assessments of all students	Tier 2: Core plus supplemental intervention based on specific skill deficits Tier 3: Core plus intensive intervention based upon a specific skill deficit	Strategic monitoring 1 x monthly OR progress monitoring biweekly/ weekly	Student demonstrates proficiency using multiple measures, student will no longer receive AIS

Relationship of AIS and Special Education

AIS supports are considered general education interventions. As a result, AIS services should not be included in a student's IEP or 504 Plan. The CSE cannot recommend that a student with a disability receive AIS. Special education teachers and related service staff may provide AIS support when such services are in addition to any special education interventions that are listed on the student's IEP or 504 Plan. The specific manner in which AIS support will be provided to a student with an IEP or 504 Plan will be determined by the designated stakeholders in each building.

All students are eligible for all tiers based on need and present levels of performance. Students who presently receive special education or AIS services may receive services on various tiers at various times based on level of need and disability. Students who are not classified should progress through the RtI tier system with appropriate documentation prior to CSE referral. Documentation is required to demonstrate educational progress in the core curriculum with interventions in place.