

**BALDWINVILLE
CENTRAL SCHOOL
DISTRICT ACADEMIC
INTERVENTION
PLAN
2009-2010**

Regulation Summary:

July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations with new policy relating to standards, assessments, and graduation requirements. Section 100.2 requires school district to provide academic intervention services to all students who score below the State designated performance level on State assessments and/or students who are at risk of not achieving the State Learning Standards.

- These services are to be implemented in the content areas of K-12 English Language Arts, K-12 Mathematics, 5-12 Science and 6-12 Social Studies.
- These services are to be made available to students with disabilities on the same level as students without disabilities, provided, however, that such services shall be provided to the extent consistent with the student's individualized educational program.
- These services are to be made available to students with limited English proficiency on the same level as students without disabilities.

School districts are required to complete a description of academic intervention services by July 1, 2000 and, beginning September 1, 2000, commence these services no later than the beginning of the semester following a determination that a student needs such services.

Academic Intervention Services (AIS) are defined as additional instruction and/or student support services that supplement the instruction provided in the general curriculum and assist students who are at risk of not achieving the State Learning Standards.

Elements of the Baldwinsville Central School District Academic Intervention Plan:

- Criteria for Eligibility
- Range and Level of Services Offered
- Academic and /or Support Services to be Provided
- Student Progress Reports
- Parent Notification
- Criteria for Ending Services
- Process and Timeline
- Program Review

This plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by disaggregating data on:

- Student performance to determine areas of weakness in each of the standards area
- Range of performance levels of eligibility and level of intensity 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 for AIS

Monitoring and review of the day-to-day implementation of Academic Intervention services and plan will be the responsibility of the building principals. The oversight of meeting the intent of this plan is the responsibility of the Assistant Superintendent for Curriculum and Instruction as designated by the Superintendent of Schools.

Criteria for Eligibility and Range and Level of Services to be Provided:

Eligibility for Academic Intervention Services will be determined by the use of multiple measures including the results of State assessments and/or district procedures that may vary at each grade level or grade level configuration.

Services need to be provided if:

- In grades K-3, they lack early literacy/ELA readiness and/or mathematics readiness, are at risk of not meeting district and/or State designated performance levels on district and/or State assessments and/or are at risk of not achieving the State Learning Standards.
- In grades 4-8, if students are at risk of not meeting district and/or State designated performance levels on district and/or State assessments and/or are at risk of not achieving the State Learning Standards in English Language Arts, mathematics, science, and/or social studies.
- In grades 9-12, if students are at risk of not meeting district and/or State designated performance levels on district and/or State assessments and/or are at risk of not achieving the State Learning Standards in English Language Arts, mathematics, science, and/or social studies.

Intensity of services means the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence. Level of Services to be provided will be High Intensity, Moderate Intensity and Low Intensity.

High Intensity Support will consist of a minimum of 90 minutes per week of direct support provided by ELA certified teacher, reading certified teacher, content area certified teacher, teaching assistant under the supervision of a certified teacher, computer assisted instruction or special area certified staff as determined by the need of the student.

Moderate Intensity Support will require academic intervention ranging from consultant support, direct contact to computer assisted instruction up to an extended period of time above regular instructional time based on the need of the student. Support will be provided by an ELA certified teacher, reading certified teacher, content area certified teacher, teaching assistant under the supervision of a certified teacher, or special area certified staff as determined by the need of the student.

Low Intensity Support an assigned case manager (typically a classroom teacher, school counselor, teaching assistant under the supervision of a certified teacher, or other special area certified staff as determined by the need of the student) will monitor student performance and provide support based on student need. Level of support will be determined by the need of the student. It will always require Quality First Teaching by the classroom teacher.

More specifically, eligibility will be determined by a student's performance on the following academic assessments and observations. See Appendix A for specific criteria.

Other service options to be considered and possibly developed are:

- Extended Learning Time
- Computer Assisted Instruction
- Co-teaching
- After-school, before-school or summer programs MAY be an option
- Learning Center Assistance
- After School Tutorial
- Reduced Class Size
- Counseling Support
- Reduced Staff to Student Ratio
- Instructional Modifications
- Speech and Language Therapy
- Occupational and Physical Therapy
- Mental Health Intervention
- IST
- Project Aware
- Inter-agency Cooperation (DSS, Police)
- School Resource Officer Support
- Parenting Classes
- Alternative Educational Programs

Academic Intervention will address other influencing factors that impact learning such as:

- Attendance relate issues
- Discipline relate issues
- Family related issues
- Health related issues
- Mobility and transfer related issues

Progress Report:

Parents and/or guardian will receive reports of student progress on a quarterly basis. The reports will document the nature and intensity of the service(s) provided, how the service was provided and by who, and the reasons for continuation or discontinuation of AIS, including State and local assessment data.

Parent Notification:

The building principal will be responsible for parental notification indicating a need for AIS. The notification will be made in writing before the services commence, and will include a summary of the services being provided to the student as well as the frequency, duration and location where the services will be provided. This notification will also include the name of the contact person at the school.

The reason(s) for AIS will be reviewed and the consequences for not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly reports, parent conferences, and suggestions for working with the student at home. 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 to determine the student's level of performance.

Criteria for Ending Services:

Academic Intervention Services will end or be discontinued when the student has successfully attained the district standards according to the State and/or district eligibility criteria for beginning such services.

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.
- Academic and support services are supplemental to the regular program of instruction and should not be scheduled during regular class time
- The frequency of Academic Intervention Services to be provided each week as well as the frequency will be determined based on the level of need for the student.
- Students will be identified as having high, moderate, or low intensity needs based on the criteria and services will be provided consistent with their needs.

Program Review:

The Academic Intervention Services program must be reviewed and revised, based on student results every year.

Parent Notification of Academic Intervention Services

Date

Parent/Guardian address

Re: Student name

Dear Parent or Guardian of:

The New York State Education Department has mandated Schools to provide Academic Intervention Services (AIS) to students believe to be in jeopardy of not achieving competency with the ELA standards. Based upon (Student name) test results and current progress, (Student Name) has been identified as a student in need of Academic Intervention Services based on the District's AIS plan in the area of (subject/support). These results and/or teacher concerns(s) were used to determine your child's needs. If you have questions about these results, please call (indicate who to call) at (give number), Ext. (give extension).

Please be advised that your child must satisfactorily meet the established New York State standards in English/Language Arts, Mathematics, Social Studies and Science. These standards will be assessed at various grade levels during your child's elementary and secondary education Academic Intervention Service is being recommended at this time to better prepare your child to meet these standards.

The services that will be offered to your child are:

Service:

Frequency:

Time:

Location:

Service Provider:

Ongoing evaluation will help determine the specific levels of intervention and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements.

Sincerely,

Principal

8/25/2009

Continuation of Academic Intervention Services

Date

Parent/Guardian address

Dear Parent or Guardian of:

(Student Name) has been recommended to continue receiving Academic Intervention Services through the following programs:

The decision was based on the following criteria:

The services that will be offered to your child are:

Service:

Frequency:

Time:

Location:

Service Provider:

If you have any questions about this notice please contact me as soon as possible at (give number)
Ext. ()

Sincerely,

Principal

8/25/2009

Notice of Discontinuation of Services

Date

Parent/Guardian address

Re: Student Name

Dear Parent or Guardian of:

We are pleased to inform you that Academic Intervention Services are no longer required for (Student name), as (he/she) has successfully met the district standards for achievement as defined by state or district criteria.

Subject Area	Criteria Met	Date of Discontinuation of Services

If an additional need arises for the reinstatement of Academic Intervention Services, we will notify you at that time. If you have any questions regarding this notice, please call me at your earliest convenience.

Sincerely,

Principal

Quarterly Report

Date

Parent/Guardian address

Dear Parent/Guardian of:

We have now completed the _____quarter. During this past ten weeks, your child has received Academic Intervention Services in the following area (s).

After reviewing (his/her) progress, your child

_____ Demonstrates Competency

_____ Is Improving

_____ Needs to Improve

We encourage your involvement in this process by supporting your child at home. Checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's program, please contact the school at (school number), Ext.(list number) to set up a parent conference.

Sincerely,

Reading Teacher's Name

(Grade level) Academic Intervention Parent Notification Letter

Date

Parent/Guardian of:

The New York State Education Department has mandated schools to provide Academic Intervention Services (AIS) to those students who might benefit from extra support in the area of English Language Arts (ELA).

Based upon your child's progress on the NYS Assessment and/or/his/her classroom teacher's recommendation, your child will be monitored in this area.

At this time, the classroom teacher believes your child shows little risk of not achieving the district and NYS ELA goals for his/her grade level. For that reason, your child's progress will be monitored by his/her classroom teacher. If a greater level of service is required, you will be consulted. Your child will continue to participate in the grade level ELA curriculum.

If you have any questions, please contact your child's teacher or me.

Sincerely,

Principal