

# Longwood Central School District

## Academic Intervention Services Plan

### Introduction

Academic Intervention Services means additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State learning standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English Language Arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State Assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided that such services shall be provided to the extent consistent with the student's Individualized Education Program.

### Eligibility for Academic Intervention Services

Eligibility for Academic Intervention Services may be determined by State Assessment results and/or District procedures.

### State Assessments

Students in grades 3-8 will be eligible for Academic Intervention Services if they score below the designated performance level on the elementary or intermediate State Assessments in English Language Arts, mathematics, science or social studies. Students scoring at Level 1 and Level 2 will receive Academic Intervention Services.

Students in grades 9-12 will be eligible for Academic Intervention Services if they score below the approved passing grade on any Regents examination required for graduation in English Language Arts, mathematics, science, or social studies.

### District Procedures

In grades where no State Assessments are given, students will be eligible for Academic Intervention Services if they are determined to be at risk of not meeting State standards, according to criteria established by the District. Students will be recommended for Academic Intervention Services based on results of standardized testing and an analysis of individual student needs.

The district procedure will be implemented for students who are absent for all or part of a State Assessment or who transfer from out of state or out of the country.

The building must identify any student who scores Level 1 or Level 2, including students with disabilities. Any newly classified student is to continue to receive Academic Intervention Services in addition to their special education services.

### Screening Procedures

The following criteria will be used in determining eligibility:

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

- New York State Assessments
- Early Literacy Profile (ELP)
- Other assessments when appropriate

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**The following may be used in addition to the above:**

- Report card grades
- Student writing samples
- Classroom performance
- Other student records, reports, evaluations including, but not limited to: discipline records, health-related issues, mobility issues, family issues
- Attendance records
- Recommendations by classroom teacher, counselor, administrator, parent, school staff
- Part 154 Performance Standards for Limited English Proficient (LEP) / English Language Learner (ELL) students

## **Provision of Services**

The Longwood Central School District will provide Academic Intervention Services in the areas of academic instruction and support services. Decisions related to the frequency and intensity of service will be made based upon individual student needs.

All students are eligible for Academic Intervention Services, 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 Academic Intervention Services.

The general plan is intended to describe services for students in the District in grades K-12. Additionally, the District will review individual building needs each year by disaggregating data on:

- Student performance on State Assessments and District approved procedures
- The number of students receiving Academic Intervention Services at each grade level and within each Standards area
- Staffing needs, instructional approaches, and scheduling options needed to meet the range of intensity and services required by Academic Intervention Services
- Ongoing, monitoring and review by the Director of Special Education, Coordinator of Elementary & Preschool Special Education, Coordinator of Secondary Special Education, and Director of Compensatory Education.

## **Possible Range of Academic Intervention Services**

The intensity of service will be determined based on individual need and may include:

- Instructional monitoring and modification by the classroom teacher
- Scheduling options including additional class time, blocks, extended time and stretch courses
- Co-teaching
- Computer enhanced instruction
- Individualized instruction

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- Small group instruction
- Summer or other non-school day programs

### Possible Support Services

Services to address non-instructional issues impacting on academic achievement such as attendance, discipline problems, family, health, nutrition and mobility related issues will be based on individual student need. These services will be coordinated and provided by:

- Instructional Support Team
- School Counselors
- Social Workers
- Psychologists
- Attendance Staff
- Nurses
- Outside Agencies

### Student Progress Reports

Quarterly progress reports will be sent to parents describing the nature and intensity of services provided, how the service was provided and by whom, and the reasons for continuation or discontinuation of Academic Intervention Services, including State Assessment data and the measures of evidence used in the District procedure.

### Procedures for Parent Notification

Notification to parents will be made in writing and will include a summary of the services being provided to the student. The reason(s) for Academic Intervention Services will be reviewed, and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly written reports, parent conferences or consultations each semester, and suggestions for working with the student at home. When Academic Intervention Services is discontinued, the parent will be notified in writing that the services will be terminating, the criteria for terminating services, the current performance level of the student and the assessment(s) that were used in determining the student's level of performance.

### Exit Criteria for Academic Intervention Services

Academic Intervention Services will end when the student has successfully attained the District standards according to the State and/or District criteria for beginning services. A student who is identified as a special education student while receiving Academic Intervention Services will not be dropped simply because they are now classified.

### Process and Timeline

Academic Intervention Services may start at any time, but must begin no later than the semester following a determination that a student needs such services. At the high school level, Academic Intervention Services cannot be postponed until students are scheduled for a course in which Academic Intervention Services is needed.