

ACADEMIC INTERVENTION SERVICES

The Board of Education is committed to providing academic intervention services to students at risk of not meeting the state learning standards. The services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction):
And/or
- student support services needed to address barriers to improved academic performance.

Such services may include additional instruction supplementing the instruction provided in the general curriculum and/or student support services such as guidance, counseling, attendance and study skills needed to support improved academic performance. The intensity of such service may vary, but must be designed to respond to students needs as indicated on State assessments results and/or the district-adopted procedures.

Eligibility for academic intervention services will be determined based on multiple measures, which may include student performance levels on 3-8 state assessment exams. All students scoring at level 1 and 2 are eligible to receive academic intervention services (AIS). To determine the level of intensity needed by any student who scores below the designated State performance level, the district will review other 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 to determine AIS accordingly. Local measures include, but are not limited to:

- K-6 reading assessments
- NYSESLAT (for eligible students only)
- Locally developed unit/lesson assessments
- Results from psychoeducational evaluations based on a variety of assessments and inventories
- Teacher recommendations
- Report card grades
- Results on informal assessments
- Results from commercial reading programs

Eligible students will receive services consistent with law and regulations which shall commence no later than the beginning of the semester following a determination that a student is eligible for such services.

Parental Notification and Involvement

Notification of district eligibility procedures. The district shall post on its website a description of the district-developed procedures for determining which students are eligible for academic intervention services, as specified in state regulations.

Academic Intervention Services (Continued)

Notification on Commencement of Services. The Building Principal will notify the parents of a student determined to need academic intervention services, in writing, upon the commencement of such services. Such notification will include:

- A summary of the academic intervention services to be provided;
- The reason the student needs such services; and
- Consequences of not achieving expected performance levels.

Notification on Ending of Services. The Principal will notify the parent in writing when academic intervention services are no longer needed. Such notification will include:

- The criteria for ending services; and
- The performance levels obtained on district selected assessments, if appropriate.

In addition, the district/schools will provide for ongoing communication with parents which must include opportunities to consult with teachers and other professional staff, regular reports on the student's progress, and information on ways to monitor and work with educators to improve the student's performance.

All parental notifications and communications will be done in English and translated, when appropriate, into the native language or mode of communication of the parents.

Description and Review of Academic Intervention Services

The Superintendent of Schools, or designee, in consultation with each Building Principal, shall maintain a description of academic intervention and/or student support services for each school. This description will include any variations in services in schools within the district and will specifically delineate:

- the district-wide procedures used to determine the need for academic intervention services;
- the academic intervention instructional and/or support services to be provided;
- whether instructional services and/or support services are offered during the regular school day or during an extended school day or year; and
- the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.

Beginning July 1, 2021 and every two years thereafter, the Superintendent or designee shall review and revise the description of academic intervention services based on student performance results and present such revised description to the Board for approval.

Ref: 8 NYCRR §§100.1(g); 100.2(r), (ee); 100.4(b)(2)(vi), (c)(5), (h)

Adoption date:

April 24, 2017

Revised:

October 18, 2021