

**WHITESBORO CENTRAL SCHOOL DISTRICT**

**ACADEMIC INTERVENTION SERVICES PLAN**

Prepared August 2016

## **Academic Intervention Services Regulatory Summation**

For the 2016-2017 school year, the Whitesboro Central School District shall identify students to receive AIS through a two-step process. First, students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-8 English Language Arts (ELA) or Mathematics state assessment shall be considered for AIS. Upon identification of a student for consideration for AIS, the district shall then use a district developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether a student is required to receive AIS.

In addition to the New York State Assessments, the multiple measures that the district will apply to determine which students shall receive AIS services may include, but are not limited to:

- Developmental Reading Assessments
- Benchmark assessments for reading and math
- DIBELS
- Unit and lesson assessments for ELA, mathematics, science, social studies and LOTE
- Final school averages
- New York State English as a Second Language Achievement Test
- Psychoeducational evaluations
- Parent and teacher input

### **Definition of Academic Intervention Services**

Academic Intervention Services (or AIS) are those services designed to help students achieve the learning standards in English language art and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

1. Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
2. Student support services needed to address barriers to improved academic performance. These support services could include, but are not limited to, the following:
  - Academic intervention services in reading and/or math (formerly remedial reading/math services)
  - Guidance services
  - Counseling services
  - Study skills enhancement
  - Assessments
  - Diagnostic screening for vision, learning and physical difficulties
  - Services to improve attendance

- Coordination of services provided by agencies
- Referral to Teacher Support Team (TST) or Committee on Special Education (CSE)
- Social work assessment
- Psychological/psychiatric evaluations

Several scheduling options are available to the school districts for the purpose of providing the academic intervention services. Such options may include, but are not limited to, the following:

- Within class staffing that reduces student –teacher ratios (Co-teaching, team teaching)
- Extended school day, i.e. beyond the regular school day and/or school year
- Extra periods/time during the school day (i.e. utilization of study hall periods)
- Before-school sessions
- After-school sessions
- Summer school

The provision of academic services shall continue until a student’s performance:

- meets or exceeds the state designated performance level on the next state assessments; or
- is shown likely to meet or exceed the state designated performance level on the next state assessment through achievement on the district-selected instruments

### **Eligibility for Academic Intervention Services**

Students eligible for AIS, including those with disabilities and/or limited English proficiency, are:

- those who score below the designated performance levels on elementary, intermediate and commencement-level state assessments in English language arts, mathematics, social studies and science; and/or
- students who are limited English proficient and do not meet performance standards in English; and/or
- students enrolled in a bilingual program that do not meet performance standards in their native language.
- students who are recommended through the Teacher Support Team process.

### **Parental Notification and Involvement**

The parent(s) or the person(s) in parental relation to the student must be notified in writing, by the building principal, that his/her child will be receiving academic intervention services. Such notice must be provided in English and translated, when appropriate, into a parent’s native language.

The written notification must include the following:

- A summary of the academic services to be provided
- The reason the student needs such services

- The consequences of not achieving the expected performance levels

Written parental notification shall also be provided, by the principal, when academic intervention services will be discontinued. The written notification shall include the following:

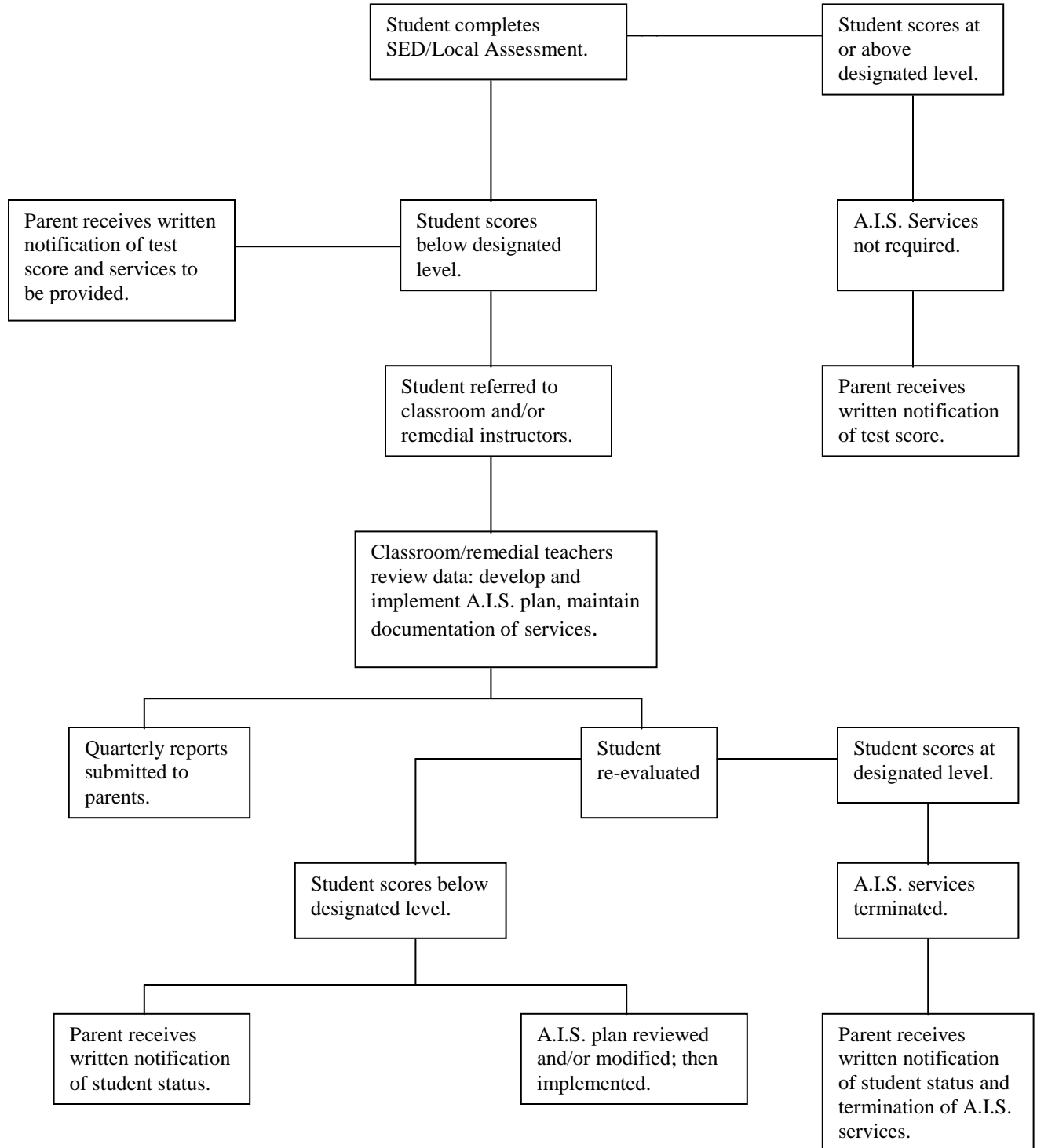
- The criteria for ending service
- The performance levels obtained on district-selected assessments, if appropriate; and
- A translation, where appropriate, into the native language of the parent(s)

Districts are required to provide on-going communication to the parent(s) or person(s) in parental relation to the student receiving academic intervention services. The parent(s) shall be provided an opportunity to consult with the student's regular classroom teacher(s) and other staff providing academic intervention services, at least once per semester. Parents shall also be provided with reports on the student's progress at least once each quarter. Quarterly A.I.S. reports are placed in report cards by AIS providers.

The district should, 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. The district is required to follow the regulations established by the Commissioner of Education regarding the provision of Academic Intervention Services. Placement in educational programs during the regular school day remains the responsibility of the district and school.

Parent(s) may advocate for their child to receive academic intervention services. The district should, in a timely manner, listen to parental concerns and review the student's school record and assessment results to determine if the child meets eligibility criteria for AIS. Parent(s) also have the right to request modifications in the program of academic intervention services being provided to their child.

**WHITESBORO CENTRAL SCHOOL DISTRICT  
A.I.S. PROCESS**



**WHITESBORO CENTRAL SCHOOL DISTRICT  
ACADEMIC INTERVENTION SERVICES  
PROCEDURES**

Step 1: Students complete State Education Department and/or local assessments.

Step 2: If student scores at or above designated levels, A.I.S. services are not required and parent receives written notification of test score(s).

If student scores below designated levels, multiple measures are applied to determine the need for AIS, and:

- a. classroom teacher, AIS provider, special education teacher, or appropriate school personnel complete parent notification letter and submits it to the building principal for signature.
- b. student is referred to classroom teacher and/or AIS providers.
- c. instructors review data; A.I.S. plan is developed and implemented; documentation of services is maintained.
- d. quarterly reports are submitted to parents and placed in student's permanent folder.
- e. student may be re-evaluated, after having completed a minimum of one semester of academic intervention services.

Step 3: If student scores at or above designated levels on the re-test, academic intervention services are terminated; and parent receives written notification of test, score(s) and termination of services.

If student scores below designated levels on state assessments or locally applied multiple measures:

- a. classroom teacher completes parent notification letter and submits it to the building principal for signature.
- b. the student academic intervention services plan is reviewed and modified, if necessary.
- c. plan is implemented.

NOTE: Copies of test scores and all correspondence regarding academic intervention services are to be placed in the individual student cumulative folders or AIS folder.

## **FORMS AND CORRESPONDENCE**

Standardized letters and report forms will be utilized district-wide. These items include:

- parental notification of New York State assessment test scores.
- parental notification of test score(s) and the initiation of academic intervention services.
- parental notification of test score(s) and termination of academic intervention services.
- academic intervention services annual report form.
- continuation of services notification

Samples of these forms follow. Each principal will adapt the form(s) for his/her building by placing on building letterhead.

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Your child has scored below the state standard in \_\_\_\_\_. Listed below are the academic intervention services, which are available. Those services identified with a ✓ will be offered to your child.

ACADEMIC INTERVENTION SERVICES: GRADES 6-12

\_\_\_\_\_ Monitoring (in class assistance by teacher)

Course \_\_\_\_\_

Teacher \_\_\_\_\_

\_\_\_\_\_ Student Counseling Services

\_\_\_\_\_ Guidance

\_\_\_\_\_ Attendance Related

\_\_\_\_\_ Academic Labs

\_\_\_\_\_ Math AIS \_\_\_\_\_ every day \_\_\_\_\_ every other day

\_\_\_\_\_ ELA AIS

\_\_\_\_\_ After School Assistance \_\_\_\_\_ per week

\_\_\_\_\_ Before School Assistance \_\_\_\_\_ per week

\_\_\_\_\_ Other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you have any questions regarding this service to be provided, please contact your child's guidance counselor. The guidance office numbers are as follows:

Parkway	266-3165
Middle School	266-3112
High School	266-3240

c: Student's Guidance File  
Classroom Teacher  
Main Office File



# WHITESBORO CENTRAL SCHOOL

WHITESBORO, NEW YORK 13492

Date \_\_\_\_\_

Dear Parents:

Your child completed the new state assessments in English Language Arts and Mathematics as an eighth grader in June of the 2001 school year. District and individual test results were recently released by the State Education Department. Enclosed are your child's individual report forms that provide you with the following information:

1. Your child's language arts and math scores and the equivalent performance level in which he/she scored.
2. Your child's standard performance index, which demonstrates your child's strengths and weaknesses on the English Language Arts and Math standards.

Be reminded that level one is the lowest achievement scoring level, while level four is the highest.

The grade eight ELA and Math assessments are only one measure of your child's performance. These exams were given in June by the New York State Education Department, and should be considered as only one of many means of evaluating your child's academic progress.

If a student scored below the state standard in Math and/or English as indicated by a performance level **below the 3 range**, attached will be a summary of academic intervention services which will be provided. This will be effective with the beginning of the second semester, (date).

Services shall continue until a student's performance meets or exceeds the state designated performance level on the next state assessment; or is shown likely to meet or exceed the state designated performance level on the next state assessment through achievement on the district-selected assessments.

If you have any questions regarding your child's performance on this assessment or on the recommended academic intervention services to be provided, please contact your child's guidance counselor at 266-3240.

Sincerely,

High School Principal

c: student's cumulative file

# WHITESBORO CENTRAL SCHOOL

WHITESBORO, NEW YORK 13492

Date \_\_\_\_\_

Dear Parent(s) / Guardian(s):

(student name) has been receiving supplementary instruction in the areas of \_\_\_\_\_ since (starting date). Effective (date), (student name), will no longer be required to receive the supplementary instructions because of the following:

\_\_\_\_\_ Performed above designated levels on the New York State Math and/or English Language Arts assessments, earning a score of \_\_\_\_\_.

\_\_\_\_\_ Performed above the designated performance level on a district-selected assessment, earning a score of \_\_\_\_\_ on the (assessment).

\_\_\_\_\_ Performed above designated levels on a New York State assessment, earning a score of \_\_\_\_\_ on the (assessment).

\_\_\_\_\_ Performed above designated levels in (course name) earning a grade of \_\_\_\_\_.

\_\_\_\_\_ Other \_\_\_\_\_

Sincerely,

Principal

Classroom Teacher

c: student cumulative file

**WHITESBORO HIGH SCHOOL**

**MARCY, NEW YORK 13403-2207**

Date \_\_\_\_\_

Dear Parent(s)/Guardian(s):

Your son/daughter, \_\_\_\_\_, will continue to receive supplemental instruction in the area of \_\_\_\_\_ to begin the \_\_\_\_\_ school year.

Services shall continue until a student's performance meets or exceeds the state designated performance level on the next state assessment; or is shown likely to meet or exceed the state designated performance level on the next state assessment through achievement on the district-selected assessments.

The following academic intervention services will be provided for your child as checked on the attached sheet.

Your child's academic progress will be closely monitored. You will receive updates on your child's progress via 5-week progress reports and quarterly report cards.

If you have any questions regarding your child's performance on this assessment or on the recommended academic intervention services to be provided, please contact your child's guidance counselor at 266-3240.

Sincerely,

Classroom Teacher

c: Student's Guidance Cumulative File  
Classroom Teacher  
Main Office File