



Biennial
Academic
Intervention
Services Plan

2009-2011

Niskayuna Central School District
August 24, 2009

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1. Introduction

In compliance with Commissioner's Regulations, all public school districts in New York State must submit an Academic Intervention Services (AIS) Plan to be approved by their Board of Education by July 1, 2000 and every two years thereafter.

This is a revision of the AIS Plan submitted to the Board on August 21, 2006. It was developed with input from the AIS teachers, the directors of English, mathematics, social studies and science, the principals, and the Assistant Superintendent for Instruction.

The goal of our AIS services is 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.

2. Definition of Academic Intervention Services

Academic Intervention Services (AIS) 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 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 non-disabled students. Such services shall be provided to the extent consistent with the students' individualized education plans, for example accommodations, modifications and assistive technology.

Academic Intervention Services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction), e.g. remedial reading, AIS math, (see pp 10-23); and/or
- Student support services needed to address barriers to improved academic performance, e.g. guidance or social worker counseling services. (see p. 24)

AIS will be provided to students in English Language Arts and mathematics in grades K-12 and social studies and science in grades 4-12.

3. AIS Process

The principal, in coordination with K-12 Directors approves students for AIS based on a number of criteria (outlined in this document) because the student is at risk of failing to meet the State learning standards.

In most cases, during the spring and summer the principal decides who will receive AIS by reviewing progress reports major test results, and teacher recommendations. However, principals can assign students to AIS at any time it is needed as advised by their building child study teams (see p. 4 "Protocol for Child Study Teams to Identify Students for Assistance).

Once students are identified for AIS, the principal sends a letter to their parents informing them of the AIS the students will receive and the reasons for the AIS. The AIS teachers then provide quarterly reports to the parents on their child's progress in AIS.

When students achieve at a level where they no longer need AIS (see criteria listed on pages 10-23), their parents are sent a letter informing them that their child will no longer receive AIS with the reasons why the service will be discontinued.

Students identified for AIS must receive instruction that is consistent between the AIS teacher and the classroom teacher. To achieve consistent instruction, the AIS teacher shares her instructional goals for the student with the classroom teacher who in turn tries to teach to those goals in the classroom.

Response to Intervention- Beginning in July 2005 the amended Federal Law governing special education, the Individuals with Disabilities Educational Improvement Act (IDEIA) went into effect. The law permits school districts to identify students with learning disabilities in a new way. Using Response to Intervention (RTI), a school child study team (CST)

assesses a student suspected of having a learning disability. Then with guidance from the CST and the school psychologist, the classroom teacher and AIS teacher try various evidenced based interventions to improve the child's performance in a deficit area such as reading decoding and measure the student's response to the interventions. After a pre-determined intervention period, the measured results of the intervention are presented to the SST (for example: Short weekly tests or "probes"). If the results show significant improvement, the intervention is continued. If not then a different evidenced based intervention will be recommended. If after a sequence of trials of RTI, the student fails to improve significantly, the student is referred to the Committee on Special Education (CSE) to consider his/her eligibility for special education.

Parents of students identified for RTI receive written notification including what student data will be collected, instructional strategies for increasing student's rate of learning, and their right to request an evaluation for special education programs and services.

The grades K-5, District Early Literacy Profile will continue to be used as a screening and diagnostic tool. As in the past, we will use it to determine which students need AIS and to identify areas of strength and weakness. We will also employ it to identify students who should be referred to the building SST to decide whether or not they need RTI.

AIMSWEB software will be used to obtain RTI screening tests and probes. The software will allow us to monitor each RTI student's progress. We will have the capacity to compare each student's performance against the performance of other Niskayuna AIS students and against national norms.

IDEA allows school districts to classify a student as learning disabled if the student fails to respond to evidenced based interventions. The law also permits school districts to continue using the traditional "discrepancy" model to determine if a student has a learning disability. In the "discrepancy" model, the CSE compares the student's intellectual ability to his/her achievement scores. If the gap between the two is significant and the student has received adequate instruction including AIS and other interventions, the CSE will classify the student as having a learning disability in a particular area such as reading. Use of the discrepancy method for identifying students as LD in grades K-4 has been approved by the Regents through 2012 .

4. Protocol for Student Support Team to Identify a Student for AIS

Elementary:

If a child is having a problem that is academic, social, emotional, physical-medical or any combination thereof, the following steps should be taken:

- A. Referral is made to the Student Support Team
- B. Principal sends notice of upcoming Student Support Team meeting to all team members, the classroom teacher and referring teacher with deadline for referrals at one week prior to meeting.
- C. On the meeting date, all team members, including referring teacher, receive copies of referral form.
- D. Team meets and accomplishes the following:
 - Referring teacher describes issue(s).
 - Pertinent data is shared (test scores, report cards, documentation from external sources, etc.).
 - Behavioral statement of desired goal(s)/outcome(s) generated.
 - Team identifies interventions already attempted, resources already working with child.
 - Team brainstorms interventions (including scientifically based interventions) to help the student reach the desired goal(s).
 - Team assigns a follow-up person.
 - Team sets date to review progress/effectiveness of plan generated.

- In cases where a learning disability is suspected, the Team will recommend trials of RTI. The school psychologist will supervise the students working cooperatively with the AIS teacher and classroom teacher.

Secondary:

- A. Referral is made to the Student Support Team (middle level or high school level).
- B. Principal sends notice of upcoming Student Support Team meeting to all team members, the classroom teachers and referring teacher with deadline for referrals at one week prior to meeting.
- C. On the meeting date, all team members, including referring teacher, receive copies of referral form.
- D. Team meets and accomplishes the following:
 - Referring teacher describes issue(s).
 - Pertinent data is shared (test scores, report cards, documentation from external sources, etc.).
 - Behavioral statement of desired goal(s)/outcome(s) generated.
 - Team identifies interventions already attempted, resources already working with child.
 - Team brainstorms interventions (including scientifically based interventions) to help the student reach the desired goals.
 - Team assigns a follow-up person.
 - Team sets date to review progress/effectiveness of plan generated.
 - In cases where a learning disability is suspected, the Team will recommend trials of RTI. The school psychologist will supervise the trials working cooperatively with the AIS teacher and classroom teacher.

5. Use of Testing Information – Grades K-5

- Classroom-Based Assessments - Teachers include assessment data in ongoing individual student classroom folders. Teacher targets specific instruction for areas of need for each student.
- District Literacy Profile – In grades 1-3 alternate assessments are given throughout the year and summarized in June. The summaries are:
 - reviewed by teacher and administrator
 - utilized in placement decisions
 - discussed with following year teacher
 - made available to Child Study Team to aid in identifying students for AIS and RTI
- All assessment information and data should be placed in the AIS folder of any student receiving AIS services (including monitoring).
- All State Assessment in ELA, Math, Social Studies and Science – All state tests in ELA, Math, Social Studies and Science are administered annually.

The results are:

 - received by District Office under embargo
 - review by directors
 - copy sent to building principals for review
 - once received, mailed to parents including cover letter explaining scores and AIS identification process

- utilized to create lists of students in 1 and 2 range and those in need of AIS
- placed in students' permanent record folders

Students receiving a score of 1 are required to receive AIS. The principal and teachers will review the students in the 2 range, and in combination with report card data and District Literacy Profile, decide whether direct AIS will occur or if the child will be monitored. In either case, a letter is generated for each child, signed by the principal, and sent to parents to inform them of AIS service provision. Letters should be distributed prior to AIS service implementation. A copy of letter will also be placed in the AIS folder.

6. Use of Testing Information – Grades 6-12

State 6, 7 and 8th Grade Exams

State tests in ELA are administered in annually.

- received by District Office under embargo
- review by directors
- copy sent to building principals for review
- once received, mailed to parents including cover letter explaining scores and AIS identification process
- used to create lists of students in 1 and 2 range and those in need of AIS
- placed in students' AIS folders and permanent record folders

The principal, directors, AIS teachers and guidance counselor will review the students in the 2 range, and in combination with report card data decide whether direct AIS will occur or if the student will be monitored. In either case, a letter is generated for each student, signed by the principal, and sent to parents to inform them of AIS service provision. Copy of letter should also be placed in the AIS folder.

The AIS providers should identify those students whom they believe will continue to need services (based on previous state exam results, report card grades and teacher input) so that counselors may schedule the students for AIS. After the test results are available, adjustments in student schedules may be necessary over the summer and the beginning of the school year to accommodate mandatory AIS classes.

High School AIS - will be determined by performance on State eighth grade examinations, review of eight grade report cards and on Regents exams necessary for graduation. Not all students will receive direct services - some will be monitored by content teachers within their regularly scheduled classes.

7. AIS Services and Selection Criteria -- Elementary

NISKAYUNA PUBLIC SCHOOLS Elementary School Academic Intervention Services – English Language Arts

Grade Level	Service	Frequency	Group Size	Entrance Criteria	Exit Criteria
K	Extended Kindergarten	5 x 2.5 hrs.	15 students (Total of 30 students between a.m. and p.m. groups)	Performance significantly below K level with the potential to reach grade level performance with remediation.	Promotion to grade one and/or meets grade level expectations
1 st	Reading Early Intervention	5 x 30 min. per wk.	1:1	Two or more criteria met to qualify for service: -District Literacy Profile - Aimsweb Benchmarking -Teacher recommendation Additional assessments used as needed such as: -Woodcock Reading Mastery Test (WRMT) -SUNY word attack -Qualitative Reading Inventory (QRI) III -Diagnostic Reading Assessment (DRA) -Level 1 or low 2 on NYS ELA	Students are exited when an achievement level is reached that places the individual in the average range of reading abilities for the grade level. Level 3 or 4 on NYS ELA
1 st -5 th	Reading Remediation	3-5 x 30 min. Per wk.	2-5 students	See above	
	Reading Support	2-3 x 30 min. per wk.	2-5 students	See Above	See Above

Classroom
Monitoring/ Extra
Assistance if needed

Quarterly
reports to
parents

Students performing inconsistently on standardized
testing or recently exited from program.

Students are exited when an
achievement level is reached that
places the individual in the
average range of reading abilities
for the grade level.

Level 3 or 4 on NYS ELA

The reading specialist will be informed of any students receiving science and social studies monitoring who also receive AIS reading. He/She will provide social studies content reading instruction to these students.

NISKAYUNA PUBLIC SCHOOLS
Elementary School Academic Intervention Services - Mathematics

Grade Level	Service	Frequency	Group Size	Entrance Criteria	Exit Criteria (2 criteria needed)
3 rd -5 th	Mathematics Support	2-5 x 15-30 min. per wk.	7 students maximum	Two or more criteria met to qualify for service: -Scoring in excess of one year below grade level on individual math test -Teacher recommendation -Consistent report card grade of 1's &,2's	-Student receives a 3 or 4 on 3 rd Grade Math Exam
	Mathematics Support	3-5 x 50 min. per wk.	7 students maximum	-Scoring a 2 or below on NYS Grade 3 Math Assessment	Student receives a 3 or 4 on 3 rd Grade Math Exam
	Mathematics Support	3-5 x 30-50 min. per wk.	7 students maximum	-Teacher recommendation	Student receives a 3 or 4 on 3 rd Grade Math Exam
	Classroom Monitoring/Extra Assistance If Needed	Quarterly report to parents			Student receives a 3 or 4 on 3 rd Grade Math Exam

Elementary School Summer Literacy Program

The District offers a 30 day, six week, three hours per day summer program for students who need assistance with English Language Arts or math. Students qualify for the program based on their AIS status during the school year and their performance on district wide tests and state tests as well as teacher recommendations. All students receive daily instruction in reading, written expression and math. Students with disabilities receive instruction on a push-in basis in the regular education class. Each grade level is staffed with at least one regular education teacher, a special education teacher, a UAlbany intern and teaching assistants as specified on students' IEPs.

For a more complete description of the Summer Literacy Program, please refer to Appendix B on page 46.

8. AIS Services and Selection Criteria – Middle School

NISKAYUNA PUBLIC SCHOOLS Middle School Academic Intervention Services – English Language Arts

Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
6 th – 8 th	Remediation	2-3 x 30-45 min. per wk. AIS teacher	1-5 students	Two or more criteria met for service: 1. Below mid-2 on annual assessment 2. History of remediation. 3. District Literacy Profile 4. Recommendation of 5th grade classroom and AIS teacher	Two criteria must be met for exit: 1. Scoring a 3 or 4 on the annual NYS exams 2. Teacher recommendation by classroom or reading teacher based on class work and individually administered test such as the Woodcock Reading Mastery Test (WRMT) If a student meets Exit Criteria, during the year he/she is monitored.
	Support	1-3 x 30-45 min. per wk with remedial teacher, classroom teacher or special ed teacher Currently this service only given if a student also needs math AIS			Same as above
	Classroom Monitoring/Extra Assistance If Needed	Quarterly report to parents			Student exits monitoring when he/she satisfactorily completes English class for the year and with teacher recommendation.

NISKAYUNA PUBLIC SCHOOLS
Middle School Academic Intervention Services - Mathematics

Grade Level	Service Remediation/Support	Group Size	Entrance Criteria	Exit Criteria
6 th – 8 th	1-3 x 30 to 40 min. per wk.	1-5 students	Two or more criteria met for service: 1. 1 or 2 on state 5 th , 6 th or 7 th grade Math Exam 2. One grade level below on individual math test 3. Teacher recommendations	Both criteria met: 1. Teacher recommendation by classroom or math teacher. 2. Scoring 3 or above on NYS Math assessments If a student meets exit criteria he/she is monitored.
6 th – 8 th	Classroom monitoring/Extra Assistance If Needed		Students performing inconsistently on standardized testing or recently exited from program.	Student exits monitoring when he/she completes math class for the year satisfactorily and with teacher recommendation.

NISKAYUNA PUBLIC SCHOOLS
Middle School Academic Intervention Services Science & Social Studies

Grade Level	Service	Frequency	Group Size	Entrance Criteria	Exit Criteria
6 th -- 8 th	Social Studies and/or Science Monitoring/Extra Assistance If Needed	Quarterly reports to parents		Two criteria met to qualify for service: -Scoring below the mid 2 level on the NYS 5 th grade Social Studies Examination/4 th grade Science -Teacher recommendation	Student demonstrates successful class performance and has teacher approval to exit.

Middle School Summer Program

The District provides a four week summer program for English and Math remediation for students in grades 7 and 8. At grade 6 the summer session decreases to two weeks. Each class lasts ninety minutes. Students are selected by their teachers, guidance counselors and parents with the principal's approval. Students selected typically struggle to meet grade level standards.

Individualized reading instruction for phonics and spelling is also provided to selected students with disabilities who have significant reading issues.

9. AIS Services and Selection Criteria – High School

NISKAYUNA PUBLIC SCHOOLS High School Academic Intervention Services – English Language Arts

Grade Level	Service	Frequency	Group Size	Entrance Criteria	Exit Criteria
9-11	Remediation	2 x 40 min. every 4 days	3-8 students	Two criteria met for service: 1. At or below mid-2 on state ELA 8 2. Teacher recommendation	Any two criteria: -Satisfactory performance on teacher-developed parallel task -B average in English for two quarters. -Teacher recommendations
12	Remediation	2 x 40 min. every 4 days	3-8 students	1. Scoring below 65 on English 11 Regents if student is a Regents diploma candidate/55 if student is a local diploma candidate 2. Teacher recommendation	(Once students leave direct service they are monitored until they pass NYS English Regents Exam or 55 if the student is a local diploma candidate (with parent permission)
9-11	Classroom monitoring/Extra Assistance If Needed	Quarterly report to parents		Two criteria met for service: 1. Above mid 2 on ELA 8 2. Teacher recommendation	See above criteria plus teacher recommendation.

NISKAYUNA PUBLIC SCHOOLS
High School Academic Intervention Services - Mathematics

Grade Level	Service	Frequency	Group Size	Entrance Criteria	Exit Criteria
9&10	Lab Support	2-3 x 40 min. per wk.	20-25 students	All students in Math IM and IR and Math 2M and 2R receive this service	Satisfactory performance on teacher developed parallel task
11&12	Remediation (AIS Lab)	1 x 40 min. per wk.	3-8 students	Two or more criteria met for service: 1. Below 65% on the NYS Math assessments 2. Teacher recommendation	1. Satisfactory performance on teacher-developed parallel task or 2. 65 or above on NYS Math Assessments

NISKAYUNA PUBLIC SCHOOLS
High School Academic Intervention Services - Social Studies

Grade Level	Service & Frequency	Group Size	Entrance Criteria	Exit Criteria
9-10	1 x 40 min. every 4 days	3-8 students	Two Criteria must be met: 1. 2 or below on State SS 8 Exam 2. Grade below 65 in social studies 9 3. Teacher recommendation	Satisfactory performance on teacher-developed parallel task or grade of 65 or better on the Global History and Geography Regents/RCT
11	2 x 40 min. every 4 days Preventative lab for U.S. History	3-8 students	1. Grade below 65 on Global History and Geography Regents/RCT	Score above 65 on Global History and Geography Studies and/or U.S. History & Government Regents/RCT
12	2 x 40 min. every 4 days	3-8 students	1. Grade below 65 on Global History and Geography and/or U.S. History & Government Regents/RCT	Score above 65 on Global History and Geography Studies and/or U.S. History & Government Regents

NISKAYUNA PUBLIC SCHOOLS
High School Academic Intervention Services - Science

Grade Level	Service & Frequency	Group Size	Entrance Criteria	Exit Criteria
9-12	Science Monitoring/Extra Assistance If Needed		<ol style="list-style-type: none"> 1. 2 or below on State Science 8 Exam 2. Grade below 65 in science 3. Teacher recommendation 	<ol style="list-style-type: none"> 1. Satisfactory performance on teacher-developed parallel task or 2. Score 65 or above on a Science Regents

NISKAYUNA PUBLIC SCHOOLS
High School Academic Intervention Services – Support for Core Classes

Grade Level	Service	Frequency	Group Size	Entrance Criteria	Exit Criteria
9&10	<p>High School Assistance Team (HSAT)</p> <p>Core team of teachers collaborate to assist at risk students and their parents</p> <p>Includes weekly meetings for core team, extra TA support for students, close communication with parents</p>	Daily	15 students per grade	<ol style="list-style-type: none"> 1. Middle school teachers' recommendation 2. At risk of academic failure in high school 3. Lacks organizational skills 4. May be academically unmotivated 	<p>Satisfactory grades</p> <p>Performance on Regents</p>

9-12	Academic Skills Lab (ASL) TA with special knowledge of study skills assists students with organization of work, completion of assignments and preparation for tests. She communicates frequently with teachers and parents	2/3 x39 min./wk.	15 students	1. Recommended by Student Support Services Team 2. Students at risk of academic failure due to inadequate study skills 3. Failing 2 or more classes 4. Lacking organizational skills	Satisfactory grades Improved study habits
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Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
9-12	Individual Success Plans Students at risk of failure who are not receiving any of the services listed above These students receive additional guidance counseling support to learn study skills and to improve communications with teachers and they receive TA support in study halls		As needed	Receiving four or more D or F grades for a quarter Receives no other support services Challenging family circumstances	Satisfactory grades

10. Student Support Services

Student Support Services include the measures that the school district takes to help students overcome barriers to meeting the State Learning Standards. Some examples of barriers are attendance problems, health issues, family-related problems, or discipline problems. Among the Student Support Services available to students are school guidance and counseling services and social work services.

APPENDIX A:

AIS FORMS

**CONFIDENTIAL/ACADEMIC INTERVENTION SERVICES
ELEMENTARY REFERRAL FORM**

Student Name: _____
 D.O.B. _____
 Grade: _____
 Teacher: _____
 Current School & Grades Attended: _____

Date of Referral: _____
 Person Referring: _____
 Attendance (Days Absent)
 K _____ 1st _____ 2nd _____ 3rd _____
 4th _____ 5th _____

Reason for Referral:

Test Scores	Kindergarten	1st	2 nd	3 rd	4th	5th
Alternate Assessment (overall) — √ +						
District Literacy Profile Voc.% Comp.% Decoding% Total Score						
NYS ELA 3, 4, 5						
NYS Math 3, 4, 5						
NY State Science 4 Social Studies 5						

Service	Frequency	Past Year	Current Year
□			
□			
□			
□			
□			
□			
□			
□			
□			
□			
□			

Past Psycho-Educational Evaluation

Social/Emotional: (areas of concern)

Classroom Performance:

Academic: (areas of concern)

Current Classroom Intervention Strategies: (if applicable)

Intervention Strategies Previously Attempted: (please describe)

Discussion at Child Study Team

Determination of Need

- Need to Attempt Other Strategies

Strategy	Duration/Frequency	Whose Responsibility	Return to Child Study

- Need for Academic Intervention Services

Level of Service	Type of Service	Frequency	Party Responsible	Eval Method&Date
<input type="checkbox"/> Monitor				
<input type="checkbox"/> Classroom Strategies				
<input type="checkbox"/> Direct Service				
<input type="checkbox"/> Pull Out				

Referring Person: _____ Date: _____

Members Present at Child Study Team:

Niskayuna Central Schools AIS Reading Progress Report

Student Name: _____

School Year: 2008 - 2009

AIS Reading Teacher: _____

Grade _____

Classroom Teacher: _____

Date: _____

The purpose of the AIS Reading Program is to meet individual student's needs through small group instruction with high levels of teacher support. The instruction supports the development of age appropriate literacy skills with a focus on the goals listed below. These goals were created based on your child's performance in the classroom and on assessments. The goals will be adjusted periodically to best meet your child's needs.

Goals	Comments:
Additional Comments:	

If you have any questions, please feel free to contact _____, the AIS Teacher, at _____. Thank you for all that you do to support your child's literacy growth.

Elementary Parent Letter

Date

Dear Parent(s):

The New York State Education Department has established rigorous standards for students in English/Language Arts, Social Studies and Science. It has also instituted benchmark tests in grades 3, 4 and 5 to identify students who may need academic intervention services in order to meet these standards.

Prior to grade 3, school districts are charged with the responsibility of monitoring student progress toward standards using selected standardized tests and classroom assessments.

Your child's score on the District alternate assessment administered to all 2nd graders last spring indicates that he/she is in need of support in [reading/math, etc.].

We have scheduled him/her to meet in a small group with _____ the following times/per week _____.

Instruction will be adapted to your child's specific needs, and we will provide you with quarterly reports of progress. Ongoing evaluation will determine the need to continue or discontinue this service.

If you have questions, please feel free to call Mr. /Mrs. _____ or me.

Sincerely,

Name
Elementary Principal



NISKAYUNA CENTRAL SCHOOLS
AIS MONITORING FORM

Student Name:

Grade: 9 10 11 12

Teacher(s) Monitoring:

Subject Area: English Math Social Studies Science

Monitoring Meeting Date:

Social/Emotional Progress:

- | | |
|--|---|
| <input type="checkbox"/> Usually participates in class | <input type="checkbox"/> Lacks motivation |
| <input type="checkbox"/> Is an active participant in class | <input type="checkbox"/> Is often off-task during class |
| <input type="checkbox"/> Works well with other students | <input type="checkbox"/> Does not work well with other students |
| <input type="checkbox"/> Participates when called on | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Wants to do well. | |

Academic Progress:

- | | |
|--|--|
| <input type="checkbox"/> Puts forth a great deal of effort | <input type="checkbox"/> Usually completes assignments on time |
| <input type="checkbox"/> Puts forth adequate effort | <input type="checkbox"/> Sometimes completes assignments on time |
| <input type="checkbox"/> Puts forth little effort | <input type="checkbox"/> Rarely completes assignments on time |
| <input type="checkbox"/> Effort is inconsistent | |
| <input type="checkbox"/> Up to date on all assignments | <input type="checkbox"/> Current Average _____ |
| <input type="checkbox"/> Needs to complete assignments | <input type="checkbox"/> Other _____ |

Intervention Strategies:

- Continue to monitor student's progress
- Student should continue to seek help from teacher when needed
- Student must make an effort to seek assistance from teacher
- Student should make use of resource room opportunities
- A level change should be considered
- It is recommended that the student be assigned to an AIS lab
- Other _____

Please contact the teacher listed above if you have any questions about this report.

Niskayuna Central School District

Academic Intervention Services (AIS) Quarterly Report to Parents Elementary

Year: 20_____

Quarter: 1 2 3 4

Student: _____

September 2009

School: _____ Grade: _____ Teacher: _____

Dear Parent(s)/Guardian(s) of «FirstName» «Last_Name»,

AIS Teacher(s): _____

Services Provided:

_____ Remedial Reading
_____ Reading Support
_____ Writing Support
_____ Math Support
_____ Speech Improvement
_____ Other _____

Frequency (times/week): _____

Length of Sessions: _____

Grouping Size:

_____ Full Class
_____ Large Group (10-15)
_____ Small Group (5-8)
_____ Mini Group (2-4)
_____ One on One

Narrative/Comments:

Niskayuna Central School District AIS Quarterly Report

Please review report, sign this slip, and return to the AIs teacher identified on the report. Please feel free to contact the teacher if you have any questions.

Parent Signature

Date

__ «Monitor_English» be monito



**Vicki Wyld
Principal**

2495 Rosendale Road
Niskayuna, NY 12309
Phone: 518.377.2233
Fax: 518.377.0655
vwylld@niskyschools.org

Dear Parent(s)/Guardian(s) of «FirstName» «Last_Name»,

The NYS State Education Department developed a series of rigorous standards all students must meet in order to graduate from high school. Our middle schools are using the NYS math and NYS English Language Arts assessments to identify those students who need support to meet these standards. Teacher recommendations are also used to help us finalize the list of students in need of some additional support to meet the challenge of high school graduation requirements. In either case, you will receive quarterly reports of progress.

We provide two levels of support to students: additional instruction for students at risk of not meeting the standards, and monitoring support for students who tested just below the expected standard of performance on the State assessment.

Based on last year's State math and ELA scores we recently received, we are recommending that your child:

«Direct_English» receive additional direct instruction in English Language Arts

«Monitor_English» be monitored in English Language Arts

«Math_Direct» receive additional direct instruction in mathematics

«Math_Monitor» be monitored in mathematics

If additional instruction is necessary, «FirstName»'s classroom teachers and/or the Academic Intervention Services (AIS) teacher will provide such instruction.

If monitoring is necessary, «FirstName»'s mathematics and/or English teachers will be responsible for monitoring progress, assessing learning needs, and meeting with «FirstName» to discuss instructional needs.

Our goal is to provide «FirstName» with the support necessary to improve mathematics and/or English skills. If you have any questions, please do not hesitate to contact any one of us.

Sincerely,

Vicki Wyld
Iroquois Principal
377-2233
vwylld@niskyschools.org

William Wales
Director of Mathematics
382-2511, ext. 21784
wwales@niskyschools.org

Jean Winkler
Director of ELA
377-2233
jwinkler@niskyschools.org



NISKAYUNA CENTRAL SCHOOL DISTRICT

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Luke A. Rakoczy, *Principal*
lrakoczy@niskyschools.org

Dear Parent(s)/Guardian(s) of «FirstName» «Last_Name»,

The NYS State Education Department developed a series of rigorous standards all students must meet in order to graduate from high school. Our middle schools are using the NYS math and NYS English Language Arts assessments to identify those students who need support to meet these standards. Teacher recommendations are also used to help us finalize the list of students in need of some additional support to meet the challenge of high school graduation requirements. In either case, you will receive quarterly reports of progress.

We provide two levels of support to students: additional instruction for students at risk of not meeting the standards, and monitoring support for students who tested just below the expected standard of performance on the State assessment.

Based on last year's State math and ELA scores we recently received, we are recommending that your child:

«Direct_English» receive additional direct instruction in English Language Arts

«Monitor_English» be monitored in English Language Arts

«Math_Direct» receive additional direct instruction in mathematics

«Math_Monitor» be monitored in mathematics

If additional instruction is necessary, «FirstName»'s classroom teachers and/or the Academic Intervention Services (AIS) teacher will provide such instruction.

If monitoring is necessary, «FirstName»'s mathematics and/or English teachers will be responsible for monitoring progress, assessing learning needs, and meeting with «FirstName» to discuss instructional needs.

Our goal is to provide «FirstName» with the support necessary to improve mathematics and/or English skills. If you have any questions, please do not hesitate to contact any one of us.

Sincerely,

Luke Rakoczy
Van Antwerp Principal
370-1243
vwylld@niskyschools.org

William Wales
Director of Mathematics
382-2511, ext. 21784
wwales@niskyschools.org

Jean Winkler
Director of ELA
377-2233
jwinkler@niskyschools.org

Niskayuna Central School District

**Academic Intervention Services (AIS) Quarterly Report to Parents
Secondary- Direct Services**

Quarter _____ **2009**

Student: _____

School: _____ **Team** _____

AIS Teacher: _____

Services Provided **Frequency:** _____

Length of Sessions: _____

_____ **Reading Support**

_____ **Large Group (10-15)**

_____ **Math Support**

_____ **Small Group (5-8)**

_____ **Mini Group (2-4)**

_____ **One on One**

Narrative/Comments

Niskayuna Central School District

**Academic Intervention Services (AIS) Quarterly Report to Parents
Secondary- Monitor Services**

Quarter **2009**

Student: _____

School: _____ Team _____

Teacher: _____ Subject: _____

Social/Emotional: (Provide an update on social/emotional interaction, concerns, progress.)

Academic: (Provide update on academic status-progress, maintenance, decline. Include assessment information classroom and formal, report card grades, current grades etc.)

Intervention Strategies: (List interventions specific to student's area of AIS needs. What is working, what did not work, what still needs intervention? Identify resources and obstacles.)

10/23/2006

Dear Parents:

Enclosed please find a copy of our Academic Intervention Monitoring (AIS) form regarding your child. There are a variety of AIS services available for the purpose of providing our students the best chance possible of successfully completing exams required to graduate from high school. Placement in AIS services is a result of test scores beginning in middle school.

Some of our students are scheduled for AIS labs, non-credit classes which are designed to supplement regular class instruction. Your child has been scheduled for monitoring services. Students scheduled for monitoring are not assigned to an additional class. Your child's teacher and I meet once per quarter with the purpose of discussing his or her progress in the identified class. Following that discussion the enclosed form is completed and sent home to you. This notification is sent home in addition to the normal communication tools which include report cards and interim reports.

If you have any questions about the AIS procedures please do not hesitate to give me a call. If you have any questions about your child's performance in class, please feel free to discuss that performance with your child's teacher.

Thank you for your continued support.

Mark Treanor

AIS Middle School Procedures and Forms

In an effort to create consistency between the two different Middle Schools we have clarified some of the most frequent questions about our AIS program and the reports that go along with these services. If you have any questions please check with the Assistant Principal.

Monitoring:

All students who will be receiving AIS monitoring during the school year will get quarterly progress reports created by their classroom teacher. These reports will be submitted electronically to the Assistant Principal as well as a hard copy to guidance. The monitoring forms will be collected at the same time as interim reports. At the beginning of the year we will send a list of all students that need to receive monitoring services; we will update that list periodically and will email that list whenever we receive additions or deletions to them.

Direct Services

All students receiving direct AIS services will get quarterly reports completed by their AIS teacher. These reports will be submitted electronically to the Assistant Principal as well as a hard copy to guidance. The monitoring forms will be collected at the same time as report cards. All teachers who are providing direct AIS support to students must notify the Assistant Principal before they make program changes to that student's schedule. Also all AIS teachers need to submit an updated copy of their schedule at the beginning of each marking period.

**CONFIDENTIAL/ACADEMIC INTERVENTION SERVICES
HIGH SCHOOL REFERRAL FORM**

Student Name: _____
 D.O.B. _____
 Grade: _____
 Teacher: _____
 Current School & Grades Attended: _____

Date of Referral: _____
 Person Referring: _____
 Attendance (Days Absent)
 9 _____ 10 _____ 11 _____ 12 _____
 Counselor: _____

Reason for Referral:

Test Scores	<u>8th</u>	<u>9th</u>	<u>10th</u>	<u>11th</u>
Middle School Terra Nova Ach. State ELA Exams Reading % Language % Math %				
Middle School Test of Cognitive Skills State Math Exams Non-Verbal % Verbal % Total %				
Intermediate Level Exams Science 8 Social Studies 8				

Related Course Grades (fill in course name, level, and grades)				
---	--	--	--	--

Service	Frequency	Past Year	Current Year
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

Past Psycho-Educational Evaluation

Social/Emotional: (areas of concern)

Classroom Performance:

Academic: (areas of concern)

Current Classroom Intervention Strategies: (if applicable)

Intervention Strategies Previously Attempted: (please describe)

Discussi

on at Child Study Team

Determination of Need

Need to Attempt Other Strategies

Strategy	Duration/Frequency	Whose Responsibility	Return to Child Study

Need for Academic Intervention Services

Level of Service	Type of Service	Frequency	Party Responsible	Eval Method&Date
<input type="checkbox"/> Monitor				
<input type="checkbox"/> Classroom Strategies				
<input type="checkbox"/> Direct Service				
<input type="checkbox"/> Pull Out				

Referring Person: _____ Date: _____

Members Present at Child Study Team:

Niskayuna Central School District

Academic Intervention Services (AIS) Quarterly Report to Parents Secondary

Year: 20_____

Quarter: 1 2 3 4

Student: _____

School: _____ Grade: _____ Homeroom: _____

AIS Teacher(s): _____

Services Provided:	Frequency (times/week): _____
_____ Reading Support	Length of Sessions: _____
_____ Writing Support	Grouping Size:
_____ Math Support	_____ Full Class
_____ Social Studies Support	_____ Large Group (10-15)
_____ Science Support	_____ Small Group (5-8)
_____ Mentoring (list subject(s))	_____ Mini Group (2-4)
_____	_____ One on One

Narrative/Comments:

Please review this report and feel free to contact the AIS teacher or guidance counselor.

Niskayuna Central School District Academic Intervention Services Plan

Student _____ Student No. _____ DOB _____

Parent(s) _____ Address _____

Phone _____ School _____ Grade _____ Date _____

Classroom Teacher _____ School Year _____

AIS Teacher _____

I. Diagnostic Assessments

<u>Date</u>	<u>Testing Tool</u>	<u>Level of Performance</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

II. Yearly Instructional Plan

Goals

Material and Method

Push In _____ Pull Out _____

Monitoring _____

III. Evaluation

<u>Date</u>	<u>Testing Tool</u>	<u>Level of Performance</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

AIS Teacher

Classroom Teacher

Niskayuna Central School District AIS Monitoring Form

Student Name _____

DOB _____ Grade _____

Teacher(s) Monitoring: _____

Monitoring Meeting Date: _____
(Quarterly)

Student Update: (Attach additional sheets/documents as necessary.)

Social/Emotional: (Provide an update on social/emotional interaction, concerns, progress.)

Academic: (Provide update on academic status - progress, maintenance, decline. Include assessment information both classroom and formal, report card grades, current grades, etc.)

Intervention Strategies: (List interventions **specific** to student's area of AIS needs. What is working, what did not work, what still needs intervention? Identify resources and obstacles.)

Niskayuna Elementary Schools
Academic Intervention Folder Checklist

Student _____

Grade _____

Teacher _____

School Year 20 -20

School _____

- Academic Intervention Services Elementary Referral Form
- Parent Notification Letter
- Academic Intervention Services Plan Form
- Academic Intervention Services Quarterly Reports
- *Copies of Student Work (1 per quarter) retain only on copy of student work samples
- Parent Contact Log
- Parent Exit Notification, if applicable

Appendix B

12. Niskayuna School District Elementary Summer Literacy Program

Niskayuna School District students in grade kindergarten through grade 5 are recommended to the Summer Literacy Program for a variety of factors which include: teacher recommendation, performance on the NYS grades 3-5 English Language Arts assessment, district-wide standardized tests, District Literacy Profile, or other reading tests.

The program includes students from all five district elementary schools and is located on a rotating basis at one of the district elementary schools. There are approximately 210 students that participate in the program. The program runs from 8:00-11:00, Monday through Friday for six weeks during the summer.

Research shows that summer reading programs have a positive effect on the regression often experienced by many students. As a result, the Literacy Program is set up to be a fun and positive summer experience for students who need additional reading and writing practice and instruction. Parents must send in a consent form to confirm enrollment in the program. Each student who attends will also have a referral form that his/her classroom or special area teacher has completed. This form provides the summer school teacher with information on the student's strengths and weaknesses in reading, writing, and math. Summer goals are developed, based on the referral form and year end assessment data from District Literacy profile. At the end of the summer, a Student Learning Summary is completed for each student. This states areas worked on and goals for each area. The summary is provided to parents at the conclusion of the program. A copy is also sent to the home school principal to share with the teacher for the upcoming school year.

There is at least one general education teacher and a special education teacher for each grade level, K-3. The amount of staffing can vary from year to year depending on enrollment. A general education teacher and a special education teacher serve students in a combined fourth and fifth grade class. In addition there are several interns that work at the program. These interns are in graduate programs at local colleges and universities. The interns are provided with feedback and support from their supervisors. The teachers, supervisors, and interns collaborate extensively to provide effective, meaningful learning experiences for all students. The additional support from the interns allows the teachers to split each class into small groups and allows for a low student to teacher ratio of approximately eight to one. Teaching assistants provide support to students with disabilities as required by their IEPs.

A typical day at the Literacy Program consists of four components: guided reading, writing, math, and socialization. Guided Reading is a time when students are split into small groups based on individual needs. Lead by a teacher, the students in each group read, discuss, and respond in writing to a variety of books. Comprehension skills and reading strategies are worked on throughout the context of the book. Word work may also be done at this time or at another point during the day. Writing pieces completed in the writing segment of the day are often based on the same topics from the books students read during guided reading or heard during a read aloud. During math, students review concepts and skills taught throughout the school year using hands-on manipulatives to reinforce learning. Socialization time is an opportunity for students to increase their abilities to work cooperatively, build friendships, and foster positive classroom communities.

In recent years we have provided intensive small group phonics and spelling instruction to selected elementary and middle school students.

The summer Center-Based Program, located at the same school as the Literacy Program, is for children that receive more intensive twelve-month services through CSE. This is an inclusive model that consists of a certified special education teacher working in conjunction with the teacher in the mainstream Literacy Program class. Each child's instruction is individualized, multi-sensory and based on the current goal and objectives in the Individual Education Plan (IEP).

Speech and language therapy, occupational therapy and physical therapy are provided in a pull out setting, throughout the day, by licensed district therapists, for students who receive related services on their IEP as specified through CSE. A registered nurse is on staff to address any medical issues or concerns that may arise.

Parents, teachers and students have expressed the Summer Literacy Program to be a positive experience. Many students experience personal academic success within the small group environment.