UNION-ENDICOTT CENTRAL SCHOOL DISTRICT

ACADEMIC INTERVENTION SERVICES

Revised 2018-2019

ACADEMIC INTERVENTION SERVICES
Table of Contents

ACADEMIC INTERVENTION SERVICES

In order to meet New York State Common Core Learning Standards, some students will need assistance – assistance in the form of additional instruction, time, or support. The Union-Endicott Central School District is committed to assisting all students. The district staff is continuously developing and refining a comprehensive mosaic of programs designed to provide the most appropriate aid at the most appropriate time to ensure success.

These services are part of a larger picture of reform and progress toward performance targets as detailed in the Union-Endicott Central School District's Professional Development Plan, Commencement Goals and Board of Education Goals. Further, this district uses the Instructional Improvement Process for all district planning.

RtI EDGE REPORTING SYSTEM

All student data collected for Academic Intervention Services are reported into RTI Edge (Web-based Academic Intervention Services Management System). This management system is customized to implement Union-Endicott School District's AIS Plan.
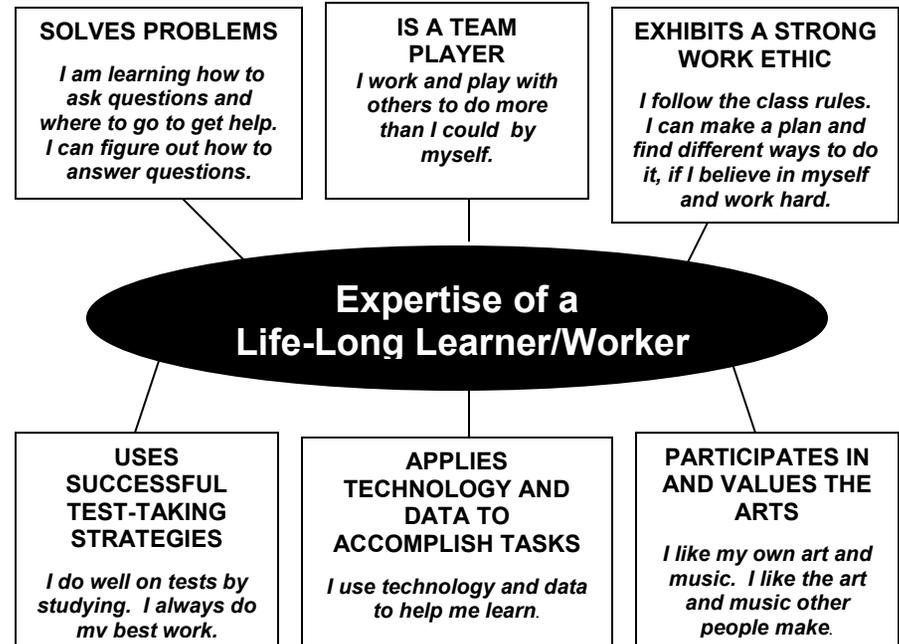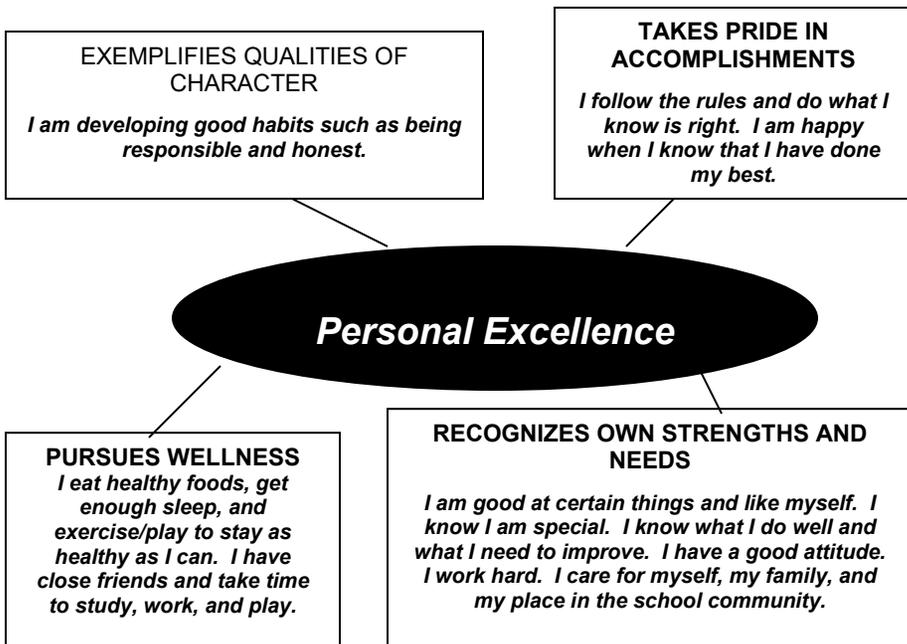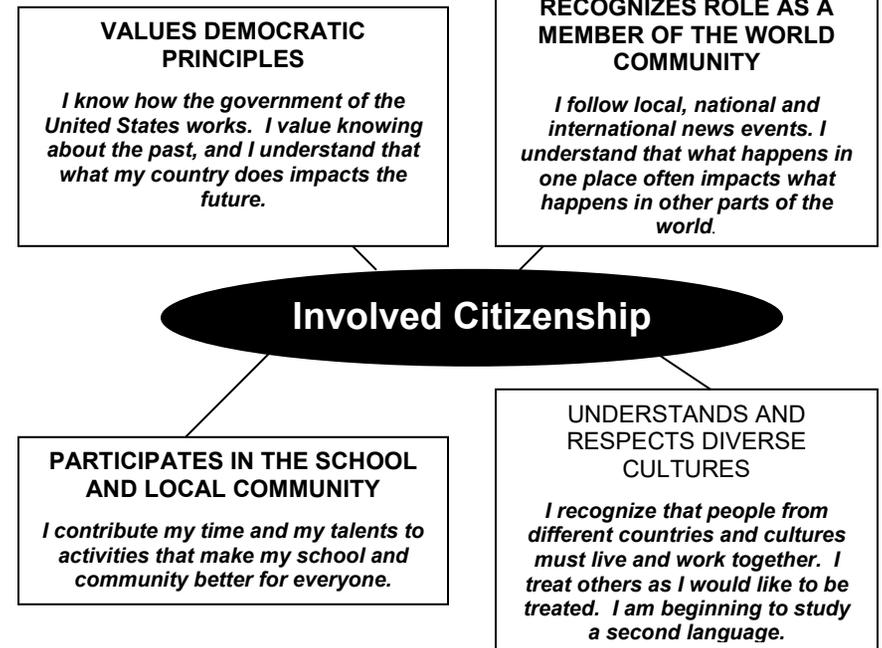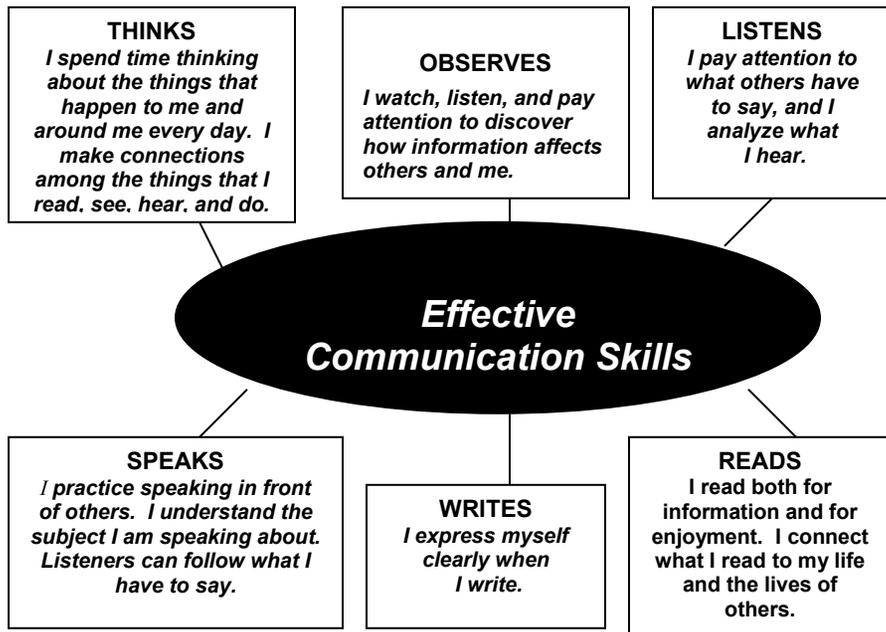
RTI Edge streamlines the process to identify, plan, track, and report all student academic intervention services.
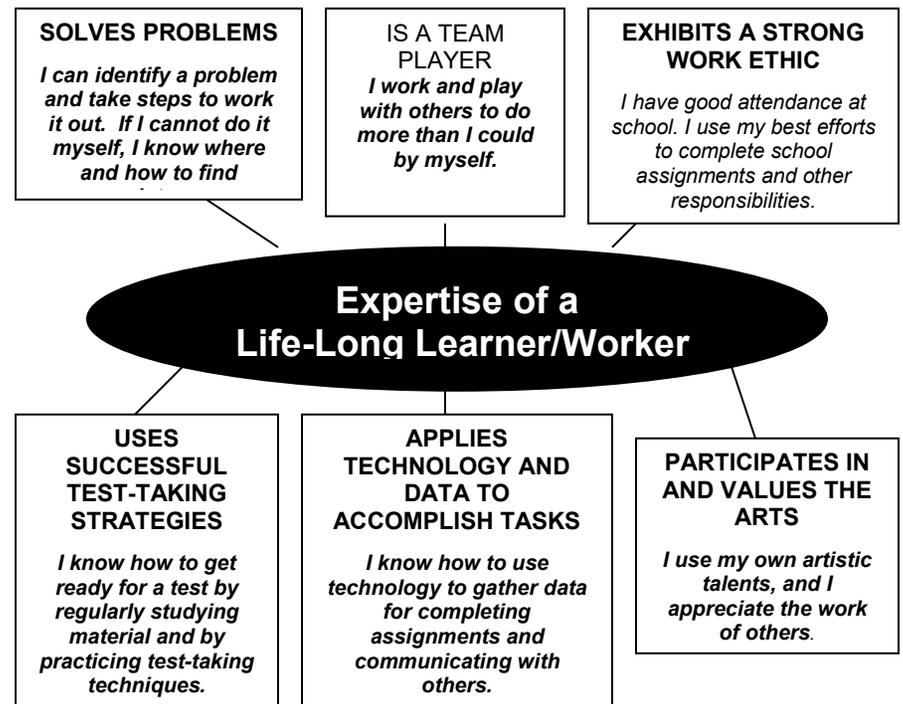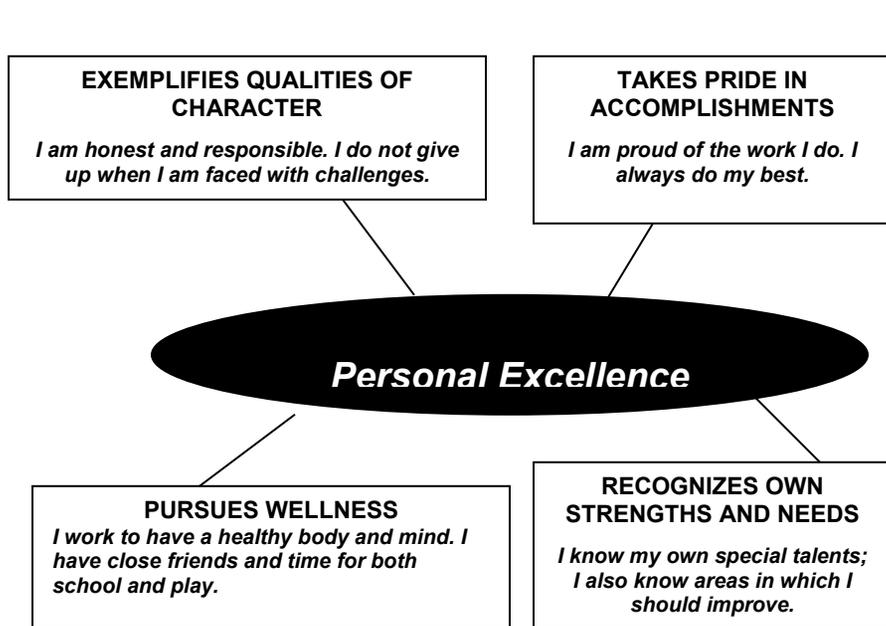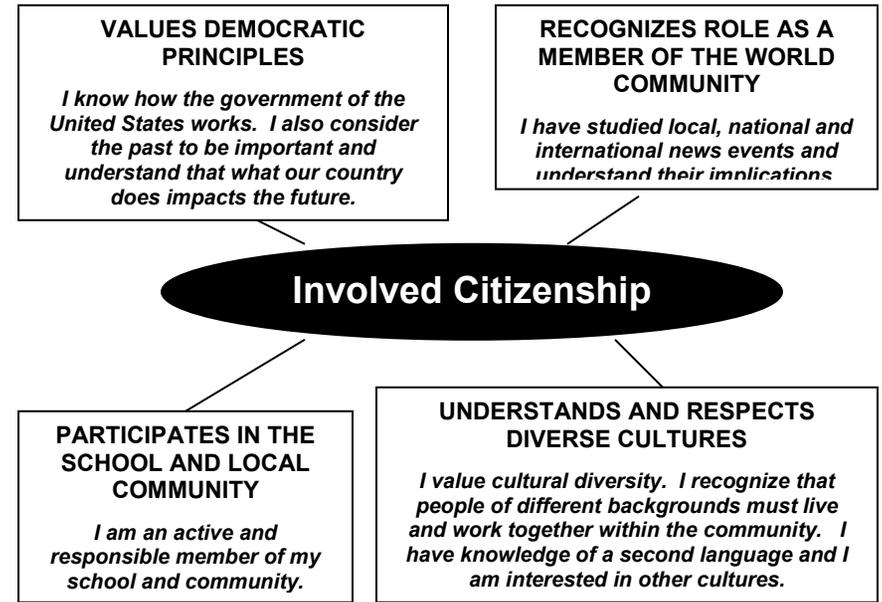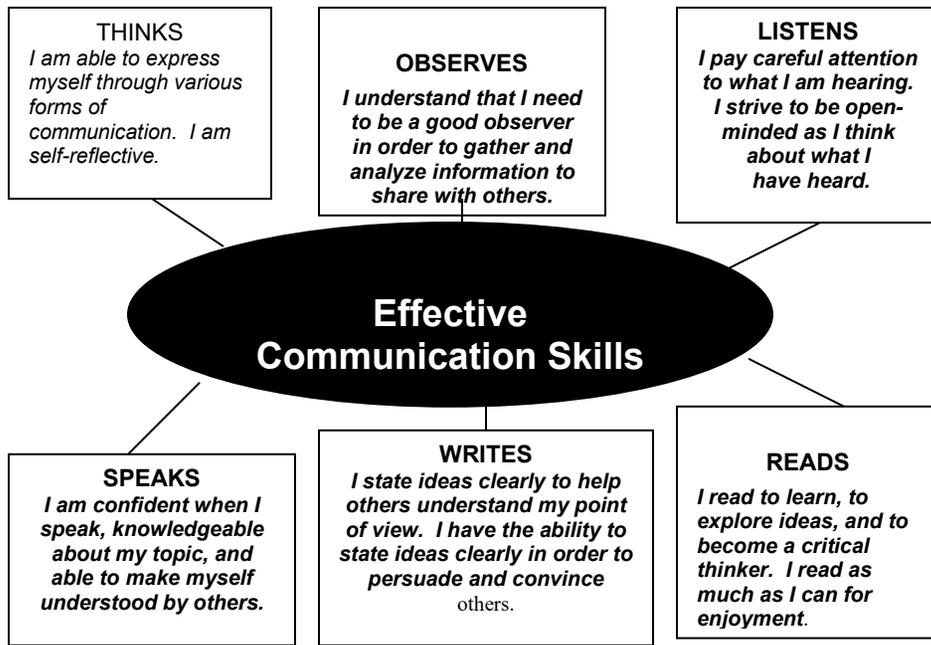
THINKS

I think about what I learn and what I read.

OBSERVES

I learn by watching, listening, and doing.

LISTENS

I am quiet when others speak, and listen to and think about what others say.

Effective Communication Skills

SPEAKS

I speak clearly so that others can understand me. I practice speaking in front of others.

WRITES

I use writing and drawing to share my ideas.

READS

I am learning to read for fun, facts, and information. I enjoy reading. I practice reading at home.

VALUES DEMOCRATIC PRINCIPLES

I know my President and the symbols of my country. I know there are laws that people have to follow. I know there are national holidays.

RECOGNIZES ROLE AS A MEMBER OF THE WORLD COMMUNITY

I am learning about my role in the community, state, country, and the world around me.

Involved Citizenship

PARTICIPATES IN THE SCHOOL AND LOCAL COMMUNITY

I help people in my family, my school, and my community

UNDERSTANDS AND RESPECTS DIVERSE CULTURES

I know that other children are the same as me and different from me. I know that families are the same as mine and different from mine. I treat others like I would like to be treated.

IN GRADES K-4, THE UNION-ENDICOTT STUDENT WILL DEMONSTRATE

EXEMPLIFIES QUALITIES OF CHARACTER

I am developing good habits such as being responsible and honest.

TAKES PRIDE IN ACCOMPLISHMENTS

I follow the rules and do what I know is right. I am happy when I know that I have done my best.

SOLVES PROBLEMS

I am learning how to ask questions and where to go to get help. I can figure out how to answer questions.

IS A TEAM PLAYER

I work and play with others to do more than I could by myself.

EXHIBITS A STRONG WORK ETHIC

I follow the class rules. I can make a plan and find different ways to do it, if I believe in myself and work hard.

Personal Excellence

Expertise of a Life-Long Learner/Worker

PURSUES WELLNESS

I eat healthy foods, get enough sleep, and exercise/play to stay as healthy as I can. I have close friends and take time to study, work, and play.

RECOGNIZES OWN STRENGTHS AND NEEDS

I am good at certain things and like myself. I know I am special. I know what I do well and what I need to improve. I have a good attitude. I work hard. I care for myself, my family, and my place in the school community.

USES SUCCESSFUL TEST-TAKING STRATEGIES

I do well on tests by studying. I always do my best work.

APPLIES TECHNOLOGY AND DATA TO ACCOMPLISH TASKS

I use technology and data to help me learn.

PARTICIPATES IN AND VALUES THE ARTS

I like my own art and music. I like the art and music other people make.

THINKS

I spend time thinking about the things that happen to me and around me every day. I make connections among the things that I read, see, hear, and do.

OBSERVES

I watch, listen, and pay attention to discover how information affects others and me.

LISTENS

I pay attention to what others have to say, and I analyze what I hear.

VALUES DEMOCRATIC PRINCIPLES

I know how the government of the United States works. I value knowing about the past, and I understand that what my country does impacts the future.

RECOGNIZES ROLE AS A MEMBER OF THE WORLD COMMUNITY

I follow local, national and international news events. I understand that what happens in one place often impacts what happens in other parts of the world.

Effective Communication Skills

Involved Citizenship

SPEAKS

I practice speaking in front of others. I understand the subject I am speaking about. Listeners can follow what I have to say.

WRITES

I express myself clearly when I write.

READS

I read both for information and for enjoyment. I connect what I read to my life and the lives of others.

PARTICIPATES IN THE SCHOOL AND LOCAL COMMUNITY

I contribute my time and my talents to activities that make my school and community better for everyone.

UNDERSTANDS AND RESPECTS DIVERSE CULTURES

I recognize that people from different countries and cultures must live and work together. I treat others as I would like to be treated. I am beginning to study a second language.
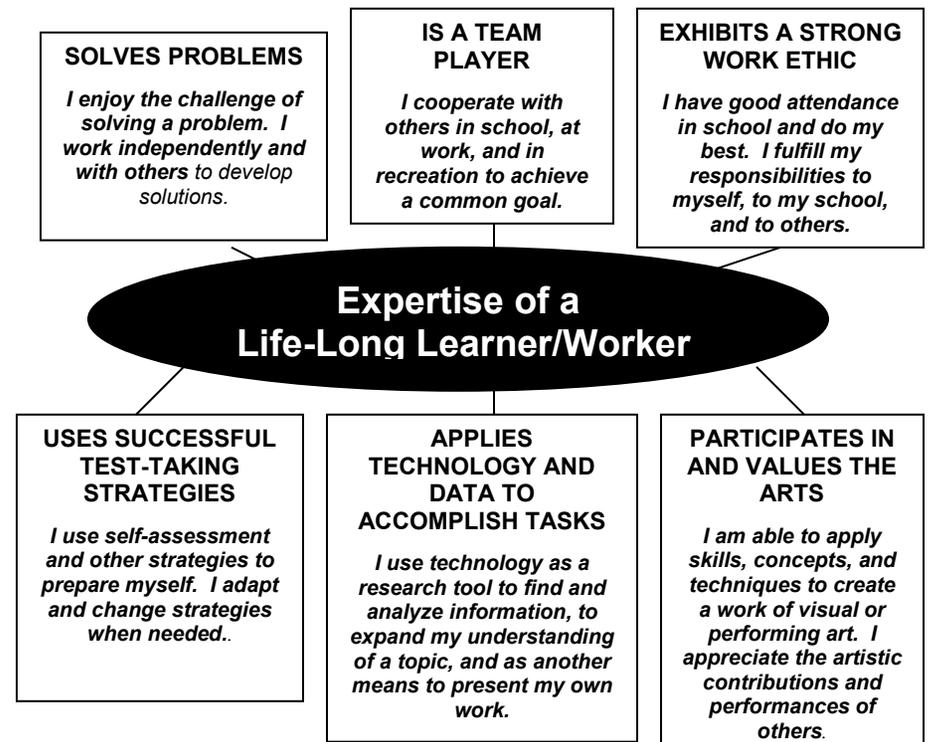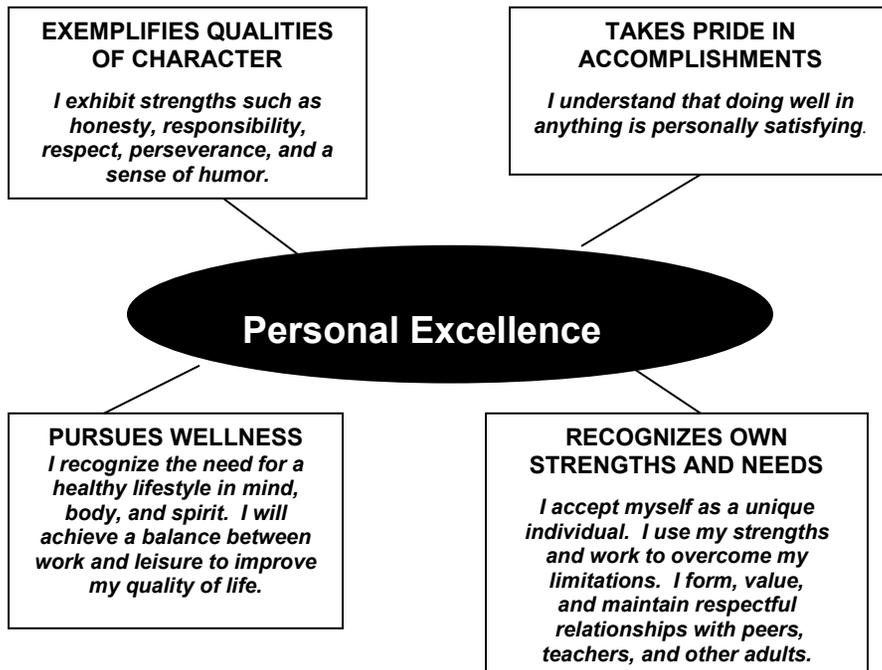
IN GRADES 5-8, THE UNION ENDICOTT STUDENT WILL DEMONSTRATE

EXEMPLIFIES QUALITIES OF CHARACTER

I am honest and responsible. I do not give up when I am faced with challenges.

TAKES PRIDE IN ACCOMPLISHMENTS

I am proud of the work I do. I always do my best.

SOLVES PROBLEMS

I can identify a problem and take steps to work it out. If I cannot do it myself, I know where and how to find

IS A TEAM PLAYER

I work and play with others to do more than I could by myself.

EXHIBITS A STRONG WORK ETHIC

I have good attendance at school. I use my best efforts to complete school assignments and other responsibilities.

Personal Excellence

Expertise of a Life-Long Learner/Worker

PURSUES WELLNESS

I work to have a healthy body and mind. I have close friends and time for both school and play.

RECOGNIZES OWN STRENGTHS AND NEEDS

I know my own special talents; I also know areas in which I should improve.

USES SUCCESSFUL TEST-TAKING STRATEGIES

I know how to get ready for a test by regularly studying material and by practicing test-taking techniques.

APPLIES TECHNOLOGY AND DATA TO ACCOMPLISH TASKS

I know how to use technology to gather data for completing assignments and communicating with others.

PARTICIPATES IN AND VALUES THE ARTS

I use my own artistic talents, and I appreciate the work of others.

THINKS
I am able to express myself through various forms of communication. I am self-reflective.

OBSERVES
I understand that I need to be a good observer in order to gather and analyze information to share with others.

LISTENS
I pay careful attention to what I am hearing. I strive to be open-minded as I think about what I have heard.

Effective Communication Skills

SPEAKS
I am confident when I speak, knowledgeable about my topic, and able to make myself understood by others.

WRITES
I state ideas clearly to help others understand my point of view. I have the ability to state ideas clearly in order to persuade and convince others.

READS
I read to learn, to explore ideas, and to become a critical thinker. I read as much as I can for enjoyment.

VALUES DEMOCRATIC PRINCIPLES
I know how the government of the United States works. I also consider the past to be important and understand that what our country does impacts the future.

RECOGNIZES ROLE AS A MEMBER OF THE WORLD COMMUNITY
I have studied local, national and international news events and understand their implications

Involved Citizenship

PARTICIPATES IN THE SCHOOL AND LOCAL COMMUNITY
I am an active and responsible member of my school and community.

UNDERSTANDS AND RESPECTS DIVERSE CULTURES
I value cultural diversity. I recognize that people of different backgrounds must live and work together within the community. I have knowledge of a second language and I am interested in other cultures.

IN GRADES 9-12, THE UNION-ENDICOTT STUDENT WILL DEMONSTRATE

EXEMPLIFIES QUALITIES OF CHARACTER
I exhibit strengths such as honesty, responsibility, respect, perseverance, and a sense of humor.

TAKES PRIDE IN ACCOMPLISHMENTS
I understand that doing well in anything is personally satisfying.

SOLVES PROBLEMS
I enjoy the challenge of solving a problem. I work independently and with others to develop solutions.

IS A TEAM PLAYER
I cooperate with others in school, at work, and in recreation to achieve a common goal.

EXHIBITS A STRONG WORK ETHIC
I have good attendance in school and do my best. I fulfill my responsibilities to myself, to my school, and to others.

Personal Excellence

Expertise of a Life-Long Learner/Worker

PURSUES WELLNESS
I recognize the need for a healthy lifestyle in mind, body, and spirit. I will achieve a balance between work and leisure to improve my quality of life.

RECOGNIZES OWN STRENGTHS AND NEEDS
I accept myself as a unique individual. I use my strengths and work to overcome my limitations. I form, value, and maintain respectful relationships with peers, teachers, and other adults.

USES SUCCESSFUL TEST-TAKING STRATEGIES
I use self-assessment and other strategies to prepare myself. I adapt and change strategies when needed..

APPLIES TECHNOLOGY AND DATA TO ACCOMPLISH TASKS
I use technology as a research tool to find and analyze information, to expand my understanding of a topic, and as another means to present my own work.

PARTICIPATES IN AND VALUES THE ARTS
I am able to apply skills, concepts, and techniques to create a work of visual or performing art. I appreciate the artistic contributions and performances of others.

7

UNION-ENDICOTT CSD

BOARD OF EDUCATION

Proposed Success Targets for the 2018-2019 Year:
Grades K-12 June Graduation Rate: Increase by 7% from 80% (UECSD)/88% (UEHS) to 87% UECSD/95% UEHS
Grades 6-12 Course Passing Rate: Increase by 2% from overall 94% to 96%
Grades K-2 Literacy: Increase by 9% from overall 76% at Instructional Benchmark Text Level to overall 85% (was 72%)
Grades 3-8 ELA & Math Proficiency: Increase by 5% from overall 30% to 35% on ELA; and from overall 36% to 41% in Math
Grades 10-12 A.P. Exam Proficiency: Increase from 6/14 Exams to 8/14 Exams the course-specific AP Exams exceeding their National Average in Proficiency (Scoring 3, 4, or 5)
Grades K-12 Attendance: Decrease by 10% the number of Chronically Absent Students (19 or more absences) at each building. From 475 students in 2017-18 to 427 students in 2018-19.
Grades K-12 Suspensions: Reduce by 10% the number of Suspensions at each building. From 1204 days in 2017-18 to 1084 days in 2018-19.
_____

"Whatever It Takes"
- Student Participation in Extra-Curricular Activities
- Communication between school and home; school and community; schools within the district
- Positive Parent Involvement
- Focus on meeting the needs of all students, especially focusing on diversity and special education
- Literacy across the curriculum K-12
- Effective Use of Volunteers – both community and staff

Area of Focus: EQUITY and INNOVATION

Instructional Improvement Process

Identifies and implements best practices, including the appropriate use of technology

Instruction

Curriculum

Linked to appropriate Standards and Commencement Goals

System Capacity

Leadership resources, technology policies

Improved Student Achievement

Data

For systemic improvement: identify, collect, monitor and adjust curriculum and instruction

For all stakeholders

Professional Development

Communi-cation

With all stakeholders that is clear and uniform

Academic Intervention Services

K- 3		
English Language Arts	**Math**	**Student Support**
- Reading Recovery - Leveled Literacy Intervention (LLI) - ELA Intervention - Afterschool ELA Academy - ELA Extended Day Academy	- Supplemental Technology Based Instruction - Math Intervention - Afterschool Math Academy	- School Social Worker - Psychologist - Alternative Education - Attendance intervention

4- 6				
English Language Arts	**Math**	**Social Studies**	**Science**	**Student Support**
- ELA Intervention - Afterschool ELA Academy - ELA Extended Day Academy - Leveled Literacy Intervention (LLI)	- Supplemental Technology Based Instruction - Math Intervention - Afterschool Math Academy	Reading/Writing in the content area AIS support	Reading/Writing in the content area AIS support	- School Social Worker - Psychologist - Alternative Education - Attendance Intervention

7- 8				
- ELA Intervention - Afterschool ELA Academy - Academic Study Hall - Lunch and Learn	- Math Intervention - Afterschool Math Academy - Academic Study Hall - Lunch and Learn	- Reading/Writing in the content area AIS support - Academic Study Hall - Lunch and Learn	- Reading/Writing in the content area AIS support - Academic Study Hall - Lunch and Learn	- Homework Café - School Social Worker - Attendance Intervention - Alternative Education - Guidance Counselors

9 – 12				
- ELA Intervention - Reading lab - Summer School - Credit Recovery	- Integrated Algebra Lab - Two-year Integrated Algebra class - Math Intervention - Summer School - Credit Recovery	- Social Studies Global Studies Lab 9, 10 - US H&G Remediation - Summer School - Credit Recovery	- Applied Science 1 & 2 - Science Intervention - Summer School - Credit Recovery	- Guidance Counselors - Student Assistance Counselor - School Social Workers - Attendance Intervention - Extra help period - Alternative Education

UNION-ENDICOTT CENTRAL SCHOOL DISTRICT
Office of the Assistant Superintendent of Instruction

**Criteria for Developing and Evaluating
Intervention and Remediation
Programs**

Component	Comments
Research Based	Interventions and remedial programs in the district should be based on best practice, district beliefs, and a well-researched base of information.
Needs Assessment	A method for collecting and evaluating disaggregated student performance data is required to determine the need for the program. Questions about what students would be best served by the program need to be answered. An estimate of future needs is helpful.
Alignment to Standards	The instruction, materials, and curriculum used in the program should be closely aligned to the Common Core Learning Standards and assessments. The program should have as its primary goal helping students meet the Common Core Learning Standards.
Admission criteria	A procedure for identifying students for whom the program is appropriate must be developed. What objective and subjective information will be used to determine admission? Who is responsible for collecting that information and what is the timeline necessary for planning and scheduling?
Staff Development and Planning	Opportunity for staff involved in the program to learn and develop curriculum must be included, for both the short-term and long-term. What on-going support will be given to the staff involved in the program? How will staff members have opportunity for collaborative planning?
Parental Involvement	Parents must be notified of student placement in the program and must be given quarterly reports on student progress. Some programs will require parental permission. Opportunities for parents to be directly involved either through observation and/or through direct support of their child at home are required. Parents must be notified when their child leaves the program.
Resources, budget	A complete list and cost of staff, materials, and space necessary for both partial and full implementation of the program is required. It should be noted whether the program will be funded with existing budget funds and/or with new money.
Scheduling	There must be a description of when the program will be offered to students (during the existing day, extended day, summer). Students should not be expected to miss other instruction in order to participate in intervention or remedial programs.

Component	Comments
Completion of Program	There must be criteria for determining when students will leave the program.
Program Ownership and Evaluation	Each program must have a school administrator who will take responsibility for seeing that the components of the program are carried out. This administrator is responsible for collecting and analyzing student performance and other data annually and recommending improvements to the program. Administrators and teachers are expected to work together on program evaluation and consult parents and students as appropriate.
Timing of Evaluation	The intervention should be timed to be of the greatest advantage to the student.
Assignment of Teachers	Within the parameters of state law and teacher contracts, teachers with skills and interests most closely aligned with the content of the intervention should be assigned to the program.

ACADEMIC INTERVENTION SERVICES

Kindergarten to Grade 3

The focus of AIS at the primary grades is early intervention. The goal is to provide all students with excellent first teaching, coupled with intensive intervention for those students exhibiting difficulty. Attention is given foremost to literacy skills – reading, writing, speaking, and listening. We want children to be able to read on grade level by the end of kindergarten.

Young children come to school with varied experiences, skills, and knowledge. What does not vary is their disposition to learn. When students are facing learning challenges, we need to intervene as early as possible in an attempt to protect the child's fragile self-concept as a learner.

Yet, identifying children with learning challenges presents problems. Appropriate assessment of young children includes frequent formative and benchmark assessments. In addition, sensitive, knowledgeable teachers watch children work over time and draw conclusions about their successes and needs. Growth can happen quickly, thus interventions in times of difficulty must be flexible, specific, and targeted. Collaboration between classroom teachers and support personnel is extremely vital. Students will sometimes indicate to a support teacher that they have grasped concepts, but do not show the same level of understanding in a larger classroom. Evaluations must be done frequently and supports must be carefully withdrawn to enable children to develop independence as learners.

If our job is done well in the first few years of schooling, most students will experience great successes in subsequent schooling. Some students will continue to need support and might even need to be assisted in the special education program. With excellent quality and great intensity of this early intervention, all children will benefit.

Academic Intervention Services

Standards Area ELA _____ Grade(s) K-3 ELA _____

AIS _____ Leveled Literacy Intervention (LLI) _____

Description of Program: Leveled Literacy Intervention is small group intervention with three-four students who are below reading benchmark at any given time between kindergarten and grade three. These students attend LLI on a daily basis for 14-18 weeks. Students may also receive LLI more than one time during grades K-3.

Selection Criteria:	Discontinuance Criteria:
• Student scores on Fountas & Pinnell Benchmark Assessment. • General and special education students, as well as ESL students, are eligible for Leveled Literacy Intervention.	• The ability to read independently at grade level as determined by Fountas & Pinnell text level gradient.

Schedule and Frequency: Students are seen for thirty minutes, daily, for 14-18 weeks.
Program Assessment: The program is part of the AIS reading program and is evaluated by determining students' instructional text levels.
Parental Notification and Involvement: Parents are notified of the program and their child's entry. Quarterly reports and parent conferences keep parents informed. Additionally, LLI Take-Home books are provided to students on a daily basis to create a literacy-rich home environment.

Academic Intervention Services

Standards Area	ELA		Grade(s)	1
AIS	Reading Recovery			

Description of Program:
Reading Recovery is a one-on-one tutoring program designed to accelerate student literacy achievement to allow students to read at class average. Students meet with a trained Reading Recovery teacher for daily 30-minutes lessons designed specifically around individual strengths and needs.

Selection Criteria:	Discontinuance Criteria:
Student scores on observational survey	The ability to read independently at class average as determined by Reading Recovery program.

Schedule and Frequency:
Thirty minute lessons are scheduled daily for a period of 12-20 weeks; discontinuance is usually at 20 weeks.

Program Assessment:
Student progress is recorded daily. Program success is monitored by the Director of Elementary Education and is based on student progress, number of students discontinued and referrals to other programs.

Parental Notification and Involvement:
Parents are expected to reinforce student learning daily. Parents are encouraged read daily with their child. Teachers confer with parents before the child enters the program.

Academic Intervention Services

Standards Area	ELA			Grade(s)	2-3

AIS	ELA - AIS

Description of Program:

Supplementary instruction in ELA is provided by certified teachers. Students are taught strategies to help them become independent readers and writers.

Selection Criteria:	Discontinuance Criteria:
• Teacher Recommendation • Regionally developed pretest • Fountas & Pinnell Benchmark Assessments.	• Fountas & Pinnell Benchmark Assessments • Regionally developed post-test • NYS ELA Assessment proficiency level of 3 or 4

Schedule and Frequency:

Schedules are drawn up by teachers and administrators to meet the needs of the students.
It varies from very intensive services every day to less intensive such as two or three times per week.

Program Assessment:

The principals and the Director of Curriculum and Instruction are responsible for evaluating the program by collecting information about student achievement.

Parental Notification and Involvement:

- All parents are given written notification of student's selection and discontinuance through RTI Edge.
- Parent conferences are held one or two times per year.
- Written reports are given four times per year through RTI Edge.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area		Mathematics		Grade(s)	3
AIS	AIS				

Description of Program:

Supplementary instruction in Math is provided by certified teachers. Students are taught strategies to strengthen both process and content mathematical knowledge.

Selection Criteria:	Discontinuance Criteria:
- Student performance on Module and Quarterly Assessments - Regionally developed pre-tests - Teacher recommendation	- NYS Math Assessment proficiency level of 3 or 4. - Student performance on Module and Quarterly Assessments

Schedule and Frequency:

Schedules are drawn up by teachers and administrators to meet the needs of the students.
It varies from very intensive services every day to less intensive such as two or three times per week.

Program Assessment:

The principals and the Director of Curriculum and Instruction are responsible for evaluating the program by collecting information about student achievement.

Parental Notification and Involvement:

- All parents are given written notification of student's selection and discontinuance through RTI Edge.
- Parent conferences are held one or two times per year.
- Written reports are given four times per year through AIS Edge.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	Student Support Services		Grade(s)	K – 3
AIS	School Social Workers			

Description of Program:

Certified MSWs or school psychologists meet with students and their families with the goal of strengthening the social and emotional ability of the child in order to meet the academic demands of the school.

Selection Criteria:	Discontinuance Criteria:
Staff, students, and/or parents may refer a student to counseling services. Counselor and principal make final determination.	Upon recommendation of staff, student, and/or parents.

Schedule and Frequency:

Meetings with students are as frequent as needed and possible. Severe-needs children are referred to appropriate community services. Individual and group counseling may be short term or long term depending on need.

Program Assessment:

The program is primarily assessed through qualitative measures of students served. The Director of Pupil Personnel meets with counselors to evaluate and improve program services.

Parental Notification and Involvement:

- Parents are completely involved since the thrust of the program involves strengthening school and family ties. Parents must give permission for student to work with counselor.
- All parents are notified of student's selection and discontinuance of services.
- If the student has an IEP or 504, written reports are given four times per year through Cleartrack.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	Student Support Services		Grade(s)	K- 3
AIS	Attendance Intervention			

Description of Program:

School Administrators, School Social Workers, School Psychologists and/or part time district attendance officer meets with families of absent or tardy students, attempting to solve the problems leading to absenteeism. Appropriate referrals are made to other services.

Selection Criteria:	Discontinuance Criteria:
Service is provided to all students who are illegally absent or tardy as determined by building principals.	• Attendance pattern improved. • Other referral is made.

Schedule and Frequency:

As needed

Program Assessment:

The Building Administrators will collect both quantitative and qualitative data on program assessment.

Parental Notification and Involvement:

School Administrators, School Social Workers, School Psychologists and/or part time district attendance officer talks directly to parents on value of attendance.

ACADEMIC INTERVENTION SERVICES
Grade 4 to Grade 6

The goal of academic intervention at this level is to make sure the gains students have made in the primary grades continue. In the intermediate grades, students have to use the skills they have already developed to learn the content of subjects such as science and social studies. Often, when students exhibit problems in these areas, the underlying problem is actually being able to read and write for understanding and critical analysis. However, once again, the primary intervention must be in the specific area of need.

Academic Intervention Services

Standards Area	ELA			Grade(s)	4 – 6
AIS	ELA - AIS				

Description of Program:

Supplementary instruction in ELA is provided by certified teachers. Students are taught strategies to help them become independent readers and writers.

Selection Criteria:	Discontinuance Criteria:
- NYS ELA – score at level 1 or 2 - Fountas & Pinnell Benchmark Assessments - Quarterly Assessments - Teacher Recommendation	- NYS ELA – score at level 3 or 4 - Fountas & Pinnell Benchmark Assessments - Quarterly Assessments

Schedule and Frequency:

Schedules are developed by teachers, guidance staff and administrators to meet the needs of the students.
It varies from very intensive services every day to less intensive such as two or three times per week.

Program Assessment:

The principals and the Director of Curriculum and Instruction are responsible for evaluating the program by collecting information about student achievement.

Parental Notification and Involvement:

- All parents are given written notification of student's selection and discontinuance.
- Parent conferences are held one or two times per year.
- Written reports are given four times per year.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	Mathematics		Grade(s)	4-6
AIS	AIS			

Description of Program:

Supplementary instruction in Math is provided by certified teachers. Students are taught strategies to strengthen both process and content mathematical knowledge.

Selection Criteria:	Discontinuance Criteria:
• NYS Mathematics Assessment – score at level 1 or 2 • Student performance on Module and Quarterly Assessments • Teacher Recommendation	• NYS Mathematics Assessment – score at level 3 or 4 • Student performance on Module and Quarterly Assessments • Teacher Recommendation

Schedule and Frequency:

Schedules are developed by teachers, guidance staff and administrators to meet the needs of the students.
It varies from very intensive services every day to less intensive such as two or three times per week.

Program Assessment:

The principals and the Director of Curriculum and Instruction are responsible for evaluating the program by collecting information about student achievement.

Parental Notification and Involvement:

- All parents are given written notification of student's selection and discontinuance.
- Parent conferences are held one or two times per year.
- Written reports are given four times per year.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	Science			Grade(s)	4-6
AIS	AIS				

Description of Program:

Certified teachers, General Education, Special Education, and/or AIS (and where appropriate, a teacher aide) supplement instruction for students.

Selection Criteria:	Discontinuance Criteria:
NYS Science Assessment score of 1 or 2.	Students are discontinued from AIS based on performance on formative/summative science assessments.

Schedule and Frequency:

Schedules are developed by teachers, guidance staff and administrators to meet the needs of the students.
It varies from very intensive services every day to less intensive such as two or three times per week.

Program Assessment:

The Director of Pupil Services and the Director of Curriculum and Instruction are responsible for evaluating the program by collecting information about student achievement.

Parental Notification and Involvement:

- Parents of special education students are notified through IEP procedures and class scheduling. Quarterly grades, parent conferences, and annual reviews are also provided.
- All parents are given written notification of student's selection and discontinuance through RTI Edge or ClearTrack.
- Parent conferences are held one or two times per year.
- Written reports are given four times per year through RTI Edge or ClearTrack.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	Social Studies		Grade(s)	4-6
AIS	AIS			

Description of Program:	
Certified teachers, General Education, Special Education, and/or AIS (and where appropriate, a teacher aide) supplement instruction for students.	
Selection Criteria:	**Discontinuance Criteria:**
• Teacher Recommendation	Students are discontinued from AIS based on performance on formative/summative social studies assessments.
Schedule and Frequency:	
Schedules are developed by classroom teachers, AIS teachers, guidance staff and administrators to meet the needs of the students. It varies from very intensive services daily to less intensive such as three times per week.	
Program Assessment:	
The Director of Pupil Services and the Director of Curriculum and Instruction K-12 are responsible for evaluating the program by collecting information about student achievement.	
Parental Notification and Involvement:	
• Parents of special education students are notified through IEP procedures and class scheduling. Quarterly grades, parent conferences, and annual reviews are also provided. • All parents are given written notification of student's selection and discontinuance through RTI Edge or ClearTrack. • Parent conferences are held one or two times per year. • Written reports are given four times per year through RTI Edge or ClearTrack. • Parent meetings are scheduled as needed.	

Academic Intervention Services

Standards Area	Student Support Services		Grade(s)	4-6
AIS	School Social Workers			
Description of Program:				
Certified MSWs, guidance counselors, or school psychologists meet with students and their families with the goal of strengthening the social and emotional ability of the child in order to meet the academic demands of the school.				

Selection Criteria:	Discontinuance Criteria:
Staff, students, and/or parents may refer a student to counseling services. Counselor and principal make final determination.	Upon recommendation of staff, student, and/or parents.

Schedule and Frequency:
Meetings with students are as frequent as needed and as is possible. Severe-needs children are referred to appropriate community services. Individual and group counseling may be short term or long term depending on need.

Program Assessment:
The program is primarily assessed through quantitative measures of students served. The Director of Pupil Services meets with counselors to evaluate and improve program services.

Parental Notification and Involvement:
• Parents are completely involved since the thrust of the program involves strengthening school and family ties. Parents must give permission for student to work with counselor • All parents are notified of student's selection and discontinuance of services. • If the student has an IEP or 504, written reports are given four times per year through Cleartrack. • Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	ELA and Mathematics		Grade(s)	3-6

AIS	After-School Academies/Extended Day Academies

Description of Program:

After-School Academies: Certified teachers work after school for a period of 4-6 weeks prior to the NYS ELA or Math Assessment. The content is focused on direct instruction for the NYS Assessment.

Extended Day Academies: Certified teachers work with classified students after school for 26 weeks prior to the NYS ELA and Math Assessment. The content is focused on formative instruction based on students' literacy needs.

Selection Criteria:	Discontinuance Criteria:
Students are placed by Teacher Recommendation, building principal, NYS Assessments, Fountas & Pinnell Benchmark Assessments and Math Module Assessments. IEP Goals	Students are discontinued at the end of the program

Schedule and Frequency:

2 one-hour sessions weekly or 1 one and one-half hour sessions

Program Assessment:

Principals, Director of Pupil Services and the Director of Curriculum and Instruction are responsible for evaluating the program by collecting information about student achievement.

Parental Notification and Involvement:

- All parents are given written notification of participation in academies.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	Student Support Services		Grade(s)	4-6
AIS	Attendance Intervention			
Description of Program:				
School Administrators, School Social Workers, School Psychologists and/or part time district attendance officer meets with families of absent or tardy students, attempting to solve the problems leading to absenteeism. Appropriate referrals are made to other services.				
Selection Criteria:		**Discontinuance Criteria:**		
Service is provided to all students who are illegally absent or tardy as determined by building principals.		- Attendance pattern improved. - Other referral is made.		
Schedule and Frequency:				
As needed				
Program Assessment:				
Building Administrators will collect both quantitative and qualitative data on program assessment.				
Parental Notification and Involvement:				
School Administrators, School Social Workers, School Psychologists and/or part time district attendance officer talks directly to parents on value of attendance.				

ACADEMIC INTERVENTION SERVICES

Grade 7 and Grade 8

Interventions at this level must focus on both academic problems and social emotional problems. Poor student attendance and behavior must be addressed on many levels, as they are symptoms of deeper root causes of academic failure.

Academic Intervention Services

Standards Area	ELA		Grade(s)	7-8

AIS	ELA Intervention

Description of Program:

Certified reading/special education teachers meet every other day over a year supporting reading and writing skills in both push-in and pull out models. Instructional goals are to reinforce skills needed to succeed on all NYS assessments and to become independent readers and writers.

Selection Criteria:	Discontinuance Criteria:
NYS ELA Exam –score at level 1 or 2 Fountas and Pinnell Benchmarks Quarterly Assessment Data Course Passing Rates Teacher recommendation	Scoring a 3 or 4 on NYS ELA Exam Teacher recommendation Fountas and Pinnell Benchmarks Quarterly Assessment Data Course Passing Rates

Schedule and Frequency:

One period. Number of days during a 6 day cycle is based on need.

Program Assessment:

Program assessment will be both quantitative and qualitative. The Middle School Principal and Director of Curriculum and Instruction and Director of Pupil Services are responsible for evaluating the program by collecting information about student achievement

Parental Notification and Involvement:

- All parents are given written notification of student's selection and discontinuance through RTI Edge.
- Parent conferences are held as needed.
- Written reports are given every 10 weeks through RTI Edge.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	Mathematics		Grade(s)	7-8
AIS	Math Intervention			

Description of Program:

A certified teacher meets with students in a small group setting to work on foundational math skills.

Selection Criteria:	Discontinuance Criteria:
NYS Math Assessment score of 1 or 2 Course Passing Rate Quarterly Assessment Data Teacher recommendation	NYS Math Assessment score of 3 or 4 Teacher recommendation Course Passing Rate Quarterly Assessment Data

Schedule and Frequency:

One period. Number of days during a 6 day cycle is based on need.

Program Assessment:

Program assessment will be both quantitative and qualitative. The Middle School Principal and Director of Curriculum and Instruction and Director of Pupil Services are responsible for evaluating the program by collecting information about student achievement

Parental Notification and Involvement:

- All parents are given written notification of student's selection and discontinuance through AIS Edge.
- Parent conferences are held one to two times per year.
- Written reports are given 4x per year through RTI Edge.
- Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	ELA and Mathematics		Grade(s)	7-8

AIS	AIS – After-School Academy
Description of Program:	
Certified teachers work after school for a period of 4-6 weeks prior to the NYS ELA or Math Assessment. The content is focused on direct instruction for the NYS Assessment.	

Selection Criteria:	Discontinuance Criteria:
Any student may attend with parental permission. Students currently receiving AIS services in ELA or Math are targeted to attend.	Short-term program

Schedule and Frequency:
1.5 hour weekly session for 5 weeks for both ELA and math

Program Assessment:
Progress on assessments

Parental Notification and Involvement:
- All parents are given written notification of student's selection and discontinuance.   - Parental permission must be given for participation.   - Parent meetings are scheduled as needed.

Academic Intervention Services

Standards Area	Student Support		Grade(s)	7-8
AIS	Guidance			
Description of Program:				
3 certified guidance counselors are available to assist students in academic, social and emotional problems.				
Selection Criteria:		**Discontinuance Criteria:**		
All students are assigned to a guidance counselor to assist in academic success.		N/A		
Schedule and Frequency:				
Varies. Counselors meet with all students to interview them at least once per year, assist in scheduling, parent conferences and social/emotional issues on an as needed basis. Counselors meet as a team once per week with administration and work on a daily basis with both teachers and administrators to support student academic, social and emotional needs.				
Program Assessment:				
The program is primarily assessed through quantitative measures of students served. The Administrative staff meets with counselors to improve program services.				
Parental Notification and Involvement:				
- Parents are notified of their child's guidance counselor when they receive their schedule in the fall. - Guidance provides workshops to parents on a variety of middle-level issues.				

Academic Intervention Services

Standards Area	Student Support		Grade(s)	6-8
AIS	Homework Café			
Description of Program:				
This after-school program provides a quiet, supportive place for students to do homework. Teachers from various subject areas supervise students. Transportation is provided.				
Selection Criteria:		Discontinuance Criteria:		
All students are invited to attend and students displaying academic difficulties are targeted to attend.		The program is voluntary.		
Schedule and Frequency:				
The Homework Café meets for 90 minutes two times per week.				
Program Assessment:				
Attendance data and student performance data will be collected by the principal.				
Parental Notification and Involvement:				
- Parents are invited to meet with the building administrator before students may attend. - Parental permission is required for both attending and discontinuing Homework Café. - Parents are notified when students enter and discontinue the program.				

Academic Intervention Services

Standards Area	Student Support Services		Grade(s)	7-8
AIS	School Social Workers			

Description of Program:

Certified MSWs, psychologists and guidance counselors meet with students and their families with the goal of strengthening the social and emotional ability of the child in order to meet the academic demands of the school.

Selection Criteria:	Discontinuance Criteria:
Staff, students, and/or parents may refer a student to counseling services. Counselor and principal make final determination.	Upon recommendation of staff, student, and/or parents.

Schedule and Frequency:

Meetings with students are as frequent as needed and as is possible. Severe-needs children are referred to appropriate community services. Individual and group counseling may be short term or long term depending on need.

Program Assessment:

The program is primarily assessed through quantitative measures of students served. The Director of Pupil Services meets with counselors to evaluate and improve program services.

Parental Notification and Involvement:

- Parents are completely involved since the thrust of the program involves strengthening school and family ties. Parents must give permission for student to work with counselor
- All parents are notified of student's selection and discontinuance of services.
- If the student has an IEP or 504, written reports are given four times per year through Cleartrack.
- Parent meetings are scheduled as needed

Academic Intervention Services

Standards Area	Student Support Services		Grade(s)	7-8

AIS	Attendance Intervention

Description of Program:

School Administrators, School Social Workers, School Psychologists and/or part time district attendance officer meets with families of absent or tardy students, attempting to solve the problems leading to absenteeism. Appropriate referrals are made to other services.

Selection Criteria:	Discontinuance Criteria:
Service is provided to all students who are illegally absent or tardy as determined by building principals.	• Attendance pattern improved. • Other referral is made.

Schedule and Frequency:

As needed

Program Assessment:

The Building Administrators will collect both quantitative and qualitative data on program assessment.

Parental Notification and Involvement:

School Administrators, School Social Workers, School Psychologists and/or part time district attendance officer talks directly to parents on value of attendance.

ACADEMIC INTERVENTION SERVICES

Grade 9 to Grade 12

Academic intervention at the high school is designed to make sure students acquire sufficient credits and pass the appropriate Regents examinations in order to graduate. Several departments have designed courses that provide for additional instructional time during the day for students who might have difficulty passing core classes. Applied mathematics and science classes allow students two years of study before taking a Regents examination. If a student fails an examination, there are several opportunities to prepare for a retest, including summer school and test preparation periods during the next semester.

There has been a great deal of success in the model described above, with many students achieving success on their examinations. The students who attend school and attend to their learning will succeed. The students we need to work more closely with are the students who are in danger of dropping out of school.

Academic Intervention Services

Standards Area	ELA		Grade(s)	9-12
AIS	Reading Lab			

Description of Program:

A certified reading teacher provides instruction in reading based on their English and Social Studies content material. This course employs a structured system which includes various levels of vocabulary, study, reading and comprehension skills. Focus is on strategic reading and test taking strategies.

Selection Criteria:	Discontinuance Criteria:
- Teacher recommendation 8th grade ELA , social studies and science scores - Course Passing Rate - Quarterly Assessments	- Teacher recommendation 9th grade final exam scores - Course Passing Rate - Quarterly Assessments

Selection Criteria:
- Teacher recommendation
- 8th grade ELA , social studies and science scores
- Course Passing Rate
- Quarterly Assessments

Discontinuance Criteria:
- Teacher recommendation
- 9th grade final exam scores
- Course Passing Rate
- Quarterly Assessments

Schedule and Frequency:

Students are scheduled into the reading lab for one period every other day.

Program Assessment:

The Director of Curriculum and Instruction, high school principal, AIS teachers and others meet to evaluate program effectiveness.

Parental Notification and Involvement:

- Every effort is made to have parents understand the importance of succeeding on Regents exams.
- Parents are given written notification of student's placement and discontinuance through RTI Edge.
- Parent conferences are held as needed.
- Written reports are provided quarterly through report cards and RTI Edge.

Academic Intervention Services

Standards Area	ELA			Grade(s)	9-12
AIS	Summer School				
Description of Program:					
Summer school classes are offered to students who fail school year classes. The curriculum is taught by certified teachers.					
Selection Criteria:			**Discontinuance Criteria:**		
Students who failed course during school year are recommended for summer school.			Students must attend all classes for six weeks during the summer.		
Schedule and Frequency:					
Summer school classes meet for 1 ½ hours, every day for six weeks. Computer based summer school meets for 2 hours, every day for three weeks.					
Program Assessment:					
BOCES assesses the program annually and reports results to secondary administrators. Student passing rates and performance on assessments are the primary measures.					
Parental Notification and Involvement:					
Parents agree to enroll the students after being notified the student has failed a class. Parents are given final grades and have an opportunity for parent conferences.					

Academic Intervention Services

Standards Area	Mathematics		Grade(s)	9-12
AIS	Math Intervention			

Description of Program:

Students meets every other day in small groups with math teachers who work to design learning experiences to prepare students for success on Regents exams. Students receive assistance in both the content of the curriculum and the skills necessary to succeed.

Selection Criteria:	Discontinuance Criteria:
Selection is made based on a 1 or 2 on the 8th grade assessment or by failing a Regents exam. Course Passing Rates	Students are discontinued if they pass the Regents. Course Passing Rates

Schedule and Frequency:

Class is held every other day for one period for 40 weeks.

Program Assessment:

The Director of Curriculum and Instruction, high school principal, AIS teachers and others meet to evaluate program effectiveness. Ultimately, the program is judged by performance of students on Regents examinations.

Parental Notification and Involvement:

- Every effort is made to have parents understand the importance of succeeding on Regents exams.
- Parents are given written notification of student's placement and discontinuance through RTI Edge.
- Parent conferences are held as needed.
- Written reports are provided quarterly through report cards and RTI Edge.

Academic Intervention Services

Standards Area	Mathematics		Grade(s)	9-12

AIS	Summer School

Description of Program:

Summer school classes are offered to students who fail school year classes. The curriculum is taught by certified teachers.

Selection Criteria:	Discontinuance Criteria:
Students who failed course during school year are recommended for summer school.	Students must attend all classes for six weeks during the summer.

Schedule and Frequency:

Summer school classes meet for 1 ½ hours, every day for six weeks.
Computer based summer school meets for 2 hours, every day for three weeks.

Program Assessment:

BOCES assesses the program annually and reports results to secondary administrators. Student passing rates and performance on assessments are the primary measures

Parental Notification and Involvement:

Parents agree to enroll the students after being notified the student has failed a class. Parents are given final grades and have an opportunity for parent conferences.

Academic Intervention Services

Standards Area	Social Studies		Grade(s)	9

AIS	SS Lab 9

Description of Program:

Students meet every other day in small groups with a Reading teacher or a Social Studies teacher to assist them in reading, writing, and thinking skills. Teachers will coordinate their lessons to support students in literacy skills using social studies content in a similar manner.

Selection Criteria:	Discontinuance Criteria:
Selection is made based on performance in both ELA and social studies including: 8th grade NYS ELA, SS, Math, and Science assessments - Course Passing Rate - Quarterly Assessments	- Course Passing Rate - Quarterly Assessments - Final Exam Scores

Selection Criteria:

Selection is made based on performance in both ELA and social studies including:
- 8th grade NYS ELA, SS, Math, and Science assessments
- Course Passing Rate
- Quarterly Assessments

Discontinuance Criteria:
- Course Passing Rate
- Quarterly Assessments
- Final Exam Scores

Schedule and Frequency:

Class is held every other day for one period for 40 weeks.

Program Assessment:

The Director of Curriculum and Instruction, high school principal, AIS teachers and others meet to evaluate program effectiveness. Ultimately, the program is judged by performance of students on final examinations and in Global 9 class.

Parental Notification and Involvement:
- Every effort is made to have parents understand the importance of succeeding on Regents exams.
- Parents are given written notification of student's placement and discontinuance through RTI Edge.
- Parent conferences are held as needed.
- Written reports are provided quarterly through report cards and RTI Edge.

Academic Intervention Services

Standards Area	Social Studies			Grade(s)	10

AIS	Social Studies Intervention

Description of Program:

Students meet every other day in small groups with a Reading or social studies teacher who works to design learning experiences to prepare students for success on the Global History Regents. Students receive assistance in both the content of the curriculum and the skills necessary to succeed, such as reading, writing, and thinking skills.

Selection Criteria:	Discontinuance Criteria:
Selection is made based on failing Global 10 Regents exam.	Students are discontinued if they pass the Global History and Geography Regents.

Schedule and Frequency:

Class is held every other day for one period for 40 weeks.

Program Assessment:

The Director of Curriculum and Instruction, high school principal, AIS teachers and others meet to evaluate program effectiveness. Ultimately, the program is judged by performance of students on Regents examinations.

Parental Notification and Involvement:
- Every effort is made to have parents understand the importance of succeeding on Regents exams.
- Parents are given written notification of student's placement and discontinuance through RTI Edge.
- Parent conferences are held as needed.
- Written reports are provided quarterly through report cards and RTI Edge.

Academic Intervention Services

Standards Area	Social Studies		Grade(s)	10
AIS	US History and Government Intervention			

Description of Program:

Students meet every other day in small groups with social studies teachers who work to design learning experiences to prepare students for success on the US History Regents. Students receive assistance in both the content of the curriculum and the skills necessary to succeed, such as reading, writing and thinking skills.

Selection Criteria:	Discontinuance Criteria:
Selection is made based on failing US History and Government Regents exam.	Students are discontinued if they pass the US History and Government Regents.

Schedule and Frequency:

Class is held every other day for one period for 40 weeks.

Program Assessment:

The Director of Curriculum and Instruction, high school principal, AIS teachers and others meet to evaluate program effectiveness. Ultimately, the program is judged by performance of students on Regents examinations.

Parental Notification and Involvement:

- Every effort is made to have parents understand the importance of succeeding on Regents exams.
- Parents are given written notification of student's placement and discontinuance through RTI Edge.
- Parent conferences are held as needed.
- Written reports are provided quarterly through report cards and RTI Edge.

Academic Intervention Services

Standards Area	Social Studies		Grade(s)	9-12
AIS	Summer School			
Description of Program:				
Summer school classes are offered to students who fail school year classes. The curriculum is taught by certified teachers.				
Selection Criteria:		Discontinuance Criteria:		
Students who failed course during school year are recommended for summer school.		Students must attend all classes for six weeks during the summer.		
Schedule and Frequency:				
Summer school classes meet for 1 ½ hours, every day for six weeks. Computer based summer school meets for 2 hours, every day for three weeks.				
Program Assessment:				
BOCES assesses the program annually and reports results to secondary administrators. Student passing rates and performance on assessments are the primary measures.				
Parental Notification and Involvement:				
Parents agree to enroll the students after being notified the student has failed a class. Parents are given final grades and have an opportunity for parent conferences.				

Academic Intervention Services

Standards Area	Science		Grade(s)	10-12
AIS	Science Intervention			

Description of Program:

Students meet every other day in small groups with science teachers who work to design learning experiences to prepare students for success on the Science Regents. Students receive assistance in both the content of the curriculum and the skills necessary to succeed, such as reading, writing and thinking skills.

Selection Criteria:	Discontinuance Criteria:
• Selection is made based on failing Science Regents exam • Course Passing Rate • Quarterly Assessments	• Students are discontinued if they pass the Science Regents. • Course Passing Rate • Quarterly Assessments

Schedule and Frequency:

Class is held every other day for one period for 40 weeks.

Program Assessment:

The Director of Curriculum and Instruction, high school principal, AIS teachers and others meet to evaluate program effectiveness. Ultimately, the program is judged by performance of students on Regents examinations.

Parental Notification and Involvement:
- Every effort is made to have parents understand the importance of succeeding on Regents exams.
- Parents are given written notification of student's placement and discontinuance through RTI Edge.
- Parent conferences are held as needed.
- Written reports are provided quarterly through report cards and RTI Edge.

Academic Intervention Services

Standards Area	Science		Grade(s)	9-12
AIS	Summer School			
Description of Program:				
Summer school classes are offered to students who fail school year classes. The curriculum is taught by certified teachers.				
Selection Criteria:		**Discontinuance Criteria:**		
Students who failed course during school year are recommended for summer school.		Students must attend all classes for six weeks during the summer.		
Schedule and Frequency:				
Summer school classes meet for 1 ½ hours, every day for six weeks. Computer based summer school meets for 2 hours, every day for three weeks.				
Program Assessment:				
BOCES assesses the program annually and reports results to secondary administrators. Student passing rates and performance on assessments are the primary measures.				
Parental Notification and Involvement:				
Parents agree to enroll the students after being notified the student has failed a class. Parents are given final grades and have an opportunity for parent conferences.				

Academic Intervention Services

Standards Area	Student Support		Grade(s)	9-12
AIS	Extra Help Period			

Description of Program:

Teachers are available to students before school for consultation and assistance as needed.

Selection Criteria:	Discontinuance Criteria:
This program is available to all students.	N/A

Schedule and Frequency:

Teachers are available for twenty minutes each day for the school year. Students may attend as many days as they want.

Program Assessment:

The building principal and the Director of Curriculum and Instruction will monitor the effectiveness of the program.

Parental Notification and Involvement:

Parents are made aware of the availability of the extra help period annually through the student agenda and from guidance counselors and others as necessary.

Academic Intervention Services

Standards Area	Student Support		Grade(s)	9-12
AIS	Teaching Assistant			
Description of Program:				
A trained counselor is available to student who may be pregnant or parenting, or who may be experiencing other personal issues, including attendance. Prevention, intervention, and support services are offered in school. Referrals are made to outside agencies as required.				
Selection Criteria:		Discontinuance Criteria:		
• Student choice • Staff referral • Parent referral		Counseling is no longer needed.		
Schedule and Frequency:				
As needed.				
Program Assessment:				
The building principal and the Director of Pupil Services will review the program annually by collecting information on student contacts and student school completion.				
Parental Notification and Involvement:				
As needed.				

Academic Intervention Services

Standards Area	Core Curricula and Physical Education		Grade(s)	9-12
AIS	Credit Recovery			
Description of Program:				
Students are given the opportunity to recover a failing grade from a previous marking period in English, Math, Social Studies, Science and Physical Education. The program runs 2.5 hours per week for each class in 8 week increments.				
Selection Criteria:		**Discontinuance Criteria:**		
This service is offered to students who have failed a course in one of the areas listed above.		Student successfully completes the program or chooses to discontinue.		
Schedule and Frequency:				
2 days a week for 2.5 hours each day.				
Program Assessment:				
The building principal will collect and disseminate quantitative and qualitative data on program assessment.				
Parental Notification and Involvement:				
- Parents are contacted by guidance staff - Students and parents must sign a contract for students to participate - Parents are notified of student attendance - Grades are reported on quarterly report cards				

Academic Intervention Services

Standards Area	Student Support		Grade(s)	9-12
AIS	Guidance			
Description of Program:				
5 certified guidance counselors are available to assist students in academic, social, and emotional problems.				
Selection Criteria:		**Discontinuance Criteria:**		
N/A		N/A		
Schedule and Frequency:				
Varies				
Program Assessment:				
Parental Notification and Involvement:				
▪ Parent nights are held to discuss transition, graduation requirements, college selection, financial aid ▪ As needed.				

Academic Intervention Services

Standards Area	Student Support		Grade(s)	9
AIS	Career Academy			

Description of Program:

Students are given instruction in core curricula by four certified teachers. This smaller, more controlled atmosphere allows for a closely monitored and individualized program.

Selection Criteria:	Discontinuance Criteria:
Student Study Teams, counselors, parents, or teachers recommend students for the program after considering academic, social, and behavioral factors.	Guidance, program teachers, and the principal recommend discontinuance from the program based on academic, social, and behavioral factors. Students who successfully complete the program are moved into 10th grade classes.

Schedule and Frequency:

This varies based on need of student. Students may be based in the alternative education classrooms but spend considerable time in regular ed. classrooms. Others would be more self-contained.

Program Assessment:

The success of individual students will provide the basis for evaluating program success. The building principal and Director of Curriculum and Instruction will report on quantitative and qualitative assessments annually.

Parental Notification and Involvement:

- Parents will give permission for placement in the program and will have frequent conferences and other contact.
- Parents will receive quarterly grades as part of the report card.

Academic Intervention Services

Standards Area	Student Support Services		Grade(s)	9-12
AIS	Attendance Intervention			

Description of Program:

School Administrators, School Social Workers, School Psychologists and/or part time district attendance officer meets with families of absent or tardy students, attempting to solve the problems leading to absenteeism. Appropriate referrals are made to other services.

Selection Criteria:	Discontinuance Criteria:
Service is provided to all students who are illegally absent or tardy as determined by building principals.	• Attendance pattern improved. • Other referral is made.

Schedule and Frequency:

As needed

Program Assessment:

Building Administrators will collect both quantitative and qualitative data on program assessment.

Parental Notification and Involvement:

School Administrators, School Social Workers, School Psychologists and/or part time district attendance officer talks directly to parents on value of attendance.

APPENDIX A

Union-Endicott Central School District Parent Compact
School_____

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees
➢ to provide high quality curriculum and instruction in flexible settings	➢ to share the responsibility for improved student achievement
➢ to meet with Title 1 parents to inform them of the Title 1 program and their right to be involved	➢ to work with our child/children on their schoolwork by setting aside 15-30 minutes for reading or math
➢ to offer a variety of opportunities for meetings	➢ to monitor our child/children's attendance at school and homework
➢ to actively involve parents, through Building Planning Teams, in planning, reviewing, and improving the Title 1 Programs and the parental involvement policy	➢ to become involved and informed about the total school program by choosing to attend informational meetings, participate in parent conferences, reading school newsletters and school profiles, participate in parent workshops
➢ to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information	
➢ to deal with communication issues between teachers and parents through parent-teacher conferences at least annually, frequent reports to parents on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities	

_____
Signature of Principal/Teacher

_____
Signature of Parent

PLEASE RETURN TO SCHOOL BY OCT. 15

> ## APPENDIX B

Union-Endicott Central School District
Endicott, New York 13760

%[curdate]

Dear Parent or Guardian of :   %[name]

Based upon observation and analysis of classroom performance and test scores, %[name] has been identified as a student in need of Academic Intervention Services in the area of: %[ais_standard_all].

The New York State Education Department has mandated that schools provide academic intervention services to assist students in meeting the New York State Standards in English Language Arts, Mathematics, Social Studies and Science. These standards will be assessed at various grade levels during your child's educational career. Based upon observation and analysis of %[firstname]'s performance in school, %[firstname] has been identified as a student who would benefit from academic intervention services.

The services will be provided by: %[ais_provider_all] and will be designated to be congruent with grade-level curriculum. Ongoing evaluation will help determine the specific level of intervention and the status for maintaining or discontinuing these services. The overall objective for providing these services is to increase the likelihood that your child will be successful in meeting the New York State standards and graduation requirements. As you know, your continued involvement and participation can enhance your child's success in school.

Sincerely,

Principal

Union-Endicott Central School District
Endicott, NY 13760

Date: %[curdate]

To the parent/guardian of:

%[**name**]
%[add1]
%[add2]

As a result of providing Academic Intervention Services, we are pleased to inform you that %[firstname] has achieved an appropriate level of competence in the subject area(s) indicated below and will no longer require these services:

Standard Area	Intervention Service	Reason (s)	End Date	Comments
%[aisxt]	%[2]	%[3]	%[4]	%[5]

As always, we encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child with a place to study and keeping in contact with your child's teacher (s).

If you have any questions, please contact %[firstname]'s school to schedule a parent conference.

Thank you for your continued interest and attention to your child's education.

Sincerely,

Principal

APPENDIX D

Union-Endicott School District
1100 E. Main Street
Endicott, NY 13760

%[curdate]

To the Parent or Guardian of: %[name]

Your child has been receiving Academic Intervention Services (AIS). These support services include work in the area(s) of: %[ais_standard_all]

A component of our support program is the reporting of academic progress. The classroom teacher and AIS provider have reviewed your child's performance within the AIS program. Your child's progress is noted below:

Intervention	Standard Area	Start Date	Progress
%[ais_progress]	%[2]	%[3]	%[4]

We encourage your involvement in this process by continuing to support your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's classroom teacher.

If you have any questions or concerns, please contact your child's school and we will be happy to assist you in any way we can.

Sincerely,

AIS Teacher

APPENDIX E

%[curdate]

Dear Parent,

I am pleased to inform you that your child has been selected to participate in Reading Recovery. Reading Recovery is a short-term intervention designed to improve your child's skills in reading and writing. Since early intervention on a one-to-one basis can give a child a more successful start in his or her school career, your child will receive individual 30 minute lessons in reading and writing in addition to the regular classroom instruction and will participate in this special series of lessons for approximately 20 weeks. The effectiveness of this intervention depends upon your child's regular attendance in school.

Because Reading Recovery is a research-based educational intervention, data are collected and analyzed on all children who participate. This is done to constantly evaluate Reading Recovery's effectiveness and to ensure the quality of implementation. We will collect observations and testing data, including standardized test scores, and monitor your child's progress this year and at various times during your child's elementary program. **All information received will be kept strictly confidential.** Only Reading Recovery and school staff will have access to the data and it will only be used for the purpose of monitoring your child's progress and improving the effectiveness of the intervention. **No student will ever be identified by name and no individual scores will ever be reported.** The scores collected will be reported in aggregated form (e.g. school, district, or state averages) so that individual students are not identifiable.

Please sign and return the attached permission slip indicating your consent to your child's participation and to the release of your child's testing data to the Reading Recovery teacher. Our data collection center will compile the data and use it to improve the delivery of the intervention. If you would like to discuss your child's participation in Reading Recovery, or have any questions, please contact me.

Sincerely,

Reading Recovery Teacher

* *

I have read the above information and I agree to allow my child to participate in Reading Recovery and its data collection.

_____

      (Parent/Guardian)   (Date)

Sometimes the teacher may need to reflect on and assess her teaching effectiveness with your child. If a colleague cannot come to make an observation visit, an audio or videotape could be used for examining the lesson.

_____ If need be, I agree to allow my child's lesson to be audio or video taped. I understand this is for educational purposes only.

_____ I do not want my child to be audio/video taped.