

Fire Island Union Free School District

Response to Intervention / Academic Intervention Service Plan

2019/2020 School Year

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INTRODUCTION

The Fire Island School District strives to meet the individual learning needs of each child through a rigorous yet differentiated academic program. At times, however, some students demonstrate a need for additional support in order to meet the Common Core Learning Standards (CCLS) in English Language Arts, Mathematics, Science, and Social Studies. As a result, the District provides targeted academic support through a collaborative process to help students succeed. The following plan outlines the **Response to Intervention (RtI)** and **Academic Intervention Services (AIS)** provided by the Fire Island School District as required by the NYS Commissioner's regulations, 100.2.: ii and ee. Students receive RtI /AIS Intervention Services in English Language Arts, Mathematics, Science, and Social Studies when they are at risk of meeting grade level Common Core Learning Standards (CCLS). It is important to keep in mind that RtI / AIS services are meant to **supplement, not supplant** the core curriculum. *For example, a Tier 3 intervention such as Wilson Reading System could not supplant an English Language Arts core curriculum program for a student, which if done, would deprive the student of core instruction and would be in violation of state regulations.*

WHAT IS RESPONSE TO INTERVENTION (RtI)?

Effective July 1, 2012 all school districts in NYS must have a Response to Intervention (RtI) program in place as part of its evaluation process to determine if a student in K-6 is a student with a learning disability in the area of reading and mathematics. 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.

WHAT IS ACADEMIC INTERVENTION SERVICES (AIS)?

Academic Intervention Service (AIS) provides additional instruction, which **supplements** the instruction provided in the general curriculum and assists students in meeting grade-level CCLA. AIS is intended to assist students who are at risk of not achieving grade-level CCLS in English Language Arts, Mathematics, Social Studies, 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. **AIS 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 provide to non-disabled students, **as long as those services are consistent with the student's** individualized education program. The two components of AIS services include **curricular instructional support** as well as **student support, such as guidance and social-emotional learning.** The focus is providing direct support to the regular classroom program while meeting the individual needs of the students. In accordance, the intensity of these services varies as well.

RESPONSE TO INTERVENT (RtI) IN LIEU OF ACADEMIC INTERVENTION SERVICES (AIS)

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Regulations allow district to provide a Response to Intervention (RtI) program in lieu of Academic Intervention Services (AIS) provided that:

- The RtI program meets state requirements
- Is made available at the grade levels and subjects areas (reading/math) for which students are identified as eligible for AIS; and
- All students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RtI program.

THE FIRE ISLAND SCHOOL DISTRICT PROVIDES RESPONSE TO INTERVENTION (RtI) IN LIEU OF ACADEMIC INTERVENTION SERVICES (AIS).

In July 2016, the Board of Regents adopted revisions to Part 100 of the Commissioner’s Regulations which require districts to provide Academic Intervention Services to students scoring below the state designated performance level on state assessments and/or who may be at risk of not achieving the New York State learning standards.

Academic Intervention Services (AIS) (CR100.2) are services designed to assist students to achieve the New York State learning standards in English Language Arts and mathematics in grades k-12, and science in grades 4-12. These services are provided to students as follows:

- Additional instruction that supplements the regular classroom instruction and /or
- Student support services needed to improve academic performance

Eligibility for Academic Intervention Services/Response to Intervention: Commissioner’s Regulations 100.2 (ee). Students eligible for AIS or RtI, including those with disabilities and/or limited English proficiency will be determined by following a two-step process based on multiple measures.

- Push-in / pull-out instruction
- Small group
- After school

As determined by the building professionals, additional Academic Intervention and Response to Intervention Services may be provided to any student individually or in small groups. These additional services include:

- Counseling services
- Speech services
- Support with attendance issues

Students may receive one or a combination of the services outlined. In each situation, student progress is monitored. This information will be tracked as students move from one level to the next. Throughout the process, the schools will regularly communicate with parents.

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RESPONSE TO INTERVENTION AND ACADEMIC INTERVENTION SERVICES PLAN

The following Response to Intervention and Academic Intervention Services Plan is designed to support students in meeting the New York State learning Standards.

Criteria for Eligibility in Grades 1 – 3:

- Classroom performance and /or teacher recommendation.
- Performance on AIMSweb

*****Once a student is suspected of needing RTI, the teacher must request a SST meeting where the progress monitoring tool will be decided upon. Targeted intervention and progress monitoring must be frequent and ongoing for 10 weeks before deciding if Tier 2 is warranted. Tier 2 eligibility will be decided upon at a follow up SST at the conclusion of the 10 weeks.**

Criteria for Eligibility in Grades 4-6: (MUST USED A TWO TIERED APPROACH)

STEP ONE: Designated performance levels on elementary, intermediate, and commencement level State assessments in English language arts, mathematics, and science

STUDENT SCORE ON STATE ASSESSMENT	ACTION
Level 3 or higher	AIS / RtI not required
At or above the NYSED designated cut off score but below a level 3	Shall be considered for AIS / RtI through a team meeting approach
Below the NYSED designated cut off scale score	Shall be considered for AIS / RtI through a team meeting approach
**Those students in grades K-3 at risk of not meeting State standards	Shall be considered for AIS / RtI through a team meeting approach

STEP TWO: Performance on multiple measures (may include one or more measure)

STUDENT SCORE ON ASSESSMENT	ACTION
AIMSweb benchmarking	Shall be considered for AIS /RtI through a team meeting approach
New York State English as a Second Language Achievement Test (NYSESLAT)	Shall be considered for AIS /RtI through a team meeting approach
Benchmark and lesson embedded assessments for reading and mathematics in grades K-6 based on teacher designed and selected assessments	Shall be considered for AIS /RtI through a team meeting approach
Results of psycho-educational, behavioral or social-emotional screening tools, teacher or clinician observational data, anecdotal data, and/or teacher/parent interview	Shall be considered for AIS /RtI through a team meeting approach

*****Teacher must bring student to SST where determination of eligibility will be determined. Progress monitoring tool will be decided at the eligibility meeting.**

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Implementing RtI/AIS with LEP/ELL students:

- Personnel with TESOL and bilingual certifications are members of the SST and present when discussing LEP/ELL students.
- ENL is an integral part of core instruction for all LEP/ELL students, not an “intensive intervention” or additional tier in the RtI process.
- Evidence-based practices/interventions shown to be effective and validated for LEP/ELL students are used.

Exit Criteria:

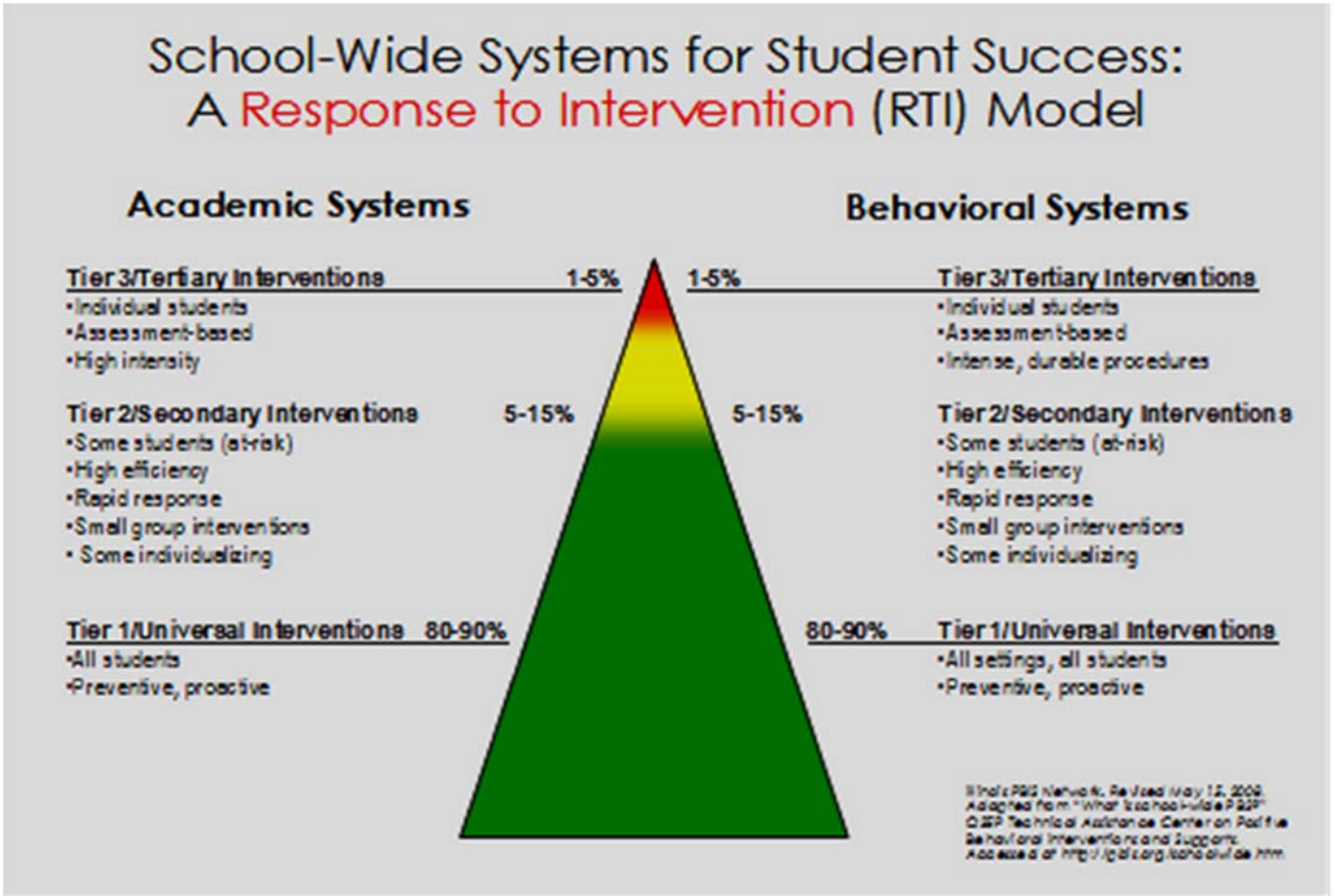
The student will be exited from the program if the following criteria are satisfied:

- Student exceeds the median scale score on the NYS Assessments
- Student no longer is thought to be at-risk for not meeting state standards based on teacher and/or clinician screening tools, and teacher designed and selected assessments.

Parent Notification:

- When a student has been identified for RtI services, the parent(s) or guardian(s) is notified in writing by the school that his/her child will be receiving academic intervention services and includes all required information and is provided in the language the parent understands.
- General information about the RtI process is provided to parents to indicate
 - commencement of services;
 - amount and type of student performance data that will be collected and the general services that will be provided;
 - strategies for increasing student’s rate of learning;
 - progress reports;
 - change in RtI/AIS services
 - Discontinuance of RtI /AIS services; and
 - a parent’s right to request an evaluation for special education programs and/or services.
- To meet with the requirement for ongoing parental involvement, the school will provide parent(s) or guardian(s) with:
 - Opportunities, once each trimester, for consultation with the student’s regular classroom teacher and other professional staff providing academic intervention services
 - Progress reports during the regular school year on the student’s progress
 - Information on ways parents can support and monitor their child’s academic progress.

RESPONSE TO INTERVENTION MODEL



DURATION WITHIN EACH TIER:

Tier 1: Universal Intervention:

All students receive effective, research-validated instruction in the general education setting. Student progress is monitored on a weekly basis.

Who receives instruction?	All students
Amount of daily instruction	At least 90 minutes
When is instruction provided	During core reading time
Duration of instruction	Entire school year
How instruction is implemented	Flexible grouping
Frequency of progress monitoring	At least one time every 1-2 weeks
Who provides instruction?	General education teacher
Where students are served?	General education classroom

Tier 2: Secondary Interventions

This tier of RtI usually involves more intensive targeted interventions and frequent monitoring.

Who receives instruction?	Students who are not making progress with Tier I
Amount of additional instruction	30 – 60 minutes 1 – 3 times per week
When is instruction provided	Outside of the core curriculum blocks
Duration of instruction	10-12 weeks
How is instruction delivered	Teacher student ratio 1:3
Frequency of progress monitoring	At least one time every 1-2 weeks
Who provides instruction?	General education teacher/support staff
Where are students served?	Within or outside of general education classroom

Tier 3: Tertiary Interventions

Students who fail to demonstrate adequate reading progress during Tier 2's targeted instruction will receive Tier 3 intervention. This level of intervention usually involves individualized instruction and frequent monitoring.

Who receives instruction?	Students not making adequate progress with Tier 2 intervention
Amount of daily instruction	May vary by age; from 30-60 minutes per day
When is instruction provided	During school hours (outside of core curriculum blocks) or after school
Duration of instruction	Varies by individual (no less than 10 weeks)
How instruction is implemented	Teacher/student ratio 1:3
Frequency of progress monitoring	At least one time every 1-2 weeks
Who provides instruction/	Reading specialist Special Education Teacher/Support Staff
Where students are served?	Generally outside the general education classroom. This can, but does not always, include special education

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Fire Island Union Free School District

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DATE

Dear **NAME**,

Response to Intervention (RtI) is a multi-tiered early prevention system designed to improve outcomes for all students. Intervention is offered to students who are at risk of not achieving the state designated performance level on future assessments.

The following criteria were used to determine that services are required:

The following services will be provided:

Tier **X** Support

We believe that RtI intervention services are necessary to assist your child, **STUDENT**, to successfully master New York State Common Core learning standards and demonstrate such knowledge on future NYS assessments.

Please sign one copy of this letter and return it to school with your child.

Sincerely,

Superintendent

I acknowledge that I have received notification of the RtI services being provided to my child, **NAME**

Signature of Parent: _____

Date: _____

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Student Name: _____ Grade: _____ Year: _____		
Teacher Providing Service: _____		
Area of Support: _____		
Key: C = Demonstrates Competency I = Is Improving N = Needs to Improve		
<u>Goal:</u>	Trimester	
		<u>Comments:</u>
		<u>Comments:</u>
		<u>Comments:</u>
		<u>Comments:</u>