ACADEMIC INTERVENTION SERVICES

The Board of Education is committed to providing academic intervention services to students at risk of not meeting the state learning standards. Such services may include additional instruction supplementing the instruction provided in the general curriculum and/or student support services such as guidance, counseling, attendance and study skills needed to support improved academic performance.

Eligibility for academic intervention services will be determined based on a student's performance on state assessment exams and/or in accordance with the uniformly applied district-developed district-adopted procedures, which are attached to this policy. Eligible students will receive services consistent with law and regulations which shall commence no later than the beginning of the semester following a determination that a student is eligible for such services.

Parental Notification and Involvement

Notification of district eligibility procedures - The district shall post on its website a description of the district-developed procedures for determining which students are eligible for academic intervention services, as specified in state regulations.

Notification on Commencement of Services - The Building Principal will notify the parents of a student determined to be in need of academic intervention services, in writing, upon the commencement of such services. Such notification will include:

- A summary of the academic intervention services to be provided;
- The reason the student needs such services; and
- Consequences of not achieving expected performance levels.

Notification on Ending of Services - The Building Principal will notify the parent in writing when academic intervention services are no longer needed. Such notification will include:

- The criteria for ending services; and
- The performance levels obtained on district selected assessments, if appropriate.

In addition, the district/schools will provide for ongoing communication with parents which must include opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with educators to improve the student's performance.
All parental notifications and communications will be done in English and translated, when appropriate, into the native language or mode of communication of the parents.

Description and Review of Academic Intervention Services

The Superintendent of Schools, in consultation with each Building Principal, shall maintain a description of academic intervention and/or student support services for each school. This description will include any variations in services in schools within the district and will specifically delineate:

- the district-wide procedures used to determine the need for academic intervention services; which are attached to this policy;
- the academic intervention instructional and/or support services to be provided;
- whether instructional services and/or support services are offered during the regular school day or during an extended school day or year; and
- the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.

Beginning July 1, 2002 and every two years thereafter, the Superintendent shall review and revise the description of academic intervention services based on student performance results and present such revised description to the Board for approval.

Ref: 8 NYCRR § 100.1(g); 100.2(r), (ee); 100.4(h) (2) (vi), (c)(5), (h)

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ACADEMIC INTERVENTION SERVICES (AIS)
DEER PARK SCHOOL DISTRICT
GRADUES K-12
2016 – 2018

Program Overview

The Deer Park School District provides Academic Intervention Services (AIS) to students who demonstrate that they are at risk of not achieving the State Learning Standards. Academic Intervention Services is designed to help eligible students achieve the NYS learning standards in English language arts and mathematics. These services include two components:

- Additional instruction may include whole, small group, solo or primary 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 AIS may vary; it is designed to respond to student needs as indicated through State and/or district, formal or informal assessments.

Eligibility for Academic Intervention Services

Students eligible for AIS, including those with disabilities and/or limited English proficiency (LEP), may include:

- Students in K-8 who are assessed using a Universal Screener (given 2 to 3 times a year) and score below the district benchmark(s) may be eligible for AIS services through Response to Intervention (RtI)
- Those who score below a State recommended performance level on the NYS Assessments in English Language Arts, Mathematics and are at risk of not meeting State standards as indicated through district-adopted or district approved procedures, including those students who lack reading or mathematics readiness.

Multiple measures will always be used for determining eligibility for AIS. These measures may include:

Classroom-based Diagnostic Measures:
  - Fountas and Pinnell Benchmark Assessment
  - IRI (Informal Reading Inventory)
  - Student work samples
  - Student writing samples
DEER PARK

- Math topic, benchmark, and pre-assessments
- Teacher-created ELA/Math assessments
- Other skill-based assessments

Tests of Demonstrated Technical Quality:
- Gesell
- AIMSWEB
- New York State Assessments
- Woodcock-Johnson Reading Test
- Reading Inventory

Recommendations from:
- Teachers, Administrators, Other School Staff; and Parents

Review of:
- Classroom Performance (participation, class work, homework)
- Universal Screener and Diagnostic Scores
- Report Card Grades
- New York State Assessments
- Student Records

Students who do not have a current State assessment score or who are new to the district will be evaluated using a combination the above measures that are developmentally appropriate for each individual student.

Description of Services

AIS services (which support the core instruction), will be provided by a NYS certified teacher during the regular school day or during an extended school day or year. Every year, each school will analyze its population of students eligible for AIS and select scheduling and intensity of service options that best meet the needs of its individual students. These options may include:

Duration:
- Number of times per week (1 – 5 sessions weekly)
- Amount of time per session (progress monitoring to 1 hour or more of direct AIS service)

Group Size:
- Small group
- One on One
Progress Monitoring

Progress monitoring of a student’s performance is an appropriate AIS option for students who:

- Score below the state designated performance level on State assessments (especially in the upper range of level 2), but show relatively little risk of not meeting State learning standards
- Are removed from the AIS program in ELA and math due to meeting the exit criteria
- Received a level 1 or 2 on the NYS science exam in fourth grade or are at risk of not meeting district or state standards in science in fourth grade and beyond

Monitoring activities are the collective responsibility of the classroom teacher in conjunction with the AIS reading teacher (for ELA) or math teacher/coach (for math or science), and include regular progress checks, further assessments as needed, and meetings among all stakeholders to update progress and adjust instruction if necessary. Quarterly progress reports will be sent to parents by the AIS reading or math teacher updating student’s performance. These reports should also include how parents can support their child’s learning at home. Records of monitoring activities and parent communication will be kept in student’s classwork folder, as well as AIS services (see communication for more information). Monitoring should continue for a minimum of two quarters to ensure continued student success. If the student proves he/she is not maintaining a level of proficiency that would be indicative of meeting the New York State Learning Standards, he or she may need more intensive services (i.e., be enrolled in designated AIS class).

AIS teachers will provide the following general services:

- Assess student needs
- Provide specific interventions beyond general instruction in the course
- Regularly assess student progress
- Keep records of services provided

AIS teachers will provide the following specific services:

- Administer diagnostic and standardized tests
- Provide individual or group instruction
- Determine instructional objectives, instructional strategies, and instructional materials
- Collaborate with classroom teachers and other service providers as necessary to develop appropriate activities to help prepare students to meet the elementary level standards at the end of grade four and the intermediate level standards at the end of grade eight.
• Work with classroom teachers and other service providers to coordinate instructional programs and strategies, achieve common understandings regarding each student, and evaluate student progress
• Attend parent/teacher conferences and maintain a record of contacts
• Evaluate program success by comparing pre-and post-test scores (Spring to Spring or Fall to Spring)
• Serve as a resource to the Pupil Service Team/Instructional Support Team
• Maintain individual student folders
• Submit report cards/Progress Reports

Parent Communication / Involvement

Parents or guardians will be notified in writing by the school principal or his/her designee that their child will be receiving Academic Intervention Services. When necessary, the notice will be translated into the parents' / guardians’ native language. Included in the notification will be the reason for providing such services, the intensity of those services, and estimated duration of those services. Parents also have the right to request an evaluation for special education programs and/or services if they choose.

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 may request additional conferences.

Parents will receive quarterly reports of their child’s progress with the report card/progress reports.

Parents will be invited to attend school Open Houses, at which AIS teachers will be available to discuss their programs. Additionally, a Title I AIS meeting will be held annually at each Title I building for information on AIS services in the school.

Parents will be provided with information on ways they can become involved in working with their child, monitoring their child’s progress, and working with teachers and other educators to improve their child’s achievement.

Parent Notification Procedures

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

• Parent Notification Letters are mailed by AIS providers prior to the start of services and throughout the year regarding all students required to receive AIS and AIS progress monitoring services. These include all students who
scored below the acceptable statewide standards on Mathematics, ELA, Science and Social Studies tests, or those students who are at risk of not meeting state standards and/or failing a core subject area (see eligibility for AIS section).

- **Program Termination Letters** are mailed by AIS teacher whenever students have made substantial progress to exit from AIS programming and are required to be progress monitored for ten weeks.

- **Progress Monitoring Letters** are mailed throughout the school year by the designated general education teacher or AIS teacher when it is determined that a student’s AIS services can be terminated due to meeting grade level standards, but that student needs more support in a certain subject area and should be closely monitored by staff to ensure success.

- **High School Report Cards** are issued to students at the end of each marking period. AIS teachers record comments on these report cards and students receive a P or F indicating Pass or Fail in lieu of a number grade. Quarterly progress monitoring reports for each subject area in which a student is progress monitored will be sent to parents through Infinite Campus or by mail. These letters include what the student has been working on that quarter, how the student has improved/regressed and what the parent can do at home to support.

**Evaluation Procedures**

Student Evaluation:
- Each student’s progress will be assessed via:
  - Standardized tests, including NYS Assessments and district-approved benchmarks
  - Teacher-made tests
  - Work samples, demonstrations, presentations
  - Diagnostic tests such as a Reading Inventory
  - Teacher observations of classroom performance
  - Attendance records
  - Review of classroom grades

Program Evaluation:
Program success will be measured in part by analysis of scores on the following assessments:
- NYS Assessments; AIMSWEB
- District-approved benchmark assessments
- Fountas and Pinnell Benchmark Assessment
Termination of Academic Intervention Services

Students may display significant progress while receiving AIS and therefore be eligible to discontinue AIS. These students may either have the intensity of their AIS services reduced or terminated completely. Any potential changes in AIS services will be communicated with parents either through the principal, school counselor, academic coach, or classroom teacher to discuss the student’s schedule. AIS services may be terminated if one of the following criteria have been met:

- Score on an appropriate standardized test determine that the student is meeting state standards
- Progress monitoring shows student has met established district benchmarks and would not be in jeopardy of scoring below proficiency on the next NYS assessment in that subject area

Record Keeping

Student Folders
The AIS teacher for each eligible student will maintain individual folders. Each student’s folder will include:

- Assessment results which may include pre and post assessments
- Continuous evaluation summary sheets
- Parent conference reports
- Student progress reports
- Parent notification letters
- Samples of student work

AIS teachers record this information when appropriate and keep it updated throughout the year.

Program Activities

Wide varieties of program activities are conducted in order to meet the goals and objectives of the program, and the requirements of the State Education Department. AIS and classroom teachers (along with other service providers) play an integral role in the entire process and may provide any of the following:

Possible Services to Students

- Administer diagnostic tests
- Set target goals for Lexile/Quantile growth throughout the year
- Utilize data to help make instructional decisions about individual student needs
- Provide individual or small group remedial instruction
• Determine instructional objectives, instructional strategies, and instructional materials
• Evaluate students’ progress
• Provide additional assistance to promote developmental classroom performance through congruence with the developmental teachers
• Teacher/student conferences
• Provide opportunities for students to read, listen, and speak write
• Make connections between real-world applications of Mathematics, Science, Social Studies and English/Language Arts and their instruction

Possible Services to Parents
• Write progress monitoring letters and quarterly reports to parents to include in report cards
• Conference with developmental teachers and parents, as needed
• Provide annual Compensatory Education open house each fall to orient parents and explain program
• Provide periodic communication to parents regarding student progress via interim progress reports, phone call, email, or letter home, as needed
• Provide suggestions to parents on how to work with students at home (via informational brochures as well as in progress monitoring letters)

Service to Administrators
• Maintain individual students’ folders
• Share and discuss student data
• Develop a potential candidates list and verify eligibility lists
• Confer with principals and department heads (when available) on a quarterly basis and provide documentation of all communications
• Serve as a resource person to the Pupil Services or Academic Study Team
• Administer and interpret specific diagnostic test data for individual students, and assist with standardized testing
• Write reports regarding student evaluation as requested
• Catalog and maintain materials
• Attend meetings of the coordinator to:
  o share concerns
  o determine in-service needs
  o plan programmatic efforts
  o discuss program procedures and revisions
• Maintain record of contacts with parents

AIS Services to Classroom Teachers
• Interpret remedial program to developmental classroom teachers
• Plan cooperatively with developmental teachers at least once a month and coordinate the instructional program in order to:
o enable students to experience success in the developmental program
  o supplement instruction in the developmental program
  o achieve common understandings regarding the student
  o establish congruent instructional strategies
• Evaluate student progress
• Share, interpret and discuss data
• Assist teachers during parent conference as needed
• Interpret testing data
• Assist teachers during parent conference as needed
• Discuss progress monitored students on a quarterly basis