

HORSEHEADS CENTRAL SCHOOL DISTRICT Academic Intervention Services (AIS) Plan

History

In 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(ee) requires school districts to provide academic intervention services to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards. 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.

REGULATIONS

Section 100.1(g) of the Commissioner's Regulations

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 sections 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 nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such students pursuant to section 4402 of the Education Law.

Eligibility for Academic Intervention Services [100.2 (ee) (1), (2), (3)]

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;
- those at risk of not meeting State standards as indicated through the district-adopted or district-approved procedure, including those K-3 students who lack reading readiness; and
- LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets.

Note: The designated performance levels on State Assessments are levels 3 and 4 and/or scores above or equal to the local passing grade.

Approval of Plan [100.2 (ee) (4)]

The description of academic intervention services shall be approved by each local board of education by July 1, 2000. Beginning July 1, 2002 and every two years thereafter, each school district shall review and revise its description of academic intervention services based on student performances. In lieu of a separate description of academic intervention services, the district may incorporate the description of academic intervention services into a comprehensive district education plan.

Note – Horseheads Central School District is currently using a strategic planning model rather than the aforementioned comprehensive district educational plan.

Provision of Academic Intervention Services [100.2 (ee) (5)]

Academic intervention instructional and/or student support services shall commence no later than the beginning of the semester following a determination that a student needs such services. Services shall continue until a student's performance:

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

Parental Notification and Involvement [(100.2 (ee) (6)]

The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal. The notice shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services, and the consequences for not achieving expected performance levels.

Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed.

Parents or persons in parental relation shall be provided with the opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year. Parents or persons in parental relation shall be provided with reports on the student's progress at least once each quarter during the school year.

PLAN AND RELATED PROCEDURES

Eligibility

Eligibility for AIS services is determined by individual student results on State assessments and/or common district assessments. AIS services will be provided for qualifying students in grades K-3 in the areas of English language arts and mathematics. AIS services will be provided for qualifying students in grades 4-12 in the areas of English language arts, mathematics, science and social studies.

- State Assessments: Students scoring at level 1 or 2 or a grade below 65% on a State assessment will be eligible for AIS services.
- District Assessments: Students scoring at a level 1 or 2 or a grade below 65% on a common district assessment will be identified as *potential* students eligible for AIS services. The common district assessment will be used as the initial screening tool for students who *potentially* may need AIS services. Those students initially identified through a common district assessment will need two (2) additional pieces of supporting documentation to be eligible for AIS services.

Levels of AIS Service

The intensity of the AIS service will be determined based on the individual need of the student. The three (3) levels of AIS service are:

- High Need: The special education staff, academic intervention service teachers or classroom teachers will provide these services and/or monitoring.
- Moderate Need: The special education staff, remedial staff, academic intervention service teachers, or classroom teacher will provide these services and/or monitoring.
- Low Need: The classroom teacher will usually provide these services and/or monitoring. Dependent upon student schedule and individual needs, special education staff, academic intervention service teachers or classroom teachers may provide these services and/or monitoring.

Parent Notification

The building principal will be responsible for parental notification indicating the need for academic intervention services. The **notification letter** shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services, and the consequences for not achieving expected performance levels. **Progress reports** will be provided throughout the school year. Parents will be kept apprised of their child's progress through progress reports, report cards, and other forms of communication. When AIS services are discontinued, the parent will be notified in writing. The **dismissal letter** will include academic area no longer in need of academic intervention service and the assessment(s) that were used in this determination.

Support Services

Coordination of support services is based on individual needs. These services could include, but are not limited to, the following: social worker assistant, guidance counselor, psychologist, speech teacher, occupational therapist, physical therapist, and nurse.

Discontinuation Criteria

Discontinuation of AIS services is determined by individual student results on State assessments and/or common district assessments.

- State Assessments: Students scoring at level 3 or 4 or a grade greater than or equal to 65% on a State assessment will result in discontinuation of AIS services.
- District Assessments: Students scoring at a level 3 or 4 or a grade greater than or equal to 65% on a common district assessment will be identified as **potential** students for discontinuation of AIS services. The common district assessment will be used as the initial screening tool for students who **potentially** may be dismissed from AIS services. Those students initially identified through a common district assessment will need two (2) additional pieces of supporting documentation to be discontinued from AIS services.

Grade Conversion Guidelines

The following represents the score correlation between a percentage score and a four point rubric score. These relationships will be used for academic intervention services K-12.

<u>Level</u>	=	<u>Percentage</u>
1		0-49
2		50-64
3		65-84
4		85-100

Delivery of Service

Academic intervention services may start at any time, but must begin no later than the beginning of the semester following the determination that a student is eligible for such services. The delivery of service is based on the individual need of the student as well as academic structure of individual school. Each child's program will be defined on the individual student record form and include dates, service(s) to be provided, frequency of service(s), times, location(s), and instructor's name.

Academic Intervention Services Review Team

The following members of the Horseheads Central School District were invited to meet on March 24, 2010 to discuss, review and refine the procedures used in the implementation of the AIS plan:

Virginia Abrunzo	- Director of Elementary Education
Pat Beckwith	- High School Guidance Counselor
Joanne Doherty	- Middle School Reading Teacher
Karen Donahue	- High School Principal
Jay Hillman	- Director of Secondary Education
Louisa McNaney	- Center Street Reading Teacher
Mike McCawley	- High School Assistant Principal
Lisa O'Connell	- Intermediate School Reading Teacher
Candace Quattrini	- Educational Support Center Clerical
Collette Roberts	- High School Reading Teacher
Rebecca Schoonover	- IS/MS Special Education Coordinator
Kim Williams	- Student Services Coordinator

Attachments

1. AIS Process/Procedures
2. Eligibility Criteria for Academic Intervention Services
3. Contents of AIS Folder
4. Sample AIS Building List
5. Individual Student Record Form
6. Notification Letter
7. Dismissal Letter
8. Contact Log

BOE Approved: 6/3/2010
Revision: Oct. 25, 2012

AIS PROCESS/PROCEDURES

STEP

1. Initial identification of students

Educational Support Center

Who is Responsible

When

Varies -- Main lists in Aug. & Feb.

2. Notify Buildings/Staff

Educational Support Center

Varies -- Main lists in Aug. & Feb.

One hard copy master list will be sent to each building administrator. Each building administrator is responsible for coordinating the distribution and collection of this information with the appropriate service providers in their respective buildings. The appropriate service provider will notify classroom teachers of any student for which the classroom teacher is responsible as well as the students that are being serviced by the specific service provider. Each building administrator is responsible for review of the completed information and the return of the completed list to the Educational Support Center. Once all information from the building master list has been entered into the data base, completed lists will be sent to the building administrator, special education, and remedial teacher(s).

3. Confirm List -- Define Level of Need

AIS staff, reading teacher, guidance counselor
Special Education Teacher(s) and Service Provider

Start of Service -- Main list in September

4. AIS Final Lists to ESC

AIS staff, reading teacher, guidance counselor
Special Education Teacher(s) and Service Provider

Start of Service -- Main list in September

AIS PROCESS/PROCEDURES (cont.)

<u>STEP</u>	<u>Who is Responsible</u>	<u>When</u>
5. Notification Letters. Includes envelope and mailing label	Educational Support Center	Start of Service – Main list in September
<p>Note: Notification letters will be sent to the building administrator who will then forward to the special education and remedial teacher(s) for review. Once verified as accurate, letters are forwarded to building administration for review and signature. Signed letters are returned to the appropriate special education or remedial teacher(s) to copy and mail.</p>		
6. Initial AIS Questions	5-6: Building Administrator, then service provider 7-12: Guidance, then service provider	As needed
7. Folder Set Up/Distribution	5-6: Reading Teacher 7-12: Guidance	Varies – Main set up in September
A. Folder "Safe Guards" (review contents)	5-6: Reading Teacher 7-12: Counselors	Ongoing
B. Folder Collection/Retention NOTE: Folders for students who moved from the District are to be sent to Student Services	Building Administrators	June/July
8. Contact Logs	Service Provider	Ongoing
9. End of Year Assessment Successful on Assessment* – out of AIS Dismissal Letter generated *Dismissal criteria is same as entry criteria	Educational Support Center	July, February
Unsuccessful on Assessment – continue AIS Go to #1	Educational Support Center	July, February

Eligibility Criteria for Academic Intervention Services

Grade Level	Content Areas	Initial Indicator	Possible Service Providers for All Need Levels	Additional Indicators to Support Placement at All Grade levels
5 – 8	ELA Math Science Social Studies	<ul style="list-style-type: none"> • State Assessment score of 1 or 2. 	AIS Staff Classroom Teacher Special Education Staff	Report Cards Teacher Recommendation Local/Final Exams/Common Assessments CBM's Part 154 Performance for LEP/ELL
9 – 12	ELA Math Science Social Studies	<ul style="list-style-type: none"> • Score of 1 or 2 on 8th grade NYS assessment. <li style="text-align: center;">or • Regents Exam score of 64% or lower. 	AIS Staff Classroom Teacher Special Education Staff	Classroom Performance (writing samples, projects, unit assessments) Cumulative Academic Records Parallel Content Assessments (prescriptive assignments and computer programs) CIM Team Referrals

Contents of AIS Folder

1. Parent Notification Letter(s)
2. Individual Student Record Form (green)
3. Copies of Report Card
4. Contact Log - include dates, types and people involved
5. Discharge Letter(s) if applicable
6. Teacher Recommendation for AIS Services if applicable
7. Supporting Documentation for Local Assessments if applicable

6/3/08

**MIDDLE SCHOOL
AIS Student List
School Year: 2009-2010**

Grade 7							
Student	AIS Area	Assessment	Level/Score	Level of Need	Service Provider	Support #1	Support #2
Student A	Language Arts	State Assessment	Level 1/214	H M L	CLT SET RET		
Student B	Science	Local Assessment	Level 1/45	H M L	CLT SET RET		
Student C	Language Arts	State Assessment	Level 2/275	H M L	CLT SET RET		
Student C	Math	State Assessment	Level 1/225	H M L	CLT SET RET		
Student D	Math	State Assessment	Level 2/263	H M L	CLT SET RET		
Grade 8							
Student	AIS Area	Assessment	Level/Score	Level of Need	Service Provider	Support #1	Support #2
Student E	ELA	State Assessment	Level 1/215	H M L	CLT SET RET		
Student E	Math	State Assessment	Level 2/245	H M L	CLT SET RET		
Student F	Math	State Assessment	Level 1/225	H M L	CLT SET RET		
Student F	Social Studies	Local Assessment	Level 2/55	H M L	CLT SET RET		
Student G	ELA	State Assessment	Level 2/230	H M L	CLT SET RET		
Student H	ELA	State Assessment	Level 1/234	H M L	CLT SET RET		
Student H	Math	State Assessment	Level 2/265	H M L	CLT SET RET		
Student H	Science	Local Assessment	Level 1/	H M L	CLT SET RET		
Student I	Social Studies	Local Assessment	Level 1/48	H M L	CLT SET RET		
Student I	Science	Local Assessment	Level 2/	H M L	CLT SET RET		

Special Education Student

Potential AIS student based on local assessment. Two additional supporting documents needed to qualify for AIS services

HORSEHEADS CENTRAL SCHOOL DISTRICT
INDIVIDUAL STUDENT RECORD FORM

Child's Name: _____ Building: _____ School Year: _____

Test Results:

Dates	Name of Test	Subject	Competency Level

Services:

Dates	Services	Frequency	Times	Location	Instructor's Name

HORSEHEADS CENTRAL SCHOOL DISTRICT

A.I.S. CONTACT LOG

Last Name: _____ First Name: _____ Date of Birth: _____

DATE	CONTACTS - Check all that apply			PERSONS INVOLVED - Check all that apply		
____/____/____	Phone	Letter/Note	E-Mail	Conference	Parent	Support Personnel

Service Provider's Name: _____

To the Parents/Guardians of: !

Your student has been identified as needing Academic Intervention Services (AIS). This AIS instruction will provide extra help on a regular basis. This program is designed to improve the student's skills and abilities that are needed in daily activities. It is also intended to prepare students to meet the NYS Learning Standards and perform successfully on the New York State tests required for the awarding of a high school diploma.

The need for extra help was based on your child's performance on one of the following: Local assessment, State assessment. The scores your student earned on the assessment(s) determine the level of service. The assigned staff members will give your child the following levels of service.

<u>Subject Area</u>	<u>Assessment</u>	<u>Level of Need</u>	<u>Service Provider Staff</u>
Language Arts	State Assessment	Moderate	CLT
Math	State Assessment	Low	CLT

High - Need for remedial services. The special education staff, remedial staff, or Academic Intervention Services teachers will provide these services.

Moderate - Need for remedial services. The special education staff, remedial staff, Academic Intervention Services teacher, or classroom teacher will provide these services.

Low - Need for remedial services. The classroom teacher will usually provide these services and/or monitoring. Dependent upon the student schedule and individual needs, special education staff, remedial staff, or Academic Intervention Services teacher may provide these services and/or monitoring.

Federal, state, and/or local funding sources support this program.

You can provide considerable help through your encouragement and by providing situations where reading, math, writing skills, social studies, and science can be practiced. If you have any questions please call the school at (607) 739-6366

Sincerely,

Michael Bostwick, Principal

cc: Student's AIS folder / Service Provider

Horseheads Central School District

Big Flats Elementary School
543 Maple Street
Big Flats, NY 14814
(607) 739-6373

To the Parents/Guardians of:

Your student has been receiving Academic Intervention Services (AIS) to help acquire skills in some academic areas. During a recent assessment, your student earned a score that no longer demonstrates the need for academic intervention in the area of:

Subject Area
Language Arts

Assessment
State Assessment

Your student is to be commended for the effort extended during the academic intervention and during the actual assessment. Thanks to your support at home and additional help at school, significant progress has been made! Please note that this does not affect any placements or services arranged by the Committee on Special Education.

If you have any questions, please call (607) 739-6373

Sincerely,

Elizabeth Scaptura, Principal

Sample

dismissal

cc: Student's AIS folder

