

Dover Union Free School District

Academic Intervention Services Plan



Revised October, 2014

Dover Union Free School District Academic Intervention Services Plan

In response to amendments to Commissioner Regulations Section 100.2(ee) the Dover Union Free School District has developed the following K-12 plan for Academic Intervention Services. The plan is designed to provide support services to students in need to assist their efforts in achieving the New York State Common Core Learning Standards (CCLS) and becoming college and career ready.

Our District is committed to the belief that all children can learn and that all children can reach higher learning standards. A reality that we must face within our belief system is that children will learn and reach higher standards at a different pace and with differing levels of support. While some students will learn quickly and will need limited support, other students will need extended time and many different forms of academic and wellness support. This plan is designed to identify what forms of support we would provide to students in the Dover Union Free School District and at what levels and times we would offer the increased support services to the students.

This Academic Intervention Services Plan provides the framework for the goal the District has set for remedial services in order to assist students in achieving the State learning standards and becoming college and career ready.

Wingdale Elementary School (Grades K-2)

Remedial Instruction is Required when Students

- Lack reading readiness based upon an appraisal of the student, by the classroom teacher, including his/her knowledge of sounds and letters
- Score below designated percentile/level on at least two of the following universal screening assessments:
 - DIBELS
 - DIAL (K only)
 - NWEA Measures of Academic Progress (MAP)
 - Diagnostic Reading Assessments (DRA)
 - Math series assessment tools
- Have basic skill deficiencies identified by the classroom teacher and are at risk of not achieving the CCLS in ELA and math
- Parent requests services (and request is approved by Response to Intervention (RTI) team and building principal)
- Are Limited English Proficient (LEP) and are determined to be at-risk of not attaining the CCLS
- Who have external concerns that impact learning leading to academic performance below acceptable levels

Academic Intervention Service Possibilities

- Supplemental skill instruction by the classroom teacher or reading teacher in the areas of reading, writing, and/or math
- Academic support by a teacher assistant/aide under the direction of the teacher
- Differentiated instruction by the classroom teacher(s)
- Counseling from school psychologist
- Summer school or extended day instruction
- Attendance improvement efforts
- Computer Assisted Instruction
- English as a second language support
- Efforts to increase student and family engagement
- Support services (speech, occupational therapy, physical therapy, health)

Possible Processes for Securing Services

- The reading teacher reviews the universal screening assessments, identifies students who fall below the designated percentiles/levels, and determines AIS reading services. The reading teacher then informs

- parents/guardians, in writing, that their son/daughter is required to receive remedial instruction, exactly and what services will be provided.
- A faculty member refers student to the RTI team for review. The RTI team convenes to determine the Academic Intervention Services to be implemented. The classroom teacher informs parents/guardians that their son/daughter is required to receive remedial instruction and what services will be provided.
 - Parent may request, in writing, to have their child considered for intervention services. The request is to be written to the building principal and reviewed by the RTI team. The RTI team will determine whether or not intervention services are necessary and if so, which services will be implemented. The parents/guardians will be informed by the building principal of the determination in writing.
 - New entrants are to be screened for basic reading skills as they enter the District.

Provisions of Academic Intervention Services

- Will be implemented within ten (10) school days after the decision has been made to provide intervention services
- May be offered before, during or after the regular school day
- May extend the regular school day or year
- Will be provided by qualified staff who are appropriately certified (as determined by the superintendent)

Intensity of Service

The support service needs of the student, combined with available resources within the District, will determine the intensity of the services provided. As such, the RTI team must determine the following:

- Who will provide the services
- Where and when services are to be provided
- The time and frequency for which services are to be provided, and the degree of individualization for those services
- When student is to be re-evaluated

Criteria for Ending Student Services

- Scores at or above the designated percentile/level on universal screening assessments
- The classroom teacher, in conjunction with the AIS support staff, determine, based on assessment evidence, that the child no longer

- requires AIS support. The child is then monitored by the classroom teacher.
- Becomes proficient in English and is determined not to be at-risk of achieving the CCLS in ELA or Math

Parent Notification

- Parents/legal guardians will be notified in writing in parent's dominant language of the commencement and termination of AIS
- Written notification will include a summary of the academic services provided, and reason for services
- Ongoing parent communication is required and will provide a mechanism for:
 - An opportunity to consult with student's regular classroom teacher(s) at least once per trimester
 - Reporting the student's progress at least once each trimester by mail or e-mail
 - Providing information on ways to work with their child to improve achievement, and how to work with educators to improve child's achievement
- If parent refuses services for his/her child, the District must have the parent "sign-off" on such decision

Dover Elementary School (Grades 3-5)

Remedial Instruction Required When Students

- Score at or below the NYS remediation levels on the NYS ELA and/or Math assessments
- Score below designated percentile/level on at least two of the following universal screening assessments:
 - DIBELS
 - NWEA Measures of Academic Progress (MAP)
 - Running Records
 - Math series assessment tools
- Have basic skill deficiencies identified by the classroom teacher and are at risk of not achieving the CCLS in ELA and math
- Parent requests services (and request is approved by RTI team and building principal)
- Are Limited English Proficient (LEP) and are determined to be at-risk of not attaining the CCLS
- Who have external concerns that impact learning leading to academic performance below acceptable levels

Academic Intervention Service Possibilities

- Supplemental skill instruction by the classroom teacher or reading teacher in the areas of reading, writing, and/or math
- Academic support by a teacher assistant/aide under the direction of a teacher
- Differentiated instruction by the classroom teacher(s)
- Counseling from school psychologist
- Summer school or extended day instruction
- Attendance improvement efforts
- Computer Assisted Instruction
- English as a second language support
- Efforts to increase student and family engagement
- Support services (speech, occupational therapy, physical therapy, health)

Possible Processes for Securing Services

- The reading teacher reviews the NYS assessments and universal screening assessments, identifies students who fall below the designated percentiles/levels, and determines AIS reading services. The reading teacher then informs parents/guardians, in writing, that their son/daughter

is required to receive remedial instruction, and what services will be provided.

- Classroom teachers review NYS math scores and NWEA MAP results and identify students who fall below the designated percentiles/levels. Academic Intervention Services are provided in the classroom based on individual student needs.
- A faculty member refers student to the RTI team for review. The RTI team convenes to determine the Academic Intervention Services to be implemented. The classroom teacher informs parents/guardians that their son/daughter is required to receive remedial instruction and what services will be provided.
- Parent may request, in writing, to have their child considered for intervention services. The request is to be written to the building principal and reviewed by the RTI team. The RTI team will determine whether or not intervention services are necessary and if so, which services will be implemented. The parents/guardians will be informed by the school psychologist of the determination in writing.
- New entrants are to be screened for basic reading and math skills as they enter the District (NWEA MAP and DRA).

Provisions of Academic Intervention Services

- Will be implemented within ten (10) school days after the decision has been made to provide intervention services
- May be offered before, during or after the regular school day
- May extend the regular school day or year
- Will be provided by qualified staff who are appropriately certified (as determined by the superintendent)

Intensity of Service

The support service needs of the student, combined with available resources within the District, will determine the intensity of the services provided. As such, the RTI team must determine the following:

- Who will provide the services
- Where and when services are to be provided
- The time and frequency for which services are to be provided, and the degree of individualization for those services
- When student is to be re-evaluated

Criteria for Ending Student Services

- Scores at or above acceptable levels on State assessments
- Scores at or above the designated percentile on universal screening assessments
- Becomes proficient in English and is determined not to be at-risk of achieving the CCLS in ELA or Math

Parent Notification

- Parents/legal guardians will be notified in writing in parent's dominant language of the commencement and termination of AIS
- Written notification will include a summary of the academic services provided, and reason for services
- Ongoing parent communication is required and will provide a mechanism for:
 - An opportunity to consult with student's regular classroom teacher(s) at least once per trimester
 - Reporting the student's progress at least once each trimester by mail or e-mail
 - Providing information on ways to work with their child to improve achievement, and how to work with educators to improve child's achievement
- If parent refuses services for his/her child, the District must have the parent "sign-off" on such decision

Dover Middle School

Remedial Instruction Required When Students

- Score at or below the NYS remediation levels on the NYS ELA and/or Math assessments
- Score below designated percentile/level in reading and/or math on the universal screening assessment (NWEA Measures of Academic Progress) or math series assessment tools
- Have basic skill deficiencies identified by the classroom teacher and are at risk of not achieving the CCLS in ELA and math
- Parent requests services (and request is approved by RTI team and building principal)
- Are Limited English Proficient (LEP) and are determined to be at-risk of not attaining the CCLS
- Who have external concerns that impact learning leading to academic performance below acceptable levels

Academic Intervention Service Possibilities

- Supplemental skill instruction by the classroom teacher, and/or ELA or math interventionist in the areas of reading, writing, and/or math
- Academic support in lieu of non-mandated courses
- Academic support by a teacher assistant/aide under the direction of a teacher
- Differentiated instruction by the classroom teacher(s)
- Counseling by school psychologist or guidance counselor
- Summer school or extended day instruction
- Attendance improvement efforts
- Computer Assisted Instruction
- Homework support
- English as a second language support
- Efforts to increase student and family engagement
- Support services (speech, occupational therapy, physical therapy, health)
- Peer tutoring

Process for Securing Services

- The NYS assessment scores and universal screening assessments are reviewed by the building principal and interventionists to identify students who fall below the designated percentiles/levels, and determines AIS reading and math services. The principal then informs parents/guardians,

- in writing, that their son/daughter is required to receive remedial instruction, and what services will be provided.
- A faculty member refers student to the RTI team for review. The RTI team convenes to determine the Academic Intervention Services to be implemented. The guidance counselor informs parents/guardians that their son/daughter is required to receive remedial instruction and what services will be provided.
 - Parent may request, in writing, to have their child considered for intervention services. The request is to be written to the building principal and reviewed by the RTI team. The RTI team will determine whether or not intervention services are necessary and if so, which services will be implemented. The parents/guardians will be informed by the guidance counselor of the determination in writing.
 - New entrants are to be screened for basic reading and math skills as they enter the District (NYS assessment scores and NWEA MAP scores).

Provisions of Academic Intervention Services

- Will be implemented within ten (10) school days after the decision has been made to provide intervention services
- May be offered before, during or after the regular school day
- May extend the regular school day or year
- Will be provided by qualified staff who are appropriately certified (as determined by the superintendent)

Intensity of Service

The support service needs of the student, combined with available resources within the District, will determine the intensity of the services provided. As such, the RTI team must determine the following:

- Who will provide the services
- Where and when services are to be provided
- The time and frequency for which services are to be provided, and the degree of individualization for those services
- When student is to be re-evaluated

Criteria for Ending Student Services

- Scores at or above acceptable levels on State assessments
- Scores at or above the designated percentile on universal screening assessments
- Becomes proficient in English and is determined not to be at-risk of achieving the CCLS in ELA or Math

Parent Notification

- Parents/legal guardians will be notified in writing in parent's dominant language of the commencement and termination of AIS
- Written notification will include a summary of the academic services provided, and reason for services
- Ongoing parent communication is required and will provide a mechanism for:
 - An opportunity to consult with student's regular classroom teacher(s) at least once per marking period
 - Reporting the student's progress at least once each marking period by mail or e-mail
 - Providing information on ways to work with their child to improve achievement, and how to work with educators to improve child's achievement
- If parent refuses services for his/her child, the District must have the parent "sign-off" on such decision

Dover High School

Remedial Instruction Required When Students

- Score at or below the NYS remediation levels on the NYS ELA and/or Math assessments
- Fail a Regents examination required for graduation
- Are not accumulating sufficient credits to achieve target graduation date
- Have basic skill deficiencies identified by the classroom teacher and are at risk of not achieving the CCLS in ELA and math
- Parent requests services (and request is approved by RTI team and building principal)
- Are Limited English Proficient (LEP) and are determined to be at-risk of not attaining the CCLS
- Who have external concerns that impact learning leading to academic performance below acceptable levels

Academic Intervention Service Possibilities

- Supplemental skill instruction by the classroom teacher, in the areas of reading, writing, math, social studies and/or science
- Academic support by a teacher assistant/aide under the direction of a teacher
- Repeat course with monitoring by guidance counselor and classroom teacher
- Differentiated instruction by the classroom teacher(s)
- Academic study hall
- Counseling by school psychologist or guidance counselor
- Summer school or extended day instruction
- Attendance improvement efforts
- Computer Assisted Instruction
- Homework support
- English as a second language support
- Efforts to increase student and family engagement
- Support services (speech, occupational therapy, physical therapy, health)
- Peer tutoring

Process for Securing Services

- The NYS assessment scores, Regents scores and course grades are reviewed by the building principal, guidance counselors and interventionists to identify students who fall below the designated

percentiles/levels to determine AIS subject-specific services. The principal then informs parents/guardians, in writing, that their son/daughter is required to receive remedial instruction, and what services will be provided.

- A faculty member refers student for review through the RTI process. The RTI team convenes to determine the Academic Intervention Services to be implemented. The guidance counselor informs parents/guardians that their son/daughter is required to receive remedial instruction and what services will be provided.
- Parent may request, in writing, to have their child considered for intervention services. The request is to be written to the building principal and reviewed by the RTI team. The RTI team will determine whether or not intervention services are necessary and if so, which services will be implemented. The parents/guardians will be informed by the guidance counselor of the determination in writing.
- New entrants are to be screened as they enter the District (NYS assessment scores, Regents scores, credit accumulation).

Provisions of Academic Intervention Services

- Will be implemented within ten (10) school days after the decision has been made to provide intervention services
- May be offered before, during or after the regular school day
- May extend the regular school day or year
- Will be provided by qualified staff who are appropriately certified (as determined by the superintendent)

Intensity of Service

The support service needs of the student, combined with available resources within the District, will determine the intensity of the services provided. As such, the RTI team must determine the following:

- Who will provide the services
- Where and when services are to be provided
- The time and frequency for which services are to be provided, and the degree of individualization for those services
- When student is to be re-evaluated

Criteria for Ending Student Services:

- Earns a passing score on the Regents exam in the subject(s) for which services are being administered
- Score at or above a 75 for one marking period in the subject(s) for which services are being administered. The student's progress is then monitored by the guidance counselor and classroom teacher.
- Becomes proficient in English and is determined not to be at-risk of achieving the CCLS in ELA or Math (LEP student)

Parent Notification:

- Parents/legal guardians will be notified in writing in parent's dominant language of the commencement and termination of AIS
- Written notification will include a summary of the academic services provided, and reason for services
- Ongoing parent communication is required and will provide a mechanism for:
 - An opportunity to consult with student's regular classroom teacher(s) at least once per marking period
 - Reporting the student's progress at least once each marking period by mail or e-mail
 - Providing information on ways to work with their child to improve achievement, and how to work with educators to improve child's achievement
- If parent refuses services for his/her child, the District must have the parent "sign-off" on such decision

District-Wide

Transfer Students Screening

Students entering the New York State school system for the first time, or reentering the Dover Union Free School District with no available records, shall be screened to determine the need for remedial academic intervention services by reviewing available records sent from previous school and following the screening procedure outlined at each school.

Alternative Assessments

If alternative assessments are to be used, the Commissioner of Education must approve them. All test materials must be at SED for approval at least 6 months prior to testing. Alternative assessments shall be developed by an entity separate from the Dover Union Free School District.

General District Requirements

- Students at-risk are to be regularly monitored by the classroom teacher(s) in conjunction with the RTI team
- Pre and post test data must be a part of the regular record keeping for each child receiving academic instruction support
- Classified students are eligible to receive additional academic support services as are all other students in the district
- Each marking period, teachers will notify the principal of the progress of at-risk students

Response to Intervention Team (RTI)

The Response to Intervention Team (RTI) in each building is an integral part of the decision-making process for students who may receive Academic Intervention Services. Therefore, it is imperative that the RTI team consist of staff members who possess varied backgrounds and are skilled at assessing what is being currently presented to a student and what, if any, additional intervention service is warranted. In assessing each individual child, the RTI team may review the following:

- What instructional methodologies are currently being used in the classroom?
- What is the child's preferred learning style?

- Are there differentiated instructional adjustments that can be made?
- Are further services needed? If so, what services and to what degree are the services to be offered?
- How and with what frequency will the student be monitored?

Review of the Plan

The Dover Union Free School District will, at a minimum, conduct an annual review of the Academic Intervention Services Plan. If the plan is to be adjusted in any manner, than the plan must be re-approved by the Board of Education.