

# Academic Intervention Services



## Copenhagen Central School

Revised 10/18/2011  
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## **Copenhagen Central School Mission Statement:**

"Our mission is to be a community of learning, where all students are afforded a variety of educational opportunities; where measurable graduation outcomes are established which guarantee the education of the whole student; and where an atmosphere of respect, caring and trust promotes success and focus on student responsibility."

Developed by the Copenhagen Central School Board of Education and adopted January 26, 1993. Revised by the Copenhagen Central School Board of Education and adopted October 26, 2009.

### **Belief Statements:**

- All students can learn at their own pace and developmental level.
- All regular and special education staff share the responsibility for all students' learning.
- All students will benefit from effective planning and professional collaboration.
- Educators need support to provide alternative means of testing and assessing students' learning, including behavioral management strategies.

### **Referral Process**

## **Academic Intervention & Support Services**

### **Step 1: Identification**

Faculty, staff, or the parent/guardian may identify students experiencing learning and/or behavioral problems based on the following criteria:

- Assessment results of student in core academic areas
- Classroom performance

### **Step 2: Referral**

1. Teacher communicates concerns with parent and student.
2. Teacher fills out Child Study Team Referral Form (located on the intranet) and forwards the referral on to Director of Student Services.

If the Child Study Team determines that the student is in need of AIS:

1. Parents will be notified in writing of the support to be provided.
2. A copy of the CST Referral is to be distributed to classroom teacher and intervention provider and Director of Student Services and Special Programs. A copy will be put in the student's file as well.

### **Step 3: Monitoring**

#### **Elementary:**

The individual providing AIS services to the student will report on the student's progress every 10 weeks. See Appendix D for progress checklist/reports

Middle School/High School:

The individual providing services to the student will meet with the classroom teacher and comment on their progress on their interim and report cards. The AIS teacher will monitor progress in AIS as well as meet with their teacher to discuss progress in the classroom and the AIS teacher will provide an effort score, and comment on the report card.

**\*\*Note: The person(s) monitoring the student's progress will determine the necessity of a follow up meeting to discuss modification of services\*\***

Step 4: Exit Criteria:

If the student has made sufficient progress toward meeting grade level standards and the classroom teacher and intervention provider are in agreement, a discontinuation of services form (located on the intranet) will be submitted to the Director of Student Services for approval. If approved, the parents will be notified. The student will continue to be monitored on a consultant basis through on-going communication with parents and teacher(s).

# State Regulations

## Section 100.1(g) [Definitions] of Commissioner's Regulations adopted by the Board of Regents in July 1999.

(g) *Academic intervention services* means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (t) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law section 4401 (1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

## Section 100.2 (ee) of Commissioner's Regulations adopted by the Board of Regents in July 1999.

(ee) Academic intervention services.

- (1) Requirements for providing academic intervention services in kindergarten to grade three. Schools shall provide academic intervention services to students in kindergarten to grade three when such students:
  - (i) are determined, through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or
  - (ii) are determined, through a district-developed or district-adopted procedure applied uniformly at each grade level, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics. This district procedure may also include diagnostic screening for vision, hearing and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
- (2) Requirements for providing academic intervention services in grade four to grade eight. Schools shall provide academic intervention services when students:
  - (i) score below the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics, social studies or science;
  - (ii) are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or

## State Regulations

- (iii) are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
- (3) Requirements for providing academic intervention services in grade nine to grade twelve. Schools shall provide academic intervention services when students:
- (i) score below the State designated performance level on one or more of the State intermediate assessments in English language arts, mathematics, social studies or science, or score below the State designated performance level on any one of the State examinations required for graduation; or
  - (ii) are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or
  - (iii) are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to Article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
- (4) Description of academic intervention services.
- (i) By July 1, 2000, a school district shall develop a description of academic intervention instructional and/or student support services to be provided in schools to students in need of such services pursuant to paragraphs (2), (3) and (4) of subdivision (ee) of this section. The description shall include any variations in services in schools within the district, and shall specifically describe:
    - (a) the district-wide procedure(s) used to determine the need for academic intervention services;
    - (b) academic intervention instructional and/or student support services to be provided pursuant to paragraph (5) of subdivision (ee) of this section;
    - (c) whether instructional services and/or student support services are offered during the regular school day or during an extended school day or year; and
    - (d) the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.
  - (ii) The description of academic intervention services shall be approved by each local board of education by July 1, 2000. In the New York City School District, the New York City Board of Education may designate that the plans be approved by the Chancellor or his designee or by community school boards for those schools under their jurisdiction. Beginning July 1, 2002 and every two years thereafter, each school district shall review and revise its description of academic intervention services based on student performance results.
  - (iii) In lieu of a separate description of academic intervention services, the district may incorporate the description of academic intervention services into a comprehensive district education plan. In this instance, the preparation date for the description of academic intervention services shall conform to the date of the preparation of the comprehensive district education plan.

## State Regulations

- (iv) Based on performance criteria established by the Commissioner, certain school districts may be required to submit their description of academic intervention services for specific schools to the Department for review and approval.
- (5) Provision of academic intervention services.
  - (i) School districts may use time available for academic intervention instructional and/or student support services during the regular school day.
  - (ii) School districts may provide students with extended academic time beyond the regular school day and school year.
  - (iii) In public schools, academic intervention instructional and/or support services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of this Title.
  - (iv) Beginning September 1, 2000, academic intervention instructional and/or student support services shall commence no later than the beginning of the semester following a determination that a student needs such services. Services shall continue until a student's performance:
    - (a) meets or exceeds the State designated performance level on the next State assessment; or
    - (b) is shown to be likely to meet or exceed the State designated performance level on the next State assessment through achievement on the district-selected assessments of the levels specified in the district description of academic intervention services pursuant to paragraph (4) of subdivision (ee) of this section.
- (6) Parental notification and involvement.
  - (i) Notification of commencement of services. The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The notice shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services and the consequences of not achieving expected performance levels.
  - (ii) Notification of the ending of academic intervention services. Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.
  - (iii) Ongoing communication with parents or persons in parental relation. Parents or persons in parental relation to students receiving academic intervention services shall be provided with:
    - (a) an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year;
    - (b) reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications or other means, in a language or mode of communication understood by the parents or person in parental relation; and
    - (c) information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.

Section 100.4(b) (4) [Program requirements for grades seven and eight] of the Commissioner's Regulations adopted by the Board of Regents in July 1999

- (4) Students who have been determined to need academic intervention services as set forth in section 100.2(ee)(2)(i) of this Part may have the unit of study requirements for one or more of their subjects reduced, provided that:
- (i) academic intervention services shall be coordinated with and supplement instruction in the general curriculum;
  - (ii) requirements for subjects set forth in paragraph (1) of this subdivision and for languages other than English instruction set forth in section 100.2(d) of this Part may be reduced but not eliminated. Academic intervention services shall be provided in a manner that does not diminish instructional time to a degree that may prevent a student from achieving the State learning standards in any area required for graduation or from meeting local standards for promotion. A principal shall consider a student's abilities, skills and interests in determining the subjects for which the unit of study requirements may be reduced;
  - (iii) a student's parent or guardian shall be notified in writing, by the principal, of a school's intention to implement the provisions of this paragraph; and
  - (iv) the reduction of unit of study requirements shall remain in effect only to the extent that the provisions of subparagraph (i) of this paragraph are being met.



**Copenhagen Central School  
Child Study Team Referral**

NAME \_\_\_\_\_ GRADE \_\_\_\_\_

TEACHER \_\_\_\_\_ DOB \_\_\_\_\_ AGE \_\_\_\_\_

DATE OF REFERRAL \_\_\_\_\_ REFERRED BY \_\_\_\_\_

**REASON FOR REFERRAL:**

- |                                   |                                    |                                  |                                   |
|-----------------------------------|------------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Reading  | <input type="checkbox"/> Math      | <input type="checkbox"/> Writing | <input type="checkbox"/> Spelling |
| <input type="checkbox"/> Behavior | <input type="checkbox"/> Attention | <input type="checkbox"/> Speech  | <input type="checkbox"/> Language |

**DESCRIPTION OF CONCERNS:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**HAVE PARENTS BEEN CONTACTED?** \_\_\_\_\_ **DATE** \_\_\_\_\_

**CLASSROOM INTERVENTION STRATEGIES ATTEMPTED:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date of CST Meeting \_\_\_\_\_

- Outcome:  Teacher will attempt suggested strategies
- |  |   |
|--|---|
| <input type="checkbox"/> Speech/Language Evaluation    | <input type="checkbox"/> OT/PT Evaluation                   |
| <input type="checkbox"/> Full Psychological Evaluation | <input type="checkbox"/> AIS Services: ___ Math ___ Reading |
- Frequency: \_\_\_\_\_
- Provider: \_\_\_\_\_
- Start Date: \_\_\_\_\_

# Copenhagen Central School ~ Reading Report ~ Grades K-4

2011-2012

Reading Teacher:

Student:      Grade:

Classroom Teacher:

Your child has been receiving Reading:  within his/her classroom     in the reading teacher's room

## November

Your child has been receiving additional instruction in the following area(s):

*Phonemic Awareness*

*Phonics*

*Comprehension Skills*

*Vocabulary*

*Oral Reading Fluency*

*Other*  Writing Skills     Penmanship

### COMMENTS:

## February

Your child has been receiving additional instruction in the following area(s):

*Phonemic Awareness*

*Phonics*

*Comprehension Skills*

*Vocabulary*

*Oral Reading Fluency*

*Other*  Writing Skills     Penmanship

### COMMENTS:

## April

Your child has been receiving additional instruction in the following area(s):

*Phonemic Awareness*

*Phonics*

*Comprehension Skills*

*Vocabulary*

*Oral Reading Fluency*

*Other*  Writing Skills     Penmanship

### COMMENTS:

## June

Your child has been receiving additional instruction in the following area(s):

*Phonemic Awareness*

*Phonics*

*Comprehension Skills*

*Vocabulary*

*Oral Reading Fluency*

*Other*  Writing Skills     Penmanship

### COMMENTS:

Your child will be \_\_\_\_\_ continued in \_\_\_\_\_ discontinued from the Title I program for 2011-2012

**Copenhagen Central School  
Math Report 2011-2012**

Student:  
Grade:

AIS Math Provider:  
Classroom Teacher:

**Your child has been receiving Math:**  within his/her classroom  outside of the classroom

**10 Weeks**

Your child has been receiving additional instruction in the following area(s):

- |   |  |
|---|--|
| counting <input type="checkbox"/>           | computation <input type="checkbox"/>   |
| number recognition <input type="checkbox"/> | word problems <input type="checkbox"/> |
| writing numbers <input type="checkbox"/>    | Other _____                            |

**COMMENTS:**

**20 Weeks**

Your child has been receiving additional instruction in the following area(s):

- |   |  |
|---|--|
| counting <input type="checkbox"/>           | computation <input type="checkbox"/>   |
| number recognition <input type="checkbox"/> | word problems <input type="checkbox"/> |
| writing numbers <input type="checkbox"/>    | Other : _____                          |

**COMMENTS:**

**30 Weeks**

Your child has been receiving additional instruction in the following area(s):

- |   |  |
|---|--|
| counting <input type="checkbox"/>           | computation <input type="checkbox"/>   |
| number recognition <input type="checkbox"/> | word problems <input type="checkbox"/> |
| writing numbers <input type="checkbox"/>    | Other : _____                          |

**COMMENTS:**

**40 Weeks**

Your child has been receiving additional instruction in the following area(s):

- |   |  |
|---|--|
| counting <input type="checkbox"/>           | computation <input type="checkbox"/>   |
| number recognition <input type="checkbox"/> | word problems <input type="checkbox"/> |
| writing numbers <input type="checkbox"/>    | Other : _____                          |

**COMMENTS:**

# State Regulations

## Copenhagen Central School AIS Discontinuation Request

NAME \_\_\_\_\_ GRADE \_\_\_\_\_

AIS Teacher \_\_\_\_\_ Classroom Teacher \_\_\_\_\_

Requesting discontinuation of the following AIS:

ELA  Math  Social Studies  Science

Reasons for request:

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Has the classroom teacher witnessed the same level of improvement in the classroom?

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Approved by:

\_\_\_\_\_ Date \_\_\_\_\_

# COPENHAGEN CENTRAL SCHOOL DISTRICT

## Board of Education

Robert F. Stackel, President  
Lynn A. Murray, V. President  
Troy W. Buckley  
Koreen G. Freeman  
Prudence L. Kunert  
Alfred E. Tomaselli  
Kim R. Voet

**SCOTT N. CONNELL, SUPERINTENDENT**

P.O. Box 30,  
Copenhagen, NY 13626  
315-688-4411  
Fax 315-688-2001  
[www.ccsknights.org](http://www.ccsknights.org)

Nadine O'Shaughnessy  
K-12 Principal  
Dale R. Munn, Jr.  
Director of Student Services  
& Special Programs  
Scott Connell  
Athletic Director  
Marcia A. Mundy  
District Treasurer  
Mary H. Jones  
District Clerk

## Notice for Need of Academic Intervention Services

To the Parent/Guardian of:

The New York State Education Department has mandated that school districts provide Academic Intervention Services to students who have scored at a Level 1 or 2 on a State Exam, or are at risk of not achieving the New York State Learning Standards. Academic Intervention Services are designed to help students achieve the standards in English/Language Arts, Mathematics, Science and Social Studies by providing additional instruction or support services.

As a result of periodic reviews and assessments at various grade levels, it has been determined that your child will be receiving academic intervention services. For many parents this may be a surprise as their children have consistently met NYS proficiency standards in the past. However, NYS has recently increased their proficiency standards. As we adjust to these new levels, we will need to provide increased support to our students.

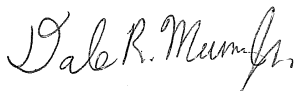
Your child will receive the services and/or supports from a faculty member, which may include your child's teacher, a reading specialist, a math specialist, a teaching assistant or other support staff. The school personnel will work to provide your child with the necessary skills and supports to be more successful in achieving the expected learning standards.

The grouping of students and instructors responsible for direct teaching may vary throughout the year as your child's needs change. Your child's progress will be monitored and reported to you every quarter.

If it is determined in the future that your child no longer requires Academic Intervention Services, you will be notified in writing.

If you have any questions or wish to request additional information about your child's progress, please do not hesitate to call the school.

Sincerely,



Dale R. Munn  
Director of Student Services and Special Programs

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SCOTT N. CONNELL, SUPERINTENDENT

P.O. Box 30,  
Copenhagen, NY 13626  
315-688-4411  
Fax 315-688-2001  
[www.ccsknights.org](http://www.ccsknights.org)

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District Clerk

## Discontinuation Letter

Dear \_\_\_\_\_,

Previously you were notified that your child was identified as being at risk of not achieving the New York State Learning Standards and has been receiving Academic Intervention Services. Academic Intervention Services are designed to help students achieve the standards in English/Language Arts, Mathematics, Science and Social Studies by providing additional instruction or support services.

After reviewing your child's progress, it has been determined that your child is no longer in need of Academic Intervention Services.

If it is determined in the future that your child is in need of additional instruction or support through Academic Intervention Services, you will be notified in writing.

Sincerely,



Dale R. Munn, Jr.  
Director of Student Services