

WARWICK VALLEY CENTRAL SCHOOL DISTRICT

ACADEMIC INTERVENTION SERVICES

DISTRICT PLAN

2015-2017

Adopted by Board of Education _____
Date

Superintendent of Schools _____
Dr. David Leach

WARWICK VALLEY CENTRAL SCHOOL DISTRICT

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Academic Intervention Services

School District: **Warwick Valley Central School District**

BEDS Code: **44-21-01-06-0000**

The 2015-2017 Academic Intervention Services Plan was reviewed and revised by the 2015 AIS Committee:

WVCSD 2015

AIS Committee

Name	Title	Constituencies Represented
James Yap	Assistant Superintendent for Curriculum and Instructional Services	Central Office
Richard Linkens	Director of School Operations	Central Office
Chris Fox	Director of Pupil Personnel Services	Pupil Personnel Services
Cindy Leandro	Middle School Principal	Administration
Roger Longfield	Elementary Principal	Administration
Sandra Wood	Elementary Principal	Administration
Geraldine Darby	Middle School Academic Intervention Teacher	Teachers
Danielle Diglio	Middle School Academic Intervention Teacher	Teachers
Jocelyne Gallagher	Middle School Academic Intervention Teacher	Teachers
Louis Gil	Middle School Academic Intervention Teacher	Teachers
Joy O'Leary	Middle School Academic Intervention Teacher	Teachers
Caroline Quin	Middle School Academic Intervention Teacher	Teachers
Mary Mallon	Middle School Classroom Teacher	Teachers
Gemma Bruckner	Elementary School Academic Intervention Teacher	Teachers
Annette Greco-Sanchez	Elementary School Academic Intervention Teacher	Teachers
Linda Kaplan	Elementary School Academic Intervention Teacher	Teachers
Jacqueline Maher	Elementary School Academic Intervention Teacher	Teachers
Melissa Troup	Elementary School Academic Intervention Teacher	Teachers
Elizabeth Vetere	Elementary School Academic Intervention Teacher	Teachers
Johanna Fischer	Education Evaluator	Specialist
Al Fringuello	Education Evaluator	Specialist
Caroline Barnes	Elementary Classroom Teacher	Teachers
Julie Hornbeck	Elementary Classroom Teacher	Teachers
Mary Ann Leigh	Elementary Classroom Teacher	Teachers
Pat Santalla	Elementary Classroom Teacher	Teachers
Grace Geysen	Guidance Counselor	Student Services
Doris Livanos	Guidance Counselor	Student Services

I. DEFINITION OF ACADEMIC INTERVENTION SERVICES [Part 100.1(g)]

(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 nondisabled 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.

[*See Appendix A for subdivision (t)]

IA. UNDER THE UMBRELLA OF A RESPONSE TO INTERVENTION MODEL

Response to Intervention is a process which includes the provision of systematic, research-based instruction and interventions to struggling students, particularly in the area of reading. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. In short, RTI is designed as an early intervention to prevent long-term academic failure.

The Warwick Valley Central School District has implemented a district-wide multi-tiered RTI model, and AIS teachers will provide intervention services to Tier II level students in ELA and math. To facilitate the role these

IA. UNDER THE UMBRELLA OF A RESPONSE TO INTERVENTION MODEL (cont.)

individuals will play in the RTI process, efforts have been made to incorporate several elements of the RTI process into the 2015-2017 AIS District Plan.

Wherever such an element has been embedded into the Plan, it has been *italicized* to reflect the RTI initiative.

II. ELIGIBILITY FOR ACADEMIC INTERVENTION SERVICES [Part 100.2 (ee) (1), (2), and (3)]

(ee) Academic intervention services.

1. Requirements for providing academic intervention services (AIS) in kindergarten to grade two. Schools shall provide academic intervention services to students in kindergarten to grade two when such students:
 - i. 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
 - ii. 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 of this Title.
2. Requirements for providing academic intervention services in grade three to grade eight. Schools shall provide academic intervention services when students:

i. Score below:

On February 10, 2014, NYSED released guidance for Academic Intervention Services based on the new cut scores on the 3-8 ELA and math assessments.

The State Education Department adopted following guidelines the September 16, 2014 Board of Regents meeting:

English Language Arts (ELA):

- Grade 3 English language arts, a scale score of 299
- Grade 4 English language arts, a scale score of 296
- Grade 5 English language arts, a scale score of 297
- Grade 6 English language arts, a scale score of 297
- Grade 7 English language arts, a scale score of 301
- Grade 8 English language arts, a scale score of 302

Math:

- Grade 3 mathematics, a scale score of 293
- Grade 4 mathematics, a scale score of 284
- Grade 5 mathematics, a scale score of 289
- Grade 6 mathematics, a scale score of 289
- Grade 7 mathematics, a scale score of 290
- Grade 8 mathematics, a scale score of 293

Math (cont.)

Students scoring at or above those scale scores but below level 3 will not be required to receive AIS and/or students support services unless the school district determines it to be necessary.

- ii. are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. 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 disability pursuant to Part 117 of this Title; or
 - iii. are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science. 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 of this Title.
3. Requirements for providing academic intervention services in grade nine to grade twelve. Schools shall provide academic intervention services when students:
- i. score below:
 - a. English Language Arts (ELA):
Grade 8 English language arts, a scale score of 302
 - Math:
Grade 8 mathematics, a scale score of 293

Students scoring at or above those scale scores but below level 3 will not be required to receive AIS and/or students support services unless the school district determines it to be necessary.

- b. the State designated performance level on any one of the State examinations in English language arts, mathematics, social studies or science that are required for graduation.
- ii. are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. 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 disability pursuant to Part 117 of this Title; or
- iii. are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science. 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 of this Title.

III. IDENTIFICATION OF STUDENTS FOR ACADEMIC INTERVENTION SERVICES (Part 100.2)

Multiple assessments and/or sources of evidence are used as criteria for identification of students for academic intervention services in the elementary, intermediate, and high school levels. The criteria are in place that determine (1) the performance on those measures and/or sources of evidence that would place a student at risk of not meeting the State Standards and, therefore, is in need of AIS; and (2) the performance that indicates that a student is meeting, or is likely to meet, State Learning Standards and, therefore, is no longer in need of AIS.

The multiple measure and/or sources of evidence used to measure student accomplishment of English language arts, mathematics, science, and social studies for the **elementary level** include:

Elementary level			
Developmentally-Appropriate	Standardized Measures	Review of	RTI Referral
<ul style="list-style-type: none"> -Curriculum Based Measures Including AIMSWEB R-CBM and MAZE, LNF, LSF, and PSF (ELA) and M-Comp and M-Cap (Math) -IRLA: Independent Reading Level Assessment Framework -Developmental Reading Assessment (DRA) -Approved Diagnostic ELA Skills and Process Assessments -Approved Diagnostic Assessments for Mathematical Skills/Concepts Instructional Technology to target deficits (i.e., Raz-Kids.com, IXL, Reflex, Lexia, etc.) 	<ul style="list-style-type: none"> -NYSED Grades 3-4 Math & Grade 4 Science Assessments -NYSESLAT – Gr. K-1, 2-4 -Dial-4 (Developmental Indicators for the Assessment of Learning) screener to help predict academic success 	<ul style="list-style-type: none"> -Student report card grades including “Behaviors That Promote Learning” and “Comments” -Daily Classroom Performance (Includes Teacher Input) -Student Records -Attendance Records 	<ul style="list-style-type: none"> -Sources include Data Analysis Teams, Problem Solving Teams, teachers, specialists, counselors, administrators, psychologists, and parents -D.A.T. reviews all students. P.S.T. recommends services if the data demonstrates inadequate response to intervention.

The multiple measure and/or sources of evidence used to measure student accomplishment of English language arts, mathematics, science, and social studies for the **intermediate level** include:

Intermediate level			
Developmentally-Appropriate	Standardized Measures	Review of	Local Referral
<p>-Curriculum Based Measures Including AIMSWEB R-CBM and MAZE (ELA) and M-Comp and M-Cap (Math)</p> <p>-IRLA: Independent Reading Level Assessment Framework</p> <p>-Approved Diagnostic ELA Skills and Process Assessments and for Mathematical Skills/Concepts</p> <p>Instructional (i.e., SchoolPace student achievement dashboard, IXL, Castle Learning, etc.)</p>	<p>-NYSED Grades 4-8 ELA and Math Assessments</p> <p>-NYSED Grade 8 Science Assessments</p> <p>-NYSESLAT – Gr. 4-8</p>	<p>-Student report card grades including “Comments”</p> <p>-Daily Classroom Performance</p> <p>-Student Records</p> <p>-Attendance Records</p>	<p>-Sources include Instructional Support Teams, teachers, specialists, counselors, administrators, psychologists, and parents</p> <p>-AIS Local Referral Form (<i>Response to Intervention Referral Form – Tier 1</i>)</p>

The multiple measure and/or sources of evidence used to measure student accomplishment of English language arts, mathematics, science, and social studies for the **high school level** include:

High School level			
Developmentally-Appropriate	Standardized Measures	Review of	Local Referral
<p>-Approved Diagnostic Reading/Writing Skills and Process Assessments</p> <p>-Approved Diagnostic Assessments for Mathematical Skills/Concepts</p> <p>-Curriculum Based Measures (Midterms and Final Examinations)</p>	<p>-Regents Exams</p> <p>-NYSED Grade 8 ELA, Math and Science Assessments</p> <p>-NYSESLAT – Gr. 8-12</p>	<p>-Student report card grades including “Comments”</p> <p>-Daily Classroom Performance</p> <p>-Student Records</p> <p>-Attendance Records</p>	<p>-Sources include Instructional Support Teams, teachers, specialists, counselors, administrators, psychologists, and parents</p>

The following framework outlines the various multiple measures of student progress, along with the designated performance levels and the personnel responsible for collecting and reviewing student performance data:

Level of Instruction	Multiple Measures and Sources of Student Performance for Learning Standards	Designated State and/or District Performance Levels	Responsibility
Elementary	<p>ELA Chapter/Unit tests (skills & integrated)</p> <p>Math Chapter/Unit tests</p> <p>Social Studies & Science content-based tests (Gr. 4)</p>	Meet minimum criteria score of 65% or adequate criterion – referenced performance level on skills and process assessments	<p><u>Primary</u> Classroom Teacher</p> <p><u>Secondary</u> Principal</p>
Elementary	Student report card grades and comments for ELA & Math (Gr. K-4) and Social Studies & Science (Gr. 4)	Report Card grade indicating student performance at a minimum of a “Level 3”	<p><u>Primary</u> Classroom Teacher</p> <p><u>Secondary</u> Principal</p>
Elementary	<p>Daily classroom work for ELA & Math (Gr. K-4) and social studies & science (Gr. 4)</p> <p>(Teacher Input)</p>	Performance suggesting student consistently exhibits “Level 3” abilities in areas outlined in the NYS Learning Standards	<p><u>Primary</u> Classroom Teacher</p> <p><u>Secondary</u> Principal</p>
Elementary	IRLA; Independent Reading Level Assessment Framework	<p>End of K: Level 1G</p> <p>End of Gr. 1: Level 2B</p> <p>End of Gr. 2: Level 2R</p> <p>End of Gr. 3: Level Wt</p> <p>End of Gr. 4: Level Bk</p>	<p><u>Primary</u> AIS Teacher</p> <p><u>Secondary</u> Principal</p>
Elementary	<p>AIMSWEB Early Literacy and Reading Probes (LNF, LSF, PSF, NWF, ORF, RCBM and MAZE) and WE-CBM Writing Probe</p> <p>Instructional Technology (Raz-Kids.com, IXL, Reflex, SchoolPace, Lexia, Studydog, etc.)</p>	Normative levels	<p><u>Primary</u> Classroom/AIS Teacher</p> <p><u>Secondary</u> Principal</p>
Elementary	ELA Developmental Reading Assessment (DRA)	Normative levels	<u>Primary</u> AIS Teacher

Level of Instruction	Multiple Measures and Sources of Student Performance for Learning Standards	Designated State and/or District Performance Levels	Responsibility
			<u>Secondary</u> Principal
Elementary	Grade level performance tasks and achievement measures	Meet minimum criteria score of 65% or adequate criterion – referenced performance level	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
Elementary	NYSED Grades 3-4 ELA & Math and Grade 4 science assessments	Achieve “Level 3” performance	<u>Primary</u> Classroom Teacher <u>Secondary</u> Principal
Elementary	Data Analysis Team Referral Form	Student performance reflects ongoing significant areas of weakness after diagnostic, prescriptive, research-based targeting delivered through classroom intervention(s)	<u>Primary</u> Classroom Teacher, RTI Coordinator <u>Secondary</u> AIS Teacher, Principal
Elementary	NYSESLAT Gr. K-1, 2-4	Proficiency level as determined by NYSED and as reported in NYSESLAT performance reports (categories include “Beginning, Low Intermediate, Intermediate, Advanced and Proficient”)	<u>Primary</u> ESL Teacher <u>Secondary</u> Principal

Framework (cont.)

Level of Instruction	Multiple Measures and Sources of Student Performance for Learning Standards	Designated State and/or District Performance Levels	Responsibility
Middle School	ELA, math, social studies & science content-based theme or unit tests	Meet minimum criteria score of 65% or adequate criterion – referenced performance level	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
Middle School	Student report card grades and comments for ELA, math, social studies & science	Meet minimum criteria score of 65% or adequate criterion – referenced performance level	<u>Primary</u> Classroom Teacher, guidance counselors <u>Secondary</u> AIS Teacher, Principal
Middle School	Daily classroom work for ELA, math, social studies & science	Satisfactory grade of 65% (Including completion and effort) Appropriate performance benchmarks	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
Middle School	AIS local referral form for math & ELA (<i>Response to Intervention Referral Form – Tier I</i>)	Referral form reflects ongoing significant areas of weakness after diagnostic, prescriptive, research-based targeting delivered through classroom intervention(s)	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
Middle School	AIMSWEB Reading Probes (ORF and MAZE) & Math Probes (M-Comp and M-Cap) Instructional Technology (SchoolPace student achievement dashboard, IXL, Castle Learning)	Normative levels	<u>Primary</u> Classroom/AIS Teacher <u>Secondary</u> AIS Teacher, Principal

Level of Instruction	Multiple Measures and Sources of Student Performance for Learning Standards	Designated State and/or District Performance Levels	Responsibility
Middle School	NYS ELA, math & science assessments and/or NYSED Regents exams for math & science	Achieve "Level 3" performance and/or performance level of 65%	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
Middle School	Midterms and/or final examinations for ELA, math, social studies & science	Satisfactory performance of Level 3 and/or 65%	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
Middle School	NYSESLAT Gr. 4-8	Proficiency level as determined by NYSED and as reported in NYSESLAT performance reports (categories include "Beginning, Low Intermediate, Intermediate, Advanced and Proficient")	<u>Primary</u> ESL Teacher <u>Secondary</u> Principal, Director of School Operations
High School	English, math, social studies & science content-based theme or unit tests	Performance level of 65%	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
High School	Student report card grades and comments for English, math, social studies & science	Performance level of 65%	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal

Level of Instruction	Multiple Measures and Sources of Student Performance for Learning Standards	Designated State and/or District Performance Levels	Responsibility
High School	NYSESLAT Gr. 8-12	Proficiency levels as determined by NYSED and as reported in NYSESLAT performance reports (Categories include “Beginning, Low Intermediate, Intermediate, Advanced & Proficient”)	<u>Primary</u> ESL Teacher <u>Secondary</u> Principal, Director of School Operations
High School	NYSED Grade 8 ELA, math, social studies & science assessments and/or Regents	Achieve “Level 3” performance and/or performance level of 65%	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
High School	Midterms and/or final examinations for English, math, social studies & science Instructional Technology (Castle Learning, Learn Zillion, Google APPS EDU)	Performance level of 65%	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal
High School	AIS local referral form for math & ELA <i>(Response to Intervention Referral Form – Tier I)</i>	Referral form reflects ongoing significant areas of weakness after diagnostic, prescriptive, research-based targeting delivered through classroom intervention(s)	<u>Primary</u> Classroom Teacher <u>Secondary</u> AIS Teacher, Principal

IV. PROVISION OF ACADEMIC INTERVENTION SERVICES [Part 100.2 (ee) (5)]

(5) Provision of academic intervention services.

(i) School districts may use time available for academic intervention instructional and/or student support services during the regular school day.

(ii) School districts may provide students with extended academic time beyond the regular school day and school year.

(iii) In public schools, academic intervention instructional and/or support services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of this Title.

At the elementary level, certification for instructional assignments in

- ELA include Literacy (K-6) and Reading Certification (Section 80.7 of Commissioner's Regulations)
- mathematics, social studies, and science include PreK-6 and N-6 (Section 80.15 of Commissioner's Regulations)
- special education / English Language Learners (ELL) as per Section 80.6 of Commissioner's Regulations

At the intermediate and high school levels, certification assignments in

- ELA include Reading Certification (K-12), Literacy (7-12)
- Content certifications include English, mathematics, social studies, or science

In addition to certification requirements, factors such as experience and specialized training are considered in determining qualifications of staff hired to provide AIS.

(iv) Beginning September 1, 2000, 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:

(a) meets or exceeds the State designated performance level on the next State assessment; or

(b) 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 of the levels specified in the district description of academic intervention services pursuant to paragraph (4)* of subdivision (ee) of this section.

[*See Appendix B for paragraph (4)]

V. INTENSITY OF SERVICES FOR STUDENTS [Part 100.2(ee)]

Intensity of service means the provision of services for students based on the level of their needs as determined through the multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization. Students with the least intensive needs may only have their progress monitored.

INTENSITY OF SERVICES FOR STUDENTS (cont.)

The population of students eligible for AIS are reviewed and analyzed to determine scheduling and intensity of service options that best meet the need of the students. Factors considered include:

- The number of eligible students at each grade level and standards area
- The range of performance levels of eligible students as determined through State assessment results and/or measures within the district procedures
- Available staff and needed instructional approaches to implement services at the level of intensity needed by all students in the school requiring AIS

VI. ACADEMIC INTERVENTION SERVICE OPTIONS [Part 100.2(ee)]

Those students not meeting the designated standard of performance on the multiple assessment and/or sources would be eligible for Academic Intervention Services. The options for scheduling services may vary in the intensity of services. Options include, but are not limited to:

Scheduling

- Pull-out model – small group instruction
- In-class model – flexible grouping/co-teaching
- Combination within-class and pull-out model – small group and flexible grouping
- Intensive in-class co-teaching model

Duration

- Number of times per weekly cycle – range of once to daily
- Amount of time per session – range of 30-60 minutes

Degrees of Individualization

- In-class model 2:25 ratio
- Flexible grouping 1:4-12 ratio

VII. GUIDELINES FOR INTENSITY OF SERVICES [Part 100.2(ee)]

The intensity of Academic Intervention Services may vary, but must be designed to respond to student needs as indicated through State assessment results and/or district procedures that are consistent throughout the district at each grade level. To determine the level of intensity needed by any student who scores below the designated State performance level, the district will review multiple measures and sources of evidence to determine if a particular score on a State assessment is indicative of that student's overall level of performance and then determine AIS accordingly. By varying the scheduling, duration, and degree of individualization, the intensity of services may be designed to meet the range of needs of the students in the district.

Guidelines for varying the intensity of services include a review of multiple sources of evidence for student performance levels on

- DEVELOPMENTALLY APPROPRIATE MEASURES
- NYSED OR STANDARDIZED MEASURES
- REPORT CARDS AND PROGRESS REPORTS
- RESEARCH-BASED INTERVENTION MEASURES

RECOMMENDED GUIDELINES FOR INTENSITY OF SERVICES FOR ALL LEVELS OF ACADEMIC INTERVENTION SERVICES:

Guidelines			
Performance level on developmentally appropriate measures	Performance level on NYSED or standardized measures	Performance level on report card	Suggested guidelines for intensity of services
Below designated performance standards	At or below performance level 2 and/or below 65%	At or below level 2 and/or 65%	<ul style="list-style-type: none"> ◆ Combination of alternate days or daily services (<i>RTI II Intervention</i>) ◆ Flexible groupings in classroom (<i>RTI I Intervention</i>)
Below designated performance standards	At or below performance level 2 and/or below 65%	At or above level 3 and/or 65%	<ul style="list-style-type: none"> ◆ AIS (<i>RTI II Intervention</i>) ◆ Flexible groupings in classroom (<i>RTI II Intervention</i>)
Below designated performance standards	At or above level 3 and/or 65%	At or below level 2 and/or 65%	<ul style="list-style-type: none"> ◆ AIS (<i>RTI II Intervention</i>) AND/OR ◆ Flexible groupings in classroom (<i>RTI II Intervention</i>)
Below designated performance standards	At or above level 3 and/or 65%	At or above level 3 and/or 65%	<ul style="list-style-type: none"> ◆ Flexible groupings in classroom (<i>RTI I Intervention</i>) ◆ Consult with AIS or RTI Coordinator
Meets or above designated performance standards	At or below performance level 2 and/or below 65%	At or below level 2 and/or 65%	<ul style="list-style-type: none"> ◆ AIS (<i>RTI II Intervention</i>) AND/OR ◆ Flexible groupings in classroom (<i>RTI II Intervention</i>) • Consult with RTI Coordinator
Meets or above designated performance standards	At or above level 3 and/or 65%	At or below level 2 and/or 65%	<ul style="list-style-type: none"> ◆ Flexible groupings in classroom (<i>RTI II Intervention</i>) • Consult with RTI Coordinator

Guidelines			
Performance level on developmentally appropriate measures	Performance level on NYSED or standardized measures	Performance level on report card	Suggested guidelines for intensity of services
Meets or above designated performance standards	At or below performance level 2 and/or below 65%	At or above level 3 and/or 65%	<ul style="list-style-type: none"> ◆ Flexible groupings in classroom (<i>RTI II Intervention</i>) • <i>Consult with RTI Coordinator</i>
Meets or above designated performance standards	At or above level 3 and/or 65%	At or above level 3 and/or 65%	<ul style="list-style-type: none"> ◆ Exit program/monitor performance • Consult with RTI Coordinator

VII. INTERVENTION PRACTICES OF ACADEMIC INTERVENTION SERVICES

A. The following are general criteria that should be met for an approach to count as Academic Intervention Services:

- Students needs should be assessed by a trained staff member
- Specific interventions should be provided beyond general instruction in the regular classroom
- Student progress should be assessed regularly
- Records should be kept of the services provided
- Certified teachers should be appropriately assigned

B. Providing AIS for students in more than one standards area will be combined, where appropriate. ELA and Math will be the primary focus with secondary support in social studies or science content skills.

C. When a student exhibits **disciplinary or situational emotional/social problems** that may put him/her at risk of not meeting State learning standards, the services of the student support personnel may be appropriate without an academic instructional component. These services may be combined in both design and responsibility depending on the needs of the student.

Services May include:

- Conflict Resolution
- Peer Mediation Activities
- Clubs
- Social Skills Program
- “Banana Splits”

Resources Available May Include:

- Classroom Teacher
- Instructional Support Teams
- Parents
- School Nurse
- Attendance Monitor

Responsibility:

- Primary
- Principal or Designee
- Secondary
- Guidance Counselor
- Peer Mediators

Services May include:

- Counseling
- Bereavement Group
- “Lunch Bunch”
- Principal’s Round Table
- Parenting Skills Program
- Functional Behavior Assessment
- Behavior Intervention Plan

Resources Available May Include:

- Problem Solving Team
- Guidance/School Counselor
- Psychologist/Social Worker
- Security Resource Officer (SRO)
- Staff

Responsibility:

- Secondary (Con’t)
- Staff & Students
 - Attendance Monitor
 - School Nurse
 - Club Advisors

D. The following are practices that are included in the Academic Intervention Services program where appropriate and applicable:

- Review of student’s class work to identify exact areas of academic intervention
- Analysis of diagnostic tests to identify student’s areas in need of academic intervention
- Provision of more focused attention in the regular classroom (flexible grouping)
- Provision of extra-help in class
- Provision of progressive extra instructional time beyond the regular class (advisory help, alternate day and/or daily sessions)
- Provision of extensive writing under time constraints
- Provision of additional listening and reading lessons
- District-wide implementation of at least a 100-min block of time for English language arts K-4 focusing on reading, writing and listening skills
- District-wide implementation of at least a 75-minute block of time for mathematics K-4 focusing on skills, concepts, problem solving and writing
- District-wide grade-level/departmental meetings with a continued focus on curriculum, instruction and assessment

IX. PARENTAL NOTIFICATION [Part 100.2 (ee) (6)]

Parent involvement is an integral part of the child's success in the Academic Intervention Services Program. The parent(s), or person(s) in parental relationship to the student, is responsible to become involved in their child's educational needs.

The parent(s), or person(s) in parental relationship to the student, is notified in writing by the principal of the building that the student will be receiving academic intervention services. This notification letter includes:

- A summary of the Academic Intervention Services to be provided
- The reason that the student requires the services
- Consequences of not achieving designated performance levels

The parent(s), or person(s) in a parental relationship to the student, is notified in writing by the principal of the building that the student will be discontinued. This notification letter includes:

- The criteria for ending services
- The performance levels obtained on NYSED and district-selected assessments
- Translations, where appropriate, into native language of the parents.

The parent(s) or person(s) in parental relationship to the student is provided with on-going communication through:

- Opportunities once each semester (fall/spring) for consultation with the student's regular classroom teacher(s) and other teachers providing academic intervention services, such as open house, parent/teacher conferences, and conversations
- Quarterly reports during the school year on the student's progress working with teachers that are providing information on ways to become involved in working with their child, monitoring their child's progress, and information is provided through distributing:
 - Parent Orientation Meetings
 - Videos on Early Literacy, Parenting Skills, Homework, and Study Skills
 - Brochures, booklets, and bookmarks highlighting key strategies for parents
 - Home-school folders and journals

- Book bag program to encourage family literacy
- An Annual Parent Involvement Meeting that focuses on informing parents of the NYSED Learning Standards and performance expectations for their child. Through discussion and a written survey, the parents are encouraged to provide input and feedback regarding Academic Intervention Services.

APPENDIX A: PART 100.1, subdivision(t)

(t) State learning standards means the knowledge, skills and understandings that individuals can and do habitually demonstrate over time as a consequence of instruction and experience.

(1) State learning standards are organized into seven general curriculum areas:

(i) English language arts.

(a) Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply and transmit information.

(b) Students will read and listen to oral, written and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

(c) Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

(d) Students will listen, speak, read and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

(ii) Mathematics, science and technology.

(a) Students will use mathematical analysis, scientific inquiry and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

(b) Students will access, generate, process and transfer information using appropriate technologies.

(c) Students will, through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability, understand the concepts of and become proficient with the skills of mathematics, communicate and reason mathematically and become problem solvers by using appropriate tools and strategies.

(d) Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

(e) Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

(f) Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

(g) Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

(iii) **Social studies.**

(a) Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

(b) Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.

(c) Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national and global-including the distribution of people, places and environments over the Earth's surface.

(d) Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies and how an economy solves the scarcity problem through market and nonmarket mechanisms.

(e) Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

APPENDIX A: PART 100.1, subdivision(t) (cont.)

(iv) Languages other than English.

- (a) Students will be able to use a language other than English for communication.
- (b) Students will develop cross-cultural skills and understandings.

(v) The arts.

- (a) Students will actively engage in the processes that constitute creation and performance in the arts (visual arts, music, dance and theatre) and participate in various roles in the arts.
- (b) Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- (c) Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- (d) Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

(vi) Health, physical education and family and consumer sciences.

- (a) Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.
- (b) Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- (c) Students will understand and be able to manage their personal and community resources.

(vii) Career development and occupational studies.

- (a) Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- (b) Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- (c) Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

(d) Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement and success in postsecondary programs.

(2) The State learning standards in each of the seven general curriculum areas, and the State assessments that measure achievement of the State learning standards, are organized into **four levels**:

(i) **the elementary** or elementary-level State learning standards and State assessments reflect the knowledge, skills, and understandings all students are expected to know and be able to do by the end of grade four;

(ii) **the intermediate** or intermediate-level State learning standards and State assessments reflect the knowledge, skills, and understandings all students are expected to know and be able to do by the end of grade eight;

(iii) **the commencement** or commencement-level State learning standards and State assessments reflect the knowledge, skills, and understandings all students are expected to know and be able to do upon receiving a high school diploma.

(iv) **the alternate performance** level for the State learning standards and the State assessment for students with severe disabilities reflect the knowledge, skills and understandings that such students are expected to know and be able to do as indicated in their individualized education programs. Students with severe disabilities means students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education, social, psychological and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment. Students with severe disabilities may experience severe speech, language, and/or perceptual-cognitive impairments, and evidence challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports and/or prompts and assistive technology devices.

APPENDIX B: PART 100.2, subdivision(ee), paragraph (4)

4) Description of academic intervention services.

(i) By July 1, 2000, a school district shall develop a description of academic intervention instructional and/or student support services to be provided in schools to students in need of such services pursuant to paragraphs (1), (2) and (3) of subdivision (ee) of this section. The description shall include any variations in services in schools within the district, and shall specifically describe:

(a) the district-wide procedure(s) used to determine the need for academic intervention services;

(b) academic intervention instructional and/or student support services to be provided pursuant to paragraph (5) of subdivision (ee) of this section;

(c) whether instructional services and/or student support services are offered during the regular school day or during an extended school day or year; and

(d) the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.

(ii) The description of academic intervention services shall be approved by each local board of education by July 1, 2000. In the New York City School District, the New York City Board of Education may designate that the plans be approved by the Chancellor or his designee or by community school boards for those schools under their jurisdiction. 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 performance results.

(iii) 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. In this instance, the preparation date for the description of academic intervention services shall conform to the date of the preparation of the comprehensive district education plan.

(iv) Based on performance criteria established by the Commissioner, certain school districts may be required to submit their description of academic intervention services for specific schools to the Department for review and approval.

(5) Provision of academic intervention services.

(i) School districts may use time available for academic intervention instructional and/or student support services during the regular school day.

(ii) School districts may provide students with extended academic time beyond the regular school day and school year.

(iii) In public schools, academic intervention instructional and/or support services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of this Title.

(iv) Beginning September 1, 2000, 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:

(a) meets or exceeds the State designated performance level on the next State assessment; or

(b) 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 of the levels specified in the district description of academic intervention services pursuant to paragraph (4) of subdivision (ee) of this section.

(6) Parental notification and involvement.

(i) Notification of commencement of services. 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. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. 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 of not achieving expected performance levels.

(ii) Notification of the ending of academic intervention services. Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.

(iii) Ongoing communication with parents or persons in parental relation. Parents or persons in parental relation to students receiving academic intervention services shall be provided with:

(a) an 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;

(b) reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications or other means, in a language or mode of communication understood by the parents or person in parental relation; and

(c) information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.

AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 101, 207, 305, 308, 309 and 3204 Paragraph (2) of subdivision (ee) of section 100.2 of the Regulations of the Commissioner of Education is amended, effective December 31, 2014, as follows: (2) Requirements for providing academic intervention services in grade three to grade eight. Schools shall provide academic intervention services when students: (i) score below: (a) the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics or science, provided that for the (2013-2014) 2014-2015 school year only, the following shall apply: (1) those students scoring below a scale score specified in subclause (3) of this clause shall receive academic intervention instructional services; and (2) those students scoring at or above a scale score specified in subclause (3) of this clause but below level 3/proficient shall not be required to receive academic intervention instructional and/or student support services unless the school district, in its discretion, deems it necessary. Each school district shall develop and maintain on file a uniform process by which the district determines whether to offer AIS during the (2013-2014) 2014-2015 school year to students who scored above a scale score specified in subclause (3) of this clause but below level 3/proficient on a grade 3-8 English language arts or mathematics State assessment in (2012-2013) 2013-2014, and shall no later than (November 1, 2013) November 1, 2014 either post to its website or distribute to parents in writing a description of such process;