Camden Central School District

2018-2020

Academic Intervention Services

Response to Intervention Plan

Grades K – 12

CAMDEN CENTRAL SCHOOL DISTRICT

RESPONSE TO INTERVENTION DISTRICT & TEAM REPRESENTATIVES

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INTRODUCTION

Response to Intervention (RTI) is a model used to addresses student's individual needs by providing individualized interventions and measuring the student's level of performance over time to make important educational decisions.

Academic Intervention Services (AIS) is supplemental instruction beyond the general curriculum to help students at risk of not achieving New York State Learning Standards. These services are designed to improve academic performance and may include guidance and counseling services, response to poor attendance, and study skills instruction.

Districts are required by NYS Department of Education to have a plan describing the criteria for identification as well as strategies for implementation of AIS services. As of July 1, 2012, school districts must also provide students with researched-based interventions before a student can be classified as learning disabled. In August 2017 new guidelines were issued by the New York State concerning AIS Level.

The Camden Central School District is addressing this requirement by expanding its AIS plan to include the RTI model.

Also described herein is the manner in which the Response to Intervention Team will deliver academic intervention services as part of the RTI model. This is a working document that adjusts to the needs or the students and to the changing requirements of the New York State Education Department.

Please see the NYSED.gov website for the regulations, questions, and answer documents and previous state memos.

OVERVIEW OF RESPONSE TO INTERVENTION (RTI)

What is Response to Intervention?

According to the State Education Department (SED), RTI is a "multi-tiered, problem-solving approach that identifies general education students struggling in academic and behavioral areas early and provides them with systemically applied strategies and targeted instruction at varying levels of intervention".

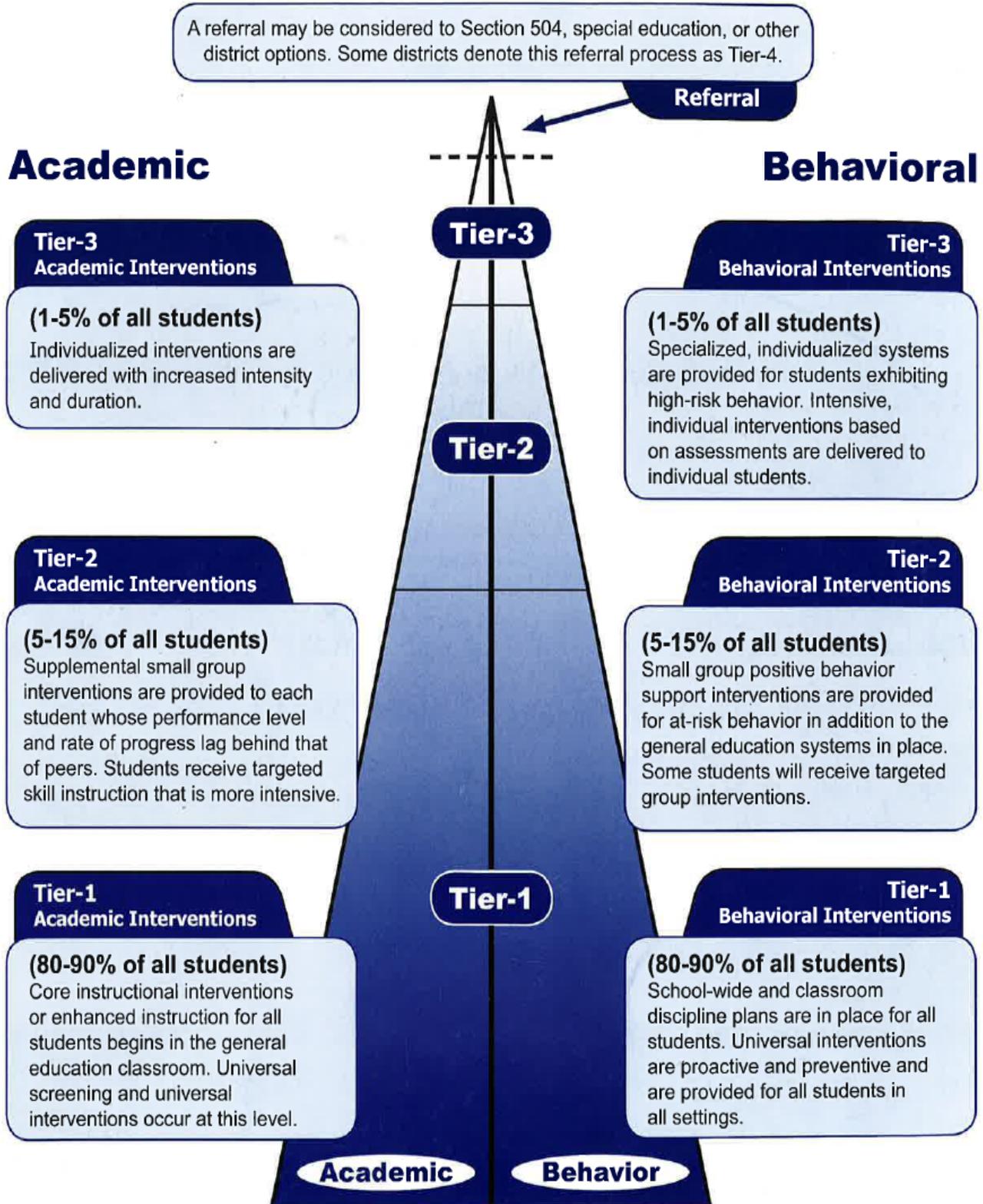### Key Features of Response to Intervention

- RTI is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.
- RTI is based on a problem-solving model that uses data to inform decision- making.
- RTI interventions are systemically applied and derived from research-based practices.
- RTI is highly dependent on progress monitoring and data collection.
- RTI intervention plans are designed, implemented, and monitored by a multi- disciplinary team of professionals.
- RTI can replace the I.Q. discrepancy model for determining the presence of a learning disability.

The 3 Tier Model

- Tier 1 – the provision of general screening and group interventions that usually represent the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks. Assessments occur three to four times per year.

- Tier 2 – if students do not make adequate progress in Tier 1, more intensive services and targeted interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Progress is monitored more closely, at least bi-weekly, and the research-based interventions could last approximately six to ten weeks.

- Tier 3 – for students who do not adequately respond to the targeted interventions in Tier 2. Eligibility for special education services under the Individuals with Disabilities Education Act, IDEA 2004, may be considered if progress monitoring indicates unresponsiveness to applied intervention. Intensive, targeted, interventions to the skill deficits should be provided for not more than three students per group at the elementary level

Response to Intervention (RtI) Model

Each district is encouraged to develop a multi-tiered RtI model that meets the needs of students. The number of tiers, the time within each tier, and the framework of the model may vary among school districts.

A referral may be considered to Section 504, special education, or other district options. Some districts denote this referral process as Tier-4.

Referral

Academic

Tier-3
Behavioral

Tier-3
Academic Interventions

(1-5% of all students)
Individualized interventions are delivered with increased intensity and duration.

Tier-2

Tier-3
Behavioral Interventions

(1-5% of all students)
Specialized, individualized systems are provided for students exhibiting high-risk behavior. Intensive, individual interventions based on assessments are delivered to individual students.

Tier-2
Academic Interventions

(5-15% of all students)
Supplemental small group interventions are provided to each student whose performance level and rate of progress lag behind that of peers. Students receive targeted skill instruction that is more intensive.

Tier-2
Behavioral Interventions

(5-15% of all students)
Small group positive behavior support interventions are provided for at-risk behavior in addition to the general education systems in place. Some students will receive targeted group interventions.

Tier-1
Academic Interventions

Tier-1

(80-90% of all students)
Core instructional interventions or enhanced instruction for all students begins in the general education classroom. Universal screening and universal interventions occur at this level.

Tier-1
Behavioral Interventions

(80-90% of all students)
School-wide and classroom discipline plans are in place for all students. Universal interventions are proactive and preventive and are provided for all students in all settings.

Academic   **Behavior**

The suggested model and content contained in this guide should not replace or supersede district and campus policies.
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RTI Criteria to Support Tier Interventions

Tier I Interventions: **Universal Level**   *Traditional Classroom*

CRITERIA TO SUPPORT TIER I:
- ☐ i-Ready subject testing indicated concern
- ☐ Students scored below AIS required levels indicated by NYSED Guidelines (refer to NYSED memo in this document.)
- ☐ Classroom interventions implemented and documented by the classroom teacher
- ☐ Continuous progress monitoring with research-based practices and interventions
- ☐ Rigorous, relevant and standards driven curriculum
- ☐ Review of attendance, discipline and medical records*(vision and hearing screens)*, as appropriate
- ☐ Parent Contact/ Agendas / Daily Logs
- ☐ Informal Consultations with service providers if needed

Tier II Interventions: **Targeted Level**   *Individualized supports for underachieving students*

CRITERIA TO SUPPORT TIER II:
- ☐ Student is not responding to Tier I interventions which have been delivered for 20-30 instructional days. Intervention has been reviewed and if necessary, adjusted. Tier II is recommended by **CST**.
- ☐ Standards-based curriculum and supplemental instruction
- ☐ Remediation of specific skills or concepts
- ☐ Individualized interventions that are differentiated, scaffolded, and targeted to each student
- ☐ Educational Related Support Services (if needed): Speech, Counseling, English Language Learner (ELL)teacher
- ☐ Response to Intervention Services provided inside and/or outside of the regular instruction
- ☐ **CST** meeting and consultation with a written plan developed to be put into place (RtI Edge)
- ☐ Offer outside agency services if needed
- ☐ Focused assessment in determined targeted areas to determine more precise interventions (By psychologist, ST, PT, OT, reading specialist, etc.) as consultants or service providers.
- ☐ Programs that may be used include: Leveled Literacy Intervention, Soar to Success, Earobics, i-Ready, Wilson Reading Program, various web-based programs, and others.

Tier III Interventions: **Intense Level**   *Individualized, intensive supports for students with significant underachievement*

CRITERIA TO SUPPORT TIER III:
- ☐ Not responding to Tier II interventions implemented / assessed for a minimum of 20-30 instructional days
- ☐ Intensive skill specific interventions
- ☐ One-on-one or small group instruction outside of the traditional classroom including, but not limited to the following interventions:
  - o 1:1 Reading/Language Arts or Math-Expository direct instruction using Research Based Strategy Instruction towards meeting specific diagnostic needs
- ☐ More complete evaluations (CSE Referral) may be requested if student is not responding to the interventions after an additional 30 school days of instruction (These assessments are those done by a psychologist, OT, PT, SP, etc. and will require parental/guardian consent.)
- ☐ New Students who previously received Tier III interventions will be screened immediately, upon recommendation of principal, and may be directly referred to the **CST**.

Instructional Support Teams: *A Vehicle to Insure Delivery of AIS/RTI services*

Definition of Instructional Support Teams (CST):

CST is a multidisciplinary collaborative, problem-solving team of educators that assist teachers with students at risk of not meeting the NYS Learning Standards. Implementation of the **RTI** approach is a systemic way to insure that at-risk students (academically and/or behaviorally) receive timely and effective support to improve student achievement.

Members of CST team

Core:
- ☐ Building Administrator
- ☐ Referring Teacher/Team
- ☐ School Psychologist
- ☐ School social worker and/or counselor
- ☐ Special education teacher
- ☐ Reading and/or AIS teacher, as needed

As Needed:
- ☐ Speech/ Language Pathologist
- ☐ Nurse
- ☐ Related Services Personnel
- ☐ Others as Identified

Function of the Team

CST will meet periodically to monitor student progress. The **CST** team will consider the effectiveness of:
- Response to Intervention (RTI) Strategies and scientific based research practices
- Progress monitoring student performance in reaching the standards using ***RTI Edge*** and other resources, including, but not limited to:
    - What is the student able to do?
    - How does the student approach what he/she is unsure of?

Roles and functions of the **CST** will be to support academic gains for success on the New York State Core Learning Standards, NYS Assessments and Regents exams. Specific responsibilities include:

- Coordinate and monitor Response to Intervention plans
- Monitor progress and parent notification for RTI/AIS
- Assist teachers with classroom modifications, adaptations and strategies that support student needs
- Assist teachers with assessment and data collection using ***RTI Edge***
- Communicate w/ parent if **CST** believes a CSE/agency referral should be initiated and why, sharing appropriate documentation.

    This holistic and collaborative approach will provide a comprehensive plan that is aligned with the specific academic intervention needs. It is the belief of the Camden Central School District that this approach will reduce fragmentation of service delivery and increase academic success for all students.

Child Study Team Meeting Process

Step 1:
a. Identify problem/concern
b. Collect data to support problem/concern
c. Select an intervention to address problem
d. Implement research based intervention for approx. 20-30 days (*Tier I*), **delivered by classroom teacher**
e. Collect data on intervention
f. Repeat steps 1-c, d, e, if necessary, with adjustments in time, plan, etc. for another 20-30 days

**If successful, the intervention will end at this point.

Step 2:
a. Complete referral form if *Step 1* is unsuccessful
b. Submit referral form to principal (elementary)/school psychologist (secondary) to schedule **CST meeting**

Step 3:
a. Schedule initial **CST** meeting through building established protocol
b. Invite all necessary participants
c. Disseminate necessary information

Step 4:
a. Conduct **CST** meeting using the following agenda
   i. Introduction of members and purpose of meeting
   ii. State strengths and concerns relating to student
   iii. Review assessment information
   iv. Select target concerns
   v. Identify goals for change (RtI Edge)
   vi. Design an action plan for student success
   vii. Establish data collection procedures (RtI Edge)
   viii. Review the details of the intervention and monitoring plan
   ix. Summarize meeting
   x. Utilize District Wide Forms

b. Implement a researched- based intervention for 6-8 weeks
   30+ instructional days Tier 2 (minimum)
   30+ instructional days Tier 3 (minimum)

c. Collect data on intervention to share with **CST** team, graph results, include timeline, number of intervention sessions, researched-based intervention used, etc.

Step 5:
a. Schedule follow-up meeting as needed

Academic Intervention Services, K-12:

Introduction

Camden Central Schools is committed to providing the necessary support to our students to make them successful in meeting the New York State standards. This *Academic Intervention Services* (AIS) plan contains three levels: elementary, middle, and high school. Each level addresses four necessary topics: eligibility for AIS, types of AIS to be provided, potential barriers to learning and communication to parents. While there are differences in how these topics are addressed, each level provides the specific services to be provided.

Coordination of programs:

The three elementary buildings have coordinated their programs so that identification procedures and the types of services provided are the same. The entire plan has been reviewed and revised by all levels so that there is consistency and communication between the levels.

This plan will be revisited and revised each year to address changing student needs and services that may be available.

Commissioner's Regulation Part 100.2 (ee) outlines the requirements for Academic Intervention Services (AIS) to students who meet the criteria for admission. Currently, students are assigned to AIS if they score below the state designated performance level on State mandated assessments and/or if they have been identified as being "at-risk" of not achieving the State Learning Standards. The following information represents Camden High School's framework for meeting CR 100.2 (ee) expectations.

PROGRAM COMPONENT DESCRIPTION
For
K-12 STUDENTS

The following additional services/programs listed under available services may be provided for eligible students in grades K-12. These services are provided beyond the delivery of first instruction by the classroom teacher.

☐ Push-in Programs –The consultant teachers and other highly qualified service providers will provide instruction to identified students while working within their classroom. When possible, common planning time will enable the classroom teacher and the learning center teacher to coordinate schedules and maximize instructional time.

☐ Individualized/Small Group Instruction – This learning opportunity is teacher directed on an as needed basis based on the entrance criteria. The duration and time commitment is to be determined.

☐ Technology as an Instructional Tool –Teachers will continue to modify how instruction is delivered utilizing technology and through utilization of technology support. The use of technology as an instructional tool will enable teachers to deliver instruction/curricula to a diverse student population.

☐ English Learning Language Program (ELL) – Support is provided to all ESL students who need additional academic support to meet the standards. Services are provided during the regular school day.

☐ Parent, Teacher, Counselor, Social Worker, Psychologist Involvement – This opportunity provides access and communications for all parties for the student. All pertinent information will be shared as well as strategies.

OVERVIEW OF ACADEMIC INTERVENTION SERVICES

<u>What are Academic Intervention Services?</u>

In July of 1999, the New York State Board of Regents adopted regulations to require school districts to provide academic intervention services to assist students in grades K-12 in meeting the state's learning standards.

School districts can use time available for academic intervention services during the regular school day or with extended academic time beyond the regular school day and these services must commence no later than the semester following a determination that a student needs such services.

Students may also receive support services if personal issues interfere with academic success. Risk factors may include:

*Attendance issues	* Health issues
*Behavior issues	*Family-related issues

Law: 8 NYCRR 100.2(ii)(1)(i)

A school district's process to determine if a student responds to scientific, research based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, and vocabulary development, reading fluency and reading comprehension strategies.

Academic Intervention Services/Response To Intervention Program Strategies:

Response to Intervention and Academic Intervention Services will be designed and implemented for students who meet the entrance criteria. Programs will focus on first instruction and extended learning opportunities utilizing such researched based strategies as multiple learning styles, hands-on activities, small group instruction, and varied instructional tools, including technology, software, and web based programs, etc. Program modification will be made based on the analysis of data as the student progresses through the program. Programs to be offered along with the entrance/exit criteria are provided on the following pages.

Amendment to Subdivision (ee) of Section 100.2

Beginning with the 2017-18 school year, districts shall identify students for AIS through a two-step process:

- First, all students performing at or below a cut score established through a standard setting process shall be *considered* for AIS. The standard setting process shall be conducted by a panel of educators led by the Department which would meet in the summer of 2016 to recommend the level of performance for the grades 3-8 ELA and mathematics assessments for which a student could be considered for AIS.
- Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level determining which students shall receive AIS after the district considers a student's scores on multiple measures of student performance, which may include but not be limited to the following measures, as determined by the district:
  - developmental reading assessments for grades K-6,
  - NYS English as a Second Language Achievement Test (NYSESLAT);
  - benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments;
  - common formative assessments that provide information about students' skills; unit and lesson assessments for ELA, mathematics, science, social studies and LOTE for grades 7-8; and
  - results of psych. educational evaluations based on a variety of assessments and inventories and to determine whether a student shall receive AIS.

As is currently the case, districts have the flexibility to make a determination that a student who scores above the cut score for eligibility for AIS should receive this service. As is also currently the case, districts must by September 1 each year develop and maintain their policies for providing AIS and either post the district's policies to its website or distribute to parents in writing a description of such process, including a description of which student performance measures and scores on such measures will be utilized to determine eligibility for academic intervention services.

CAMDEN CENTRAL SCHOOLS

ACADEMIC INTERVENTION SERVICES PLAN

Camden Elementary Schools

GRADES K-4

2018-2020

Providing for Success

ELIGIBILITY FOR Academic Intervention Services (AIS)

Grades K - 2	• *Eligible if the student scores in the *below average or well below average* category on I-Ready Assessments. • Eligible if the student is reading below grade level, as determined by Fountas & Pinnell reading levels. • Eligible determined by report card grades, classroom performance, teacher observation and recommendations based upon data from formal and informal assessments.
Grades 3-4	• *Eligible for AIS if student scores <u>below</u> scaled score on NYS assessment in ELA and/or Math, as determined by NYS. • Eligible if the student is reading below grade level, as determined by Fountas & Pinnell reading levels. • Eligible if the student scores in the *below average or well below average* category on I-Ready Assessments. • Eligible determined by report card grades, classroom performance, teacher observation and recommendations based upon data from formal and informal assessments.
Grades 5-12	• Eligible for AIS if student scores below a passing grade on any Regents exam required for graduation in Science, English, Math, or Social Studies or NYS Test. • *Eligible for AIS if student scores <u>below</u> scaled score on NYS assessment in ELA and/or Math, as determined by NYS. • Eligible for AIS if student scores in the *below average or well below average category on I-Ready Assessment.* • Eligible determined by report card grades, classroom performance, teacher observation and recommendations based upon data from formal and informal assessments.
Students with a Disability	AIS must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities, using criteria identified above.
English Language Learners (ELL)	AIS is available and must be supplementary and "in addition to" and won't replace the freestanding ESL instructional program requirement under CR Part 154 services. AIS will be planned and implemented in coordination with the ELL student's general education program.

*Shall be *considered* for AIS

Grades K-4

UNIVERSAL SCREENING	ENTRANCE CRITERIA	EXIT CRITERIA
I-Ready	Intervention Indicator	Shows growth
K-screening tools	Below developmental level	Meets district standards
District interim local assessment	Below district standards	Meets district standards
Report Card	Below district standards	Meets district standards
Referral to RtI team	Tier 1 not effective	Achievement on grade level
State Assessments (Gr. 3-4)	State recommended level	At appropriate grade level
Fountas & Pinnell Reading	Below Grade Level	Shows growth

SERVICES AVAILABLE

Elementary Specific Academic Intervention Programs
- <u>Pre-Kindergarten Programs</u> – Camden Central School District and Madison Oneida BOCES Preschool program universal Pre-K programs provide learning opportunities for preschoolers. Disabled and developmentally appropriate environment.
- Reading/ AIS Teachers
- Afterschool Math/ELA Club- After school classes at all schools grades 3, 4
- Utilize the Tier 1 Intervention Tool on the District Website

Preventative Services
- Speech
- <u>Early Intervention</u>- K-1 Teacher who works with students who are at risk. (Below 40 percentile)
- <u>Reading Teachers</u>- work in small groups within classrooms in prevention and identified service area
- <u>AIS Teachers</u>- work in small groups within classrooms in prevention and identified service area
- <u>Speech</u>- K-3 preventative services with at risk students.
- Afterschool Math/ELA Club
- Counseling services and social worker assistance

Notification to Parents

AIS providers, under the supervision of the building administrator, will be responsible for parental notification indicating the need for AIS. This notification shall be made in writing to parents and will include the nature and the intensity of the service provided, by whom, and the reasons for discontinuation or continuation of Academic Intervention Services. Parents will also be informed of their child's progress through a quarterly progress report, and consultations with teachers and counselors. When RtI/AIS is discontinued the parent shall also be notified in writing stating the reasons for ending services and the current level of performance.

ACADEMIC INTERVENTION SERVICES PLAN

CMS

Grades 5-8

2018-2020

Providing for Success

Camden Middle School is proceeding with *Academic Intervention Services*, not only as a result of a State mandate, but also with the belief that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention based on root cause analysis. These services are intended to assist students who are at risk of not achieving the State learning standards in English Language Arts, Mathematics, Science and/or Social studies. AIS shall be made available to students with disabilities on the same basis as non-disabled students, provided to the extent consistent with the student's individualized education program. The following description of Academic Intervention Services includes criteria for eligibility and the two components of AIS:

➢ Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
➢ Student support services needed to address barriers to improved academic performance

Eligibility for Academic Intervention Services

*Eligibility for AIS may be determined by State assessment results and/or district procedures.

State Assessments

Students in grades 5-8 will be *eligible for AIS if they score below the designated performance level on the State Assessments in ELA, mathematics, science or social studies. Students scoring below state indicators for AIS shall be *considered* for AIS, either as direct instruction academic support or progress monitoring.

CMS School Based Assessment

Students will be eligible for AIS if they are determined to be at risk of not meeting state standards, according to the following site based criteria:

Performance Below Established Standard:
➢ Failing grade on quarterly grade level benchmark exams (Criterion reference)
➢ Failing report card grades
➢ Teacher Recommendation based on established criteria
➢ Achieve 3000/ i-Ready/ Fountas and Pinnell reading assessment indicates reading one grade level below present grade level placement (dependent on grade level)
➢ Below criteria on I-Ready Assessment

*Shall be *considered* for AIS

Types of AIS Services That May Be Provided

Camden Middle School will provide Academic Intervention Services in the areas of academic instruction and support services. Decisions related to the frequency and intensity will be made collaboratively by administrators, counselors, and teachers. The following indicates a range of academic intervention:

- ➢ Monitoring of Progress
- ➢ Computer Assisted Instruction
- ➢ Co-teaching classroom assignment
- ➢ Small Group Instruction
- ➢ Additional Period of Instruction Referred to as a "Lab"
- ➢ After School (35 minutes) (voluntary)

Potential Barriers to Learning

Coordination of services, based on individual need could include:

- ➢ Attendance Problems
- ➢ Discipline Problems
- ➢ Family-related Issues
- ➢ Health-related Issues
- ➢ Nutrition-related Issues
- ➢ Mobility-transfer Issues
- ➢ Below grade level academic level of performance
- ➢ Counseling issues

Possible Support Services Provided for Academic Intervention

- ➢ School Counseling
- ➢ Attendance Improvement Services
- ➢ Discipline
- ➢ School Partnership for Youth Intervention
- ➢ Home-based Counseling (Neighborhood Center)
- ➢ Mediation
- ➢ Social worker targeted groups
- ➢ School nurse assistance
- ➢ School psychologist assistance

Procedures for Parent Notification

Camden Middle School will be responsible for parental notification indicating a need for Academic Intervention Services. This notification will be made in writing and will include a summary of the services being offered to the student. The reason(s) for AIS will be reviewed, and the range of consequences for not achieving the standards will be stated. Parents will be kept apprised of their child's progress through quarterly written reports, availability of conferences or consultations with parents each semester, and suggestions for working with students at home. When AIS is discontinued, the parent will be notified in writing that the services will be ending and will be given the criteria for ending services and the assessment(s) that were used in determining the student's level of performance. It should be noted that, although each will be strongly encouraged, services such as after school and summer school are not compulsory.

CAMDEN CENTRAL SCHOOLS

ACADEMIC INTERVENTION SERVICES PLAN

CHS

GRADES 9-12

2018-2020

Providing for Success

CAMDEN HIGH SCHOOL
ENGLISH LANGUAGE ARTS AIS

I. **Eligibility Criteria** – to be determined by State assessment results and/or District procedures

    A. 9th grade ELA students will be ***eligible** for AIS if:

        i. Student scores below the designated performance level on the 8th grade SED ELA assessment, and/or
        ii. Student is determined to be *at-risk* of **not** meeting state standards according to the following site based criteria:
                1. Performance Below Established Standard
                    a. Failing report card grades
                    b. Teacher recommendation based on established criteria

    B. 10th grade ELA students will be ***eligible** for AIS if:
        i. Student is determined to be *at-risk* of **not** meeting state standards according to the following site based criteria:
                1. Performance Below Established Standard
                    a. Failing report card grades
                    b. Teacher recommendation based on established criteria
                    c. Teacher evaluation of student performance based on reading and writing tasks

    C. 11th grade ELA students will be ***eligible** for AIS if:
        i. Student is determined to be *at-risk* of **not** meeting state standards according to the following site based criteria:
                1. Performance Below Established Standard
                    a. Failing report card grades
                    b. Teacher recommendation based on established criteria
                    c. Teacher evaluation of student performance based on reading and writing tasks
                    d. Student does not receive a *passing* grade on the ELA Regents (11th grade)
                    e. Note: No students in the 11th grade ELA AIS program will be released until they pass the ELA Regents Exam.

    D. 12th grade candidates in ELA will be identified on the basis of their scores on the ELA Regents exam. Any student who has not met the graduation requirement on the ELA Regents will be scheduled for AIS until that requirement is met.

    E. Students with attendance or medical concerns *may* be placed in AIS by the building Instructional Support Team committee or teacher referral based on the criteria stated above.

  *Shall be *considered* for AIS

    F. All AIS student placements will be reviewed and considered as needed throughout the school year. AIS student entrances and exits will be reviewed and considered in January and June, in coordination with the semester changes.

II.   **AIS Services available**

    A. Monitoring of progress
    B. Additional period of instruction – referred to as a "*lab*"

III.   **Potential Barriers to Learning** – *coordination of services, based on individual need could include*

    A. Attendance problems
    B. Discipline concerns
    C. Family-related issues
    D. Health-related issues
    E. Nutrition-related issues
    F. Mobility/transfer challenges
    G. Below grade level academic level of performance
    H. Mental health concerns

IV.   **Support Service Offerings**

    A. School counseling
    B. Attendance improvement services
    C. School partnership for Youth Intervention
    D. Home-based counseling , i.e. *Neighborhood Center*
    E. Social worker interventions
    F. School nurse assistance
    G. School psychologist assistance
    H. Regional supports – *Kids Oneida, etc.*

V.   **Exit Criteria** - Students may be exited from *Academic Intervention Services* based upon one or more of the following criteria:

    A. Proven success on reading and writing assessments within the classroom
    B. Successful completion of ELA 11 Regents
    C. Passing overall average along with teacher recommendation

VI.   **Procedures for Parent Notification**

    Camden High School will be responsible for parental notification indicating a need for *Academic Intervention Services*.   This notification will be made in writing and will include a summary of the services being offered to the student. The reason(s) for AIS will be reviewed, and the range of consequences for not achieving the standards will be stated. Parents will be kept apprised of their child's progress through report card comments each of six (6) marking periods.   When AIS is discontinued, the parent will be notified in writing that the services will be ending and will be given the criteria for ending services and the assessment(s) that were used in determining the student's level of performance. It should be noted that although each will be strongly encouraged, services such as after school and summer school are *not* compulsory.

<div align="right">ATTACHMENT #1</div>

TO: AIS Related Faculty & Staff Members

FROM: AIS Coordinator
DATE: 20___-20___ school year
RE: Clarification of roles and responsibilities

Please see below a listing of the main practices/policies of the CHS AIS program and those responsible for implementing them.

DEPARTMENT HEADS

- Devise a list of pupils who should <u>enter</u> AIS services and provide it to the AIS coordinator at the end of the 1st semester and another at the end of the school year.

- Devise a list of pupils who should <u>exit</u> AIS services and provide it to the AIS coordinator at the end of the 1st semester and another at the end of the school year.

- Advise teachers as to proper use of report card comments for the purpose of informing parents of AIS referrals (<u>entrance</u> as well as <u>exit</u>)

COUNSELORS   [also (*) applies to SIRS]

- When necessary, schedule AIS labs for their own pupils. Consult with AIS coordinator, as needed, to find ways to schedule AIS labs without dropping credit-bearing courses.

- Provide counseling services to those pupils who are experiencing Barriers to Academic Progress or refer those students to appropriate sources (*)

- Keep records of counseling contacts or other interventions with AIS pupils by noting which Barrier to Academic Progress they were discussing with the pupils during counseling sessions/interventions (*)

- Schedule their own pupils in/out of AIS labs as indicated by department heads; entrance/exit lists (photocopy from AIS coordinator)

- Review records of their own new pupils, ascertain need for AIS services, schedule labs as needed and notify the AIS coordinator of the need for the labs

- Sustain AIS labs from one grade level to the next until the student takes the required Regents exam and passes it or until appropriately notified by way of the department head's list of exit referrals

- Keep records of IST or IRT meeting documents as they relate to AIS services (*)

AIS LAB TEACHERS

- Deliver instruction and keep records of contacts with AIS pupils

- Use report card grades and comments to notify parents of pupils' progress and entrance or exit in/out of AIS labs

- Make AIS referrals to department heads as needed

IST CHAIRPERSON

- Notify parents regarding the need to have IST meetings for pupils who are experiencing Barriers to Academic Progress

- Supervise the development of a written plan to overcome barriers to academic progress and that a copy of it is filed in the pupils' guidance folder
NOTE: SIRS has this area of responsibility for IRT.

AIS COORDINATOR

- Works in conjunction with each individual department chair, guidance department, and if applicable, content department members to create an exit and entrance list.

- Maintain appropriate notification letters to parents and perform related record keeping

- Coordinate multiple lists into a general listing of AIS pupils (early in 1st semester and 2nd semester)

- Provide counselors with a photocopy of each department's list of names of referred pupils to be added/dropped from AIS services

- Serve as a clearinghouse agent who provides clarification on policy/practice, or otherwise assists staff with gathering information, providing organizational structure, etc.

- File CHS AIS report with District Administrator in charge of NYSED title programs

- Update District Software with all AIS labs entrance/exit

ATTENDANCE SECRETARY

- Provide a copy of all students entering into school/exiting from school to AIS coordinator.

AIS ENTRANCE/ EXIT FORM 2017-2019

Mrs. Carla Dombrowski, CHS AIS Coordinator
(Please email this form to the AIS Coordinator & the Guidance Dept.)

Last Name	First Name	Exit/ Enter	AIS Subject	Date	Reason

EXIT REASONS

- Passed Regents
- Passed RCT
- Passed Benchmarks required by Dept.

ENTRANCE REASONS

- Failed Regents
- Failed RCT
- Wants Regents Diploma
- 8th Grade State test results
- Teacher Recommendation
  (include Teachers Name)

CAMDEN HIGH SCHOOL
SOCIAL STUDIES AIS PLAN

QUESTION	ANSWER
What academic areas will be the focus of your AIS?	To provide additional support to help prepare the student to receive a 65 or better on the *Global History Geography and/or United States History* Regents.

What are the eligibility requirements?	There are 2 means by which a student can be placed in an AIS Lab. The student:
	    a. Failed a GHG or US Regents exam with a 64 or less
	    b. Was placed because of a teacher recommendation based on failing grades.

What are the exit criteria?	Students can exit once they have received a 65 or greater on the Regents exam that caused them to be placed into that lab.
How will AIS be administered in your area?	AIS will be administered by a certified social studies teacher in a small group setting. The lab will meet every other day according to an A/B schedule. Each AIS lab will be approximately 40 minutes in length.
How will communication be established for AIS? With teachers?	At the beginning of each semester, every grade level teacher is given a list of those students in the grade appropriate lab. All AIS teacher requests must be in written form and submitted to the Social Studies Department Chairperson for submittal to the AIS Coordinator.
With the AIS Coordinator?	ALL students entering/exiting lab must be requested by the Social Studies Department Chairperson in writing using the appropriate add or exit form provided by the AIS Coordinator. ONLY the AIS Coordinator can place a student into an AIS lab.
With parents?	The Guidance Office will be responsible for notifying the parent that their student has been placed into or out of an AIS lab.

CAMDEN HIGH SCHOOL
SOCIAL STUDIES AIS REPORT

GRADE LEVEL	ENTRY CRITERIA	EXIT CRITERIA
10TH	A student receiving a failing final grade in their 9th grade social studies course, may be placed into a GHG AIS Lab upon entering the school year that they are to take the GHG Regents exam.	The student must pass the GHG Regents exam with a 65 or higher.
	A student who passed their 9th grade social studies course, but is deemed to be at risk of failing the exam as demonstrated by consistent poor performance on benchmark exams during their 9th grade course.	The student must pass the GHG Regents exam with a 65 or higher.
	The student failed the GHG Regents Exam with a 64 or lower.	The student must pass the GHG Regents exam with a 65 or higher.
11th	A GHG 10 teacher determined a student to be at risk of failing the exam by analyzing the results of benchmark exams throughout the school year.	GHG 10 teacher requesting that the student be removed from AIS Lab or that student passing the GHG Regents exam with a 65 or higher.
	The student failed the GHG Regents Exam with a 64 or lower.	The student must pass the GHG Regents exam with a 65 or greater.
	A US 11 teacher determined a student to be at risk of failing the exam by analyzing student achievement throughout the year.	Student passes the USH Regents exam with a 65 or higher.
12TH	The student failed the GHG and/or US Regents Exam with a 64 or lower.	Student must pass the GHG and/or US Regents exam with a 65 or greater.

CAMDEN HIGH SCHOOL
MATH DEPARTMENT AIS

I.   **Academic Areas Involved**

The focus of our AIS program will be in the area of **Algebra 1**

II.   **Eligibility Requirements**

The students placed in AIS will be assigned by either scoring a 1 or a 2 on the Math 8 assessment or the recommendation of the student's Math 8 teacher.

Any student failing the **Algebra 1** Regents will be assigned to AIS until **the Algebra I** exam is passed.

Any student in Applied Algebra will be assigned to AIS.

Any student in Algebra 1 that has an overall average less than 65 after the first semester will be placed in AIS 2 (schedule permitting).

III.   **Removal From AIS**

The student receiving a 2 on the Math 8 assessment will be monitored for possible removal from the AIS lab. The (3) criteria for removal will be:

        A.   acceptable progress in the course (average of 75 or better for the first 3 marking periods)

        B.   approval of the math department chairperson

Note: Removal can only be accomplished at the semester break (January and June)

IV.   **Availability of AIS**

AIS will be offered everyday covering all available periods possible.

V.   **Communication**

Communication among AIS math teachers will be ongoing. The student's teacher will remain in the loop as well. Communication between the AIS teacher, Math department chairperson and AIS coordinator will also be maintained to ensure up to date and accurate information with all stakeholders.

CAMDEN HIGH SCHOOL
SCIENCE DEPARTMENT AIS

I. Academic Areas Involved

The focus of our AIS program will be in the area of Living Environment because all students are required to take and pass both the *Living Environment* course and its associated Regents Exam. Eligible students will receive AIS during their separate lab period.

II. Eligibility Requirements

The students placed in AIS will include:

A. Students scoring a 1 or low 2 on the 8th grade science assessment test.
B. Students who failed the *Living Environment* Regents Exam.

III. Availability of AIS

A. Two lab sections of AIS will be credit bearing. One section is for students who have previously taken *Living Environment* and have failed both the course and the Regents Exam. The other section will also include the 9th grade students who are in AIS based on scoring a 1 or low 2 on the 8th grade science assessment test.
B. The other lab section of AIS will be noncredit bearing. This section is for students who have previously taken Living Environment and have failed the Living Environment Regents Exam but have already earned Living Environment course credit.

IV. Other Specifications

A.   The only students in these lab sections will be students who need AIS.
B. The instructors will adjust the lab program so that both the required lab time and required labs are completed so that students are eligible to take the Regents Exam at the end of the year.
C. The instructors will use the additional lab time, above the regents required time, to fulfill the required AIS work that must be done with the student.
D. The instructors will provide the alternative instruction and keep a record of all AIS work done with the student.

V. Removal From AIS

A. Students in the credit bearing AIS lab section will test out of the program at the end of the school year if they pass the *Living Environment* Regents Exam in either June or August.
B. Students in the noncredit bearing AIS lab section have already met the lab requirement and are therefore eligible to test out of the program if they pass the *Living Environment* Regents Exam given in January.

CAMDEN HIGH SCHOOL
AIS Coordinator
(H.S. Compensatory Coordinator)

This person will coordinate the students identified for AIS. The coordination is accomplished by utilizing scheduling and grade reporting software. Also, this person coordinates the activities of department heads, counselors, AIS lab teachers, IST coordinator, SIRS, and attendance secretary to the degree that is indicated on *Attachment #1.*

Other duties include producing a general list of AIS students, twice a year, from department chair referrals. *Attachment #2* is utilized for this purpose. In addition, the AIS coordinator utilizes RtI/AIS Edge software to maintain all appropriate notification to parents.   Remaining duties of the AIS coordinator are also listed on *Attachment #1*.

Appendix A

White Folder Information

What is the white folder?

The information recorded on the white folder will track Fountas & Pinnell data,
SED assessment data, grade level teacher assignments, and AIS information.

Where will the white folder be stored?

The white folder will be stored in the student's classroom in a BIN purchased by the district.
AIS folders will also be maintained in the BIN.

Who is responsible for recording grades on the white folder?

Classroom teachers are responsible for completing information required on the white folder.

What is stored in the white folder?

The white folder will contain grade level recording sheets, Fountas & Pinnell assessments,
Fountas & Pinnell parent spring letters, and Individual Student Reports (ISR's).

What is to be done with the white folders?

At the end of every school year, the white folder will be given to next year's classroom teacher.
White folders will be transferred to the Middle School, along with the red AIS folders at the
end of Grade 4.

Child Study Team

Referral Checklist

_____ Start date of Tier 1 progress monitoring

_____ I-READY/ F&P and any additional data attached to CST referral form

_____ Work Samples in area of concern attached

_____ Behavior Plans attached (If applicable)

Please bring all related baseline data and White ELA Folder to initial meeting

** After April 15th New Academic Referrals will not be met on until the Fall**

Packet approved by _____   Date Approved_____

Date of CST Meeting_____

Updated 2/13/15

Camden Central School District

Child Study Team

<u>Fall Follow Up Meeting</u>

Teachers- Please be sure to bring the completed sheet with you to the CST meeting

Student Name:_____ Date of Birth:_____ Review Date:_____

Grade:_____ Teacher:_____

The above student is scheduled for CST on the date indicated above. The purpose of this meeting is a review to discuss the student's progress since the last CST meeting.

When completing this form please refer to student's <u>green file</u> to review the notes from past CST meetings. In order to better assist our students, all sections need to be completed, even if the scores are from the previous school year.

Student's Strengths:
1. _____
2. _____
3. _____
4. _____

** If there are no current testing scores then scores should be from previous school year**

_____ Bring examples of student's work

_____ Bring white ELA folder

_____ Bring student-specific I-READY data

Current reading level: F &P_____

Most recent State Assessment Results: ELA_____Math_____
Grade 4 Science_____

Areas of concern in order of importance:

1. _____
2. _____
3. _____

Updated 2/3/15