

RHINEBECK CENTRAL SCHOOL DISTRICT

ACADEMIC INTERVENTION SERVICES PLAN

2007-2010

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Introduction

Academic Intervention Services means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. 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 level 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 student's individualized education program.

All Rhinebeck Central School District students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures so that they may be successful in meeting the New York State Learning Standards. The following District Description of Academic Intervention Services (AIS) includes criteria for eligibility, and two (2) components of AIS:

- Additional instruction that supplements the general curriculum (regular classroom instruction); Additional instruction means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve the learning standards in the standards areas requiring AIS.
- Student support services needed to address barriers to improved academic performance: Student Support Services means interventions that address barriers to student progress in State learning standards areas requiring AIS and may include, as needed, school guidance and counseling, services to improve attendance, coordination of services provided by other agencies, and study skills. Support Services do not include direct academic instruction.

Services will be provided to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12.

Eligibility for Academic Intervention Services

Eligibility for AIS Services may be determined by State assessment results and/or district procedures.

A. State Assessments

Students in grades 4-9 will be eligible for AIS if they score below the designated performance level on the Elementary or Intermediate State assessments in ELA, mathematics, science or social studies in the prior year. Students scoring at Level 1 and Level 2 will receive AIS services. The type, intensity, or duration of the service to be determined by the AIS team based upon a careful analysis of the multiple measures to determine the causes for the achievement gaps.

Students in grades 10-12 will be eligible for AIS if they score below the approved passing grade on any Regents exam required for graduation in ELA, mathematics, science, or social studies.

B. District Procedures

In grades where no state assessments are given, students will be eligible for AIS if they are determined to be at risk of not meeting State standards, according to criteria established by the District. The district procedure will always be used when a student is absent for all or part of a State assessment, or when a student transfers from out-of-state or the country.

The following criteria will be used in determining eligibility:

First Level of Screening

Performance below the district established standard on one of the following:

- Terra Nova scores below the 36thile nationally- administered at grade 2
- Other assessments (such as Stanford Diagnostic-Math/Reading, Stanford Achievement-Math/Reading, Woodcock-Johnson, WIAT, Key Math, TOWL, TORC, GORT, etc. - scores below the 36thile nationally)
- Locally-developed assessments (i.e. early intervention screening assessment, Chancellor Livingston Local Assessment, High School Assessment)
- the annual designated CR Part 154 performance standards for English Language Learners as stipulated in the evaluation design of the CR Part 154 application packets, NYSSSELAT

Second Level of Screening

A minimum of two of the following must confirm first level findings (or a minimum of three of the following, in the event that first level screening data is unavailable), upon the consensus of the building's AIS team:

- Portfolio Assessment
- Running Records (elementary level)
- Diagnostic Assessments (publisher tests from reading series)
- Early Literacy Assessments (Dial R, RCA, etc.)
- Software based programs/assessments (CCC)
- Anecdotal Records (behavioral indicators)
- Writing Samples
- Report Card Grades
- Local Final examinations
- Classroom Performance (class work, chapter and unit tests, participation, homework)
- Other student records, reports, evaluations including, but not limited to, discipline records, health-related issues, mobility issues, family issues.
- Attendance records
- Recommendations by classroom teacher, counselor, administrator, parent, school staff

Types of AIS Services That May Be Provided

The Rhinebeck Central School District will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to the frequency and intensity of service will be made by an AIS team in each building may be comprised of an AIS teacher, a grade-level teacher, the building administrator, and a pupil personnel support staff member, as appropriate to each building and to the individual student's needs.

All students are eligible for AIS, including those with disabilities and/or limited English proficiency if they fail to meet the designated State performance standards or district approved procedures. Additionally, Limited English Proficient (LEP)/English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

This general plan is intended to describe services for students in the district in grades K-12. Additionally, the district will utilize data to review individual building needs:

- Needs analysis of student performance information to determine root cause
- The number of students receiving AIS at each grade level and within each standards area
- The range of performance levels of eligible students 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 by AIS
- Ongoing oversight, monitoring and review by the building principal.

Possible Range of Academic Intervention Services, As Available

The level of services can be adjusted by the AIS team. The intensity of service will be determined based on individual need:

- Flexible scheduling options, including additional class time (double literacy blocks) and extended time (stretch courses)
- Distance Learning
- Computer Assisted Instruction
- Co-teaching
- Individualized instruction
- Small Group instruction
- Academic labs
- Alternative Education placement
- Out-of-district Special Education placement
- Monitoring/extra attention from classroom teacher
- Structured study period
- Structured language arts instruction

Possible Range of Support Services, As Available

Coordination of services, based on individual need, could include:

- Attendance Problems
- Discipline Problems
- Family-related Issues
- Health-related Issues
- Nutrition-related Issues
- Mobility/Transfer Issues
- Speech/Language Issues
- Occupational and Physical Therapy Issues
- Mental Health-related Issues
- Study Skills

Student Progress Reports

Student progress reports will document progress of students, and will document when the student warrants being discontinued from AIS. Quarterly progress reports will be sent to parents regarding the student's ongoing progress. Progress reports will become a part of the student's academic record.

Procedures for Parent Notification

The building principal will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing, in the native language of the parent, where appropriate, and will include:

- a summary of the services being provided to the student, including when the services will be provided
- the reason(s) the student needs such services, and
- the consequences of the student not achieving the standard

Parents will also be kept apprised of their child's progress through quarterly written reports, opportunities for parent conferences or consultations each semester, and suggestions for working with the student at home.

When AIS is discontinued, the parent will be notified in writing as outlined above:

- 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 in determining the student's level of performance.

Criteria for Ending AIS

Academic Intervention Services will end when the student has successfully attained the district standards according to the state and/or district criteria for beginning services. Students who are re-tested mid-year will be required to score at the 45thile nationally or better in order to end AIS. For students in grades 3 through 12, individual re-testing may be recommended by the building AIS team at the conclusion of the second and third quarters of the school year. In grades K-2, decisions on ending AIS services will be made by the building AIS team on an individual basis, using appropriate time-lines and locally-developed assessments.

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 Intervention Services Plan Review and Revision

The district's Academic Intervention Services Plan will be reviewed and revised at least every two years. The next Plan review and necessary revisions will be conducted no later than July 2005.

**Rhinebeck Central School District
P.O. Box 351
Rhinebeck, NY 12572
CLS: (845) 871-5570**

Need for Academic Intervention Services

Date:

Parent/Guardian of _____
Street Address
City, State Zip Code

Re: _____

Dear Parent/ Guardian of _____,

At Chancellor Livingston Elementary School, we provide a variety of Academic Intervention services (AIS) for students who need extra help in reading and math. Last June, our first grade teachers administered several reading and math assessments to determine which students would require extra help in second grade. Placement in AIS groups is based on these test results, the recommendation of the classroom teacher, and the STIR teacher who worked with the child last year. A child may also be recommended for AIS by his or her current second grade teacher when extra help is needed to support academic progress.

It has been determined that your child would benefit from extra support through our Academic Intervention Program. Attached is a summary report of the additional services scheduled to be provided.

Your child will receive the services and/or supports from a faculty member, which may include your child's teacher, a reading specialist, and a math specialist, teaching assistant or other support staff. The Chancellor Livingston Staff will work to provide your child with the necessary skills and supports to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Your child's progress will continue to be monitored to determine the continued need of services.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,

Building Principal