

## **Academic Intervention Services (AIS) Plan Description**

### **Introduction- Background Information**

The Central Square Central School District Academic Intervention Services Plan was developed to meet the requirements of Section 100.2 (ee) revisions to Part 100 of the Commissioner's Regulations and adopted by our Board of Education. State regulations require school districts to provide Academic Intervention Services (AIS) to students who score below state designated performance levels on the New York State Learning Standards.

Academic Intervention Services are defined as additional instruction and/or student support services, which supplement the instruction provided in the general education curriculum. These services are aimed at helping students to meet and/or exceed the New York State Learning Standards in Mathematics, English/Language Arts, Science, and Social Studies. These services are available to students with disabilities on the same basis as non-disabled students, however services shall be provided to the extent consistent with the student's Individualized Education Plan (IEP).

### **Definition**

AIS services are designed to help students achieve the learning standards in English Language Arts and Mathematics in grades K-12 and Social Studies and Science in grades 4-12. Additional academic instruction supplements the general curriculum (core program) in the least restrictive environment, to improve academic performance such as specific skill deficits, discipline problems, attendance problems, health issues, family issues, mobility, etc. AIS supports are intended to provide students with specialized, targeted instruction, which means the provision of extra time for focused instruction and/or increased student-teacher instructional contact time designed to help students achieve NYS learning standards.

The AIS Compliance Plan that follows includes:

- Entrance criteria and provision of services.
- Range of supports available in a multi-tiered model.
- Parent involvement notification.
- Change for intensity and progress monitoring documentation.
- Exit criteria.

Since both time and AIS staff are finite resources, a unique blend of AIS support and scheduling may be required when multiple interventions are indicated. The designated School Based Intervention Team (SBIT) functioning at each school will assist in recommending AIS interventions. Implementation will be directed by the school's principal and will occur within our staffing resources.

Academic Intervention Services will:

- Provide targeted skill support to supplement not supplant classroom curriculum and instruction.
- Employ direct, systematic, and explicit supports in the area of documented need.

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**Eligibility**

All students are eligible for Academic Intervention Services (AIS), including those with disabilities and/or Limited English Proficiency (LEP) if they fail to meet the designated state performance standards or district approved guidelines. Additionally, LEP students and English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in Commissioner's Regulations Part 154 are eligible for AIS.

Academic Intervention Services are provided for academic instruction and other related fundamental support needs that may impact student performance (language, motor, counseling, behavior etc.) Criteria are established in each area to identify students who need services. The criteria are based on several different forms of evaluation and documentation. Similar criteria are used, as exit benchmarks indicating that services are no longer needed. The building principal, teachers, and support personnel will work together to determine the appropriate frequency and intensity of intervention service.

Those students who continue to be eligible for AIS services may necessitate consideration by the School Based Instructional Team (SBIT). The multidisciplinary IST will further evaluate student strengths and needs and make appropriate recommendations to classroom teachers and support personnel. In more extreme cases, formal evaluations may be warranted and may include recommendations for more specialized services.

- Students who score below the designated performance levels.
- Students at risk of not meeting the State standards as indicated through district adopted or approved procedures.
- LEP/ELL (Limited English Proficient/English Language Learner) students who do not achieve the CR Part 154 standards.
- Identified students with disabilities and LEP/ELL who require services.

**District Support Services**

We provide a wide variety of resources to support the academic, social/emotional, and behavioral needs of our students.

The following list identifies some of the key support personnel that may be utilized for AIS supports:

- Administration
- Content Area Specialists
- Counselors
- General Education Teachers
- Interagency Personnel from the Community
- Math Specialists
- Nurses
- Occupational Therapists
- Physical Therapists
- Psychologists

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- Reading Specialists
- Special and General Education Teachers
- Speech/Language Therapists
- Student Teachers/Practicum Students
- Support Personnel
- Teaching Assistant (supervised)
- Volunteers

### **District Procedures for Academic and Support Services K-12**

The Central Square Central School District AIS plan outlines the multi-tiered process for identifying and supporting students in grades K-12. This plan assures that multiple measures of assessment and other sources of evidence will be used in the identifications of students to be served. These sources may include but not be limited to: student records, report cards grades, classroom participation, diagnostic assessment, parent referrals, and curriculum based measures. All decisions will be based on data provided at each level.

Procedures that we will follow include using the following as a basis for all decisions:

- Data on behavior problems (which students need of AIS based on learning outcomes)
- Data on specific skill weaknesses
- Criteria for Beginning AIS
- Tiered level of supports in the least restrictive environment
- Frequency, Intensity and Duration of Service
- Procedures for Parent Notification
- Criteria for Ending AIS

The Central Square Central School District will implement the Response to Intervention (RTI) model in the delivery of AIS services. RTI focuses on systematic, curriculum-based screening, skill deficit identification, targeted strategies, variety of evidence based interventions, and frequent progress monitoring. RTI is the framework identified in Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), as an intervention approach that generates data to inform instruction and identify students who may require special education and related services in a systematic way to ensure that students experiencing educational difficulties receive more timely and effective support (President's Commission on Excellence in Special Education, 2002).

A key element of an RTI approach is the provision of early intervention when students first experience academic difficulties, with the goal of improving the achievement of all students. In addition to the preventive and remedial services this approach may provide to at-risk students, it shows promise for contributing data useful for identifying learning disabilities.

### **Parent Involvement and Notification**

The State Education Department requires that parents be notified in writing when AIS support is to be implemented for their child.

The notification must include:

- Summary of the service to be provided.
- Reason for the AIS support.
- Consequences of not achieving the NYS Learning Standards.

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- When AIS support is being provided, the State Education Department has mandated that on-going communication with the parents needs to occur.

The specific mandates are that parents be provided:

- Quarterly progress reports (this may be included as part of the student's report card).
- Opportunities for parent conference (or other consultation) once each semester when requested.
- Communication including suggestions for working with the student at home.

Parents also must be notified when AIS support will be ended. The mandated notification must include the following information:

- Criteria for ending the services.
- Current performance level of their child.
- Specific assessments used to determine their child's level of performance.

Parents may obtain information on ways they can support their child's learning by working with their child, monitoring their child's progress and working collaboratively with staff members providing AIS.

### **AIS Change of Intensity**

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and documentation provided for each tier. Students with the greatest need would receive more intense services, for a longer duration, and with more frequent progress monitoring. Students with the least intensive needs might only require review as an intervention service. Decisions regarding service intensity will be determined by the School Based Intervention Team (SBIT) and/or directed by the school's principal.

### **Exit Criteria**

See [www.cssd.org/instruction](http://www.cssd.org/instruction) for criteria by grade level

### **Relationship of AIS and Special Education**

AIS supports are considered "General Education Program" interventions. As a result, AIS actions should not be included in a student's IEP or student's 504 Plan. The CSE cannot recommend that a student with a disability receive AIS. Special education teachers and related service staff may provide AIS support when such services are in addition to any special education interventions that are listed in an IEP. The specific manner in which AIS support will

be provided to a student with an IEP or 504 Plan will be determined by the designated building team.

### **Student Support Services**

Prevention services are available to all students. In addition to academic interventions, students who are determined to be at risk for failure to meet NYS Learning Standards in Language Arts, Mathematics, Science and/or Social Studies may be determined to be at risk due to speech/language delays, poor attendance, behavior issues or other social/emotional factors. Students who have these risk factors may receive preventative services such as speech improvement, counseling, guidance, health or other district services as developed by the SBIT Team and/or directed by the school's principal.

### **Provision of AIS Services**

A full range of AIS structures will be used to support all students who are not proficient on NYS Assessments or at risk of poor performance. All support services will be delivered by Highly Qualified staff as determined by section 100.2(o) of the Commissioner's Regulations.

AIS in the Central Square Central School District may include the following structures:

- During the regular school day via supplemental instruction.
- As part of an extended year program via summer instruction.

### **Individual Skill Deficit Identification Sources**

- Error analysis of student assessment (COGNOS, Data Warehouse, Gap analysis.)
- Screening item analysis
- Analysis of student work
- Diagnostic assessments
- Disaggregated subject area assessments
- Data from patterns of student performance
- Disciplinary Referrals
- Records of absences
- Tardy patterns
- Number of time outs/removals
- History of documentation of behavioral issues

## **MULTI-TIERED MODEL OF STUDENT SUPPORT SERVICES**

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### Tier 1

**Interventionists**      General Education Teacher

**Program:** Tier One is designed to provide for success of all students with a minimum goal of 80% of all students being successful. It is comprised of three basic elements: (a) research based core instruction, (b) targeted, small group, and research-based intervention for struggling student, (c) documented progress monitoring of skill progress. A brief summary of Tier 1 follows:

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**Focus:** All students in general education who are struggling.

**Structure Options:**

- In class, small group skill intervention
- Standards and scientifically based instruction
- Small group skill remediation
- Mentoring
- Peer support
- Supplement to the core curriculum
- Differentiated Instruction
- Instructional accommodations
- Environmental accommodations

**Groupings:** Flexible groupings based on teachers progress monitoring.

**Time:** Targeted small groups during regular classroom instruction.

**Assessment:** Progress Monitoring/Curriculum based measurement minimal of two times per month and consistent documentation of instructional strategies used to target individual skill deficits.

**Setting:** In general education setting, no pull out.

## **Tier 2**

**Interventionists:** Highly qualified general education teachers, remedial specialists, content area specialists, councilors, principal, teaching assistants, school psychologists, speech language therapists.

**Program:** Tier Two is designed to provide success for approximately 20% of the student population who are struggling. It is comprised of programs, strategies, and procedures designed to supplement, enhance and support Tier One. A brief summary of Tier Two follows:

**Focus:** For students who have not been successful with Tier One efforts and still have not made progress to support the skill deficit(s). Supplemental skill instruction to support academic and behavior needs that have been already been addressed in general education.

**Structure Options:**

- Targeted skill interventions
- Small group remediation
- Computer based supports
- Tutoring Center
- Co-teaching
- Learning Lab
- Advisor/mentor for "at risk" students

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- Guided study halls
- Peer tutoring
- Peer mentoring
- Study Club
- Pre-teaching
- Re-teaching
- Study skills
- Organizational Skills
- Test Anxiety

**Groupings:** Flexible, homogeneous small groups, skill based .

**Time:** Targeted small groups 30-40 minutes for a minimum of three times a week (dependent upon grade level).

**Assessment:** Progress Monitoring/Curriculum based measurement minimal of weekly with consistent documentation of progress data. Formal reporting to parents on skill progress will be quarterly.

**Setting:** In general education setting or pull out.

### Tier 3

**Interventionists:** General education teachers, remedial specialists, content area specialists, councilors, principal, teaching assistants, school psychologists, special education, speech language therapists, occupational therapists, physical therapists.

**Program:** Tier Three is designed to provide success for approximately 15% of the student population who are struggling. It is comprised of customized, small group programs, strategies, and procedures that are more intensive than Tier Two. Tier Three provides: (a) increased time for interventions, (b) smaller group size, (c) frequent, ongoing progress monitoring, and (d) the duration of this Tier may be increased to months or even years. A brief summary of Tier Three follows:

**Focus:** For students who have not been successful with Tiers One or Two efforts and still have not made progress to support the deficit.

**Structure Options:**

- Intensive skill intervention for academic and/or behavior needs
- Supplemental instruction
- Intensive remediation
- Behavior Plan
- Structured subject area study hall
- Extended day before or after school
- Summer programs
- More intensive levels of Tier 2

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- Counseling

<b>Groupings:</b>	Flexible, homogeneous groupings based on skill/weaknesses
<b>Time:</b>	Targeted small groups 30-40 minutes for a minimum of three times a week (dependent upon grade level).
<b>Assessment:</b>	Progress Monitoring/Curriculum based measurement minimal of twice weekly for consistent documentation of student progress in academic or behavior deficits. Formal reporting to parents on skill progress will be quarterly.
<b>Setting:</b>	In general education setting or pulled out

### Tier 4

**Interventionists:** Special education teacher, speech language therapist, counselors, teaching assistants, school psychologists, occupational therapists, and physical therapists.

**Program:** Referral to Committee on Special Education or Section 504 Team. A Referral with all documentation of previous tiers, assessment and progress monitoring data to determine eligibility for direct special education services will be made. Direct instruction, test accommodations and all requirements under Part 200 of the Commissioner's Regulations will be applied.

**Focus:** Modification and prioritization of general education to meet the academic, behavioral and functional needs of students with identified disabilities.

**Structure Options:**

- Related Services
- Consultation Teacher Services
- Resource Room supports
- 15:1
- 12:1:1
- 8:1:1
- Out of District Placements

<b>Groupings &amp; Time:</b>	Determine by regulation and placement decision of Committee on Special Education (CSE).
<b>Assessment:</b>	Program Monitoring/Curriculum based measurement minimal of twice weekly for consistent documentation of student progress in academic or behavior deficits. Formal reporting to parents on skill progress will be quarterly.
<b>Setting:</b>	In general education setting or pulled out.



## Decision Making Model for Student Support Services

### A. Educational Progress

Data from  
each Tier on  
interventions  
and progress



### B. Discrepancy

Discrepant  
from the local  
norm, unique  
characteristics,  
learning  
difficulties



### C. Instructional Needs

What has been  
tried, Intensity  
of need and  
how to teach  
this student

**Monitoring Quality and Effectiveness of Interventions and Progress Monitoring**