

Academic Intervention Plan 2026-27

Belfast Central School District
Belfast, New York

Adopted: July 14, 2026

Belfast Central School
Academic Intervention Plan

Academic Intervention Services

Academic intervention services are intended to assist students who are at risk or not achieving the Next Generation Learning Standards in English Language Arts and/or Mathematics, and the NYS Learning Standards in 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. The elementary and intermediate NYS Assessments have four designated proficiency categories:

- Level 1*** Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills and practice embodied by the Next Generation Learning Standards for English Language Arts and mathematics that are considered insufficient for the expectations at this grade.
- Level 2*** Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills and practice embodied by the Next Generation Learning Standards for English Language Arts and mathematics that are considered partial but insufficient for the expectations at this grade.
- Level 3*** Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills and practice embodied by the Next Generation Learning Standards for English Language Arts and mathematics that are considered sufficient for the expectations at this grade.
- Level 4*** Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills and practice embodied by the Next Generation Learning Standards for English Language Arts and mathematics that are considered more than sufficient for the expectations at this grade.

All students who score at Levels 1 and 2 must receive Academic Intervention Services. The services for a particular student will vary in intensity based on the student's needs as enumerated by the Next Generation assessments as well as other information about the student's performance (i.e. formative assessments, teacher recommendation, etc.) utilizing multiple measures to inform the student plan.

Section 100.2 (ee) of the Regulations of the Commissioner of Education requires that students who fail any of the core State exams required for high school graduation shall be provided with the appropriate academic intervention services to enable them to pass the test by the time they are otherwise qualified to graduate (<http://www.pl2.nysed.gov/part100/pages/1002.html#ee>).

In addition to using the State guidelines for determining and establishing academic intervention for students the Belfast Central School District will use data from Benchmark Assessment System, Leveled Literacy Intervention, AIMSweb, Benchmark Assessment Scale, Regents exams, 3-8 assessments, iReady, and Interim Assessments as well as teacher recommendation.

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Academic Intervention Services will be initiated as soon as possible, and no later than the beginning of the semester, following a determination that a student needs such services.

Student progress will be regularly assessed to determine their continued need for services. When students leave their classroom for AIS, they may miss instruction delivered in their absence. The Belfast CSD believes that it is to the student's advantage to remain in their classroom, when appropriate, participating in full class instruction, applying differentiation as appropriate to their individual needs.

Academic intervention services will be made available to students with disabilities on the same basis as non-disabled students, provided that these services are in accordance with the student's IEP. Services are provided in addition to special education services.

In the fall of 2010, the Board of Regents amended the regulations regarding academic intervention services (Section 100.2 (ee)), to allow school districts to replace, in whole or in part, academic intervention services with Response to Intervention (RtI).

Parental Notification and Involvement

Parents/guardians play a vital role in the academic success of their children. The Belfast CSD is committed to establishing a strong partnership with parents to ensure academic success for all students.

The regulations require that the parent or guardian of each student shall be notified, in writing, by the building principal, of the academic intervention services to be provided to the student, the reason(s) the students need such services, and the consequences of not achieving expected performance levels.

When services are to be discontinued, the parent or guardian of the student will be notified, in writing, by the building principal. This notice will include the criteria used for terminating the service, indicating the performance levels achieved on district and/or Next Generation assessments.

It is the responsibility of the district to place students in Academic Intervention Services and to monitor their progress in the program. It is expected that students placed in services will participate in those services.

Monitoring Student Progress

The school will provide parents or guardians with the following:

- Reports on the student's progress at least once each quarter (5-12) or trimester (K-4) by mail, telephone, email, or other means.
- Opportunity to consult with the student's regular classroom teacher(s) and other professional staff providing Academic Intervention Services.
- Information on ways to work with their child to improve achievement.

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CRITERIA FOR ENDING AIS

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 and has met personal, individualized AIS goals.

PROCESS AND TIME LINE

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.

EXIT CRITERIA

In general, the same criteria for entrance into AIS will be used for determining when a student should exit. The district will monitor progress and attainment of desired achievement outcomes through district approved screening devices and State assessments. The AIS teacher will facilitate information sharing among teachers and administration when suggesting discontinuation from AIS services.

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BELFAST CENTRAL SCHOOL DISTRICT STUDENT INTERVENTIONS AND ASSISTANCE

<i>Category</i>	<i>Elementary</i>	<i>Middle/High School</i>
SPECIAL EDUCATION	Resource Room Consultant Teacher Self-Contained Classroom Teacher Aides RTI/ AIS Speech Therapist Occupational Therapist	Resource Room Consultant Teacher Self-Contained Classroom Teacher Aides RTI/ AIS
READING	Additional Teacher Support- RtI AIS Research Based Programs	Additional Teacher Support- RTI AIS Research Based Programs
WRITING	Additional Teacher Support-RTI AIS	Additional Teacher Support- RTI AIS
MATH	Additional Teacher Support- RTI AIS	Additional Teacher Support- RTI AIS
OTHER	RTI Team Support Student Support Services After School Programs	RTI Team Support After School Programs Student Support Services
PARENT SUPPORT	Individual Conferences Newsletters Curriculum Nights www.belfastcsd.org Parent Study Skills guides Home to School Coordinator Parent Portal Teacher Websites Social Worker	Individual Conferences Newsletters www.belfastcsd.org Parent Study Skills guides Home to School Coordinator Parent Portal Teacher Websites Social Worker

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Academic Intervention Services: Sample Entrance Letter

Dear Parent or Guardian:

Belfast Central School is using a process referred to as Response to Intervention or RtI. The goal of RtI is to provide students with the help they need in order to be successful as early as possible in their school career. BCS is required to provide students who are in danger of not meeting standards with support.

Your child has been identified as needing support based on the following assessment tool(s):

- ☐ aimsweb
- ☐ Fountas and Pinnell Benchmark Assessment System Instructional Reading Level
- ☐ iReady
- ☐ 3-8 ELA Assessment (previous year)
- ☐ 3-8 Math Assessment (previous year)
- ☐ Classroom performance/Teacher recommendation
- ☐ Other: _____

Your child will participate in the following academic intervention service(s) to improve his/her achievement level.

- ☐ ELA: ☐ tier 2 ☐ tier 3
- ☐ Math: ☐ tier 2 ☐ tier 3
- ☐ Other: _____

Belfast Central School recognizes that all students learn differently. We are committed to helping all students succeed. Therefore, we ask for your support in implementing this approach to meet the academic and/or social-emotional needs of your child.

If you have any additional questions, please contact your child's teacher or me. Thank you for being our partner in your child's educational success.

Sincerely,

Name
Principal

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Academic Intervention Services: Sample Exit Letter

Date:

Dear Parent or Guardian:

Belfast Central School is using a process referred to as Response to Intervention or RtI. The goal of RtI is to provide students with the help they need in order to be successful as early as possible in their school career.

Your child has been receiving intervention services in the following area(s): _____

We are pleased to inform you that these services will terminate effective _____ due to the progress your child has made. This decision was made based on scores on the following assessment(s):

- ☐ aimsweb
- ☐ Fountas and Pinnell Benchmark Assessment System Instructional Reading Level
- ☐ iReady
- ☐ Interim Assessment
- ☐ Primary Project Associate-Child Rating Scale
- ☐ Classroom performance/ Teacher recommendation
- ☐ Other: _____

Your child will continue to be monitored within the classroom to ensure academic and/or social-emotional success. If you have any additional questions, please contact me. Thank you for being our partner in your child's educational success.

Sincerely,

Name
Principal