

2022-2024

**Margaretville Central School
District
(AIS)
PLAN**

July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations with new policy relating to standards, assessments, and graduation requirements. Section 100.2 requires school districts to provide academic intervention services to all students who score below the State designated performance level on State assessments and/or students who are at risk of not achieving the State Learning Standards.

- These services are to be implemented in the content areas of K-12 English Language Arts, K-12 Mathematics, 6-12 Science and 6-12 Social Studies.
- These services are to be made available to students with disabilities on the same level as students without disabilities, provided, however, that such services shall be provided to the extent consistent with the student's individualized educational program.
- These services are to be made available to students with limited English proficiency on the same level as students without disabilities.

School districts are required to complete a description of academic intervention services by July 1, 2000 and, beginning September 1, 2000, commence these services no later than the beginning of the semester following a determination that a student needs such services.

Academic Intervention Services (AIS) are defined as additional instruction and/or student support services that supplement the instruction provided in the general curriculum and assist students who are at risk of not achieving the Common Core Standards or the State Learning Standards.

Elements of the Margaretville Central School District Academic Intervention Plan:

- Criteria for Eligibility
- Range and Level of Services Offered
- Academic and /or Support Services to be provided
- Student Progress Reports
- Parent Notification
- Criteria for Ending Services
- Process and Timeline
- Program Review

This 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 to determine areas of weakness in each of the standards area
- Range of performance levels of eligibility and level of intensity as determined through State assessments and district approved procedures
- Staffing needs, instructional approaches and scheduling options needed to meet the range of intensity and services required for AIS

Monitoring and review of the day-to-day implementation of Academic Intervention services and plan will be the responsibility of the building principal.

Criteria for Eligibility and Range and Level of Services to be Provided:

Eligibility for Academic Intervention Services will be determined by the use of multiple measures including the results of State assessments and/or district procedures that may vary at each grade level or grade level configuration.

- In grades K-3, services may be provided if: they lack early literacy/ELA readiness and/or mathematics readiness, are at risk of not meeting district and/or State designated performance levels on district and/or State assessments and/or are at risk of not achieving the Common Core Learning Standards.
 - In grades 4-9, services will be provided if a student received a level 1 or level 2 on a state assessment in ELA, Math or Science the previous school year.
- In grades 9-12, services will be provided if students fail to pass a state regents exam the previous year.

Intensity of Services:

Intensity of services means the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence. Level of Services to be provided will be High Intensity, Moderate Intensity and Low Intensity.

High Intensity Support: will consist of a minimum of 80 minutes per week of direct support provided by ELA certified teacher, reading certified teacher, content area certified teacher, teaching assistant under the supervision of a certified teacher, computer assisted instruction or special area certified staff as determined by the need of the student.

Moderate Intensity Support: will require academic intervention ranging from consultant support, direct contact, to computer assisted instruction up to an extended period of time above regular instructional time based on the need of the student. Support will be provided by an ELA certified teacher, reading certified teacher, content area certified teacher,

teaching assistant under the supervision of a certified teacher, or special area certified staff as determined by the need of the student.

Low Intensity Support: an assigned case manager (typically a classroom teacher, school counselor, teaching assistant under the supervision of a certified teacher, or other special area certified staff as determined by the need of the student) will monitor student performance and provide support based on student need. Level of support will be determined by the need of the student.

Other service options to be considered and possibly developed are:

- After- School Homework Help program
- Consult with Family and Student Services provider
- Computer Assisted Instruction
- Co-teaching
- CROP
- Counseling Support
- Instructional Modifications
- Speech and Language Therapy
- Occupational and Physical Therapy
- Mental Health Intervention
- Inter-agency Cooperation (DSS, Police)

Academic Intervention will address other influencing factors that impact learning such as:

- Attendance relate issues
- Discipline relate issues
- Family related issues
- Health related issues
- Mobility and transfer related issues

Progress Report:

Parents and/or guardians will receive reports of student progress on a quarterly basis. The reports will document the nature and intensity of the service(s) provided, how the service was provided and by who, and the reasons for continuation or discontinuation of AIS, including State and local assessment data.

Parent Notification:

The building principal will be responsible for parental notification indicating a need for AIS. The notification will be made in writing before the services commence, and will include a summary of the services being provided to the student as well as the frequency, duration and location where the services will be provided. This notification will also include the name of the contact person at the school.

The reason(s) for AIS will be reviewed and the consequences for not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly reports, parent conferences, and suggestions for working with the student at home. When AIS is discontinued, the parent will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student and the assessment(s) that were used to determine the student's level of performance.

Criteria for Ending Services:

Academic Intervention Services will end or be discontinued when the student has successfully attained the district standards according to the State and/or district eligibility criteria for beginning such services.

Process and Timeline:

- 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.
- Academic and support services are supplemental to the regular program of instruction and should not be scheduled during regular class time
- The frequency of Academic Intervention Services to be provided each week as well as the frequency will be determined based on the level of need for the student.
- Students will be identified as having high, moderate, or low intensity needs based on the criteria and services will be provided consistent with their needs.

Program Review:

The Academic Intervention Services program must be reviewed and revised based on student results every year.