

**Solvay Union Free School District  
Academic Intervention Services  
Plan and Program Description  
Grades K—12**

Section 100.2 (ee) of the New York State Commissioner’s Regulations requires school districts to provide academic intervention services to all students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the NY State learning standards.

School districts are required to start 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 services designed to help all students achieve the learning standards in English/Language Arts (ELA) and mathematics in grades K-12 and in social studies and science in grades 4-12. AIS services may include additional instruction that supplements the general curriculum and/or student support services ranging from monitoring academic progress to counseling services.

The Solvay School District AIS program addresses the following elements:

- Criteria for Eligibility
- Academic and/or support services to be provided
- When these services will be offered
- Student Progress Reports
- Criteria for ending services
- Parent Notification
- Program Review

**Criteria for Eligibility**

Eligibility will be determined by the use of multiple measures including the results of State assessments and/or district procedures, which may vary at each grade level or grade level configuration, (K-3, 4-8, 9-12).

All students, including those with disabilities and/or Limited English Proficiency (LEP) will be eligible for AIS services in the Solvay School District if:

1. In grades K through 3, they lack early literacy/reading readiness and/or mathematics readiness and are at risk of not achieving level 3 on the NY State assessments for ELA and mathematics administered in grade 3.
2. In grades 4 through 8, they score below level 3 on one or more state assessments or are LEP and do not meet performance standards in English as required by Commissioner’s Regulations Part 154 or are at risk of not achieving state standards in ELA, mathematics, social studies, and/or science.
3. In grades 9 through 12, they score below level 3 on one or more of the state assessments administered in grade 8; or score below the NY State designated performance level on any one of the state examinations required for graduation; or are LEP and do not meet performance standards in English as required by CR 154; or are at risk of not achieving performance standards in ELA, mathematics, social studies, and science.

More specifically, eligibility will be determined by a student’s performance on the following academic assessments:

### **Grades K-3**

Kindergarten Screening Test  
Curriculum-Based Assessments  
Annual review of each student's educational progress in relation to NY State Standards  
New York State Grade 3 Assessments  
Language Assessment Battery—Revised (LAB-R) for LEP students  
STAR Math in grades 2 and 3

### **Grades 4-8**

NYS ELA Assessments grades 4 through 8  
NYS Mathematics Assessments grades 4 through 8  
NYS Science Assessments grades 4 and 8  
NYS Social Studies Assessments grades 5 and 8  
Curriculum-Based Assessments  
Annual review of each student's educational progress in relation to NY State Standards  
LAB-R for LEP students  
STAR Math 4-8

### **Grades 9-12**

NYS ELA/mathematics/science/social studies on grade 8 assessments  
Foreign Language Proficiency Exam  
Curriculum-Based Assessments  
NYS Regents Exams in English, Math, Global Studies, US History, Science  
Annual review of each student's educational progress in relation to NY State Standards  
LAB-R for LEP students

In addition to the above, a student's eligibility for services may include a review of any or all of the following:

- a. Classroom performance (class work, chapter and unit tests, participation)
- b. Teacher developed tests/final exams
- c. Teacher referrals
- d. Five-week reports
- e. Report card grades
- f. Counselor recommendations
- g. Student Support Team (SST) referrals
- h. Attendance records
- i. Discipline records
- j. Health records
- k. Diagnostic Committee on Special Education (CSE) Information
- l. Parent recommendation

### **Academic and Support Services Provided**

The Solvay School District will provide Academic Intervention Services (AIS) in the areas of academic instruction and support services. Decisions related to the frequency and intensity of service will be made by a team of educators in each building and will be based upon individual student needs.

The possible range of academic and support service interventions include the following:

- a. Intervention settings for reading, writing, mathematics, science, and social studies
- b. Assigned extra help period
- c. Guidance, counseling, and social work services for discipline, nutrition, health, attendance, family and mobility issues, and other factors affecting student learning
- d. Mentoring

- e. Teaching assistant support
- f. Computer assisted instruction
- g. Individualized instruction
- h. Small group instruction
- i. Extended periods of instruction
- j. Multi-age grouping
- k. Alternative education placement
- l. Co-teaching
- m. Conflict resolution
- n. Translator for ELL students
- o. Before and after school programs
- p. Summer School 7-12

### **When and How Will These Services Be Offered**

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 required academic classes including Resource periods.

The frequency of AIS services to be provided each week as well as the amount of time per session will be determined by a team of educators and will be based on the individual needs of each student.

Students will be identified as having high, moderate, or low intensity needs based on the above mentioned criteria. Services will be provided consistent with their needs.

### **Student Progress Reports**

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

### **Criteria for Ending Services**

Academic Intervention Services will end or be discontinued when the student has successfully met NY State standards or satisfied district eligibility criteria for beginning such services.

### **Parent Notification**

The building principal will be responsible for parental notification indicating a need for Academic Intervention Services. The notification will be made in writing before the services commence and will include a summary of the nature, intensity [number of minutes per week], 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 provided with the following: notification that 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.

### **Program Review**

The AIS program is reviewed and revised based on student need and assessment results, every two years beginning on July 1, 2002.