

RtI/AIS Plan – Ballston Spa Central School District

Introduction

Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student. (NASDSE, 2006). The language related to RtI was included in U.S. education law with the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) and incorporated into New York State Regulation 100.2. It was included due to the national trends which revealed a significant increase in the identification of learning disabled students and the disproportionate representation of minorities and English language learners (ELLs) among those identified as learning disabled.

RtI begins with high quality research-based instruction in the general education setting provided by the general education teacher. Curriculum is aligned to the NY State Common Core Learning Standards and grade level performance indicators. RtI is a multi-tiered process that provides instructional or behavioral support to students by providing additional instruction based on individual weaknesses or skill deficits. Each tier provides instruction with increased intensity such as smaller group size or increased instructional time focused on specific areas. The focus is on targeted interventions directed to the needs of the individual student rather than broad based instruction. RtI aims to identify and address at-risk students in order to remediate specific deficits and avoid special education. Research in early intervention suggests that many struggling early readers can be caught up to grade level and that currently too many of these students are simply classified with learning disabilities.

Student intervention outcomes drive instructional decision making at every tier of the model. A systematic, data-based decision making (problem solving) method is used to decide not only what interventions to try but whether the implemented strategies are working for the student. RtI systems combine universal screening, progress monitoring, and high quality instruction for all students with interventions targeted at struggling students.

The four essential components of RtI are:

- A school wide, multi-level instructional and behavioral system for preventing academic failure
- Universal Screening
- Progress Monitoring
- Building RtI team: (Data-based decision making teams) Teams assist with assessing at-risk criteria, reviewing screening data and make decisions related to student performance and interventions needed. Building level teams will determine student movement within the multi-level system, and disability identification (in accordance with state law).

The RtI team has three purposes:

- 1) To review school-wide academic data and evaluate the effectiveness of instruction.
- 2) To screen all students and identify those needing additional support/intervention in reading and math.
- 3) To support planning, implementing and modifying of interventions for students

I. Appropriate Instruction

A school district's process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel.

Appropriate instruction in reading means 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. {8 NYCRR sec. 100.2 (ii) and 200.4 (c)(2)(i)}

Appropriate instruction in math includes problem solving, arithmetic skills and fluency, conceptual knowledge/number sense and reasoning ability.

Appropriate behavioral supports and intervention is evidenced by school-wide positive behavioral interventions and supports that emphasizes prevention and data-based decision making to reduce problem behavior and improve academic performance.

Appropriate instruction is defined in the "Response to Intervention: Guidance for New York State Districts – October 2010" as a core program that provides:

- High quality, research-based instruction to all students in the general education class provided by qualified teachers;
- Differentiated instruction to meet the wide range of student needs;
- Curriculum that is aligned to the NYS Common Core Learning Standards and performance indicators for all general education subjects; and
- Instructional strategies that utilize a formative assessment process.

The Individuals with Disabilities Education Act of 2004 both require use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions/instruction provides our best opportunity to implement strategies that will be effective for a large majority of students.

Appropriate instruction for students who are Limited English Proficient/English Language Learners (LEP/ELL) must be both culturally responsive and linguistically appropriate. This includes research-based instruction that has been validated with LEP/ELL students and bilingual and ESL instruction, at levels pursuant to Part 154 of the Regulations of the Commissioner of Education.

II. Screening Applied to All Students

Universal Screening

Academic screening assessments are conducted to identify students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing and short-term progress monitoring to verify students' risk status. Screening measures must be administered with strict fidelity and be proven to be valid and reliable.

Assessments

The i-Ready Assessment System is the universal screening measure for all students K-8. The i-Ready system assesses basic reading, reading comprehension, and mathematics. The Dynamic Indicators of Basic Early Literacy Skills-Next (DIBELS-Next) is an additional universal screening measure for students in grade K-2. Individual assessments will also be conducted to provide additional information to inform instruction. Screenings will take place three times per year minimally; additional assessments including curriculum-based measures (CBM's) will be used to monitor progress. All assessment information will be organized to be comparable to grade level peers and when appropriate, demonstrate individual trend lines.

[See Supplemental Documents for additional assessment information.]

At the secondary level, the RtI team will review historical data focusing primarily on New York State Assessments, i-Ready Assessments (grades 6-8) and all other assessment information in the student's cumulative file. To further screen students or to make RtI decisions individual tests of academic achievement may be needed.

Analyzing Data

After each benchmark period, RtI and Data Teams at each building will convene to discuss the students' performance on the screening. Although teams will consider benchmarks and cut points, they will also consider other factors, including the results of informal assessments. The teams will determine which students are not meeting benchmarks, and will then decide what type of monitoring and intervention a student needs, as part of a multi-measure to assessment and intervention.

[See Supplemental Documents for additional information about the team configurations.]

III. Instruction Matched to Student Need

Multi-Tier Service Delivery Model

Tier I Instruction

Elementary:

Core instruction takes place in the general education classrooms and includes all students. Instruction is currently aligned with the NYS Common Core Learning Standards. Instruction in ELA is provided in the general education classroom for a minimum of ninety minutes per day.

The components of core reading instruction are phonemic awareness, phonics instruction, vocabulary, fluency, and comprehension. Math instruction is provided in the general education classroom for approximately sixty minutes per day. The components of core math instruction are problem solving, arithmetic skills and fluency, conceptual knowledge/number sense and reasoning ability. The core instruction (Tier 1) includes differentiation based on the abilities and needs of all students. A universal screening is given to all students three times a year (fall, winter, and spring) and is also aligned to the grade level curriculum, which is based on the NYS Common Core Learning Standards. Teachers identify groups in their classes based on learning preferences in order to differentiate instruction to meet the needs of all learners. Differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring) are utilized to address individual needs. The foundation of core instruction for LEP/ELL students should be culturally responsive and linguistically appropriate at levels pursuant to Part 154 of the Regulations of the Commissioner of Education.

Secondary:

Instruction in ELA and Math is provided in the general education classroom for a minimum of 180 minutes per 4 day cycle. The core instruction (Tier 1) includes differentiation based on the abilities and needs of all students. Teachers identify groups in their classes based on learning preferences in order to differentiate instruction to meet the needs of all learners. Differentiated learning activities (e.g., mixed instructional grouping, use of learning stations, peer tutoring) are utilized to address individual needs. The foundation of core instruction for LEP/ELL students should be culturally responsive and linguistically appropriate at levels pursuant to Part 154 of the Regulations of the Commissioner of Education.

Tier 2 Students Receive Core Instruction plus Targeted Intervention

Tier 2 is a secondary intervention intended for 10 -15% of students who are not responding to core instruction at Tier 1. This supplemental instruction is provided **in addition to**, and not in place of, the core instruction provided in Tier 1. Tier 2 interventions focus on areas of student need or weakness that are determined from the results of the universal screening in combination with the uniform grade level district literacy assessments, classroom assessment data, State assessment data, classroom observation, and secondary mid-term and final exam data. The Instructional Support Teams additionally review and recommend other assessments to target individual instructional needs.

[See Supplemental Documents for additional assessment information.]

Tier 2 Interventionists may include:

- Classroom Teachers
- RtI/AIS Teachers
- Literacy Specialists
- Math Interventionists
- ESL Teachers
- Speech/Language Teachers
- Special Education Teachers who provide RtI support
- School Social Workers
- School Counselors
- Teaching Assistants
- Other highly qualified interventionists

Interventions

Interventions are instructional supports which are designed based upon student needs after a careful analysis of the student's data. The goal is to target the student's deficits, and reinforce and re-teach those specific skills. The need for interventions is based on the results from screening assessments and progress monitoring.

Elementary:

The location of a Tier 2 intervention may be the classroom or an alternate location to be determined by the school. Group size is approximately 5 – 7 students. Frequency of intervention provided varies; however, generally it is no less than three times per week for a minimum of 20 – 30 minutes per session. The duration of the intervention may last anywhere from 6 – 12 weeks. Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and duration based on student responsiveness.

Secondary:

At the secondary level, Tier 2 interventions focus on areas of student need or weakness that are determined from results of diagnostic screenings, benchmark assessments, classroom based assessment, and other relevant student data. The location of a Tier 2 intervention may be in the classroom or an alternate location determined by the school. Group size, frequency of intervention, and duration of intervention vary. Tier 2 interventions are supported by research and vary by curriculum focus, group size, frequency, and duration based on student responsiveness.

Tier 3 Students Receive Core Instruction plus Customized Intervention

Tier 3 provides tertiary intervention intended for about 1 – 5% of students who are not responding to instruction at Tiers 1 and 2. The third tier of this model creates intensive instructional interventions to increase an individual student's rate of progress. This tier provides greater individualized instruction in an individual or small group session. These services are considered supplemental instruction to Tier 1 and are not intended to replace Tier 1 instruction. Individual diagnostic assessments are conducted, as needed, to determine specific patterns of skills that the individual has and does not have for the purpose of designing effective instruction to remediate the students' deficits.

Tier 3 Interventionists may include:

- RtI/AIS Teachers
- Literacy Specialists
- Math Interventionists
- Speech/Language Teachers
- Special Education Teachers who provide RtI support
- School Social Workers
- School Counselors
- Other highly qualified interventionists

Elementary:

The location of a Tier 3 intervention is usually outside of the classroom. Group size is approximately 1-3 students. Frequency of intervention provided varies, but it is more frequent than Tier 2 interventions and for a time period of at least thirty minutes. The duration of the

intervention may last anywhere from 8 – 16 weeks. Students who receive a Tier 3 intervention will be monitored for progress using weekly progress monitoring probes.

Secondary:

The location of a Tier 3 is usually outside of the classroom. Group size, frequency of intervention, and duration of intervention vary, but is more frequent than a Tier 2.

All interventionists work with the general education teacher to provide continuity and congruence of instruction. Students who are receiving Tier 3 interventions should be reviewed by the Instructional Support Team.

In accordance with section 100.2 of the Regulations of the Commissioner of Education, when a student requires an intervention beyond that provided to all students and begins receiving a Tier 2 or Tier 3 intervention parents/guardians must be notified in writing.

Parents/guardians are informed of increasing levels of instructional supplemental services including progress monitoring data, strategies used to increase students’ rate of learning and right to refer for special education.

IV. Repeated Assessments of Student Achievement

Data Based Decision Making

A key component of an RtI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress.

Within an RtI framework, two major decisions need to be made relative to student performance:

1. Which students may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Purpose and Use of Progress Monitoring

The National Center on Response to Intervention refers to progress monitoring as repeated measurement of academic performance to inform instruction of individual student progress in general and special education in grades K-8. It is conducted at least monthly to:

- (a) Estimate rates of improvement.
- (b) Identify students who are not demonstrating adequate progress.
- (c) Compare the efficacy of different forms of instruction to design more effective, individualized instruction.

Progress Monitoring

Students are monitored regularly (Tier 1 and some Tier 2 students-to be done by the classroom teacher for students who are performing only slightly below average), and some students may need weekly or bi-weekly progress monitoring (Some Tier 2 students & all Tier 3 students to be done by the interventionists for students who are performing below average to well below average).

Use of Universal Screening Data and Progress Monitoring by Tier

Tier 1

Elementary:

Data from universal screening assessments and progress monitoring will inform students' movement among tiers. The data can be plotted on graphs and used in Tier 1 to decide if students are progressing, and it may confirm or refute the results of the screening level assessment. The data can also inform decisions about core curriculum instruction.

Secondary:

Data from diagnostic assessments and progress monitoring will inform students' movements among tiers. The data can be used in Tier 1 to determine if students are progressing.

Tiers 2 and 3

In Tier 2 and Tier 3, strategic monitoring and progress monitoring are used to determine whether or not the intervention is helping students to progress adequately toward grade level expectations. Analysis of progress will take into account a student's learning rate as compared to prior levels of performance, peer growth rate, and expected performance based on criterion-or-norm-referenced measures. Graphs are used to display data for analysis and decision making.

VI. Application of Student Information to Make Educational Decisions

Decision-Making Model Combined

The multiple measures approach will include using assessments to determine instruction and interventions. Assessments may include, but are not limited to i-Ready Assessment, DIBELS-Next, NYS Exams, Benchmark assessment, and other curriculum based measures and observational data. Tier 2 and 3 interventions may include content area support classes and are determined based on evidence and responsiveness to target interventions.

Time-Frames

Duration and intensity of interventions will be based upon student performance data, not a specified period of time. Effective data-based decision making includes regular review of data as appropriate to the intervention being monitored.

VI. Considerations when Implementing RtI with Limited English Proficient/English Language Learners

English as a New Language (ENL)

The New York State Education Department cites considerations when implementing RtI with students with English as a New Language:

- Teaching is culturally responsive – The student's prior experiences are considered. These include home language background and socio-cultural background.
- Reading Instruction – Teachers should consider the relationship between a student's language proficiency and his/her literacy skills. Reading fluency and comprehension may be strongly determined by vocabulary and linguistic proficiency of both the first and second languages.

Math Instruction – Linguistic proficiency and vocabulary comprehension are important when understanding math concepts. Several concepts of math are necessarily universal.

- When designing the school district’s RtI process, literacy and oracy in both native and second languages, culture, and educational history are variables to be considered when assessing and planning instruction for ELLs. In all three tiers, these variables stay consistent.
- ENL is an integral part of core instruction for all LEP/ELL students. (Part 154 of the Regulations of the Commissioner of Education)

Matching Instruction to Student Need

Differentiated instruction should be used for ALL students. However, differentiated instruction for ELLs should consider the student’s level of English proficiency and prior educational experiences to address cultural and linguistic differences. When determining appropriate instruction/intervention, the following list applies to all levels of ELL students:

- Consider the amount and type of ENL instruction the student received in the past and in the present.
- If applicable, consider the amount and type of native language instruction in the past and in the present.
- Ensure that the language(s) used for intervention matches the language(s) used for core instruction.
- Consider the impact of language and culture on instruction and learning.
- Contact the family for guidance and feedback.
- Ensure that certified ENL teachers serve on the instructional decision-making (RtI) team when applicable.

Tiers – ENL methodology is employed at all three tiers to help rule out limited English proficiency or lack of appropriate instruction as causes for learning disabilities. Tier 1, Tier 2, and Tier 3 services may be provided by the ENL teacher and/or by classroom teacher/interventionists.

Tier 1 – The core instruction guidelines for differentiating instruction to meet the needs of ELLs are:

1. If possible, analyze assessment/screening data to determine performance levels in both L1 (Primary language) and L2 (secondary language). iReady will be used for universal and progress monitoring in addition to other district assessments.
2. Use these assessments to plan instruction.
3. Differentiate this instruction based on: academic performance levels, the student’s L1 and L2 levels, and the cultural background of the student.

Tiers 2 & 3 – Identical to native speakers of English, ELL students who continue to struggle with the academic material will need further intervention. The problem-solving team should:

1. Review and analyze the data collected in Tier 1 documentation and conduct further assessments as needed, and make recommendations for Tier 2 intervention(s). Include amount and type of native language instruction, if applicable.
2. Select the instructional areas that need more intense intervention.
3. Determine the extent of ENL instruction needed during Tiers 2 and 3 interventions to ensure

the student will benefit from the interventions.

Progress Monitoring

When monitoring the progress of ELL students:

1. On-going assessments should be conducted in the language(s) of instruction.
2. When evaluating instructional programs, the results of instruction should be compared to results for “true peers” (students with the same native language and culture and similar educational histories) when setting benchmarks, monitoring progress and deciding whether a LEP/ESL student is responding adequately to instruction or requires a more intensive intervention.
3. If possible, the comparative sampling of true peers should be large enough for making educationally valid decisions.
4. Knowledge of typical second language development and the student’s history of first and second language use should be considered when setting benchmarks and interpreting progress.

VII. RtI Plan Review

A district level RtI/AIS committee will review and update the RtI plan semiannually. The K-12 committee will be made up of: the Assistant Superintendent for Curriculum, One Principal from the Secondary level and one Elementary Principal, The Director of Special Education, The Elementary Coordinator of Curriculum, Teacher representation from each level, and a School Psychologist from the High School, Middle School and Elementary level. The team will be responsible to provide guidance to building level teams as needed.

VIII. Parent Information and Notification

Parents are exposed to the concept of Response to Intervention through a variety of mediums including but not limited to district website, informational meetings and letters. This information should provide a rationale for RtI and the procedures put in place to address the state and national regulations.

Ballston Spa Central School District’s literacy and math programs are aligned to the NYS learning standards. At each grade level, a significant amount of time is allotted to instruction for all students.

The school will inform the parent as to the progress of the child. If the parent and the school have tried several interventions and progress is still limited, the parent may want to consent to an evaluation. The purpose of the evaluation is to determine what the child’s educational needs are and to consider whether he or she may have a learning disability.

Procedures for Notification to Parents

A school district’s process to determine if a student responds to scientific, research-based instruction shall include 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:

1. The student performance data that will be collected and the general education services that

will be provided pursuant to the structure and components of the RtI program selected by the school district.

2. Strategies for increasing the student's rate of learning.
3. The parents' right to request an evaluation for special education programs and/or services. [8NYCRR 100.2(ii) (1) (vii)]

The RtI process includes specific parent notification requirements. Parents must be notified in writing and in a language or mode of communication they understand if their child needs an intervention beyond that which is provided to all students in a classroom.

Parents receive written notification when beginning/ending intervention services as they move from tier to tier. This notification is sent by the principal. This letter includes:

- Reasons (amount and nature of data)
- Area of instruction
- Frequency and intensity of services

Additional services provided will be based on the results of the universal screening.

The district will establish clear procedures for communicating progress monitoring data three times a year, which may include:

- AIS Reports
- School Report Cards
- i-Ready Parent Reports (K-8)
- DIBELS (K-2)

Parents should be notified of their right to request an evaluation for special education services at any time. In the event a student is referred for an evaluation to determine if the student has a learning disability, the parent will have received appropriate data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. [8NYCRR 200.4(j) (1) (ii) (b)]

Academic Intervention Services

Overview

Academic Intervention Services (AIS) are student support services, which supplement instruction provided in the general curriculum, and are designed to assist students in meeting NYS learning standards. AIS are intended to assist students who have not met or who are at risk of not meeting the designated performance levels on State assessment in English Language arts (grades 3-12), mathematics (grades 3-12), social studies (grade 5-12) and science (grades 4-12). There are two components of AIS:

- Additional instruction that supplements the general curriculum (regular classroom instruction) and/or
- Student support services needed to address barriers to improved academic performance.

AIS are available to students with disabilities on the same basis as non-disabled students. The services for students with disabilities shall be provided consistent with the student's Individualized Education Plan (IEP).

The NYS Education Department defines additional instruction as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time. The regulations also indicate that services may vary in intensity depending on the student's needs, 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 consistent throughout the district at each grade level.

District Procedures

The instructional support team facilitated by the principal (and/or assistant principal) selects students for AIS based on a number of district adopted identification criteria. At the middle and high school level, the Academic Administrator assists in this process. The principal decides who will receive AIS by reviewing progress reports, major test results, and teacher recommendations against the established criteria. Principals can assign students to AIS at any time it is needed as advised by their building Instructional Support Teams.

Once students are identified for AIS, the principal sends a letter to their parents informing them of the AIS the students will receive and the reasons for the AIS. Students begin services in the fall based upon their performance from the previous school year. Additional students can be included in AIS based upon performance during the school year. The Instructional Support Team would determine this based upon their performance relative to the district criteria. The AIS teachers then provide regular reports to the parents on their child's progress in AIS. When students achieve at a level where they no longer need AIS, their parents are sent a letter informing them that their child will no longer receive AIS with the reasons why the service will be discontinued.

Intensity of Service

Eligibility for AIS is based on individual student performance on district and state assessments. Students qualifying for AIS will exhibit varying levels of performance which requires a corresponding match in service allocation. Each student will receive services based on their performance on the assessments and individual assessment results. AIS services can vary in intensity: low, moderate, high.

Criteria for Ending Services

When a student demonstrates success on the state assessment and/or on district assessments, they can be discontinued from AIS services. The goal of AIS is to provide the targeted instruction necessary for students to achieve state standards.

Types of Services

The intensity of service will be determined based upon individual need. Samples of service options in our district include:

- Scheduling options including extra class time or extended time
- Small group instruction
- Before/after school tutoring
- Summer programs
- Monitoring of progress by classroom teacher
- After school homework help

Parent Notification

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

Parent Notification Letter

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

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

Program Termination Letter

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

Progress Report

These reports are sent home at the end of each trimester to describe specific progress made by the student. Parents will be kept informed of their child's progress through written reports and/or parent conferences. Suggestions for working with the student at home may also be included as part of the progress report. These communications must be maintained in the student's AIS folder.

Parent involvement in the AIS program is considered critical to the success of our students. In order to encourage parents to be involved in this process, a variety of activities are planned throughout the year including:

- Workshops, informational resources, book studies, and other activities to involve parents based on identified need.
- Use of building counselors and psychologists to assist in communication with parents.
- The district elementary report card is aligned with state academic achievement standards. The district will distribute grade level guides to parents describing academic expectations based upon these standards.
- Informational/training resources will be offered to the parents. These resources may include pamphlets, classroom materials, videos, newsletters, and personal counseling of families.
- Other activities that may be offered include the following: and open house to acquaint

parents with the AIS program and inform them of opportunities for their active involvement, classroom visitation, phone calls, voluntary classroom participation, etc.

During the school year, the schools will concentrate on:

- Development of independent open houses for parents of students participating in AIS programs to offer a program description, introduce resources developed for parent use, and to enlist parent involvement in the planning, implementation and evaluation of the program. These programs will be coordinated through each individual school.
- Each year, a district committee will be formed to evaluate the AIS intervention program, K-12.

Each Title I school within the District shall establish building level school/parent/legal guardian involvement plans to include the following:

1. All parents/legal guardians of Title I students shall be invited to an annual meeting to inform parents/legal guardians of their school's participation in Title I programs and the rights parents/legal guardians have under such programs.
2. Annual meetings regarding parent/legal guardian involvement shall be offered at flexible times and transportation, child care may be provided through the use of Title I funds.
3. Involving parents/legal guardians in an organized, ongoing and timely way in the planning review and improvement of Title I programs.
4. Providing timely information about programs to parents/legal guardians, including descriptions/explanations of curriculum, assessment, expectations in terms of proficiency levels, opportunities for regular meetings when needed, and their rights regarding decision making about their child's program.
5. Developing a school-parent/legal guardian compact jointly with parents/legal guardians that include an understanding of shared responsibility for student success. Such a compact shall include:
 - a. a description of the school's responsibility to provide high quality learning, curriculum and instruction in a supportive and effective learning environment.
 - b. a description of the ways in which each parent/legal guardian will be responsible for supporting their child's learning such as monitoring attendance and homework and by participating in their child's classroom and other school activities.
 - c. a statement addressing the importance of communication between teachers and parents/legal guardians on an ongoing basis including, but not limited to, annual parent/legal guardian teacher conferences, and volunteer opportunities.

Staffing

Each building is staffed based upon the needs of the students.

Roles and Responsibilities

Assistant Superintendent for Curriculum, Assessment & Pupil Services

- Articulate analysis of district's database to building leadership
- Collaborate with Principals to ensure timely identification of students for RtI/AIS services
- Collaborate with Principals regarding RtI/AIS students, interventions, progress and results
- Collaborate with Principals to ensure that parent notification deadlines for AIS are met
- Collaborate with Principals to ensure timely and accurate correspondence to parents for initial identification, change in level of services, discontinuation of services and quarterly progress reporting
- Establish the criteria for initial identification, change in level of services and discontinuation for all core areas
- Annual update of the district RtI/AIS Plan
- Meet with academic administrators in content areas to align services, analyze student performance, create transition plans between levels, and study program effectiveness.

Principals

- Oversee the building level obligation to provide RtI/AIS to students at risk of not meeting NYS standards
- Analyze assessment results for the identification of students at risk of meeting NYS standards
- Provide the Assistant Superintendent for Curriculum with accurate and timely lists of students receiving interventions
- Work with the Assistant Superintendent for Curriculum to ensure timely identification of students and to ensure deadlines are met.
- Attend data meetings, discuss students, interventions, program and student performance
- Ensure timely correspondence to parents for initial identification, change in level of services, discontinuation
- Observe the teachers providing RtI/AIS services

Academic Administrators

- Regularly assess program effectiveness
- Collaborate with building principals to make alterations to program delivery
- Establish criteria for initial identification, change in level of services and discontinuation
- Maintain accurate enrollment in RtI/AIS
- Observe teachers providing RtI/AIS
- Meet regularly with RtI/AIS providers to study student progress and review program
- Participate in the annual update of the district RtI/AIS plan
- Supervise quarterly parent progress reports

Teachers

- Complete reporting of student progress at the end of each reporting period
- Regularly use classroom formative assessments to inform and adjust instruction
- Regularly analyze individual student performance to better serve students

- Make recommendations to continue, change level of service, or discontinue service
- Maintain accurate roster of students receiving RtI/AIS and notify the academic administrators of any changes in a timely manner
- Meet with academic administrators regularly to review student progress, program delivery, and types of interventions
- Assist with establishment of criteria for initial identification and discontinuation
- Assist with the annual update of the district RtI/AIS plan