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## **Response to Intervention District Plan**



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## Committee Members



The following individuals served on the Boquet Valley Central School District Response to Intervention Plan Committee. They have been involved in the writing and planning of the district's RtI Plan:

<b>Name</b>	<b>Title/Position</b>
Courtney Aloï	Reading Teacher
Sally Wachowski	Elementary Teacher
Olga Nelly Collazo	Director of Student Support Services
Tracey Cross-Baker	School Counselor
Katie Cutcher	Speech Therapist
Elaine Dixon-Cross	Mountain View Principal
Leighann Greene	Math Teacher
Veronica Uss	Secondary English
Robyn Le Page	Math Teacher
Michelle Feeley	Special Education Teacher
Dan Parker	Lake View Principal
Marie Williams	Special Education Teacher
Tracy Waite	Reading Teacher
Suzette Montville	Early Childhood Teacher

### **RtI Mission**

We support the varying needs of students as they work toward achieving academic success. We pride ourselves on our ability to provide specific supports based on assessments, achievement, and anecdotal evidence. We feel that with the proper support, hard work, and a positive connection, students can succeed.

### **Introduction**



Boquet Valley Central School District, located in Essex County, has a student enrollment of approximately 453 students. In this rural setting, our district strives to meet the needs of all students. The district is dedicated to meeting the requirements of the Response to Intervention Framework Model through the School Intervention Team. The intervention team, known as Griffin Support Team, will oversee procedures and the fidelity of implementation. The Griffin Support Team (GST) has developed the following plan to address the needs of struggling students.

The Board of Education at Boquet Valley Central School envisions the district as a safe and secure place in which our students will learn. Staff, parents and the community will work collaboratively to nurture a positive and productive learning climate for all students. Students will be encouraged and taught to solve problems and make decisions that benefit themselves and others. Student achievement will be assessed continually to monitor progress. Teachers and students will be held accountable to high standards, not only academically, but in conduct as well. Students will be encouraged to be responsible, respectful, and safe members of the community.

Historically, special education was considered a placement rather than a service. The paradigm shift with The Response to Intervention Model (RtI Model) puts the focus on defining the problem and developing a plan of interventions to address the learning deficit area to attempt to keep the students in the general education program.

After the reauthorization of the Individual with Disability Education Act (IDEA) of 2004, the RtI model needs to be implemented in schools.

"A student shall not be determined eligible for special education if the determinant factor is:

- (i) Lack of appropriate instruction in reading, including explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies;
- (ii) Lack of appropriate instruction in math; or
- (iii) Limited English proficiency."

Part 200 Regulations of the Commissioner of Education further states that "specific documentation for special education eligibility determination needs to indicate if a student has participated in a process that assesses the student's response to scientific research-based intervention, the instructional strategies used and the student-centered data collected."

## Overview



In response to the needs of our students and in recognition of the advantages of a structured, systematic, and consistent approach for providing support, the district's Building Leadership teams have devised a building-wide Response to Intervention (RtI) plan which supports the district's Advisory team in the creation of the District's RtI plan.

The purpose and intent of this plan is to provide information regarding the RtI process, the three tiers within the RtI process, and how the process will work to support our students.

The plan outlines:

1. How students are identified (universal screening/benchmarking/classroom assessments)
2. How they move from one tier to the next
3. What intervention tools are used within each tier
4. How progress is monitored
5. What data needs to be collected
6. How the data is analyzed and by whom
7. What part each stakeholder has in the process

As you familiarize yourself with the plan, please keep in mind the following pacing:

### **Phase 1**

- Edit of the Board Approved Plan
- Board Approval of edited plan

### **Phase 2**

- The rollout of RtI plan, September and October 2021
  - Provide all instructional staff with a copy of the plan
  - Create grade level professional development opportunities regarding implementation of the plan
  - Schedule /Calendar established October 2021; will include Leadership Team meetings every eight weeks

### **Phase 3**

- Continue universal training on MTSS with District Consultant
- Continue to develop and establish campus and district PBIS teams
- Provide professional development for PBIS teams
- Provide Universal training on the PBIS Matrix to all applicable staff
- Creation of Behavior Support Plan



- Focus on Behavior/ Support interventions -
  - Create a behavior screener
  - Define the tiers of support
  - Benchmark for the tiers of support
  - Create the interventions for the tiers of support
- Focus on Reading and Writing interventions (Reading supports/interventions in place)
  - Phonemic Awareness, Phonics, Comprehension, Vocabulary, Fluency
- Math needs assessed and support given/interventions in place.
  - 2020-2021 process (as outlined above) continued
  - Behavior supports/interventions in place

We look forward to putting the RtI plan into place and to supporting all stakeholders as they become accustomed to the plan and the RtI process. Most importantly, we look forward to seeing the gains that our students make as a result of this district-wide initiative. The Plan will be evaluated yearly by the committee.



## Topical Glossary (Term)

<p><b>PBIS Matrix</b></p>	<p>The PBIS behavior matrix is a chart that clearly communicates our school's expectations for positive behaviors for students throughout our school building. It is a reference that helps the school community consistently reinforce our set of key behavioral expectations during our students' daily routines.</p>
<p><b>Griffin Support Team GST</b></p>	<p>The Griffin Support Team, also known as GST, is previously known as the Academic Support Team. The GST provides real-time support for small groups of students who need academic and behavioral supports.</p>
<p><b>Response to Intervention RtI</b></p>	<p>Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.</p>
<p><b>Behavior Support Plan</b></p>	<p>A Behavior Support Plan (BSP) is a plan that assists a member in building positive behaviors to replace or reduce a challenging/dangerous behavior. This plan may include teaching, improved communication, increasing relationships, and using clinical interventions.</p>
<p><b>Regulations: Part 200</b></p>	<p>Part 200 and 201 of the Regulations of the Commissioner of Education are the NYS regulations to conform to the federal Individuals with Disabilities Education Act (IDEA). The Part 200 regulations are the special education law for New York State. A topical index link is available to assist in finding regulations related to specific issues or topics.</p>
<p><b>MTSS</b></p>	<p>A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.</p>



<b>AIS</b>	<b>Academic Intervention Services</b> is a Multi-Tiered System of instruction based on student needs within a specific subject area.
<b>CBM Progress monitoring</b>	<u>Curriculum-based measurement</u> , or CBM, is a method of monitoring students' educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, and written expression.





## RtI - AIS

**Response to Intervention (RtI)** is designed to proactively identify the most at-risk students in a school, using empirically supported assessment practices, and provide such students with rigorous intervention in hopes of averting continued academic difficulty.

**Academic Intervention Services (AIS)**, as mandated by NYS, has been designed to provide a series of supports for students who are likely at risk of performing poorly in the classroom and/or on state assessments, or who have already performed poorly on state assessments (e.g. obtaining a score of 1 or 2 on NYS reading and math exams, scoring below a 65 in Regent Exams).

The intent of RtI **and** AIS services is to provide supplemental support for students to be successful academically. NYS has given districts the option to provide both RtI services and AIS services to students Kindergarten through 12 under one umbrella, or, to provide only RtI services.

The two programs are derived from different, yet overlapping, purposes. In general, students who are typically identified as at-risk on benchmarking measures, for the purposes of RtI, are students with deficits in foundational reading and math skills. Such students most often perform below the 25th percentile on benchmark assessment measures and greatly struggle to read or perform operations at grade level. There is not an automatic link between the need for AIS and a referral to special education. If a student is determined to need intervention services, the district will provide those services. Additionally, we are required to consider the provision of additional general education support services (i.e., academic intervention services) to students prior to referral to special education.

If it is suspected that the difficulties a student is having are due to a disability, we will follow procedures for referral for special education services pursuant to Section 200.4 of the Commissioner's Regulations. Such referral for special education services must describe the attempts to address the student's performance prior to referral, including any supplementary aids or support services such as academic intervention services.



## **Decision Making Policies and Procedures**

Student RtI data review will be completed by the Griffin Support Team (GST) in accordance with their schedule for reviewing data.

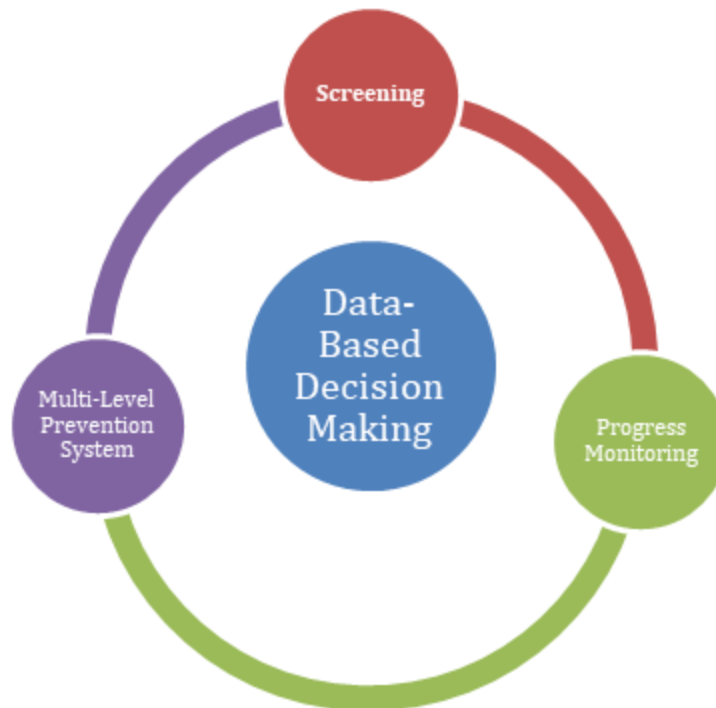
The district is emphasizing the evaluation of student rate of improvement and attainment of grade-level benchmarks and individual goals in the evaluation of standard protocol interventions.



## Components of RtI

RtI integrates high-quality teaching and assessment methods in a systematic way so that students who are not successful when presented with one set of instructional methods can be given the chance to succeed with the use of other practices.

### Key Components of RtI



- Universal screenings (DIBELS, i-Ready, DIAL-4)
- The use of “proven research-based” teaching methods and interventions with data collection of students receiving the interventions
- The use of data derived from monitoring student progress to make important educational decisions about students, including providing more intensive interventions when a student does not respond to interventions of increasing intensity.

### Most Important Point

- RtI is NOT simply a method to identify students with learning disabilities - it is about improving results for **ALL** students - the fact that it can help systematically identify students with learning disabilities is incidental.



## RtI Model

### Elementary:

**High-quality instruction using scientifically researched-based materials and instruction is the universal practice at all grade levels -Core Curriculum.**

### Descriptions of Tiers

Response to intervention uses a three-tiered system of intervention to maximize student achievement and social-emotional health. RtI is a general education initiative that requires schools to implement interventions in tiers.

Behavioral interventions will be tailored to the specific needs of the child as per the GST meeting. Tier 1 - Classroom Interventions

When a classroom teacher determines a student is in need of additional support, the teacher will use different strategies to address student needs. These interventions will be documented by the classroom teacher and discussed during weekly consultations with the RtI interventionist (ELA and Math), who will provide ideas for additional support in the classroom. For emotional/behavioral concerns, the classroom teacher will consult with school counselors and administration. After 8-10 weeks, students not showing adequate progress will be referred to the GST.

### Tier 2 - Targeted Interventions

Students referred to Tier 2 will receive skilled-based intervention in a small group setting of 3-5 students for 30 minutes 3-5 times per week. This supplemental intervention is provided in addition to instruction in the classroom. Documentation of student progress will continue throughout this tier by both the classroom teacher and RtI provider. This will include but is not limited to, classroom assessments, interventionist's notes, DIBELS, and CBM Progress Monitoring. After at least 6-10 weeks, if a student is still not showing adequate progress with the grade-level curriculum &/or behavior in Tier 2, the classroom teacher and GST will meet to discuss instructional strategies. The GST will meet to change programming.

### Tier 3 -Intensive Individualized Interventions

Students referred to Tier 3 receive individualized, intensive interventions, generally 1-2 students at a time, for 30 minutes 4-5 days per week, that target the students' conceptual, skill, and/or behavioral deficits. This intervention is in addition to instruction in the classroom. Weekly progress monitoring and weekly consultation will be ongoing for at least 6-10 weeks unless extreme concern or declining progress is observed. Students not showing adequate progress will be referred to the GST committee for further discussion and possible referral to Special Education.



## Middle School:

**High-quality instruction using scientifically researched-based materials and instruction is the universal practice at all grade levels - Core Curriculum.**

### Descriptions of Tiers

Response to intervention uses a three-tiered system of intervention to maximize student achievement and social-emotional health. RtI is a general education initiative that requires schools to implement interventions in tiers.

Behavioral interventions will be tailored to the specific needs of the child as per the GST meeting.

#### Tier 1 - Classroom Interventions

When a classroom teacher determines a student is in need of additional support, the teacher will use different strategies to address student needs. These interventions will be documented by the classroom teacher and discussed during weekly consultations with the RtI interventionists, who will provide ideas for additional support in the classroom. For emotional/behavioral concerns, the classroom teacher will consult with school counselors and administration. After 8-10 weeks, students not showing adequate progress will be referred to the GST.

#### Tier 2 - Targeted Interventions

Students referred to Tier 2 will receive skill-based intervention in a small group setting of 3 - 5 students for 30 minutes 3-5 times per week. This supplemental intervention is provided in addition to instruction in the classroom. Documentation of student progress will continue throughout this tier by both the classroom teacher and RtI provider. This will include but is not limited to, classroom assessments, interventionist's notes, DIBELS, i-Ready, and CBM Progress Monitoring. After at least 6-10 weeks, if a student is still not showing adequate progress with the grade-level curriculum &/or behavior in Tier 2, the classroom teacher and GST will discuss further interventions and/or services.

#### Tier 3 Intensive Individualized Interventions

Students referred to Tier 3 receive individualized, intensive interventions, generally 1-2 students at a time, for 30 minutes 4-5 days per week, that target the students' conceptual, skill, &/or behavioral deficits. This intervention is in addition to instruction in the classroom. Weekly progress monitoring and weekly consultation will be ongoing for at least 6-10 weeks unless extreme concern or declining progress is observed. Students not showing adequate progress will be referred to the GST committee for further discussion and possible referral to Special Education.



## High School:

**High-quality instruction using scientifically researched-based materials and instruction is the universal practice at all grade levels - Core Curriculum.**

## Overview:

The focus of RtI at the high school level is identifying those students at-risk of failing a course, a Regents exam, or of not meeting graduation requirements and then providing the necessary support/interventions needed to help those students succeed.

## AIS Eligibility:

- A score of low 2 or below on the 8 grade ELA, Science and/or Math State Assessment, if applicable.
- Scoring below a 65% OR the low pass Safety Net requirement on any Math, Science, Social Studies, or English Regents exam.
- Report card grades, progress reports, mid-term exams, final exams, attendance, and homework.
- Teacher recommendations are highly considered prior to receiving State data. In addition, data (attendance and grades) discussed at teacher and administrative grade level meetings can be used to determine AIS services.

At the high school level, AIS (Academic Intervention Services) has been designed to allow teachers to work with students in a small-group setting to concentrate on specific New York State assessments and/or standards. These services include two components: additional instruction that supplements the general curriculum (regular classroom instruction) and student support services needed to address barriers to improved academic performance.

## Descriptions of Tiers

Response to intervention uses a three-tiered system of intervention to maximize student achievement and social-emotional health. RtI is a general education initiative that requires schools to implement interventions in tiers.

Behavioral interventions will be tailored to the specific needs of the child as per the GST meeting.

### Tier 1 - Classroom Interventions

When a classroom teacher determines a student is in need of additional support, the teacher will use different strategies to address student needs. These interventions will be documented by the classroom teacher and discussed during weekly consultations with the RtI interventionist, who will provide ideas for additional support in the classroom. For emotional/behavioral concerns, the classroom teacher will



consult with school counselors and administration. After 8-10 weeks, students not showing adequate progress will be referred to the GST.

## Tier 2 - Targeted Interventions

Students referred to Tier 2 will receive skill-based intervention in a small group setting of 3-5 students for 30 minutes 3-5 times per week. This supplemental intervention is provided in addition to instruction in the classroom. Documentation of student progress will continue throughout this tier by both the classroom teacher and RtI provider. This will include, but is not limited to, classroom assessments, interventionist's notes, and CBM Progress Monitoring. After at least 6-10 weeks, if a student is still not showing adequate progress with the grade-level curriculum &/or behavior in Tier 2, the classroom teacher and the GST will discuss further interventions and/or services.

## Tier 3 - Intensive Individualized Interventions

Students referred to Tier 3 receive individualized, intensive interventions, generally 1-2 students at a time, for 30 minutes, 4-5 days per week, that target the students' conceptual, skill, &/or behavioral deficits. This intervention is in addition to instruction in the classroom. Weekly progress monitoring and weekly consultation will be ongoing for at least 6-10 weeks unless extreme concern or declining progress is observed. Students not showing adequate progress will be referred to the GST for further discussion and possible referral to Special Education.





## Universal Screening and Referral to RtI

All students in grades **Preschool-8** are given one or more screening measures in math and reading in September, January, and June (DIBELS, i-Ready, DIAL-4, & CBM)

### Materials used for placement in Tier 2 and Tier 3

- Classroom Data and Performance (data protocols, data summaries, etc.)
- DIBELS 8
- CBM
- i-Ready

### Benchmark/Criteria for placement in Tier 2

- Classroom Data  
Other areas to consider:
- DIBELS 8 (25th percentile or below)
- i-Ready (1 or 2 grade levels below)
- CBM (Progress monitoring)
- NYS ELA and/or Math Exam (low 2 or below, determined by NYSED)
- NYSED Regents Exams (Score of < 65 OR low pass Safety Net requirement)

### Benchmark/Criteria for placement in Tier 3

- Not achieving progress based on individual i-Ready, DIBELS 8, or evidenced in criteria (flat line or descending graph)
- NYSED Regents Exams (Score of < 65 OR low pass Safety Net requirement)

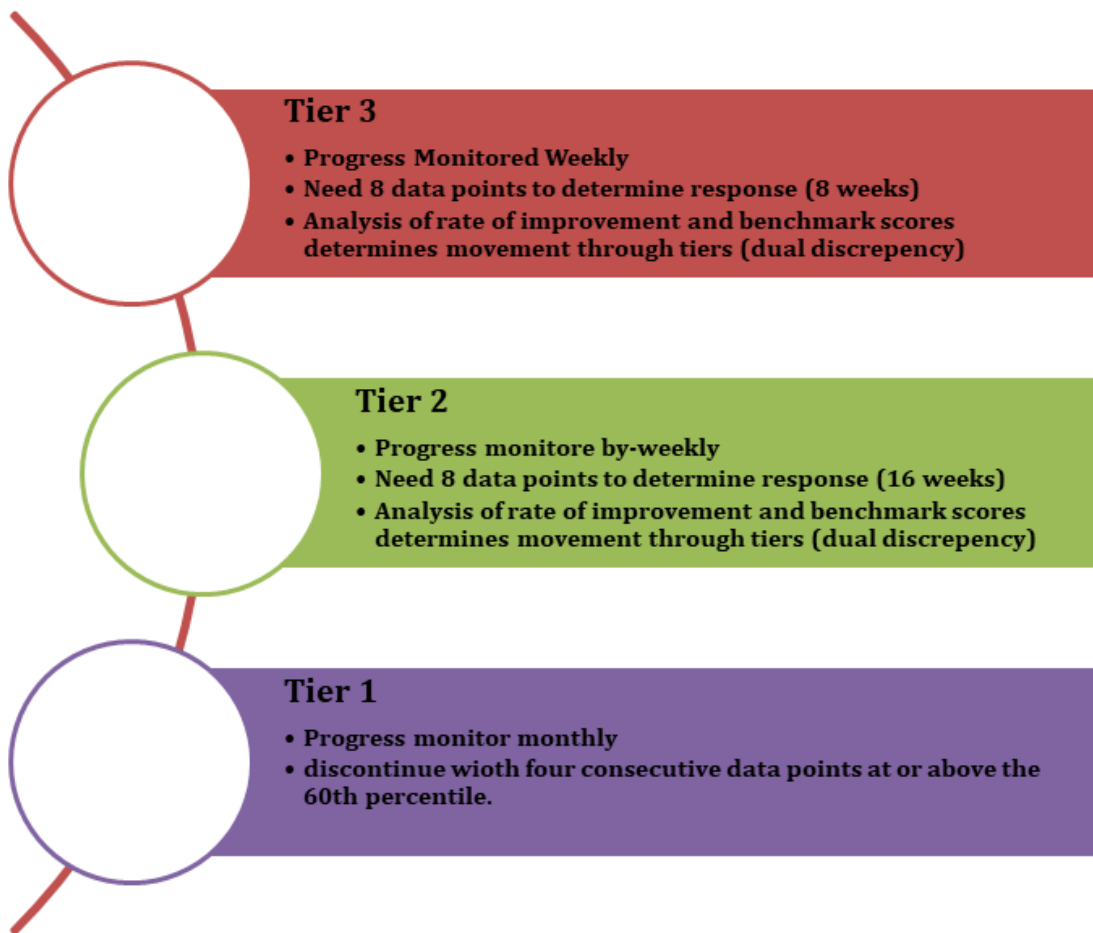




## Progress Monitoring

RtI progress-

Monitoring schedules are dictated by the NYS RtI Guidance Document and best practices. Fidelity and accuracy in administering the progress-monitoring probes, particularly CBM ( i.e. Wonders, Wonderworks, My Math, Regents based curriculum) and DIBELS leveling materials is critical to the success of the model. The RtI and AIS progress-monitoring schedule is as follows:





## **Mandated Students**

All services received under this plan are mandated and therefore records must be maintained for all students. Supervision of mandated services is assigned to each building principal.

### **Parental/Guardian Involvement**

RTI is the responsibility of the school district. The district administration will listen to parent/guardian concerns and share evidence of the need for AIS. It will remain the responsibility of the district to appropriately place the student in programs, including AIS.

## **Notification of Participation in AIS**

Parents/guardians will receive written notification informing them of their child's participation in AIS. The letter will contain the following information:

- Beginning date of service
- Reasons (criteria) for inclusion in the service
- The level of service that their child will receive
- A summary of AIS to be provided
- Importance of achieving performance levels needed for success on State Assessments and consequences of not achieving expected performance levels
- Changes in the level of service

## **Progress Reporting**

- Along with report cards, parents will receive reports from AIS providers documenting progress in the areas identified. This progress will be used to determine the appropriate levels of service and if discontinuation of services is warranted.
- Parents/guardians are encouraged to meet, at minimum, once a marking period for consultation with the classroom teacher and AIS provider, as well as other staff providing support to their student.
- The school will provide, through multiple means, information to parents on how they can support their student including conferences, information in the newsletter, and tips on the website.

## **New Students**

When a new student enrolls in the BVCS district, who was previously scheduled for AIS, the school counselor must notify the person in charge of providing AIS. A letter will then be sent to the parent/guardian notifying them of BVCS's AIS process and services.



## Griffin Support Team

Each building will establish a Griffin Support Team that will review and discuss students who are showing difficulty maintaining expectations in the academic and social-emotional environment. Each Griffin Support Team will meet at a time decided on by the GST Chair/co-chair. The GST chair/co-chair will invite the Griffin Support Team Members. The Griffin Support Team members for each building will be responsible for carrying out a MTSS (Multi-Tiered System of Support).

### Building Griffin Support Team Members Could include

Elementary	Principal or his/her designee, Classroom Education Teachers, Special Education Teachers, Reading Teachers, AIS Math Teachers, Social Support Providers, Counselor, Psychologist, Related Service Providers
Middle School	Principal, General Education Teacher(s), Special Education Teacher, Reading Teacher, Math AIS Teacher, School Counselor, Nurse, Psychologist
High School	Principal, General Education Teacher(s), School Counselors, Nurse, Psychologist

### Important Griffin Support Team Dates:

- **October 1st:** First day to submit referrals to GST
- **March 20th:** Last day to submit referrals to CSE
- **April 1st:** Last day to submit referrals to GST

\*\* Exceptions to this timeline will be decided by the building principal upon conversations regarding student needs with the classroom teacher and the GST Chair.



## **Referral Process**

Any service provider can make a referral to the Griffin Support Team to review an individual student's assessment data and progress. This referral should be submitted to the Grade Level GST chair. The Griffin Support Team will then meet to review the data and meet with the teacher to discuss the student's progress and areas of need.

## **Referral Meeting**

- Referring teacher obtains the RtI Referral Form.
- Referring teacher completes the form in detail and returns it, along with the pertinent records, to the GST Chair.
- The GST grade level chair contacts the referring teacher discusses the referral or obtains the information that may be relevant.
- The initial GST meeting is scheduled to review the referral and determine a course of action which may or may not include additional Tier I interventions in the classroom with follow-up, gathering additional data, student observation, and scheduling a full referral meeting.
- When a full GST meeting is scheduled, the meeting agenda is as follows:
  - Identify concerns
  - Inventory student strengths and talents
  - Summary of Tier I interventions (include background data, student's current level of performance, and Tier I interventions)
  - Define academic and/or behavioral goals (top 1-2 difficulties that most interfere with student's progress)
  - Design Intervention Plan (include method and frequency of progress monitoring)
  - Plan for contacting parents/guardians.
  - Review the intervention and monitoring plan
  - Schedule follow-up date
  - The members of the GST team are provided with copies of the referral, meeting minutes and intervention plan are available.
- Follow-up contact is made with the referring teacher and parent/guardian according to the established intervention plan.



## Tiered Intervention Suggestions

Small group instruction is beneficial, and there should be a balance between direct instruction and independent learning.

1. **ELA**
2. **Math**
3. **Behavioral**



## ELA Strategies and Programs

	Tier 1	Tier 2	Tier 3
<b>Vocabulary</b>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● District Approved ELA “Wonders” Program</li> <li>● Content Vocabulary</li> <li>● Vocabulary Games</li> <li>● Critical Verbs &amp; Nouns</li> <li>● Re-teaching</li> <li>● Vocabulary</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● District Approved ELA “Wonders” Program</li> <li>● i-Ready</li> <li>● Reading A-Z</li> </ul>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Content Vocabulary</li> <li>● Critical Verbs and Nouns</li> <li>● Re-teaching Vocabulary</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● Vocabulary Games</li> <li>● i-Ready</li> <li>● Reading A-Z</li> <li>● Curriculum Associates</li> <li>● WWP</li> <li>● Triumph Learning: Coach series</li> </ul>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Words for Academic Writing</li> <li>● Vocabulary through Morphemes</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● i-Ready</li> </ul>
<b>Fluency</b>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Reader's Theater</li> <li>● Repeated readings</li> <li>● Choral reading</li> <li>● Modeled reading</li> <li>● Timed reading</li> <li>● Florida Center for Reading Research</li> </ul>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Repeated readings</li> <li>● Choral reading</li> <li>● Modeled reading</li> <li>● Timed reading</li> <li>● Florida Center for Reading Research</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● Reader's Theater</li> <li>● Just Words</li> <li>● Foundations</li> <li>● Triumph Learning: Coach series</li> </ul>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Repeated readings</li> <li>● Choral reading</li> <li>● Modeled reading</li> <li>● Timed reading</li> <li>● Florida Center for Reading Research</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● Reader's Theater</li> <li>● Wilson</li> <li>● Quick Reads</li> <li>● Great Leaps</li> <li>● Wilson Fluency</li> </ul>
<b>Comprehension</b>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Story Retell/Summarizing (5 W's)</li> <li>● Think Aloud: Modeling Pre-Reading, During Reading, Post Reading questioning/strategies</li> <li>● Directed Reading Thinking Activities</li> </ul>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Graphic organizers</li> <li>● Re-teaching of deficient comprehension skills</li> <li>● Modeling/Re-teaching/ Reinforcement of self-monitoring questioning strategies</li> <li>● Reciprocal Questioning</li> <li>● RADD</li> <li>● Collaborative Strategic Reading</li> </ul>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Collaborative Strategic Reading</li> <li>● Spotlight on Literary Elements</li> <li>● Comprehension Strategy Assessment</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Reading A to Z</li> <li>● Project Read</li> <li>● Visualizing &amp;</li> </ul>



	<p><i>Strategies cont.</i></p> <ul style="list-style-type: none"> <li>● Self-Monitoring tools/instruction: Visualization, questioning, predicting, context clues, making connections, etc.</li> <li>● Close activities</li> <li>● Florida center for Reading Research Centers</li> <li>● Guided notes</li> <li>● Preview Questions</li> <li>● Selective underlining or highlighting to indicate signal words, key information, or answers to questions</li> <li>● Small group instruction/reinforcement of skills Rafting (Role, Audience, Format, Topic)</li> <li>● Cloze Procedures</li> <li>● Think Marks</li> <li>● K-W-L Chart</li> <li>● Picture Walk/Preview Text</li> <li>● Questioning the Author</li> </ul>	<ul style="list-style-type: none"> <li>● Spotlight on Literary Elements</li> <li>● RATTE</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Reading A to Z</li> <li>● Project Read</li> <li>● Great Leaps</li> <li>● Fountas &amp; Pinnell Leveled Literacy Intervention</li> <li>● Visualizing &amp; Verbalizing</li> <li>● Comprehension Strategy Assessment</li> <li>● QuickReads</li> <li>● Triumph Learning: Coach series</li> </ul>	<p>Verbalizing</p> <p><i>Programs cont.</i></p> <ul style="list-style-type: none"> <li>● Fountas &amp; Pinnell Leveled Literacy Intervention</li> <li>● QuickReads</li> <li>● LIPS Program</li> <li>● EARobics</li> </ul>
<p><b>Phonics/ Phonemic Awareness</b></p>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Florida Center for Reading Research Centers</li> <li>● Elkonin Boxes - Word Sort</li> <li>● Word Building(Chaining)</li> <li>● Phoneme Manipulation</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● Games</li> <li>● Reading A-Z</li> <li>● i-Ready</li> <li>● Foundations</li> </ul>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Florida Center for Reading Research Centers</li> <li>● Elkonin Boxes</li> <li>● Word Sort</li> <li>● Word Building(Chaining)</li> <li>● Phoneme Manipulation</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● Reading A-Z</li> <li>● Games</li> <li>● i-Ready</li> <li>● Just Words</li> </ul>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>● Sound Partners</li> <li>● Phonics and Spelling through Phoneme-Grapheme graphing</li> </ul> <p><i>Programs</i></p> <ul style="list-style-type: none"> <li>● Project Read</li> <li>● Snap Words</li> <li>● Fountas &amp; Pinnell Leveled Literacy Instruction</li> <li>● i-Ready</li> </ul>



		• Foundations	• Wilson
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## Math Strategies

CCS Domain:	Tier 1	Tier 2	Tier 3
<p><b>Operations and Algebraic Thinking</b></p>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction on needed skills within the general ed classroom.</li> <li>● Reduce number of items to complete on classroom assignments and homework</li> <li>● Provide manipulatives and instruction on their use</li> <li>● Provide sequencing steps for computation in the form of a reference sheet kept at student desk that use acronyms to remember steps and or color coding of steps</li> <li>● Use of calculator</li> </ul>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction in the AIS math classroom.</li> <li>● Provide instruction on needed skills using the re-teaching instructional component from the current math text series</li> <li>● Provide manipulatives and instruction on their use</li> <li>● Provide sequencing steps for computation in the form of a reference sheet kept at student desk that use acronyms to remember steps and or color coding of steps</li> </ul>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide instruction using the Math Remediation Program within the chosen math series.</li> <li>● Provide manipulatives and instruction on their use.</li> <li>● Provide sequencing steps for computation in the form of a reference sheet kept at student desk that use acronyms to remember steps and or color coding of steps</li> <li>● 1:1 instruction when possible</li> </ul>



<p><b>Numbers and Operations in Base Ten</b></p>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction on needed skills within the general ed classroom.</li> <li>● Provide desk reference items --number lines,100 charts, fraction bars</li> <li>● Provide vocabulary guides</li> </ul>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction in the AIS math classroom using the re-teaching instructional component from the current math text series.</li> <li>● Provide desk reference items --number lines,100 charts, fraction bars and re-instruction on their use.</li> <li>● Examine vocabulary guides with more in depth training.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess for level of instruction             <ul style="list-style-type: none"> <li>● Provide instruction using the math remediation program within the chosen math Series.</li> </ul> </li> <li>● Provide desk reference items --number lines,100 charts, fraction bars, in a larger easier to read format</li> <li>● Intensive training on use of vocabulary guides larger easy to read/picture formats</li> <li>● 1:1 instruction when possible.</li> </ul>
<p><b>Measurement and Data</b></p>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction on needed skills within the general ed classroom.</li> <li>● Provide desktop reference with types of graphs and how to interpret.</li> <li>● Provide a desktop clock with all of the 5 minute intervals around the edge</li> </ul>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction in the AIS math classroom using the re-teaching instruction component from the current math text series.</li> <li>● Provide desktop reference with types of graphs and how to interpret.</li> <li>● Reinforce the use of the desktop clock</li> </ul>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide desktop reference with types of graphs and intense training, one type at a time.</li> <li>● Reinforce the use of the desktop clock and the vocab required using real life models</li> <li>● 1:1 instruction when possible             <ul style="list-style-type: none"> <li>● Provide instruction using the math remediation program within the chosen math series.</li> </ul> </li> </ul>



<p><b>Geometry</b></p>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction on needed skills within the general ed classroom.</li> <li>● Provide desktop guides</li> </ul>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction in the AIS math classroom using the re-teaching instruction component from the current math text series.</li> <li>● Provide desktop guides with shapes and their properties</li> <li>● Breakdown 3-d shapes and provide with flattened models</li> </ul>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide desktop guides with shapes and their properties</li> <li>● Provide hands on models to draw, copy, trace and construct.             <ul style="list-style-type: none"> <li>● Provide instruction using the math remediation program within the chosen math series.</li> </ul> </li> <li>● 1:1 instruction when possible</li> </ul>
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## Behavior Criteria

Tools: Dependent on issue, but possible tools include:	Criteria to be Considered When Moving between Tiers:
<ul style="list-style-type: none"> <li>● Parent/Teacher Behavior Survey</li> <li>● Discipline Records</li> <li>● Attendance Records</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Records</li> <li>● Classroom Grades</li> <li>● Benchmark Scores</li> <li>● Progress Monitoring</li> <li>● Work Samples</li> <li>● Prior Academic, Behavioral, and Attendance Records</li> <li>● Teacher Observations</li> <li>● Classroom Participation</li> <li>● Discipline: In-Classroom and Office Referrals</li> <li>● Social-Emotional Checklist Worksheet</li> <li>● Defining Problem Behavior Worksheet</li> </ul>

## Behavior Strategies

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> <li>● PBIS</li> <li>● Parents/Guardians Communication</li> <li>● Classroom Behavior Plan</li> <li>● Consultation</li> <li>● Individual Behavior Plan</li> <li>● Meeting with parents</li> <li>● Student self-monitoring system</li> <li>● Suggestions of Community Connections, e.g. sports (football, baseball, soccer, etc.); fraternal organizations (Girl Scouts, Brownies, dance class, Taekwondo, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Psychologist Observation</li> <li>● Short-term Targeted Counseling</li> <li>● Check In/Check Out</li> <li>● Referral to GST for academic services.</li> <li>● Daily School Day Report</li> </ul>	<ul style="list-style-type: none"> <li>● Outside behavioral consultation, e.g., psychiatric evaluation, developmental evaluation,</li> <li>● Referral to CSE for an evaluation.</li> <li>● PINS Referral</li> <li>● SPOA (Single Point of Access) care plan</li> <li>● Referral to outside counseling or mental health service. Referral to outside agencies, e.g., Mental Health, Families First, Mountain Lake Services, Essex County Social Services Prevention, Youth</li> </ul>



<ul style="list-style-type: none"> <li>● Behavior Log</li> <li>● Character Education Instruction</li> </ul>		<p>Assistance Services, Social worker working with family at their home, etc.</p> <ul style="list-style-type: none"> <li>● Other evaluations, e.g., OT, PT, Speech, Nutrition, Medical Intervention</li> <li>● Response to Parents/Guardians</li> </ul> <p>Communication with Behavior Log</p>
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## **Discontinuation of Services**

### **Instruments to be Used for Discontinuation of Services**

AIS will be discontinued when the AIS teacher, in consultation with classroom teachers and other service providers, determines that the student is on grade level in the deficit area. A combination of instruments may be used to determine a student's academic &/or behavioral level.

### **Criteria for Discontinuation of Services**

Students will be released from AIS services when they meet one or more of the following criteria:

- They have achieved a 3 or higher on State Assessments in the area identified, or meet the minimum cut point established by the State.
- They demonstrate growth on the i-Ready, DIBELS, and classroom assessments and are no longer identified as in need of services.
- They demonstrate consistent improvement in the classroom resulting in an improvement in grades, behavior and/or performance.
- They demonstrate consistent improvement in any non-academic related services identified as areas of need.
- There is a recommendation based on collaboration of teachers, counselors, other school staff and parents, with administrator approval.



## Boquet Valley Central School Parents' Q & A

Questions	Answers
<b>What is AIS?</b>	Academic Intervention Services are defined as additional instruction and/or student support services, which supplement the instruction provided in the general education curriculum. These services are aimed at helping students to meet and/or exceed the New York State Learning Standards in Mathematics, ELA and Regents based courses. These services are available to students with disabilities on the same basis as non-disabled students; however, services shall be provided to the extent consistent with the student's Individualized Education Plan (IEP).
<b>How can AIS help my child?</b>	AIS services are designed to help students achieve the learning standards in ELA, Mathematics, and Regents based courses. in grades K-12. Additional academic instruction supplements the general curriculum (core program) in the least restrictive environment, to improve academic performance such as specific skill deficits, discipline problems, attendance problems, health issues, family issues, mobility, etc. AIS supports are intended to provide students with specialized, targeted instruction. These provisions include extra time for focused interventions and/or increased student-teacher/counselor contact time designed to help students achieve NYS learning standards.
<b>Referrals to AIS</b>	<p>When the teaching team observes learning/behavioral difficulties they will meet with the student to discuss the academic/behavioral struggles, and they will begin to provide the support within the regular classroom.</p> <p>After assessing student performance, if there is a need for more formal interventions, such as AIS, a referral will be made to the GST. If the student meets the building criteria for AIS, parents will be notified and AIS scheduling will take place.</p> <p>*At the elementary and middle school levels, particular attention is paid to student performance on NYS Assessments in ELA and Math. Their ELA and Math average for the previous year is also considered.</p> <p>*At the high school level, particular attention is paid to students scoring below 65 OR the low pass Safety Net requirement.</p>
<b>How Instruction is Delivered</b>	AIS can take the form of a pull-out program, whereby students leave the classroom to work with the AIS teacher in a small group, or it can be a





	push-in program whereby the AIS teacher comes into the classroom and provides extra support within the class.
<b>Parent Communication</b>	If AIS support is recommended, the parent will receive a letter to that effect. This communication will provide pertinent information about the reasons for referral and the services to be provided.
<b>During the school year, other parent communication may include:</b>	AIS progress reports Notice of discontinuation of services Notice of continuation of services in the next grade level Parent Teacher Conferences
<b>Who is eligible for AIS?</b>	All students are eligible for Academic Services (AIS), including those with disabilities and/or Limited English Proficiency (LEP) if they fail to meet the designated state performance standards or district approved guidelines. AIS is provided for academic instruction and other related fundamental support needs that may impact student performance (language, motor, counseling, behavior, etc.) Criteria are established in each area to identify students who need services. Similar criteria are used, as exit benchmarks indicate that services are no longer needed.
<b>Will I know my child is in AIS?</b>	The State Education Department requires that parents be notified in writing when AIS support is to be implemented for their child.
<b>Will my child always be in AIS?</b>	A student may exit AIS when he/she is proficient on NYS assessments or there is evidence of the exit criteria stated in the district AIS plan.
<b>Will I know if my child no longer requires AIS?</b>	The State Education Department requires that parents must be notified when AIS support will be ended. The mandated notification must include the criteria for ending the services, current performance level of their child, and specific assessments used to determine their child's level of performance.

**Parent School Communication:**

If families have concerns or questions about Academic Intervention Services, they are encouraged to contact the classroom/content area teacher. This will allow us to assist families quickly and effectively.