

Haldane Central School District
Cold Spring, New York

Academic Intervention Services

District Plan

2017-2019

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Mission

Haldane Central School District will prepare all students to succeed in an ever changing global society.

Beliefs

- All students will learn and become responsible citizens
- All students have an innate desire and ability to learn
- All students learn in different ways and at a different pace
- All students should have their success measured in a variety of ways
- All students benefit from an equal emphasis on mandated programs, arts and co-curricular activities
- All students benefit from the involvement of families and community
- Diversity is an integral part of a quality education
- We are a diverse community of reflective, life-long learners
- Everyone has the right to a safe, healthy and caring environment that fosters respect and high expectations
- All students benefit from participation in citizenship and community service activities
- All students benefit from Interdisciplinary initiatives

Introduction

The Haldane Central School District's Academic Intervention Services (AIS) plan was developed to meet the requirements of the Section 100.2(ee) revisions to the Commissioner's Regulations. School districts are required to provide instructional and student support services to help students achieve the New York State learning standards.

Definition

Academic Intervention Services are defined as additional instructional services that supplements regular classroom instruction and/or student support services designed to help students achieve the New York State's Common Core Learning Standards.

Academic Intervention Services are direct services intended to assist students who are identified as being at-risk of not achieving the New York State's Common Core Learning Standards in English Language Arts and Mathematics in grades K-12 and in Social Studies and Science in grades 4-12. In addition, the services are provided to those students who are identified as being at-risk of not gaining the skills and knowledge necessary to meet or exceed designated performance levels on the New York State assessments. Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment.

- **Level 1** The student has not met academic standards, has serious academic problems, and needs extra help.
- **Level 2** The student has not met the academic standards, has some academic problems, and needs extra help.
- **Level 3** The student has met the academic standards.

- **Level 4** The student exceeds the standards and is moving toward high performance.

All students who score below the designated state cut score *must* receive Academic Intervention Services. Historically this has been a Level 1 or a Level 2. The services for a particular student should vary in intensity based on the student's needs as measured by state assessments and other information about the student's performance. In addition, the plan must address barriers to student progress including issues of attendance, discipline, family, health, nutrition, and mobility/transfer.

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.

In May of 2009, Haldane began to process of transitioning to a Response to Intervention Model (RTI). The RTI model encompasses three tiers of intervention. These successive tiers assist our schools to act more quickly to meet the needs of at-risk students earlier and in a more targeted approach. The three tiers as defined by Haldane are detailed on page 11. The determination for these interventions is made by the Child Study Team. Child Study Team (CST) is a multidisciplinary group of professionals typically employed by the board of education to provide parents and teachers with a variety of learning related services. These services include consultative, evaluative and prescriptive services for students who are experiencing academic difficulties. A typical CST consists of a psychologist, a learning disabilities consultant, social worker and oftentimes, a speech/language therapist alongside the student's parents.

Intensity of Services

The intensity of services will be based on the level of student need as determined by multiple measures and sources of evidence gathered by the school district. Frequency of services will be based on the level of intensity of services and CST recommendation.

AIS Services Include:

- Progress monitoring assessments (all grades)
- Phonemic Awareness Group (K)
- Foundations Double Dose (K-2)
- Homework Help (3-6)
- Just Words (4-8)
- HEART (7-12)
- Mathematics Lab Class (9-12)
- Remedial Reading
- Remedial Mathematics
- Speech and Language Therapy
- Occupational Therapy
- Social Skills Group
- Counseling
- English as Second Language

The following information is included in this Academic Intervention Services plan:

- Criteria for entrance and exit eligibility
- Description of services
- Procedure for parent notification
- Procedure for monitoring student progress.

As per New York State Education Department Regulations, the plan will be revised biannually.

Eligibility Criteria

The District will use *multiple measures* to determine student eligibility for Academic Intervention Services. These multiple sources may include but are not limited to:

- Students who score below the New York State Education Department designated cut score levels on elementary, intermediate, and commencement-level New York State assessments in English Language Arts, Mathematics, Social Studies, and Science
- Reading Level Assessments (e.g. Developmental Reading Assessment, Fountas & Pinnel)
- Build level measures (e.g. NWEA)
- Limited English Proficient (LEP)/English Language Learners (ENL) who do not achieve the annual performance standards on the New York State English as Second Language Achievement Test (NYSESLAT)
- Recommendations by a teacher, counselor, administrator, or other service provider should also be considered for qualitative factors that may have affected testing measures
- Performance on Foundations Assessments
- Performance on teacher-made assessments *and/or* academic performance
- Report card grades
- Teacher observations and anecdotal records

Exit Criteria

Academic Intervention Services may be discontinued when the student achieves proficiency on the New York State assessments or when the student meets the appropriate requirements as outlined in this document. In addition to regular progress monitoring, students will be periodically reassessed for exit eligibility. The Data Team, consisting of the building principal, AIS teacher, and any relevant Related Service Providers, will review student performance data every 6-8 weeks.

Parental Notification and Involvement

Parents/guardians play a vital role in the academic success of their children. The District is committed to establishing a strong partnership with parents to ensure academic success for all students. The parent/guardian will be notified, in writing, that the student requires Academic Intervention Services. This notice will be translated, where appropriate, into the native language of parents.

This commencement notification will include:

- The reason the student requires such services
- A summary of the scope and nature of services to be provided

When services are to be discontinued, the parent/guardian of the student will be notified in writing. This notice will:

- Include the criteria used for terminating the service

Placement in educational programs during the regular school day is the responsibility of the District and school. Parents *may not* refuse to have their child participate in Academic Intervention Services when they are delivered during the regular school day.

Monitoring Student Progress

At a minimum, the school will provide parents/guardians with the following:

- A mid-trimester report or progress report, depending on grade
- Opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing Academic Intervention Services, at least twice a year.
- Information on ways to work with their child to improve achievement.

Elementary School (K-5)

Grade Level	Entrance Criteria	Exit Criteria
K	<ul style="list-style-type: none"> ● Phonemic Awareness Screening ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Foundations Assessments ● Haldane Literacy Profile Assessments ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Foundations Assessments ● Speech and Language Screenings ● Teacher Recommendation ● LLI Running Record
1	<ul style="list-style-type: none"> ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Foundations Assessments ● Haldane Literacy Profile Assessments ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Foundations Assessments ● Speech and Language Screenings ● Teacher Recommendation
2	<ul style="list-style-type: none"> ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Foundations Assessments ● Haldane Literacy Profile Assessments ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Foundations Assessments ● Speech and Language Screenings ● Teacher Recommendation
3	<ul style="list-style-type: none"> ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Foundations Assessments ● Haldane Literacy Profile Assessments ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Foundations Assessments ● Speech and Language Screenings ● Teacher Recommendation
4	<ul style="list-style-type: none"> ● New York State Testing Scores ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Just Words Screenings ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Speech and Language Screenings ● Teacher Recommendation
5	<ul style="list-style-type: none"> ● New York State Testing Scores ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● New York Test Scores ● NWEA Reading and Mathematics Benchmark Assessments ● NWEA Progress Monitoring ● Speech and Language Screenings ● Teacher Recommendation

Middle School (6-8)

Grade Level	Entrance Criteria	Exit Criteria
6	<ul style="list-style-type: none"> ● New York State Testing Scores ● NWEA Reading and Mathematics Benchmark Assessments ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● New York State Testing Scores ● NWEA Reading and Mathematics Benchmark Assessments ● Speech and Language Screenings ● Teacher Recommendation
7	<ul style="list-style-type: none"> ● New York State Testing Scores ● NWEA Reading and Mathematics Benchmark Assessments ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● New York State Testing Scores ● NWEA Reading and Mathematics Benchmark Assessments ● Speech and Language Screenings ● Teacher Recommendation
8	<ul style="list-style-type: none"> ● New York State Testing Scores ● NWEA Reading and Mathematics Benchmark Assessments ● Speech and Language Screenings ● Teacher Recommendation 	<ul style="list-style-type: none"> ● New York State Testing Scores ● NWEA Reading and Mathematics Benchmark Assessments ● Speech and Language Screenings ● Teacher Recommendation

High School (9-12)

Grade Level	Entrance Criteria	Exit Criteria
9	<ul style="list-style-type: none"> ● Previous Final Exam Scores ● New York State Testing Scores ● Teacher Recommendation 	<ul style="list-style-type: none"> ● New York State Testing Scores ● Teacher Recommendation
10-12	<ul style="list-style-type: none"> ● Previous AIS Placement (new students) ● Previous Final Exam Scores ● New York State Testing Scores ● Teacher Recommendation 	<ul style="list-style-type: none"> ● Subject Area of AIS Quarter Grade ● New York State Testing Scores ● Teacher Recommendation

New York State Education Department Regulations Definition

<http://www.emsc.nysed.gov/part100/pages/1001.html#g>

Academic Intervention Services means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). 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 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 individualized education program developed for such student pursuant to section 4402 of the Education Law.

Requirements for Students in Grades K-3

<http://www.emsc.nysed.gov/part100/pages/1002.html>

Schools shall provide Academic Intervention Services to students in kindergarten to grade three when such students:

- are determined, through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or
- are determined, through a district-developed or district-adopted procedure applied uniformly at each grade level, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics. This district procedure may also include diagnostic screening for vision, hearing and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 (diagnostic screening of new entrants) of this Title.

RTI Tiers

Tier 1 – Core Instruction

Core instruction or primary intervention intended for all students in the general education classroom

- **Interventionist:** general education teacher
- **Setting:** general education classroom
- **Grouping:** variable and flexible grouping formats
- **Curriculum:** scientific, research-based instruction aligned to state learning standards in core academic areas
- **Duration:** year-long
- **Length of Instructional Sessions:** daily ELA instruction
- **Assessment:** all students are screened at least 3 times per year (Fall, Winter, Spring)
- **Progress Monitoring:** students initially identified as at-risk on screening measures are progress monitored once or twice monthly for 6-8 weeks

Tier 2 – Core Instruction and Supplemental Instruction

Secondary Intervention intended for 10-15% of students who are not making adequate progress with core instruction at Tier 1

- **Interventionist:** trained, skilled and knowledgeable school personnel
- **Setting:** variable, can occur in and/or outside of general education classroom
- **Grouping:** small, homogeneous grouping
- **Curriculum:** scientifically research-based instruction designed to remediate skill deficits of targeted students
- **Duration:** varies – based on rate of progress and performance of students; 10 to 30 weeks minimum
- **Length of Intervention Sessions:** minimum 30 minutes a week, 2 to 3 times per week
- **Assessment:** may include formal and informal measures to inform instruction
- **Monitoring:** once or twice monthly to examine rate and level of performance

Tier 3 – Core Instruction and Customized Intervention

Intervention intended for about 1-5% of students who are not responding to instruction at Tiers 1 & 2 (usually Special Education)

- **Interventionist:** highly trained, skilled and knowledgeable school personnel
- **Setting:** most often takes place outside of the general education classroom
- **Grouping:** small, homogeneous grouping
- **Curriculum:** customized, intensive, systematic and research-based instruction that targets academic areas of greatest need
- **Duration:** varies- a minimum of 10-30 weeks
- **Length of Intervention Sessions:** minimum of 2 hours a week, minimum 2 to 3 times per week

- **Assessment:** may include formal and informal measures to inform instruction
- **Progress Monitoring:** minimum once per month

Sample Letters: Phonemic Awareness K

Dear Parent/Guardian of :

Phonemic Awareness provides children with language activities that give them a solid foundation for reading success. Some of the skills included in phonemic awareness are rhyming, syllabication, identification of initial sounds, and sentence segmentation (counting the number of words that are in a sentence). As a part of the kindergarten program, all kindergarten students have been screened to determine their level of phonemic awareness.

Based on the screening, your child _____ will be receiving extra support in phonemic awareness and Foundations. Teachers will work in small groups to reinforce the skills listed above.

If you have any questions about his program please feel free to contact the classroom teacher. We will also be available to discuss the phonemic awareness support services with you if you need additional information.

Thank you for your attention to, and support of, your child's educational program at Haldane Elementary School.

Sincerely,

Principal

Assistant Principal

X _____
Please sign and return to your child's classroom teacher.

CC: Classroom Teacher

Sample Letters: Phonemic Awareness K Exit letter

Dear Parents,

During the past weeks your child has received support in the area of phonemic awareness.

After reviewing his/her classroom and small group progress, at this time your child no longer requires support services. I will continue to be in contact with his/her classroom teacher.

We encourage your involvement in this process by continuing to support your child at home. If you have any questions, please contact the school to set up a parent conference.

Yours very truly,

Principal

Assistant Principal

Sample Letters: AIS Elementary School

Date

Dear Parent/Guardian of:

In accordance with the New York State Department of Education mandate, the Haldane School District has developed a program of Academic Intervention Services (AIS). These services are designed to strengthen language arts and math skills for students who have been identified by their teachers and/or by grade-level assessments as needing extra support in one or all areas.

Your child _____ has been identified as needing extra support in the area of English Language Arts and Mathematics.

He/She will receive intervention services in a small group. These services will be provided by _____.

If you have any questions about your child's program please feel free to contact the classroom teacher. We will also be available to discuss the Academic Intervention Services with you if you need additional information.

Thank you for your attention to, and support of, your child's educational program at Haldane Elementary School.

Sincerely,

Principal

Assistant Principal

X _____

Please sign and return to your child's classroom teacher

Cc: Classroom Teacher

Sample Letters: AIS Elementary School Exit Letter

Date

Dear Parent/Guardian of:

During the past weeks your child has received support in the area(s) of English Language Arts. An additional piece of support is monitoring your child's progress. After reviewing his _____, your child has met academic standards and at this time, no longer requires support services. We will continue to be in contact with classroom teacher.

We encourage your involvement in this process by continuing to support your child at home. This can be done by checking homework on a nightly basis; providing your child with a place to study; and keeping in contact with your child's teacher. If you have any questions, please contact the school to set up a parent conference.

Yours very truly,

Principal

Assistant Principal