

DISTRICT DESCRIPTION OF ACADEMIC INTERVENTION SERVICES**Introduction**

Academic Intervention Services means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. 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 and/or local assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services shall be provided to the extent consistent with the student's individualized education program.

The Cobleskill-Richmondville School District, located in Schoharie County has a student enrollment of approximately 2,350 pupils. The district believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures so that they may be successful in meeting the New York State Learning Standards. The following District Description of Academic Intervention Services (AIS) includes criteria for eligibility, and two (2) 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

Services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12.

Eligibility for Academic Intervention Services

Eligibility for AIS Services may be determined by State multiple assessments including assessment results, local testing, teacher recommendations, report cards, parent input, Committee for Special Education referrals, self-referrals, and migrant education teacher referrals.

Parent Objection to AIS Services

The district will, in a timely manner, listen to parental concerns, share evidence of the student's need for academic intervention services, and work with the parent(s) to assure the provision of appropriate academic intervention services. Placement in educational programs during the regular school day, however, remains the responsibility of the district and school.

Parent(s) may provide, at their own expense, additional supplemental services for their children outside of the regular school day. However, that does not negate the obligation of the school district to place the child in appropriate educational programs, including academic intervention services provided by the district, nor does it allow for parent(s) to keep their child out of academic intervention services.

State Assessments

Students in grades 4-8 will be eligible for AIS if they score below the designated performance level on the Elementary or Intermediate State assessments in ELA, Mathematics, science or social studies. Students scoring at Level 1 and Level 2 may be eligible to receive AIS services.

Students in grades 9-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, mathematics, Science, or social studies.

District Procedures

In grades where no state assessments are given, students will be eligible for AIS 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, or when a student transfers from out-of-state or the country.

The following indicators will be used in determining eligibility:

***Performance below the district established standard on any of the following:**

- Steps Into Reading Program (STIR/Kindergarten Basic Literacy Test)
- TBA Kindergarten Math Assessment
- Students Achieving Reading Success (STARS)
 - Early Literacy Profile (reading/writing grade 1 and 2 scored at Level I and II score below certain level)
 - Language Arts Folders (LAFS) for grades 3 and above
 - Test of New York State Standards (TONYSS) Grades 3,5,6, and 7 score of level 1 and 2 in ELA and math
 - CMA in Grades 1 and 2 in mathematics with scores in the “well and severely below average ranges”
- State Assessments
- Other assessments (such as Woodcock-Johnson, etc.)

***A minimum of two of the following:**

- Portfolio Assessment
- Running Records (elementary level)
- Diagnostic Assessments (publisher tests from reading series)
- Early Literacy Assessments at Level 1 and 2
- Anecdotal Records (behavioral indicators)
- Report Card Grades (identified criteria)
- Classroom Performance (class work, chapter and unit tests, participation, homework)
- Local final examinations
- Other student records, reports, evaluations including, but not limited to, discipline records, health-related issues, mobility issues, family issues.
- Attendance records
- Recommendations by classroom teacher, counselor, administrator, parent, school staff
- Part 154 performance standards for LEP/ELL

Types of AIS Services That May Be Provided

The Cobleskill-Richmondville School District (C-RCS) will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to need, frequency, and intensity of service will be made by C-RCS child study and pupil services teams based

upon individual student needs. When appropriate, each team at the grade level may consist of one of the following who can provide input regarding performance: a current teacher of the student, a teacher from the previous year, the student's school counselor, a special education teacher, the student's remedial education teacher, a school social worker and/or related service teacher.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved procedures. Additionally, Limited English Proficient (LEP) English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

This general plan is intended to describe services for students in the district in grades K-12. The district will review the following to identify building needs:

- The number of students receiving AIS at each grade level and within each standards area
- The range of performance levels of eligible students as determined through State assessments and district approved procedures
- Staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS
- Ongoing oversight, monitoring and review by the Building Principal

Possible Range of Academic Intervention

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

- Scheduling options including additional class time (double literacy blocks), extended time (stretch courses)
- Distance Learning for grades 9-12 (6-12 during a summer program)
- Computer Assisted Instruction
- Co-teaching
- Individualized Instruction
- Small Group Instruction
- Before school, after school or summer programs MAY be an option
- Learning Center (non CSE operated) assistance
- Alternative Education Placement
- Out of District Special Education Placement
- Progress monitoring
- Academic support within the classroom such as special instructional materials, extra time with the teacher, teacher push in including remediation, modification of time and place for classroom work and testing
- Special services such as occupational therapy, speech
- Study Skills
- AIS study halls/content labs for 6-12
- Technology based instruction
- And other services listed on attachment # 1

Possible Range of Support Services

Coordination of services, based on individual need, could include:

- Attendance Problems

- Discipline Problems
- Family-related Issues
- Health-related issues
- Nutrition-related Issues
- Mobility/transfer Issues

Describe the specific types of AIS appropriate for each grade level. (Refer to list of services)

Student Progress Reports

Student progress reports will document progress of students, and determine when the student warrants being discontinued from AIS. Quarterly progress reports will be sent to parents describing the nature and intensity of service provided, how the service was provided and by whom, and the reasons for continuation or discontinuation of the AIS, including State assessment data and the measures of evidence used in the district procedure.

Procedures for Parent Notification

The building principal will be responsible for ensuring parental notification indicating a need for Academic Intervention Services. 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 the standards will be stated. Parents will also be kept apprised of their student's progress through quarterly Reports and suggestions for working at home with the student. An opportunity must be provided for parent conferences and consultation with school representatives. 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 assessment(s) that were used in determining the student's level of performance.

Criteria for Ending AIS Standard Forms

Academic Intervention Services will end when the student has successfully attained the district standards according to the state and/or district criteria for beginning services. These may include: completion of IEP goals, meeting State assessment levels, teacher recommendations, report card results, parent input, and migrant education goal attainment.

Process and Timeline

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.