



Kenmore – Town Of Tonawanda UFSD Academic Intervention Services Plan (Including Response to Intervention)

2019-2021

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Kenmore–Town Of Tonawanda UFSD AIS/RtI Plan

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In designing our intervention program, the following website resources were used.

100.2 General School Requirements

<http://www.p12.nysed.gov/part100/pages/1002.html>

Part 100 Hot topics

<http://www.p12.nysed.gov/part100/pages/topics.html>

Response to Intervention Guidance for New York State Schools

<http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>



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Foreword

Kenmore-Town of Tonawanda UFSD has made a firm commitment to engaging in a best-practice approach to providing comprehensive intervention supports to students in grades K through 12 via the implementation of a highly progressive and proactive comprehensive dual AIS and Rtl model. The District is currently engaged in a differentiated implementation of the Rtl framework across grades and core subject areas. Currently, grades 9-12 will continue to rely on a more AIS oriented framework for providing support while elementary and middle school levels have transitioned to an Rtl infrastructure. At the elementary level, the existing Rtl infrastructure has been enhanced. Though there are many documented methods of designing Rtl models, Kenmore -Town of Tonawanda UFSD created a model that is aligned with current literature highlighting a *standard protocol* approach that meets the diverse needs of students and teachers. To that end, the district has developed an approach to assisting at-risk students that is data driven and relies on evidence-based practices. Likewise, the district has demonstrated a commitment to expanding the scope of intervention services.



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I. Introduction

Intervention Services (In the context of Academic Intervention Services (AIS) and Response to Intervention (Rtl) services) means additional instruction and/or student support services, which supplement the instruction provided in the general curriculum and/or assist students in eliminating skill deficits which may prevent a student from meeting the State learning standards. Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English Language Arts, Mathematics, Social Studies and/or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Intervention Services shall be made available to students with disabilities on the same basis as students without disabilities. Such services shall be provided to students with disabilities consistent with the student's Individualized Education Program, and students identified as Limited English Proficient as guided/determined by State Education Department.

All students should be afforded appropriate and targeted opportunities for academic assistance and intervention. AIS provides academic supports for students at risk for not achieving State standards, specifically with a focus on content. Rtl provides proactive academic supports for students, specifically targeting skill deficits which may prevent a student from meeting State standards. Please refer to Section III - Models of Service Delivery: AIS and Rtl for more detail. Identification of students who are at-risk for learning is based upon multiple measures. Our goal is for all students to be successful in meeting the New York State learning standards in each of the subject areas defined above.

Services will be provided to students in English Language Arts and Mathematics in grades K-12, Science in grades 5-12, and Social Studies in grades 3-12. These services include two components:

- Additional instruction that supplements the general curriculum; and/or
- Student support services needed to address barriers to improve academic performance.



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II. Eligibility Criteria

Eligibility for Intervention Services is determined through a District-developed multi-measure screening process. This process includes State assessment results, nationally normed diagnostic assessments, and curriculum-based measures. Students who score below or at proficiency may receive Intervention Services if multiple measures indicate a pattern of performance thus corroborate that they are at risk for not achieving proficiency on future assessments. Intervention Services will be provided to students who score below NYSED cut scores in combination with additionally selected measures that reflect the same pattern of performance.

Each school year, NYSED sets performance cut scores for which students shall be considered for Intervention Services. Those students scoring at or above the designated scale scores but below level 3 or proficient are not required to receive academic intervention instructional and/or student support services unless the school district, in its discretion, deems it necessary through a review of multiple measures.

In grades where no State assessments are given, students will be eligible for Intervention Services if they are determined to be at risk of not meeting State standards, according to criteria established by the District. The District procedure will always be used when a student is absent for all or part of a State assessment, refuses to take the assessment or when a student transfers from out-of-state or out of the country.

Multiple measures will be used in order to verify eligibility and intensity of services. These data will be used to triangulate findings. The criteria to be used in determining entry to and exit from services will include, but is not limited to, the following:



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English/Language Arts

Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
K	aimswebPlus	25th percentile or below on benchmark screener	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required
	IRLA - American Reading SchoolPace Data	Below grade level expectations after 2 months of classroom instruction	Grade level proficiency	Required
	Fountas and Pinnell Running Record	January - Not independent at Level A	Grade level proficiency	Additional
	Curriculum Based Measurement	Below grade level expectations after 2 months of classroom instruction	Meeting grade level expectations based on recent curriculum based measures	Additional
	DIAL	Below 16th percentile	N/A	Additional
	<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions.</i>			
1	aimswebPlus	25th percentile or below on benchmark screeners	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required
	IRLA - American Reading SchoolPace Data	Red - Emergency	Grade level proficiency	Required



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	Fountas & Pinnell Running Record	September - Independent Level B or below January - Independent Level D or below	Grade level proficiency	Additional
<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions.</i>				

Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
2	aimswebPlus	25th percentile or below on benchmark screeners	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required
	IRLA - American Reading SchoolPace Data	Red - Emergency	Grade level proficiency	Required
	Fountas & Pinnell level	September - Independent Level G or below January - Independent Level I or below	Grade level proficiency	Additional
<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions.</i>				
3	aimswebPlus	25th percentile or below on benchmark screeners	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required



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	Fountas & Pinnell Running Record	September - Independent Level K or below January - Independent Level L or below	Grade level proficiency	Additional
	IRLA - American Reading SchoolPace Data	Red - Emergency	Grade level proficiency	Required
<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions.</i>				
4	aimswebPlus	25th percentile or below on benchmark screeners	Four consecutive data points at 40th percentile for a specific measure	Required
	Fountas & Pinnell Running Record	September - Independent Level N or below January - Independent Level P or below	Grade level proficiency	Additional
	IRLA - American Reading SchoolPace Data	Red - Emergency	Grade level proficiency	Required
	NY ELA Grade 3 Assessment	Performance below State determined cut score	N/A - Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions.</i>				
Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
5	iReady	iReady percentile ranking of 20th percentile or below	iReady diagnostic assessment meeting grade level proficiency	Required
	NY ELA Grade 4 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	aimswebPlus Historical Information	25th percentile or below	Achieving ROI commensurate with same age peers and meets grade level expectations	Required (for Entry in Fall)
	Curriculum-based Measures	Performance below proficiency on State writing rubric	Performance meets proficiency on State rubric for writing performance	Required (for Exit)
<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions</i>				



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6	iReady	iReady percentile ranking at the 20th percentile or below	iReady diagnostic assessment meeting grade level proficiency	Required
	NY ELA Grade 5 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Curriculum-based Measures	Performance below proficiency on State writing rubric	Performance meets proficiency on State rubric for writing performance	Required (for Exit)
	<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions</i>			
7	iReady	iReady percentile ranking at the 20th percentile or below	iReady diagnostic assessment meeting grade level proficiency	Required
	NY ELA Grade 6 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Grade 6 Final Exam	Performance below Grade level proficiency	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (as available)
	<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions</i>			

Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
8	iReady	iReady percentile ranking at the 20th percentile or below	iReady diagnostic assessment meeting grade level proficiency	Required
	NY ELA Grade 7 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Grade 7 Final Exam	Performance below Grade level proficiency	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (as available)



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Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions				
9	iReady Historical Data	iReady percentile ranking at the 20th percentile or below	iReady diagnostic assessment meeting grade level proficiency	Required
	NY ELA Grade 8 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Grade 8 Final Exam	Performance below Grade level proficiency	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (as available)
Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions				
10-12	English Common Core Regents Assessment (Students who enter Grade 9 in 2013-2014 or thereafter)	Score lower than 65 on Regents exam.	Score 65 or higher on Regents exam.	Required
	Previous Grade Level District Final Exam	Performance below Grade level proficiency	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (as available)
	Curriculum based measures	Data from curriculum based measures indicates risk of failing to meet grade level standards	Passing grades in course or standards-based performance tasks.	Additional
	Teacher/Counselor recommendations	Counselor recommends student to receive services based on additional data	Passing grades in course or standards-based performance tasks.	Additional



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Math

Grade Level	Multiple Measures	Entry Criteria	Exit Criteria	Required / Additional
K	aimswebPlus	25th percentile and below in January	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required
	Eureka Math Module Assessment - Holistic Scoring Rubric	Level 1 - Below	Grade Level Proficiency	Additional
1	aimswebPlus	25th percentile and below	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required
	Eureka Math Module Assessment - Holistic Scoring Rubric	Level 1 - Below	Grade Level Proficiency	Additional
	Progress Report	Below Grade Level Proficiency	Grade Level Proficiency	Additional
2	aimswebPlus	25th percentile and below in January	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required
	Eureka Math Module Assessment - Holistic Scoring Rubric	Level 1 - Below	Grade Level Proficiency	Additional
	Progress Report	Below Grade Level Proficiency	Grade Level Proficiency	Additional
3	aimswebPlus	25th percentile and below in January	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required
	Eureka Math Module Assessment - Holistic Scoring Rubric	Level 1 - Below	Grade Level Proficiency	Additional
	Progress Report	Below Grade Level Proficiency	Grade Level Proficiency	Additional



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Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
4	aimswebPlus	25th percentile and below in January	Four consecutive progress monitoring data points at 40th percentile for a specific measure	Required
	Eureka Math Module Assessment - Holistic Scoring Rubric	Level 1 - Below	Grade Level Proficiency	Additional
	Progress Report	Below Grade Level Proficiency	Grade Level Proficiency	Additional
	NY Math Grade 3 Assessment	Performance below State determined cut score	N/A - Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
5	iReady	iReady ranking at the 20 percentile or below	iReady diagnostic assessment meeting grade level proficiency	Required
	aimswebPlus Historical Information	25th percentile or below	Achieving ROI commensurate with age level peers and meeting grade level proficiency	Required (for Fall Entry)
	NY Math Grade 4 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions</i>			
6	iReady	iReady ranking at the 20 percentile or below	iReady diagnostic assessment meeting grade level proficiency	Required
	NY State Math Grade 5 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Grade 5 Unit assessments	Performance below Grade level proficiency	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (as available)



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Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required
7	iReady	iReady overall grade level rating grade 4 or below	iReady diagnostic assessment meeting stretch goal and student no longer grade 4 or below	Required
	NY State Math Grade 6 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Grade 6 Final Exam	Performance below Grade level proficiency	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (as available)
8	iReady	iReady overall grade level rating grade 5 or below	iReady diagnostic assessment meeting stretch goal and student no longer grade 5 or below	Required
	NY State Math Grade 7 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Grade 7 Final Exam	Performance below Grade level proficiency	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (as available)
9	iReady	iReady overall grade level rating grade 6 or below	iReady diagnostic assessment meeting stretch goal and student no longer grade 6 or below	Required
	NY Math Grade 8 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Grade 8 Final Exam	Performance below Grade level proficiency	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (as available)
<i>Entry and Exit Criteria is based on a pattern of performance that confirms a student's need for continued or additional interventions</i>				
Grade Level	Multiple Measures	Entry Data Considerations	Exit Data Considerations	Additional / Required



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10-12	Regents exams aligned to Math courses- Algebra 1, Geometry, Algebra 2	Score lower than 65 on Regents exam.	Score 65 or higher on Regents exam	Required
	Curriculum based measures	Data from curriculum based measures indicates risk of failing to meet grade level standards	Passing grades in course or standards-based performance tasks.	Additional
	Counselor recommendations	Counselor recommends student to receive services based on additional data	Passing grades in course or standards-based performance tasks.	Additional



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Science

Grade Level	Multiple Measures	Entry Criteria	Exit Criteria	
Grade 3-8: Tier 1 services at this level Reading/literacy with a content focus could be the primary vehicle for academic intervention services with additional support in science content/skills.				
9-12	Regents exams	Score lower than 65 on Regents exam.	Score 65 or higher on Regents exam.	Required
	NY Science Grade 8 Assessment	Performance below State determined cut score	Performance on additional measures indicate the student is no longer at risk of not achieving the State Standards	Required (for Entry)
	Curriculum based measures	Data from curriculum based measures indicates risk of failing to meet grade level standards	Passing grades in course.	Additional
	Teacher/Counselor recommendations	Counselor recommends student to receive services based on additional data	Passing grades in course.	Additional



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Social Studies

Grade Level	Multiple Measures	Entry Criteria	Exit Criteria	
Grade 3-9: Tier 1 services at this level Reading/literacy with a content focus could be the primary vehicle for Academic Intervention Services with secondary support in social studies content/skills.				
10-12	NYS Global and US History Regents exams	Score lower than 65 on Regents exam.	Score 65 or higher on Regents exam.	Required
	Curriculum based measures	Data from curriculum based measures indicates risk of failing to meet grade level standards	Passing grades in course or standards-based performance tasks.	Additional
	Counselor recommendations	Counselor recommends student to receive services based on additional data	Passing grades in course or standards-based performance tasks.	Additional



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Supplemental Student Support Services

Supplemental Student Support Services are designed to address non-instructional areas that may negatively impact a student’s academic performance in ELA, Math, Social Studies, and/or Science.

Grade Level	Multiple Measures	Entry Criteria	Exit Criteria
K-12	Collection and analysis of data to determine the existence of behaviors and conditions that may interfere with academic achievement	<ul style="list-style-type: none"> • Reports from IST • Teacher/Staff Reports • Parent referral • Chronic legal and/or illegal absences • Chronic tardiness • Repetitive office referrals, in-school/out-of-school suspensions, or bus referrals • Excessive visits to Nurse’s office 	<p>Achievement of academic standards</p> <p>Improvement in targeted area of concern (i.e., attendance)</p>



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III. Models of Service Delivery: AIS and Rtl AIS vs Rtl

Response to Intervention (Rtl) is a practice with a history exceeding 20 years. Response to Intervention as an initiative is designed to proactively identify the most at-risk students in a school, using empirically supported assessment practices, and requires the provision of rigorous intervention to identified students targeted to avert continued academic difficulty. Conversely, Academic Intervention Services, as mandated by NYS, have long been designed to provide a series of supports for students who are likely at risk of performing poorly on State assessments or who have already performed poorly on State assessments (e.g., achieving a score of 1 or 2 on NYS reading and math exams or below proficiency on Regents examinations).

Though the intent of both initiatives is to provide supplemental supports for students who are struggling academically, the two initiatives are derived from different yet overlapping purposes. In general, students who are typically identified as at-risk on benchmarking measures for the purposes of Rtl 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. Conversely, students for which AIS services were originally intended often perform well above the 25th percentile and do not necessarily lack foundational reading and math skills, but may struggle to fully *apply* those skills in the mastery of grade-level curricular materials. For many students receiving Rtl services, the question is not whether they can pass the State assessment, but rather, can they perform at grade level?

Related to the aforementioned, the structure of AIS versus Rtl is different. AIS service provision can be designed in various ways and is structured to meet the needs of students who need additional support so that they can meet grade-level expectations. In NYS, AIS services can be provided using a variety of models varying in intensity. Conversely, Rtl services are designed in accordance with very specific requirements for frequency and duration, and rely upon evidence-based intervention materials that are rigorous in nature and are designed to remediate the most difficult reading and math challenges. The materials selected for Intervention Services use instructional design principles that educators most typically reserve for situations where students have failed to benefit from more traditional core curricular approaches or differentiated instruction alone.



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RTI	AIS
Skills-Based	Content-Based
Proactive Interventions	Reactive Interventions
Used at grades K-9	Used at grades 5-12
Levels of intensity vary based on student need.	Levels of intensity vary based on student need.
Multi-Tiered (Tier 1, 2, 3)	Continuum of service delivery models; Interventions vary in intensity and frequency.
Eligibility determinations based on use of a Standard Protocol.	Eligibility determinations based on comprehensive study of student data.

Kenmore Tonawanda UFSD Academic Intervention Services (AIS) Model

Academic intervention services (AIS) are services designed to help students achieve the learning standards in English Language Arts, Mathematics, Social Studies and Science in grades 5-12. These services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- student support services needed to address barriers to improved academic performance. The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessment results and/or the district-adopted or district-approved procedure that is universally applied.



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Kenmore Tonawanda UFSD Response to Intervention (RtI) Model

Response to Intervention is the practice of providing high-quality intervention supports across academic, social, and emotional domains in an effort to proactively address the needs of students who may be at-risk for failure or other deleterious outcomes. The essence of Response to Intervention, or RtI, is prevention and early intervention. The goal of RtI is to provide assistance to students in an effort to avert further academic, social, or emotional decline. Over thirty years of research has demonstrated that early intervention for students who are at-risk across a variety of domains is simply best practice and that many students who demonstrate early signs of difficulty can go on to meet academic challenges with success if supported appropriately. Data-based decision making is a critical aspect of the Ken-Ton RtI model.



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IV. Implementation and Intensity of Services

Intervention Services shall commence no later than the beginning of the semester following a determination that a student needs such services. Services shall continue until a student’s performance:

- a) meets or exceeds the State designated performance level on the next State assessment; or
- b) is shown to be likely to meet or exceed the State designated performance level on the next State assessment through achievement on the district-selected assessments as specified in the above tables.

The services for qualifying students will vary in intensity and duration based upon their level of need as determined through multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled academic and support services, for a longer duration, and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service, or extra classroom assistance.



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Examples of STUDENT INSTRUCTIONAL SUPPORT SERVICES

Student instructional support services may be provided and/or coordinated by, but not limited to:

- School-Based Instructional Support Teams
- Classroom Teachers
- Interventionists (teachers)
- Paraprofessional Support (under the direction of an Interventionist)
- Support Teachers
- Administrators
- Data Analysis Teams

Instructional supports and/or strategies could include, but would not be limited to, the following:

- Progress Monitoring by classroom teacher
- Peer Tutoring
- Regularly scheduled additional instruction in the classroom
- Pre-teaching
- Reduced group size
- Instructional modifications
- Collaboration with Parents
- Extra periods/time during the day
- One-on-one or small group instruction during the day
- Technology-based interventions
- Academic Study Hall
- Learning Center
- Reading/Writing or Math classes
- Targeted, skill-specific interventions through supplemental materials
- Academic Centered Enrichment
- Extended day opportunities
- Credit Recovery Program



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Examples of STUDENT SUPPORT SERVICES

Student support services may be provided and/or coordinated by, but not limited to:

- Psychologists
- Social Workers
- School Counselors
- School-Based Instructional Support Teams
- School Nurses
- Teachers
- Administrators
- School Resource Officers

Support service strategies could include, but would not be limited to, the following:

- Individual/Group Counseling and other support services to address issues such as:
 - Emotional issues
 - Social skills
 - Test anxiety
 - Organizational skills
 - Trauma
 - Anger management
 - Divorce
- School-wide programs (e.g. Second Step, Link Crew, WEB)
- Peer tutoring
- Consultation between Student Service staff and teachers
- Parent/Teacher/Student Conferencing
- Mentoring
- Conflict Resolution
- Peer Mediation
- Identification and addressing of medical needs (e.g., vision, hearing, medication)
- Parent groups (PTA, Home School Association)
- Direct linkage with outside agencies
- Family Support Center
- Adult volunteer programs
- Home visits
- Monitoring of progress (Behavioral Observations, contracts, etc) / updates for students and parents
- Attendance support/truancy prevention
- Youth Court
- Career Education/Exploration programs



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V. Parent Notification

The District will be responsible for parental notification indicating a need for RtI or AIS. This notification will be made in writing and will include a summary of the services being provided to the student, including when the services will be provided. The reason(s) for Intervention Service will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress. When Intervention Service is discontinued, the parent will be notified of the criteria for discontinuation of services, the current performance level of the student, and the assessment(s) that were used in determining the student's level of performance.

Student Progress Reports: Interim reports will document the progress of each student, and the information contained therein may be used to determine when the student warrants being discontinued from Intervention Services. Copies of these reports will be mailed to (or made otherwise available for) parents at the same intervals as the report card reporting periods.



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VI. Glossary

CFA	Common Formative Assessment
DIAL-3	Developmental Indicators for the Assessment of Learning
IST	Instructional Support Team
Performance Levels	Performance Level 1: Well below proficient in state standards for this grade level Performance Level 2: Below proficient (partial but insufficient) in the state standards for this grade level Performance Level 3: Proficient in the state standards for this grade level Performance Level 4: Excels in the state standards for this grade level
RTI	Response to Intervention
Tier 1	A research-based Core instructional program available to all students and provided by the classroom teacher. Students receive universal screening three times per year.
Tier 2	Supplemental instruction provided in addition to, and not in place of, the core instruction provided in Tier 1. Students are regularly progress monitored to measure rate of improvement.
Tier 3	Intensive, strategic supplemental instruction designed for those students who have been unresponsive to Tier 2 intervention or who demonstrate such significant needs. Tier 3 instruction is often longer in duration or more frequent than Tier 2 interventions. Students are regularly progress monitored to measure rate of improvement.



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6. Appendix

Academic Intervention Services: Regulations

Section 100.1(g) [Definitions] of Commissioner’s Regulations adopted by the Board of Regents in July 1999.

(g) *Academic intervention services* means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law section 4401 (1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

Section 100.2 (ee) of Commissioner’s Regulations adopted by the Board of Regents in July 1999.

(ee) Academic intervention services.

1. Requirements for providing academic intervention services in kindergarten to grade two. Schools shall provide academic intervention services to students in kindergarten to grade two when such students:
 1. are determined, through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or



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are determined, through a district-developed or district-adopted procedure applied uniformly at each grade level, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics. This district procedure may also include diagnostic screening for vision, hearing and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.

2. Requirements for providing academic intervention services in grade three to grade eight. Schools shall provide academic intervention services when students:
 1. score below:
 1. the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics or science;
 2. the State designated performance level on a State elementary assessment in social studies administered prior to the 2010-2011 school year; provided that beginning in the 2010-2011 school year, at which time a State elementary assessment in social studies shall no longer be administered, a school shall provide academic intervention services when students are determined to be at risk of not achieving State learning standards in social studies pursuant to subparagraph (iii) of this paragraph;
 2. are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or



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3. are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State Standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
3. Requirements for providing academic intervention services in grade 9 to grade 12. Schools shall provide academic intervention services when students:
 1. score below:
 1. the State designated performance level on one or more of the State intermediate assessments in English language arts, mathematics or science; and/or
 2. the State designated performance level on a State intermediate assessment in Social Studies administered prior to the 2010-2011 school year; provided that beginning in the 2010-2011 school year, at which time a State intermediate assessment in social studies shall no longer be administered, a school shall provide academic intervention services when students are determined to be at risk of not achieving State learning standards in social studies pursuant to subparagraph (iii) of this paragraph; and/or
 3. the State designated performance level on any one of the State examinations in English language arts, mathematics, social studies or science that are required for graduation.
 2. are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or



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3. are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.

4. Description of academic intervention services.

1. By July 1, 2000, a school district shall develop a description of academic intervention instructional and/or student support services to be provided in schools to students in need of such services pursuant to paragraphs (2) and (3) of this subdivision. The description shall include any variations in services in schools within the district, and shall specifically describe:
 1. the district-wide procedure(s) used to determine the need for academic intervention services;
 2. academic intervention instructional and/or student support services to be provided pursuant to paragraph (5) of subdivision;
 3. whether instructional services and/or student support services are offered during the regular school day or during an extended school day or year; and
 4. the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.
2. The description of academic intervention services shall be approved by each local board of education by July 1, 2000. In the New York City School District, the New York City Board of Education may designate that the plans be approved by the Chancellor or his designee or by community school boards for those schools under their jurisdiction. Beginning July 1, 2002 and every two years thereafter, each school district shall review and revise its description of academic intervention services based on student performance results; except that this requirement shall not apply to student performance results for the 2010-2011 school year, which shall be excluded from such review.



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3. In lieu of a separate description of academic intervention services, the district may incorporate the description of academic intervention services into a comprehensive district education plan. In this instance, the preparation date for the description of academic intervention services shall conform to the date of the preparation of the comprehensive district education plan.
4. Based on performance criteria established by the Commissioner, certain school districts may be required to submit their description of academic intervention services for specific schools to the Department for review and approval.
5. Provision of academic intervention services.
 1. School districts may use time available for academic intervention instructional and/or student support services during the regular school day.
 2. School districts may provide students with extended academic time beyond the regular school day and school year.
 3. In public schools, academic intervention instructional and/or support services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of this Title.
 4. Beginning September 1, 2000, academic intervention instructional and/or student support services shall commence no later than the beginning of the semester following a determination that a student needs such services. Services shall continue until a student's performance:
 1. meets or exceeds the State designated performance level on the next State assessment; or
 2. is shown to be likely to meet or exceed the State designated performance level on the next State assessment through achievement on the district-selected assessments of the levels specified in the district description of academic intervention services pursuant to paragraph (4) of subdivision (ee) of this section.
6. Parental notification and involvement.



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1. Notification of commencement of services. The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The notice shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services and the consequences of not achieving expected performance levels.
2. Notification of the ending of academic intervention services. Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.
3. Ongoing communication with parents or persons in parental relation. Parents or persons in parental relation to students receiving academic intervention services shall be provided with:
 1. an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year;
 2. reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications or other means, in a language or mode of communication understood by the parents or person in parental relation; and
 3. information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.
7. Notwithstanding the provisions of this subdivision, a school district may provide a response to intervention program in lieu of providing academic intervention services (AIS) to eligible students, provided that:
 1. The RTI program is provided in a manner consistent with subdivision (ii) of this section;
 2. the RTI program is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS;



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3. all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program; and
4. for the 2010-2011 school year, the school district shall submit to the department, no later than December 15, 2010, a signed statement of assurance that the services provided in the RTI program meet the requirements of this paragraph; and for each school year thereafter, the school district shall submit to the department no later than September 1st of such school year, a signed statement of assurance that the services provided under the district's RTI program meet the requirements of this paragraph.



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Response to Intervention: Regulations

Section 100.2(ii) [General School Requirements] of the Commissioner’s Regulations updated by the Board of Regents in October 2015

Response to Intervention Programs

1. A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:
 1. appropriate instruction delivered to all students in the general education class by qualified personnel;
 1. appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
 2. screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
 3. instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
 4. repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;
 5. the application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services; and
 6. written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:



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1. the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to paragraph (2) of this subdivision;
 2. strategies for increasing the student's rate of learning; and
 3. the parents' right to request an evaluation for special education programs and/or services.
2. A school district shall select and define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.
 3. A school district shall take appropriate steps to ensure that staff have the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with paragraph (2) of this subdivision.

Section 100.4(b) (4) [Program requirements for grades seven and eight] of the Commissioner's Regulations adopted by the Board of Regents in July 1999

(4) Students who have been determined to need academic intervention services as set forth in section 100.2(ee)(2)(i) of this Part may have the unit of study requirements for one or more of their subjects reduced, provided that:

- (i) academic intervention services shall be coordinated with and supplement instruction in the general curriculum;
- (ii) requirements for subjects set forth in paragraph (1) of this subdivision and for languages other than English instruction set forth in section 100.2(d) of this Part may be reduced but not eliminated. Academic intervention services shall be provided in a manner that does not diminish instructional time to a degree that may prevent a student from achieving the State learning standards in any area required for graduation or from meeting local standards for promotion. A principal shall consider a student's



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abilities, skills and interests in determining the subjects for which the unit of study requirements may be reduced;

- (iii) a student's parent or guardian shall be notified in writing, by the principal, of a school's intention to implement the provisions of this paragraph; and
- (iv) the reduction of unit of study requirements shall remain in effect only to the extent that the provisions of subparagraph (i) of this paragraph are being met.