

**SARANAC CENTRAL SCHOOL DISTRICT**  
**ACADEMIC INTERVENTION SERVICES PROGRAM**  
**2018-2020**

Academic Intervention Services are additional instruction and/or student support services that supplement the instruction provided in the general curriculum to assist students in meeting the State learning standards. Academic Intervention Services (AIS) are intended to assist students who are at risk of not achieving the Standards in English Language Arts (ELA), Mathematics, Social Studies and/or Science. Academic Intervention Services shall be made available to all students, regardless of disability.

The Saranac Central School District, located in Clinton County, has a student enrollment of approximately 1500 pupils. All students should be afforded appropriate and targeted opportunities, based on root cause analysis of multiple measures, for academic assistance and intervention, so that they may be successful in meeting the New York State Learning Standards and Common Core Learning Standards.

Academic Intervention Services (AIS) include the following two components:

- Additional supplemental instruction for 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 to address barriers to improved academic performance. These services include 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.

Examples of Barriers:

- Attendance problems
- Discipline problems
- Family-related issues
- Health-related issues
- Nutrition-related issues
- Mobility/transfer issues

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessment results and/or the District-adopted or District-approved procedure.

Services will be provided to eligible students in grades K-12. Academic Intervention Services meets the requirements for Level II of our District Response to Intervention (RTI) model.

## **Eligibility for Academic Intervention Services:**

Eligibility for AIS will be determined by State assessment results and/or District procedures.

### **State Assessments:**

Students who score below the cut point provided each year by the New York State Education Department on grade 3 through 8 ELA and Math assessments, or, in the area of Science, students who score 65 or below on the grade 8 Science exam, shall be considered for Academic Intervention Services. A minimum of two additional student performance indicators (mentioned under District Procedures) will be reviewed and considered in order to make the final determination for services.

Students in grades 9-12 will receive Academic Intervention Services if they score below the approved passing grade on any Regents exam required for graduation in ELA, Mathematics, Science or Social Studies.

### **District Procedures:**

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).
- are absent for all or part of a State assessment, or
- transfer from out-of-state or the country.

The following criteria will be used in determining risk of not meeting Standards:

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

- Standardized Test (scores below the state cutoff)
- Other assessments (individualized testing such as Stanford Math or Reading, Woodcock-Johnson, etc.)
- Local final examinations
- Local grade level assessment

A minimum of two of the following must confirm recommendation of teachers and/or service providers in coordination with building principals for AIS:

- Portfolio Assessment
- Running Records (elementary level)
- Diagnostic Assessments (including, but not limited to iReady, AIMS WEB, or publisher tests from reading series)
- Early Literacy Assessments (Dial R, RCA, etc.)
- Anecdotal Records (behavioral indicators)
- Writing folder
- Report Card Grades (identified criteria)
- 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
- Part 154 performance standards for LEP/ELL

### **Types of Services That May Be Provided:**

The Saranac Central School District will provide Academic Intervention Services in the areas of Math, ELA, Science and Social Studies. Decisions related to the frequency and intensity of service will be made based upon individual student 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 all students in the District in grades K-12. Additionally, the District will review individual building needs each year by analyzing data on:

- Student performance information to determine root cause.
- The number of students receiving AIS at each grade level and within each standard 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.
- Review by District personnel in coordination with the building principal.

### **Academic Intervention:**

- Additional instructional class time
- Distance Learning
- Computer Assisted Instruction
- Co-teaching
- Individualized Instruction
- Small Group Instruction
- After-school or summer programs
- Learning Center assistance (High School)
- Out of District Special Education Placement
- Resource Room
- Regents Test Preparation services for CV-TEC students at CV-TEC

### **AIS Monitoring:**

Particular students may receive indirect AIS monitoring services. Assigned teachers will monitor student grades and progress on a weekly basis. Documentation of monitoring will be kept, and students may be placed in AIS classes if deemed necessary.

The placement of an AIS student to AIS monitor status shall be determined with consideration of the following:

- Student's schedule

- Student's result on a Parallel Assessment
- Review by District personnel in coordination with the building principal

Parents will be notified, in writing, of the change in placement and the criteria used to determine the change.

**Parent Notification/Student Progress Reports:**

The District is responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the academic services being provided to the student including when the services will be provided, and by whom. The reason(s) for AIS placement will be stated.

Parents will also be kept apprised of their child's progress through quarterly written reports or parent conferences/consultation. Suggestions for working with the student at home will be given. When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student, and the assessment(s) or records that were used in determining the student's level of performance.

**Criteria for Ending AIS:**

For students receiving Academic Intervention Services as a result of a Regents exam score below a 65 or not meeting the Regents exam Safety Net requirements, Academic Intervention Services may end only when a student successfully receives a 65 or higher or meets the Safety Net requirements on the Regents exam.

For students receiving Academic Intervention Services based on other criteria, services may end when the district determines that the student is likely to reach New York State proficiency standards. A minimum of two of the following must confirm the recommendation of teachers and/or service providers to end services:

- Portfolio Assessment
- Running Records (elementary level)
- Diagnostic Assessments (including, but not limited to iReady, AIMS WEB, or publisher tests from reading series)
- Early Literacy Assessments (Dial R, RCA, etc.)
- Anecdotal Records (behavioral indicators)
- Writing folder
- Report Card Grades (identified criteria)
- 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
- Part 154 performance standards for LEP/ELL

**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. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

**Performance Level for Grades 3-8 ELA, Math, and Science exams:**

<b>Level 1</b>	<b>Below Standard</b>
<b>Level 2</b>	<b>Meets Basic Standard</b>
<b>Level 3</b>	<b>Meets Proficiency Standard</b>
<b>Level 4</b>	<b>Exceeds Proficiency Standard</b>

## Attachment #1

### **Possible Strategies for Academic Intervention Services For Students with Disabilities Placed In or Out of District**

1. Counseling
2. Small Class Sizes
3. Curriculum Alignment with Standards
4. Stretch Courses
5. Small Student-to-Staff Ratio
6. Instructional Modifications
7. Study Skills
8. Attendance Improvements
9. Structured Study Halls
10. School-to-Work
11. Computer Assisted Instruction
12. Individual and Small Group Instruction
13. Co-teaching

### **Possible Strategies for Academic Intervention Services For Students Enrolled in Vocational/Technical Programs**

1. All of the above suggestions, where applicable.
2. Co-teaching in technical classes by certified language arts and math teachers (applied academics).
3. Small group pullout for varying lengths of time either at the local school or vocational center.

### **Possible District/Building Services to Address the Support Issues**

1. Child study groups (i.e. IST, Pupil Personnel)
2. Psychologists
3. Counselors
4. Social workers
5. Primary mental health program
6. Focused look at nutrition as issue in student achievement
7. Peer mediation
8. Conflict resolution
9. Interagency cooperation (i.e. community and schools)
10. Early grade discipline intervention programs (i.e. special friends, crisis intervention, etc.)
11. Home schooling coordinators
12. Home visits
13. Transition programs for at-risk students;
  - a. Mentor programs - student and adult mentors
  - b. Buddy systems
  - c. Parent nights

14. Open house transition
15. ESL program
16. Translators for individual students
17. Parenting classes
18. Volunteer coordinator
19. Child care for parents for school functions.
20. Transportation for targeted events
21. Adult "Big Brother/Big Sister" type programs
22. Utilized School-to-Work Coordinator to interface with business community to address AIS issues
23. Connection to Vocational Educational Programs to establish AIS initiatives (image correction)
24. Students Against Destructive Decisions (Older groups of students work to deliver positive messages to younger students.)
25. Extracurricular programs linked to AIS
26. Links to community resources (i.e. local colleges, police, etc.) to provide student self concept programs.
27. Building community programs
28. Links to AIS for summer interventions
29. Alternative education sites