

# East Greenbush Central School District



## Response to Intervention Plan Academic Intervention Services Plan K-8

**2021-2023**

A handbook for parents and educators detailing support and services for students at risk of not meeting the New York State Learning Standards.

## Overview

All students who are at risk of not meeting the New York State Learning Standards are eligible to receive Response to Intervention Services (RtI) and/or Academic Intervention Services (AIS). Both service models provide targeted support during the instructional day. Effective July 1, 1999, all school districts were required to provide Academic Intervention Services for students who score below state designated performance levels on New York State exams. Effective July 1, 2012, all school districts in New York State were required to implement a Response to Intervention process in kindergarten through fourth grades prior to referring a student to the Committee on Special Education to be considered as a student with a disability. AIS and RtI are required to utilize scientific research-based programs that include systematic instruction. Academic Intervention Services are also provided to students who are referred through the building level Instructional Support Team (IST) and/or Building Data Team (BDT).

The East Greenbush Central School District's Academic Intervention Services Program (AIS) and Response to Intervention Plan (RtI) was developed to meet the requirements of the Section 100.2 (ee) of the Commissioner's Regulations. The RtI program will be implemented at the K-5 grades and an AIS model of service will be delivered in grades 6-12. A school district may provide a Response to Intervention (RtI) program in lieu of providing Academic Intervention Services (AIS) when a 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.

### **Instructional Support Team (IST) and/or Building Data Team (BDT)**

The Instructional Support Team (IST) and/or Building Data Team (BDT) at each building is comprised of a building administrator, appropriate support service providers (which may include the school psychologist, occupational therapist, academic intervention provider, speech/language teacher, nurse, special education teacher, and/or ENL teacher), and the referring classroom teacher. The referring administrator, classroom teacher and or support provider must submit data associated with Universal Screener, benchmark assessments, state-established cut points associated with the New York State assessments, other formal and informal assessments, and progress monitoring data with achieving the New York State Learning Standards for consideration to receive Academic Intervention Services.

Any student who experiences academic, social-emotional, or behavioral problems may be considered for an IST review. This includes students beginning to display problems in regular education, as well as students with disabilities who are included in regular education programs. Students may be referred for IST review by the building administrator, classroom teacher, other educators, school nurse, and or school counselors.

## **Introduction to the K-8 Response to Intervention Program**

Response to Intervention (RtI) is a model used to provide high-quality instruction and evidence-based interventions that address a student's individual needs by collecting baseline data and measuring the level of progress and performance of students over time. RtI is provided in the general education setting and is designed as an educational strategy "to close achievement gaps for all students including students at risk academically and behaviorally, students with disabilities, and English as a New Language learners by preventing smaller education problems from becoming insurmountable gaps" (NYSED, RTI Guidance Document, October, 2010).

RtI has also been shown to lead to more appropriate identification and development of interventions for students with educational disabilities. Determining whether a student has an educational disability must include data-based information that leads to the determination that a student's educational difficulties are not the result of the lack of an appropriate instructional program or approach.

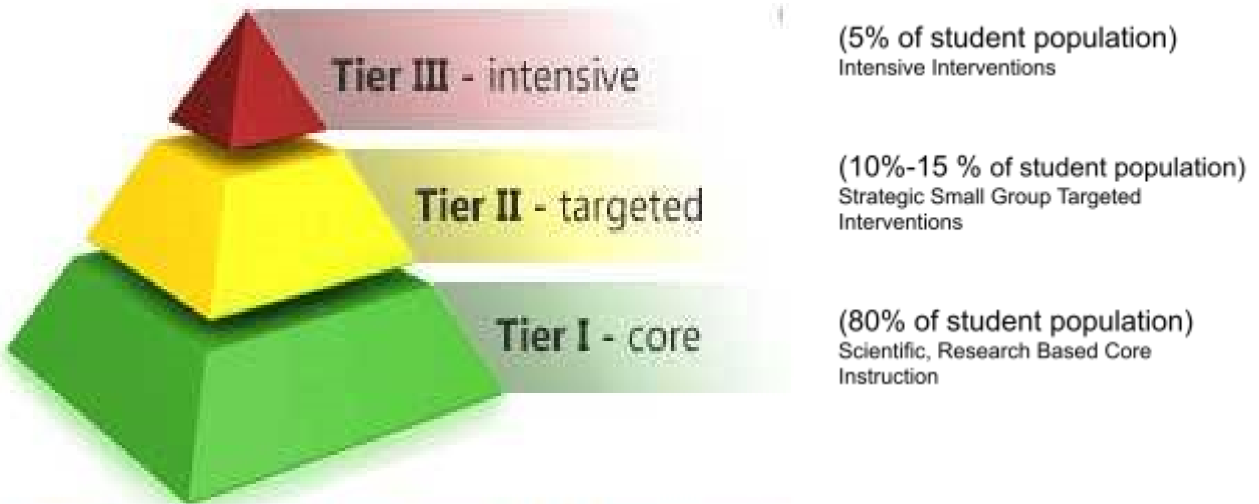
### **Universal Screening**

The New York State Education Department (NYSED) requires a school-wide screening and intervention process prior to the identification of a child as a student with an educational disability by the Committee on Special Education. Universal screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills or behaviors expected for his or her grade level. Universal screening may be conducted as many as three times per year. Universal screening for all students helps schools to identify students who are considered at-risk of not learning the necessary skills expected for the student's age or grade level. Depending upon the results of initial screening, a school may recommend that a student be provided additional instructional support to address the student's areas of need. Those at-risk students will also receive ongoing/frequent monitoring and/or further assessment. School districts are allowed to select screening devices and then implement a multi-tiered intervention approach in response to identified deficits. Once a deficit is identified additional support is provided according to a New York State defined three-tiered hierarchy of intervention intensity with minimum frequency, duration and group size requirements at each level.

### **Progress Monitoring**

Progress monitoring is used to assess student progress or performance in those areas in which there were identified deficits as being at-risk for not meeting standards. It is the method by which a teacher determines if a student is progressing at the expected rate from the instructional or intervention program. A student who is not responding adequately to Tier 1 instruction moves on to Tier 2 and increasingly intensive levels of intervention and instruction. Progress can be monitored by a variety of methods and should be short and easily administered by a classroom teacher, AIS provider, or another highly qualified teaching professional. The frequency of progress monitoring will vary by level of intervention and by the individual student's needs.

## RtI Tiered System



## Multi-Tiered System of Supports

Response to Intervention begins with high quality scientifically based research and evidence-based instruction in the general education setting provided by the general education teacher. Instruction is matched to students' needs via the provision of differentiated instruction in the core curriculum areas. As a result of school-wide screening and progress monitoring, students who have not mastered critical skills or who are in danger of not making satisfactory progress are identified for supplemental instruction. This supplemental instruction may be provided by the general education teacher, an AIS provider, or another qualified teacher. This supplemental instruction builds in intensity when it is determined that the student is not making adequate progress. A multi-tiered system can be viewed as layers of increasingly intense interventions that respond to student-specific needs. It is a continuum of instructional support provided to a student. After the student receives the most intensive level of instruction, a referral for a comprehensive evaluation to determine eligibility for special education services may be recommended.

Reading in the early grades is a primary focus of the RtI process, as most students are identified with educational difficulties due to reading deficits. However, the process of data-based decision-making and the principles of RtI apply to other content areas, as well as to behavioral issues that may impact education.

## **RtI Tiered System**

### **Tier 1 Instruction**

Tier 1 intervention and core instruction takes place in general education classrooms and includes all students. Instruction is currently aligned with the New York State Learning Standards. Core instruction (Tier 1) includes differentiation based on the abilities of all students. All students' grades K-8 are provided with scientifically based research-supported instructional approaches. In grades K-5 this includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension skills and strategies.

Tier 1 monitoring is conducted by the classroom teacher and/or other qualified teaching staff using universal screening, content aligned assessments, district assessments, student work samples, classroom performance, and state tests if applicable for the grade level.

### **Tier 2 Instruction**

Tier 2 intervention is typically small group supplemental instruction intended for approximately 10-15% of students who are not responding to core instruction at Tier 1. This supplemental targeted instructional intervention is provided in addition to, and not in place of Tier 1 core instruction. Tier 2 interventions focus on areas of student need or weakness that are identified from the results of the universal screening in combination with various other literacy and math assessments. The interventions vary by curriculum focus, group size, frequency, and duration based on individual student needs and responsiveness.

Tier 2 progress monitoring may be conducted by the classroom teacher and/or other qualified teaching staff such as an AIS provider, using universal screening, content aligned assessments, district assessments, student work samples, classroom performance, and state tests if applicable for the grade level. The progress monitoring will occur in more frequent intervals than Tier 1 progress monitoring. Students receiving Tier 2 intervention services for reading will receive trimester reports at the elementary level and quarterly progress reports at the secondary level.

### **Tier 3 Instruction**

Tier 3 provides targeted intervention intended for those students that do not respond to instruction at Tier 1 and Tier 2. The third tier of this model creates intensive instructional interventions to increase an individual student's rate of progress. This Tier 3 instruction may be more frequent, smaller group and/or longer period of time than that provided in Tiers 1 or 2. Tier 3 may utilize programs which focus on specific skills with which the student may be having difficulty.

Tier 3 progress monitoring may be conducted by an AIS provider, Special Education teacher and/or other qualified teaching staff using specifically embedded reading monitoring of a specific skill. The progress monitoring will occur in more frequent intervals than Tier 1 or Tier 2 progress monitoring.

# EGCSD K-5 AIS/RtI At a Glance: Reading

|  | Tier 1 (Core)   | Tier 2 (Strategic)   | Tier 3 (Intensive)  |
|--|---|--|---|
| <b>Definition</b>                        | Comprehensive curriculum and differentiated, responsive reading instruction/ strategies in the education setting, and universal screening three times per year to determine whether students are meeting benchmarks | Additional instruction and strategies designed to enhance and support Core Instruction   | Specifically designed and/or customized reading instruction; may require extensive and ongoing intervention   |
| <b>Focus</b>                             | All K-5 Students  | For students identified at risk for reading difficulties and who have not responded to Core Instruction  | For students with marked difficulties in reading or reading disabilities who have not responded adequately to Core Instruction and/or Strategic Intervention(s) |
| <b>Providers</b>                         | K-5: General Education Teacher  | K-5: Personnel in school such as:<br>Reading Specialist Teacher, K-3<br>Intervention Specialists<br>Special Education Teacher<br>General Education Teacher<br>Other Qualified staff            | K-5: Personnel in school such as:<br>Reading Specialist Teacher, K-3<br>Intervention Specialists<br>Special Education Teacher<br>Other Qualified staff          |
| <b>Setting</b>                           | K-5: General Education Classroom  | K-5 General Education classroom or Reading Specialist classroom, or K-3 Intervention Specialists classroom, or Special Education Teacher classroom or appropriate setting determined by school | K-5 Special Education Teacher classroom or Reading Specialist classroom or K-3 Intervention Specialist classroom or appropriate setting determined by school    |
| <b>Grouping</b>                          | K-5: Grouping appropriate for implementing comprehensive program effectively including small group work and whole group   | K-5: (maximum recommendation 1:6)  | K-5: (maximum recommendation 1:3)   |
| <b>Time/<br/>Frequency</b>               | K-5: Minimum of 90 minutes ELA block per day  | K-5<br>e.g. Minimum of 20 minutes, 2-3 days per week, or maximum 30 minutes 5 days per week. (time adjusted based on student need)   | K-5<br>Extensive time based on student needs (e.g. 30+ minutes 5 days per week)   |
| <b>Assessment</b>                        | Universal Screening 3x per year<br>Additional Progress Monitoring per Curriculum Based Assessments  | Universal Screening 3x per year<br>Additional more frequent progress monitoring than Tier 1  | Universal Screening 3x per year<br>Additional more frequent progress monitoring than Tier 1 or 2  |
| <b>Instruction</b>                       | K-5: Ample opportunities to practice embedded reading throughout the school day   | K-5: Additional explicit instruction, and support. Additional opportunities to practice embedded reading throughout the school day.  | K-5: Carefully designed and implemented, explicit, systematic instruction   |
| <b>Program/<br/>Strategy<br/>Options</b> | K-5: Units of Study from Curriculum Map<br>Pearson Reading Street Program<br>Guided Reading with Decodable and/or Leveled Texts   | Fountas & Pinnell Leveled Literacy Intervention System<br>Really Great Reading Phonics Program   | SRA Horizons System<br>Fountas & Pinnell Leveled Literacy Intervention System<br>Really Great Reading Phonics Program   |

| <i>K-5 Reading con't</i> | <b>Tier 1 (Core)</b>  | <b>Tier 2 (Strategic)</b>   | <b>Tier 3 (Intensive)</b>   |
|--------------------------|---|---|---|
| <b>Entrance Criteria</b> | Multiple Measures including:<br>Universal Screening<br>District Benchmarks<br>F&P Assessments<br>District Student Pathways (to be updated)<br>Curriculum Based Assessments<br>NYS ELA exam score less than proficient (3-5) | Multiple Measures including:<br>Universal Screening<br>District Benchmarks<br>F&P Assessments<br>Curriculum Based Assessments<br>District Student Pathways (to be updated)<br>Really Great Reading Diagnostic Assessments<br>Specific Intervention Assessments<br>NYS ELA exam score less than proficient (3-5) | Multiple Measures including:<br>Universal Screening<br>District Benchmarks<br>F&P Assessments<br>Curriculum Based Assessments<br>District Student Pathways (to be updated)<br>Really Great Reading Diagnostic Assessments<br>Specific Intervention Assessments<br>NYS ELA exam score less than proficient (3-5) |
| <b>Exit Criteria</b>     | Student is performing at grade level as evident from multiple measures from collected data  | Student is performing at grade level as evident from multiple measures from collected data  | Student is performing at grade level as evident from multiple measures from collected data  |

## EGCSD K-5 AIS/RtI At a Glance: Math

|                   | <b>Tier 1 (Core)</b>  | <b>Tier 2 (Strategic)</b>   | <b>Tier 3 (Intensive)</b>  |
|-------------------|---|---|--|
| <b>Definition</b> | Comprehensive curriculum and differentiated, responsive math instruction/ strategies in the education setting, and assessments during the year to determine whether students are meeting benchmarks | Additional instruction and strategies designed to enhance and support Core Instruction  | Specifically designed and/or customized math instruction; may require extensive and ongoing intervention                             |
| <b>Focus</b>      | All K-5 Students  | For students identified at risk for math difficulties and who have not responded to Core Instruction  | For students with marked difficulties in math who have not responded adequately to Core Instruction and/or Strategic Intervention(s) |
| <b>Providers</b>  | K-5: General Education Teacher  | K-5: Personnel in school such as:<br>AIS provider,<br>Special Education Teacher<br>General Education Teacher<br>Other Qualified Staff         | K-5: Personnel in school such as:<br>AIS provider,<br>Special Education Teacher<br>Other Qualified Staff                             |
| <b>Setting</b>    | K-5: General Education Classroom  | K-5 General Education classroom or AIS provider classroom, or Special Education Teacher classroom or appropriate setting determined by school | K-5 Special Education Teacher classroom or AIS provider classroom or appropriate setting determined by school                        |

| <i>K-5 Math con't</i>                    | <b>Tier 1 (Core)</b>   | <b>Tier 2 (Strategic)</b>   | <b>Tier 3 (Intensive)</b>   |
|--|--|---|---|
| <b>Grouping</b>                          | K-5: Grouping appropriate for implementing comprehensive program effectively including small group work and whole group                                      | K-5: (recommendation 1:6 )  | K-5: (recommendation 1:3)   |
| <b>Time/<br/>Frequency</b>               | K-5: Minimum 40-60 minutes Math daily, depending on grade level  | K-5<br>e.g. Minimum of 10 minutes, 2-3 days per week or maximum 30+/- minutes 5 days per week. (time adjusted based on student need)  | K-5<br>Extensive time based on student needs (e.g. 30+/- mins 5 days per week)  |
| <b>Assessment</b>                        | Universal Screening 3x per year (grades 1-5)<br>Progress Monitoring per Curriculum Based Assessments   | Universal Screening 3x per year (grades 1-5)<br>Additional more frequent progress monitoring than Tier 1 with Specific Intervention Assessments   | Universal Screening 3x per year (grades 1-5)<br>Additional more frequent progress monitoring than Tier 1 or 2 with Specific Intervention Assessments  |
| <b>Instruction</b>                       | K-5: Ample opportunities to practice math throughout the school day  | K-5: Additional explicit instruction, and support core curriculum. Additional opportunities to practice math throughout the school day.   | K-5: Carefully designed and implemented, explicit, systematic instruction   |
| <b>Program/<br/>Strategy<br/>Options</b> | K-5: Units of Study from Curriculum Map<br>enVision Math 2020 Program<br>Guided Math Groups  | enVision Math 2020 Skill and Remediation Activities<br>Additional small group support emphasizing essential math skills   | enVision Math 2020 Skill and Remediation Activities<br>Additional small group support emphasizing essential math skills   |
| <b>Entrance/Exit<br/>Criteria</b>        | Multiple Measures including:<br>Universal Screening<br>District Benchmarks<br>Curriculum Based Assessments<br>NYS Math exam score less than proficient (3-5) | Multiple Measures including:<br>Universal Screening<br>District Benchmarks<br>Curriculum Based Assessments<br>Specific Intervention Assessments<br>NYS Math exam score less than proficient (3-5) | Multiple Measures including:<br>Universal Screening<br>District Benchmarks<br>Curriculum Based Assessments<br>Specific Intervention Assessments<br>NYS Math exam score less than proficient (3-5) |
| <b>Exit Criteria</b>                     | Student is performing at grade level as evident from multiple measures from collected data   | Student is performing at grade level as evident from multiple measures from collected data  | Student is performing at grade level as evident from multiple measures from collected data  |



# EGCSD 6-8 AIS/RtI At a Glance: Reading

|  | Tier 1 (Core)   | Tier 2 (Strategic)  | Tier 3 (Intensive)  |
|--|---|---|---|
| <b>Definition</b>                        | Comprehensive curriculum and differentiated, responsive reading instruction/ strategies in the education setting, and universal screening used to determine whether students are meeting benchmarks | Additional instruction and strategies designed to enhance and support Core Instruction  | Specifically designed and/or customized reading instruction; may require extensive and ongoing intervention   |
| <b>Focus</b>                             | All 6-8 Students  | For students identified at risk for reading difficulties and who have not responded to Core Instruction   | For students with marked difficulties in reading or reading disabilities who have not responded adequately to Core Instruction and/or Strategic Intervention(s) |
| <b>Providers</b>                         | 6-8: ELA General Education Teacher  | 6-8: Personnel in school such as: Reading Specialist Teacher, Special Education Teacher, General Education Teacher, Other Qualified staff                             | 6-8: Personnel in school such as: Reading Specialist Teacher, Special Education Teacher, Other Qualified staff  |
| <b>Setting</b>                           | 6-8: ELA General Education Teacher classroom  | 6-8: ELA General Education classroom or Reading Specialist classroom, or Special Education Teacher classroom or appropriate setting determined by school              | 6-8: Special Education Teacher classroom or Reading Specialist classroom or appropriate setting determined by school  |
| <b>Grouping</b>                          | 6-8: Grouping appropriate for implementing comprehensive program effectively including small group work and whole group   | 6-8: (recommendation 1:8)   | 6-8: (recommendation 1:2)   |
| <b>Time/<br/>Frequency</b>               | 6-8: 40 minute class  | Every other day 40 minutes  | Every day 40 minutes  |
| <b>Assessment</b>                        | Universal Screening 3x per year<br>Progress Monitoring per Curriculum Based Assessments   | Universal Screening 3x per year<br>Progress Monitoring per Curriculum Based Assessments<br>Specific Intervention Assessments<br>CARS<br>Rewards Check-up              | Universal Screening 3x per year<br>Progress Monitoring per Curriculum Based Assessments<br>Specific Intervention Assessments                                    |
| <b>Instruction</b>                       | 6-8: Ample opportunities to practice embedded reading throughout the school day   | 6-8: Additional explicit instruction, and support. Additional opportunities to practice embedded reading throughout the school day.                                   | 6-8: Carefully designed and implemented, explicit, systematic instruction   |
| <b>Program/<br/>Strategy<br/>Options</b> | ELA. 6-8 core curriculum<br>6-8 units of study from curriculum maps<br>Differentiation strategies and accommodations  | STARS Comprehension<br>Scholastic Scope/Action Magazine<br>Rewards Decoding<br>Additional guided reading/small group support emphasizing essential reading components | Wilson Language<br>SRA Corrective Reading<br>Additional guided reading/small group support emphasizing essential reading components                             |

| <i>6-8 Reading<br/>con't</i> | <b>Tier 1 (Core)</b>   | <b>Tier 2 (Strategic)</b>  | <b>Tier 3 (Intensive)</b>  |
|------------------------------|--|--|--|
| <b>Entrance Criteria</b>     | Multiple Measures including:<br>Universal Screening<br>Curriculum Based Assessments<br>NYS ELA exam score less than proficient | Multiple Measures including:<br>Universal Screening<br>Curriculum Based Assessments<br>Specific Intervention Assessments<br>NYS ELA exam score less than proficient<br>Score less than the 35 <sup>th</sup> percentile on WRMT-3<br>TOSCRF | Multiple Measures including:<br>Universal Screening<br>Curriculum Based Assessments<br>Specific Intervention Assessments<br>NYS ELA exam score less than proficient<br>Score less than the 35 <sup>th</sup> percentile on WRMT-3<br>TOSCRF |
| <b>Exit Criteria</b>         | Student is performing at grade level as evident from multiple measures from collected data                                     | Student is performing at grade level as evident from multiple measures from collected data   | Student is performing at grade level as evident from multiple measures from collected data   |

## EGCSD 6-8 AIS/RtI At a Glance: Math

|                   | <b>Tier 1 (Core)</b>  | <b>Tier 2 (Strategic)</b>  | <b>Tier 3 (Intensive)</b>  |
|-------------------|---|--|--|
| <b>Definition</b> | Comprehensive curriculum and differentiated, responsive math instruction/ strategies in the education setting, and assessments during the year to determine whether students are meeting benchmarks | Additional instruction and strategies designed to enhance and support Core Instruction   | Specifically designed and/or customized math instruction; may require extensive and ongoing intervention                             |
| <b>Focus</b>      | All 6-8 Students  | For students identified at risk for Math difficulties and who have not responded to Core Instruction   | For students with marked difficulties in math who have not responded adequately to Core Instruction and/or Strategic Intervention(s) |
| <b>Providers</b>  | 6-8: Math General Education Teacher   | 6-8: Personnel in school such as:<br>AIS Provider,<br>Special Education Teacher<br>General Education Teacher<br>Other Qualified Staff              | 6-8: Personnel in school such as:<br>AIS Provider,<br>Special Education Teacher<br>Other Qualified Staff                             |
| <b>Setting</b>    | 6-8: Math General Education Teacher classroom   | 6-8 Math General Education classroom or AIS Provider classroom, or Special Education Teacher classroom or appropriate setting determined by school | 6-8 Special Education Teacher classroom or AIS Provider classroom or appropriate setting determined by school                        |

| 6-8 Math<br>con't               | Tier 1 (Core)   | Tier 2 (Strategic)   | Tier 3 (Intensive)  |
|---------------------------------|---|--|---|
| Grouping                        | K-5: Grouping appropriate for implementing comprehensive program effectively including small group work and whole group | 6-8: (recommendation 1:8 )   | 6-8: (recommendation 1:3)   |
| Time/<br>Frequency              | 6-8: 40 minute class  | Every other day 40 minutes   | Every day 40 minutes  |
| Assessment                      | Progress Monitoring per Curriculum Based Assessment   | Additional more frequent progress monitoring than Tier 1 with Specific Intervention Assessments                        | Additional more frequent progress monitoring than Tier 1 or 2 with Specific Intervention Assessments          |
| Instruction                     | 6-8: Ample opportunities to practice math throughout the school day   | 6-8: Additional explicit instruction, and support. Additional opportunities to practice math throughout the school day | 6-8: Carefully designed and implemented, explicit, systematic instruction                                     |
| Program/<br>Strategy<br>Options | Math 6-8 core curriculum<br>enVision Math 2.0 Program   | Additional small group support<br>emphasizing essential math skills  | Additional small group support<br>emphasizing essential math skills   |
| Entrance<br>Criteria            | Curriculum Based Assessments<br>NYS Math exam score less than proficient  | Curriculum Based Assessments<br>Specific Intervention Assessments<br>NYS Math exam score less than proficient          | Curriculum Based Assessments<br>Specific Intervention Assessments<br>NYS Math exam score less than proficient |
| Exit Criteria                   | Student is performing at grade level as evident from multiple measures from collected data                              | Student is performing at grade level as evident from multiple measures from collected data                             | Student is performing at grade level as evident from multiple measures from collected data                    |

**At the high school level there are several programs offered for AIS at the 9-12 levels**

Literacy Teachers push into:

9th grade: Jumpstart ELA, Curriculum Equivalent, English 9R

10th grade: Curriculum Equivalent, English 10R

11th grade: Curriculum Equivalent

Life Skills Literacy Program

Literacy 9-12 pull out programs

Columbia Alternative Placement (CAP)

Operation Graduation (OG)

Center for Therapeutic Academic Excellence Program (CTAEP)

**Social/Emotional/Behavioral Supports**

Some students require support services because they are at risk of not meeting learning standards due to social, emotional or behavioral issues. The same process utilized for students with academic issues is implemented for students with other barriers to learning.

**Identification**

Students are identified for needing social/emotional/behavioral supports by their classroom teacher, counselor, principal or parent. Students may require these services if they have a difficult time engaging in appropriate social interactions, making friends, anxiety, self-regulation, attention/focus, attendance or other issues that impact overall social development. Like AIS, students begin receiving support through general classroom procedures (Tier 1). If these supports are not adequate, the IST will meet to develop a targeted plan to improve the student's skill deficits. As is the case with academic issues, if a student exhausts all general education supports including an individual behavior plan, the student may require a referral to the Committee on Special Education.

**Types of Services**

The intensity of service will be determined based upon individual need.

Examples of service options in the District include:

- Classroom behavior planning
- Counseling
- Accommodations to the learning environment (e.g., preferential seating, study carrels, quiet area)
- Modifications to the school day (e.g., scheduled breaks, daily check-ins)
- Behavior contracts
- Individual behavior plans

As a student progresses through the typical support systems and the student continues to demonstrate behaviors that impact his/her learning or the learning of others, a Functional Behavior Assessment may be completed. Parent consent is required to complete this assessment. Once the assessment is complete an individual behavioral intervention plan may need to be implemented (Tier 3).

## **Parent Notification**

Communication with parents of AIS students is essential in order to meet federal/state regulations and to achieve program goals/objectives. The following written procedures are conducted at various times throughout the year:

### **Parent Notification Letter**

Parents or guardians will be notified by the principal during the month of September/October after the child's school record, including district assessment criteria, has been studied in conjunction with new scores on NYS assessments and the need for AIS services is determined. When necessary, the notice will be translated into the parents'/guardians' preferred language of communication. Each school and/or department will be responsible for parental notification indicating the need for AIS. This notification will be made in writing and will include a summary of the services being provided to the student including how often services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving state standards will be explained.

Parents will be invited to attend one or more conferences each year to discuss their child's academic progress with the classroom and AIS teacher. Parents will be invited to attend Open House at their child's school, at which time the AIS teachers will be available.

### **Program Termination Letter**

The program termination letter is sent home whenever a student is discontinued from an AIS program during the school year. When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student and the assessments that were used in determining the student's level of performance.

### **Progress Report**

Ongoing progress monitoring, including research-based assessments when applicable, is critical to determine growth of skill areas. Progress reports are sent home, three times a year for elementary students and quarterly for secondary students, to describe specific progress made by the student. Parents will be kept informed of their child's progress through written reports and/or parent conferences. The progress goals should be clearly defined for both students and parents. Suggestions for working with the student at home may also be included as part of this contact. These communications must be maintained in the student's AIS folder and/or within the student information system.

Parent involvement in the AIS program is considered critical to the success of our students. Parents are provided with informational resources throughout the year, including at Open House, to acquaint parents with the AIS program and inform them of opportunities for their active involvement and participation.

*\*updated January 2022\**