

Wayland-Cohocton Central School

***Academic Intervention Service
District Plan***

2010-2012

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Introduction

Academic Intervention Services (AIS) are defined as additional instruction and/or student support services which supplement the instruction provided in the general curriculum and assist students in meeting the State Learning Standards. Academic Intervention Services (AIS) 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 non-disabled students, provided, however, that such services shall be provided to the extent consistent with the student's individualized education program.

RTI/AIS District Mission Statement

The Wayland-Cohocton School District is committed to helping and encouraging all students to meet the New York State Learning Standards as set forth by the Commissioner of Education. While we agree with the Commissioner that the best form of academic intervention service is accomplished through quality initial teaching, we have developed additional support services for those students who are having difficulty meeting the standards.

To ensure appropriate provision of services for students each building will have an AIS Team. The building level team will evaluate students in danger of not meeting a learning standard. Building teams are responsible for making recommendations that will assist students in meeting the standards. The team will look at each student individually to determine the appropriate AIS measure(s) to employ. The teams will not be limited to specific interventions, but encouraged to seek solutions that will best satisfy a particular student's needs.

It will be the mission of our district to provide quality initial instruction and to make academic intervention services available to students as soon as it has been determined that a student is in danger of not meeting a learning standard or graduation requirement. We firmly believe it is the responsibility of **all** district staff, pupil services personnel, and administrators to take part in educating and supporting all students in their pursuit toward mastery of the New York State Learning Standards.

District RTI/AIS Description

This plan is intended to describe services for students in the district in grades K-12. Additionally, the district will review individual building needs each year by disaggregating internal and external data sources such as:

- School Report Cards
- State Assessments
- District based assessments

There are many models for delivering Academic Intervention Services and students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures so that they may be successful in meeting the New York State Learning Standards.

The following District Description of Academic Intervention Services (AIS) includes criteria for eligibility, and two (2) components of AIS:

- Additional instruction that supplements the core curriculum (regular classroom instruction); and/or
- Student support services needed to address barriers to improve academic performance

* Services will be provided to students in English Language Arts (ELA) and mathematics in grades K-12 and social studies and science in grades 5-12.

District Support Services

The Wayland-Cohocton Central School District is committed to providing a wide variety of resources to support the academic, social/emotional and future needs of our students. Decisions related to the frequency and intensity of service will be determined based on the needs of students at each building.

Some of the delivery models/methods used include but are not limited to:

- Individualized Instruction
- Small Group Instruction (pull-out or push-in services)
- Lengthening a student's school day
- Computer Assisted Instruction programs
- Differentiated Instruction
- Program/classroom modifications (additional time on tests, testing in removed setting, copy of class notes)
- Progress Monitoring
- Co-teaching/Consultant teaching
- Learning Support Center
- Teacher directed Learning Labs/AIS instead of study halls
- Participating in summer school programming

Student support services needed to address barriers (i.e. attendance problems, discipline problems, family-related issues, health-related issues, nutrition-related issues, mobility/transfer issues etc...) to improve academic performance

- Counseling sessions
- Psychological Services
- Grade Level Team Intervention
- Mentor Programs
- Monitoring a student's attendance, nutrition etc...
- Home and school communication
- Home visits
- Speech-Language Services
- Occupational Therapy
- Physical Therapy
- Inter-agency cooperation
- Referral to Outside Agencies

Eligibility for Academic Intervention Services

All students are eligible for Academic Intervention Services (AIS), including those with disabilities and/or Limited English Proficiency (LEP) if they fail to meet the designated State performance standards or district approved criteria. Additionally, Limited English Proficient (LEP)/ English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in Commissioner's Regulations Part 154 are eligible for Academic Intervention Services (AIS).

Academic Intervention Services are provided for academic instruction and other related fundamental support needs that may impact student performance (language, motor, etc...). A student is generally referred for AIS if they

- a. score below the proficient levels as identified by New York State Education Department guidelines on elementary, intermediate, and commencement level state assessments in English Language Arts (ELA), math, social studies, and/or science
- b. are at risk of not meeting State standards as indicated through the district based assessments, including those K-2 students who lack readiness
- c. are Limited English Proficiency (LEP) students who do not achieve the annual Commissioner's Regulations Part 154 performance standards

Criteria are established at each grade/building level that helps to identify students who need services. The criteria are based on several different forms of evaluation and documentation. Similar criteria are used as exit benchmarks indicating that services are no longer needed.

AIS plans will be initiated based on the services provided at each building and the strengths and needs of the individual student as determined by the eligibility criteria. The building principal, teachers, and support personnel will work together to determine the appropriate frequency and intensity of intervention service.

Those students who continue to be eligible for AIS may necessitate consideration by the building multidisciplinary team. The multidisciplinary team will further evaluate student strengths and needs and make appropriate recommendations to classroom teachers and support personnel. In more extreme cases, formal evaluations may be warranted and may include recommendations for more specialized services.

The following pages outline the eligibility criteria and services offered at each level in accordance with the Response to Intervention (RTI) model mandated under the 2004 IDEA. RTI is a data-based systematic procedure that supports equitable educational access for all students.

RTI/AIS at the Elementary School

ELA - Reading

Grade K – ELA Academic Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	<p>Core Instruction and Assessment –addresses the needs of 100% of student population.</p> <ul style="list-style-type: none"> ▪ DIBELS(Sept., Jan., May) ▪ Lollipop (Sept. only) ▪ Open Court Unit assessment ▪ Open Court Weekly assessment ▪ Letter grid (Oct., Jan., April) 	<p>Open Court instruction for all students</p> <ul style="list-style-type: none"> ▪ Core Curriculum ▪ Workshop - (small group station work) ▪ Classroom based interventions with progress monitoring documentation. 	<p>Daily for 90 minutes</p> <p>Workshop – daily for 30 minutes</p>	<ul style="list-style-type: none"> ▪ N/A
Tier 2	<p>Students fall below grade appropriate scores on 2 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court assessments (Jan-June) ▪ Letter Grid (120 Jan./140 March) ▪ Lollipop below 39 (September) ▪ DIBELS Initial Sound Fluency (some risk/at risk) (Sept., Jan.) ▪ DIBELS Letter Naming Fluency (some risk/at risk) (Sept., Jan., May) ▪ DIBELS Nonsense Word Fluency (some risk/at risk) (Jan., May) ▪ DIBELS Phoneme Segmentation Fluency (Jan., May) ▪ Writing Rubric (Jan-June, 1 or 2) <p>AND</p>	<p>Remediation of skills taught in the Open Court series that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ May be provided by classroom teacher, special education teacher, AIS teacher, Teaching Assistant, or other recommended individual ▪ Individual and 	<p>Pull-out or Push-in 2-5 times per week for 30 minutes per session. Preferred group size of 3-5.</p>	<ul style="list-style-type: none"> ▪ Grade level decoding skills, fluency rates at grade level expectations ▪ Grade appropriate scores on program, unit and weekly assessments ▪ Classroom and AIS teacher recommendation ▪ Adequate rate of progress is being made by student

	Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i>	<ul style="list-style-type: none"> small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 		
Tier 3	<p>Students fall below benchmark on 4 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court assessments ▪ Letter Grid (120 Jan./140 March) ▪ Lollipop below 39 (September) ▪ DIBELS Initial Sound Fluency (Sept., Jan.) ▪ DIBELS Letter Naming Fluency (some risk/at risk) (Sept., Jan., May) ▪ DIBELS Phoneme Segmentation Fluency (Jan., May) ▪ DIBELS Nonsense Word Fluency (some risk/at risk) (Jan., May) ▪ Writing Rubric (Jan-June, 1 or 2) <p>And Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i></p>	<p>Intensive intervention of skills taught in the Open Court series that are diagnostic and prescriptive to student's needs as well as the use of supplemental interventions (see intervention grid)</p> <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 	<p>5 times a week for at least 30 minutes per session. Individual or small groups with no more than 3.</p>	<p>Improve to Tier 2 eligibility criteria.</p>

Grade 1 – ELA Academic Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	<p>Core Instruction and Assessment –addresses the needs of 100% of student population.</p> <ul style="list-style-type: none"> ▪ DIBELS (3 times/year) ▪ STAR (Winter/Spring) 	<p>Open Court instruction for all students</p> <ul style="list-style-type: none"> ▪ Core Curriculum ▪ Workshop - 	<p>Daily for 90 minutes Workshop – daily</p>	<ul style="list-style-type: none"> ▪ N/A

	<ul style="list-style-type: none"> ▪ Open Court Unit assessment ▪ Open Court Weekly assessment 	(small group station work) Classroom based interventions with progress monitoring documentation.	for 30 minutes	
Tier 2	<p>Students fall below grade appropriate scores on 4 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court weekly/unit assessments (Jan – June) ▪ Oct.-June Open Court Oral Reading Fluency Score ▪ High frequency word list ▪ DORA ▪ STAR (winter/spring) ▪ DIBELS Letter Naming Fluency (some risk/at risk) (Sept. only) ▪ DIBELS Nonsense Word Fluency (some risk/at risk) (Sept., Jan., May) ▪ DIBELS Oral Reading Fluency (some risk/at risk) (Jan., May) ▪ Feb. – Text Placement results <p>AND Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i></p>	<p>Remediation of skills taught in the Open Court series that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 	Pull-out or Push-in 2-5 times per week for 30 minutes per session. Preferred group size of 3-5.	<ul style="list-style-type: none"> ▪ Grade level decoding skills, fluency rates at grade level expectations ▪ Grade appropriate scores on program, unit and weekly assessments ▪ Classroom and/or AIS teacher recommendation ▪ Adequate rate of progress is being made by student
Tier 3	<p>Students fall below benchmark on 5 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court weekly/unit assessments ▪ Oct. –June Open Court Oral Reading Fluency Score ▪ High Frequency word list 	Intensive intervention of skills taught in the Open Court series that are diagnostic and prescriptive to student’s needs as well as the use	5 times a week for at least 30 minutes per session. Individual or small groups with no more than 3.	Improve to Tier 2 eligibility criteria.

	<ul style="list-style-type: none"> ▪ DORA ▪ STAR (winter/spring) ▪ DIBELS Letter Naming Fluency (some risk/at risk) (Sept. only) ▪ DIBELS Nonsense Word Fluency (some risk/at risk) (Sept., Jan., May) ▪ DIBELS Oral Reading Fluency (Some risk/at risk) (Jan., May) ▪ Feb.- Text Placement results <p>And Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i></p>	<p>of supplemental interventions (see intervention grid)</p> <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 		
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Grade 2 – ELA Academic Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	<p>Core Instruction and Assessment –addresses the needs of 100% of student population.</p> <ul style="list-style-type: none"> ▪ DIBELS (3 times/year) ▪ STAR (Winter/Spring) ▪ Open Court Unit & Weekly assessment ▪ Open Court Oral Reading Fluency Score 	<p>Open Court instruction for all students</p> <ul style="list-style-type: none"> ▪ Core Curriculum ▪ Workshop - (small group station work) <p>Classroom based interventions with progress monitoring documentation.</p>	<p>Daily for 90 minutes</p> <p>Workshop – daily for 30 minutes</p>	<ul style="list-style-type: none"> ▪ N/A
Tier 2	Students fall below grade appropriate scores	Remediation of skills	Pull-out or Push-in	<ul style="list-style-type: none"> ▪ Grade level

	<p>on 4 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court weekly/unit (Jan – June) assessments ▪ Open Court Oral Reading Fluency Score ▪ High Frequency word list ▪ DORA ▪ STAR (winter/spring) ▪ DIBELS Nonsense Word Fluency (some risk/at risk) (Sept. only) ▪ DIBELS Oral Reading Fluency (some risk/at risk) (Sept., Jan., May) ▪ Text Placement results <p>AND Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i></p>	<p>taught in the Open Court series that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ May be provided by classroom teacher, special education teacher, AIS teacher, Teaching Assistant, or other recommended individual ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 	<p>2-5 times per week for 30 minutes per session. Preferred group size of 3-5.</p>	<p>decoding skills, fluency rates at grade level expectations</p> <ul style="list-style-type: none"> ▪ Grade appropriate scores on program, unit and weekly assessments ▪ Classroom and/or AIS teacher recommendation ▪ Adequate rate of progress is being made by student
Tier 3	<p>Students fall below benchmark on 5 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court weekly/unit assessments (Jan – June) ▪ Open Court Oral Reading Fluency Score ▪ High frequency word list ▪ DORA ▪ STAR (winter/spring) ▪ DIBELS Nonsense Word Fluency (some risk/at risk) (Sept. only) ▪ DIBELS Oral Reading Fluency (Some risk/at risk) (Sept., Jan., May) 	<p>Intensive intervention of skills taught in the Open Court series that are diagnostic and prescriptive to student’s needs as well as the use of supplemental interventions (see intervention grid)</p> <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out 	<p>5 times a week for at least 30 minutes per session. Individual or small groups with no more than 3.</p>	<p>Improve to Tier 2 eligibility criteria.</p>

	<ul style="list-style-type: none"> ▪ Text Placement results <p>And Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i></p>	<ul style="list-style-type: none"> ▪ Pre-teaching 		
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Grade 3 – ELA Academic Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	<p>Core Instruction and Assessment –addresses the needs of 100% of student population.</p> <ul style="list-style-type: none"> ▪ DIBELS (3 times/year) ▪ STAR ▪ Open Court Unit & Weekly assessments 	<p>Open Court instruction for all students</p> <ul style="list-style-type: none"> ▪ Core Curriculum ▪ Workshop - (small group station work) <p>Classroom based interventions with progress monitoring documentation.</p>	<p>Daily for 90 minutes</p> <p>Workshop – daily for 30 minutes</p>	<ul style="list-style-type: none"> ▪ N/A
Tier 2	<p>Students fall below grade appropriate scores on 4 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court weekly/unit assessments (Oct – June) ▪ Oral Reading Fluency Score ▪ DORA ▪ STAR ▪ DIBELS Oral Reading Fluency (some risk/at risk) (Sept., Jan., May) ▪ Text Placement Retelling results <p>AND</p>	<p>Remediation of skills taught in the Open Court series that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ May be provided by classroom teacher, special education teacher, AIS teacher, Teaching 	<p>Pull-out or Push-in 2-5 times per week for 30 minutes per session. Preferred group size of 3-5.</p>	<ul style="list-style-type: none"> ▪ Grade level decoding skills, fluency rates at grade level expectations ▪ Grade appropriate scores on program, unit and weekly assessments ▪ Classroom and/or AIS teacher

	Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i>	Assistant, or other recommended individual <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 		<ul style="list-style-type: none"> ▪ recommendation Adequate rate of progress is being made by student
Tier 3	Students fall below benchmark on 5 or more of the following: <ul style="list-style-type: none"> ▪ Open Court weekly/unit assessments ▪ Oral Reading Fluency Score ▪ DORA ▪ STAR ▪ DIBELS Oral Reading Fluency (Some risk/at risk) (Sept., Jan., May) ▪ Text Placement Retelling results And Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i>	Intensive intervention of skills taught in the Open Court series that are diagnostic and prescriptive to student's needs as well as the use of supplemental interventions (see intervention grid) <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 	5 times a week for at least 30 minutes per session. Individual or small groups with no more than 3.	Improve to Tier 2 eligibility criteria.

Grade 4 – ELA Academic Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	Core Instruction and Assessment –addresses the needs of 100% of student population.	Open Court instruction for all students	Daily for 90 minutes	<ul style="list-style-type: none"> ▪ N/A

	<ul style="list-style-type: none"> ▪ DIBELS (3 times/year) ▪ STAR ▪ Open Court Unit & Weekly assessment 	<ul style="list-style-type: none"> ▪ Core Curriculum ▪ Workshop - (small group station work) Classroom based interventions with progress monitoring documentation. 	Workshop – daily for 30 minutes	
Tier 2	<p>Students fall below grade appropriate scores on 3 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court weekly/unit assessments ▪ Oral Reading Fluency Score ▪ DORA ▪ STAR ▪ DIBELS Oral Reading Fluency (some risk/at risk) (Sept., Jan. May) ▪ NYSTP assessment results (Spring-3rd grade results) ▪ Text Placement Retelling results <p>AND Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i></p>	<p>Remediation of skills taught in the Open Court series that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ May be provided by classroom teacher, special education teacher, AIS teacher, Teaching Assistant, or other recommended individual ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 	Pull-out or Push-in 2-5 times per week for 30 minutes per session. Preferred group size of 3-5.	<ul style="list-style-type: none"> ▪ Grade level decoding skills, fluency rates at grade level expectations ▪ Grade appropriate scores on program, unit and weekly assessments ▪ Classroom and/or AIS teacher recommendation ▪ Adequate rate of progress is being made by student
Tier 3	<p>Students fall below grade appropriate scores on 5 or more of the following:</p> <ul style="list-style-type: none"> ▪ Open Court weekly/unit assessments ▪ Oral Reading Fluency Score 	Intensive intervention of skills taught in the Open Court series that are diagnostic and	5 times a week for at least 30 minutes per session. Individual or small	Improve to Tier 2 eligibility criteria.

	<ul style="list-style-type: none"> ▪ DORA ▪ STAR ▪ DIBELS Oral Reading Fluency (Some risk/at risk) (Sept., Jan., May) ▪ NYSTP assessment results (Spring-3rd grade results) ▪ Text Placement Retelling results <p>And Teacher recommendation, which includes <i>classroom based interventions with student samples specific to the interventions tried.</i></p>	<p>prescriptive to student's needs as well as the use of supplemental interventions (see intervention grid)</p> <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching 	<p>groups with no more than 3.</p>	
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RTI/AIS at the Middle School

ELA

Middle School – ELA Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	<p>Core Instruction and Assessment- meet the needs of 100% of student population.</p> <ul style="list-style-type: none"> ▪ DORA (5-8) 3 times a year ▪ 5th and 6th grade: Open Court assessments (weekly and unit) ▪ 7th and 8th grade: Proficient level, using state rubric, on parallel tasks 	<p>5th & 6th grade – Open Court Instruction for all students and Workshop - (small group station work) Classroom based interventions with progress monitoring documentation.</p> <p>7th & 8th grade – Classroom based interventions as identified by the Core Curriculum, NYS Learning Standards, District Curriculum Map</p>	<p>5th & 6th grade: Daily for 80 minutes. Workshop for 39 minutes.</p> <p>7th & 8th grade: 80minutes every other day.</p>	<ul style="list-style-type: none"> ▪ Scores below grade level classroom assessments (7th & 8th) ▪ Significant change in scheduled program assessments (5th & 6th) ▪ Classroom and/or AIS teacher recommendation ▪ Rate of progress is being made by student ▪ Report Card ▪ Progress Report
Tier 2	<ul style="list-style-type: none"> ▪ Below the proficient levels on ELA NYSTP assessment ▪ Teacher & staff recommendation, which includes classroom based interventions with student samples specific to the interventions tried. ▪ Classroom Observations ▪ Continuous evaluation of student work using DORA (5-8) & 	<p>Remediation of skills taught that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching ▪ Social/behavioral/emo tional services that are identified and 	<p>Additional instructional time based on student need and schedule.</p>	<ul style="list-style-type: none"> ▪ Classroom and AIS teacher recommendations ▪ Changes in NYSTP assessment ▪ Report Card ▪ Progress Report ▪ 5th & 6th Grade level performance on Open Court assessment

	DIBELS (5 & 6).	prescriptive to students needs.		<ul style="list-style-type: none"> ▪ tools ▪ Grade level performance on AIS assessment tools ▪ Rate of progress is being made by student
Tier 3	<ul style="list-style-type: none"> ▪ Below the proficient levels on ELA NYSTP assessment and have not responded to Tier 2 interventions. ▪ Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried. ▪ Classroom Observations ▪ Continuous evaluation of student work using DORA (5-8) & DIBELS (5 & 6). 	<p>Intensive intervention of skills taught that are diagnostic and prescriptive to students needs as well as the use of supplemental interventions (i.e. Wilson, etc.)</p> <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Push-in and pull-out ▪ Pre-teaching ▪ Social/behavioral/emotional services that are identified and prescriptive to students needs. 	<p>Intensive instructional time based on student need and schedule. Individual or small group instruction preferably with no more than 3 students.</p>	<ul style="list-style-type: none"> ▪ Classroom and/or AIS teacher recommendations ▪ An improvement on NYSTP assessment ▪ Report Card ▪ Progress Report ▪ 5th & 6th Grade level performance on Open Court assessment tools ▪ Grade level performance on AIS assessment tools ▪ Rate of progress is being made by student

Math

Middle School – Math Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	Core Instruction and Assessment -meet the needs of at least 100% of student	Classroom based interventions as identified by Core Curriculum, NYS Learning Standards, and District	6 th grade: Daily for 39 minutes	<ul style="list-style-type: none"> ▪ Scores below grade level on classroom assessments

	<p>population.</p> <ul style="list-style-type: none"> Proficiency on Unit/Quarter assessments 	Curriculum Map.	5 th /7 th /8 th grade: 80 minutes every other day.	<ul style="list-style-type: none"> Change in formative assessments Classroom and/or AIS teacher recommendation Rate of progress is being made by student Report Card Progress Report
Tier 2	<ul style="list-style-type: none"> Below the proficient levels on Math NYSTP Assessment Teacher & staff recommendation, which includes classroom based interventions with student samples specific to the interventions tried. Classroom observations 	<p>Remediation of skills taught that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> Individual and small group instruction Push-in and pull-out Pre-teaching Social/behavioral/emotional services that are identified and prescriptive to students needs. 	Additional instructional time based on student need and schedule.	<ul style="list-style-type: none"> Classroom and/or AIS teacher recommendations Changes in NYSTP assessment Report Card Progress Report Grade level performance on AIS assessment tools Rate of progress is being made by student
Tier 3	<ul style="list-style-type: none"> Below the proficient levels on Math NYSTP assessment and have not responded to Tier 2 interventions. Teacher recommendation, which includes classroom based 	<p>Intensive intervention of skills taught that are diagnostic and prescriptive to students needs as well as the use of supplemental interventions (i.e. Wilson, etc.)</p> <ul style="list-style-type: none"> Individual and small group instruction Push-in and pull-out Pre-teaching Social/behavioral/emotional 	Intensive instructional time based on student need and schedule. Individual or small group instruction preferably with no more than 3 students.	<ul style="list-style-type: none"> Classroom and/or AIS teacher recommendations Change in NYSTP assessment Report Card Progress Report Grade level performance on AIS assessment tools

	interventions with student samples specific to the interventions tried. <ul style="list-style-type: none"> ▪ Classroom Observations 	services that are identified and prescriptive to students needs.		<ul style="list-style-type: none"> ▪ Rate of progress is being made by student
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Content area (Social Studies and Science) intervention is provided through AIS support in ELA. This is accomplished through smaller group instruction and work on targeted skills while focusing on content material.

RTI/AIS at the High School

ELA

High School – ELA Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	<p>Core Instruction and Assessment -meet the needs of at least 100% of student population.</p> <ul style="list-style-type: none"> ▪ 65% - 100% on curriculum based assessments (daily, weekly or unit) ▪ 65% - 100% level performance on Regents and parallel tasks ▪ 65%-100% on mid-term/final exams 	<p>Core classroom instruction for all students</p> <ul style="list-style-type: none"> ▪ Use of the Core Curriculum, NYS Learning Standards, District Curriculum Map ▪ Use of Regents skills and/or tasks 	<p>Daily for 39min.</p> <p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<ul style="list-style-type: none"> ▪ Below grade level performance on student progress reports and report cards ▪ Below proficiency (65-100%) on curriculum based assessments ▪ Below proficiency level (65%) performance on Regents and parallel tasks (English, Global, US History) ▪ Classroom teacher and/or AIS teacher recommendation ▪ Adequate rate of progress is not being made by student
Tier 2	<p>1. Students fall below grade appropriate scores:</p> <ul style="list-style-type: none"> ▪ 55% -65% on curriculum based assessments (daily, weekly, unit) 	<p>Remediation of skills taught in the core curriculum that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ Reading, writing, listening, and content 	<p>Every other day for 39 minutes depending on student need</p> <p>*Extra help offered 13th period 1-4 days per week</p>	<p>A change in 2 or more areas:</p> <ul style="list-style-type: none"> ▪ Grades on student progress reports and report cards ▪ Achievement on

	<ul style="list-style-type: none"> ▪ 55%- 65% level performance on Regents and parallel tasks ▪ Score of 2 or below on 8th grade State assessments ▪ Failing grade(s) on report card ▪ 55%-65% on Mid-term exam ▪ Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried. 	<p>support</p> <ul style="list-style-type: none"> ▪ Individual and small group instruction ▪ Small group pull out within the class period timeframe ▪ Pre-teaching of Regents skills and/or tasks 	<p>for approximately 45 min. per session.</p>	<p>curriculum based assessments</p> <ul style="list-style-type: none"> ▪ Achievement on Regents and parallel tasks (English, Global, US History) ▪ Achievement on mid-term assessments ▪ Rate of progress is being made by student ▪ Classroom teacher and AIS teacher recommendation
Tier 3	<p>Students continue to fall below grade appropriate scores:</p> <ul style="list-style-type: none"> ▪ Below 55% on curriculum based (daily, weekly, unit) assessments ▪ Below 55% level performance on Regents and parallel tasks ▪ Score of 2 or below on 8th grade State assessments 	<p>Intensive intervention of skills taught in the core curriculum that is diagnostic and prescriptive to students' needs as well as the use of supplemental interventions</p> <ul style="list-style-type: none"> ▪ Reading, writing, listening, and content support ▪ Individual and small group instruction ▪ Pre-teaching on Regents skills and/or tasks. 	<p>Everyday for 39 minutes</p> <p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<p>A change in 2 or more areas:</p> <ul style="list-style-type: none"> ▪ Grades on student progress reports and report cards ▪ Achievement on curriculum based assessments ▪ Performance on Regents and parallel tasks (English, Global, US History) ▪ Change in achievement on mid-

	<ul style="list-style-type: none"> ▪ Failing grade(s) on report card ▪ Below 55% on mid-term exam ▪ Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried. 			<ul style="list-style-type: none"> ▪ term assessments ▪ Rate of progress is being made by student ▪ Classroom teacher and AIS teacher recommendation
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Math

High School – Math Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	Core Instruction and Assessment -meet the needs of at least 100% of student population. <ul style="list-style-type: none"> ▪ 65% - 100% on curriculum based assessments (daily, weekly or unit) ▪ 65% - 100% level performance on Regents and parallel tasks ▪ 65%-100% on mid-term/final exams 	Core classroom instruction for all students <ul style="list-style-type: none"> ▪ Use of the Core Curriculum, NYS Learning Standards, District Curriculum Map ▪ Use of Regents skills and/or tasks 	Daily for 39min. *Extra help offered 13 th period 1-4 days per week for approximately 45 min. per session.	<ul style="list-style-type: none"> ▪ Below grade level performance on student progress reports and report cards ▪ Below proficiency (65-100%) on curriculum based assessments ▪ Below proficiency level (65%) performance on Regents and parallel tasks

				<ul style="list-style-type: none"> ▪ Classroom teacher and/or AIS teacher recommendation ▪ Adequate rate of progress is not being made by student
Tier 2	<p>Students fall below grade appropriate scores:</p> <ul style="list-style-type: none"> ▪ 55% -65% on curriculum based assessments ▪ 55%- 65% level performance on Regents and parallel tasks ▪ Score of 2 on 8th grade State assessments and not in stretch program ▪ Score of 1 on 8th grade State assessment, if not previously classified ▪ Failing grade(s) on report card ▪ 55%-65% on Mid-term exam/final exam ▪ Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried. 	<p>Remediation of skills taught in the core curriculum that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ Math content support ▪ Individual and small group instruction ▪ Use of Regent skills and/or tasks 	<p>Every other day for 20-30min.</p> <p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<p>A change in 2 or more areas:</p> <ul style="list-style-type: none"> ▪ Grades on student progress reports and report cards ▪ Achievement on curriculum based assessments ▪ Performance on Regents and parallel tasks ▪ Achievement on mid-term assessment ▪ Rate of progress is being made by student ▪ Classroom teacher and AIS teacher recommendation
Tier 3	<p>Students continue to fall below grade appropriate scores:</p> <ul style="list-style-type: none"> ▪ Below 55% on 	<p>Intensive intervention of skills taught in the core curriculum that is diagnostic and prescriptive to students needs</p>	<p>Self-contained Math class everyday for 39min. (maximum of 15)</p>	<p>A change in 2 or more areas:</p> <ul style="list-style-type: none"> ▪ Grades on student progress reports and report cards

	<p>curriculum based assessments</p> <ul style="list-style-type: none"> ▪ Below 55% on Regents and parallel tasks ▪ Score of 2 on 8th grade State assessment and not in stretch program ▪ Score of 1 on 8th grade State assessment ▪ Below 55% on Mid-term exam/final exam ▪ Failing grade(s) on report card ▪ Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried. 	<p>as well as the use of supplemental interventions (i.e. CBM)</p> <ul style="list-style-type: none"> ▪ Math content support ▪ Individual and small group instruction ▪ Use of Regent skills and/or tasks 	<p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<ul style="list-style-type: none"> ▪ Achievement on curriculum based assessments ▪ Performance on Regents and parallel tasks ▪ Achievement on mid-term assessment ▪ Rate of progress is being made by student ▪ Classroom teacher and AIS teacher recommendation
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Science

High School – Science Academic Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	<p>Core Instruction and Assessment -meet the needs of at least 100% of student population.</p> <ul style="list-style-type: none"> ▪ 65% - 100% on 	<p>Core classroom instruction for all students</p> <ul style="list-style-type: none"> ▪ Use of the Core Curriculum, NYS Learning Standards, 	<p>Lecture: Daily for 39min.</p> <p>Lab: every other day for 39min.</p>	<ul style="list-style-type: none"> ▪ Below grade level performance on student progress reports and report cards

	<p>curriculum based assessments (daily, weekly or unit)</p> <ul style="list-style-type: none"> 65% - 100% level performance on Regents and parallel tasks 	<p>District Curriculum Map</p> <ul style="list-style-type: none"> Use of Regents skills and/or tasks 	<p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<ul style="list-style-type: none"> Below proficiency (65-100%) on curriculum based assessments Below proficiency level (65%) performance on Regents and parallel tasks Classroom teacher and/or AIS teacher recommendation Adequate rate of progress is not being made by student
Tier 2	<p>1. Students fall below grade appropriate scores:</p> <ul style="list-style-type: none"> 55% -65% on curriculum based assessments 55%- 65% level performance on Regents and parallel tasks Score of 2 or below on 8th grade State assessments Failing grade(s) on report card <p>2. Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried.</p>	<p>Remediation of skills taught in the core curriculum that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> Science content support Individual and small group instruction 	<p>Every other day for 39min.</p> <p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<ul style="list-style-type: none"> Passing grades based on student progress reports and report cards Proficiency (65-100%) on curriculum based assessments Proficiency level (65%-100%) performance on Regents and parallel tasks Achievement on mid-term assessment Adequate rate of progress is being made by student

				<ul style="list-style-type: none"> Classroom teacher and AIS teacher recommendation
Tier 3	<p>Students continue to fall below grade appropriate scores</p> <ul style="list-style-type: none"> 55% -65% on curriculum based assessments 55%- 65% level performance on Regents and parallel tasks Score of 2 or below on 8th grade State assessments Failing grade(s) on report card <p>2. Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried.</p>	<p>Intensive intervention of skills taught in the core curriculum that is diagnostic and prescriptive to students needs as well as the use of supplemental interventions</p> <ul style="list-style-type: none"> Science content support Individual and small group instruction 	<p>Every other day for 39min.</p> <p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<ul style="list-style-type: none"> Passing grades based on student progress reports and report cards Proficiency (65-100%) on curriculum based assessments Proficiency level (65%-100%) performance on Regents and parallel tasks Achievement on mid-term assessment Adequate rate of progress is being made by student Classroom teacher and AIS teacher recommendation

Social Studies

High School – Social Studies Academic Intervention Services

	Eligibility Criteria	Services and Intervention Description	Frequency and Duration of Services	Discontinuance or Change in Level of Services
Tier 1	Core Instruction and Assessment -meet the needs of at least 100% of student	<p>Core classroom instruction for all students</p> <ul style="list-style-type: none"> Use of the Core 	<p>Daily for 39min.</p> <p>*Extra help offered 13th</p>	<ul style="list-style-type: none"> Below grade level performance on student progress

	<p>population.</p> <ul style="list-style-type: none"> ▪ 65% - 100% on curriculum based assessments (daily, weekly or unit) ▪ 65% - 100% level performance on Regents and parallel tasks 	<p>Curriculum, NYS Learning Standards, District Curriculum Map</p> <ul style="list-style-type: none"> ▪ Use of Regents skills and/or tasks 	<p>period 1-4 days per week for approximately 45 min. per session.</p>	<p>reports and report cards</p> <ul style="list-style-type: none"> ▪ Below proficiency (65-100%) on curriculum based assessments ▪ Below proficiency level (65%) performance on Regents and parallel tasks (English, Global, US History) ▪ Classroom teacher and/or AIS teacher recommendation ▪ Adequate rate of progress is not being made by student
Tier 2	<p>1. Students fall below grade appropriate scores</p> <ul style="list-style-type: none"> ▪ 55% -65% on curriculum based assessments ▪ 55%- 65% level performance on Regents and parallel tasks ▪ Score of 2 or below on 8th grade State assessments ▪ Failing grade(s) on report card 	<p>Remediation of skills taught in the core curriculum that are diagnostic and prescriptive to students needs</p> <ul style="list-style-type: none"> ▪ Social Studies content support ▪ Individual and small group instruction 	<p>Every other day for 39min.</p> <p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<ul style="list-style-type: none"> ▪ Passing grades based on student progress reports and report cards ▪ Proficiency (65-100%) on curriculum based assessments ▪ Proficiency level (65%-100%) performance on Regents and parallel tasks (English, Global, US History) ▪ Achievement on mid-term assessment

	2. Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried.			<ul style="list-style-type: none"> ▪ Adequate rate of progress is being made by student ▪ Classroom teacher and AIS teacher recommendation
Tier 3	<p>Students continue to fall below grade appropriate scores</p> <ul style="list-style-type: none"> ▪ 55% -65% on curriculum based assessments ▪ 55%- 65% level performance on Regents and parallel tasks ▪ Score of 2 or below on 8th grade State assessments ▪ Failing grade(s) on report card <p>2. Teacher recommendation, which includes classroom based interventions with student samples specific to the interventions tried.</p>	<p>Intensive intervention of skills taught in the core curriculum that is diagnostic and prescriptive to student's needs as well as the use of supplemental interventions</p> <ul style="list-style-type: none"> ▪ Social Studies content support ▪ Individual and small group instruction 	<p>Every other day for 39min.</p> <p>*Extra help offered 13th period 1-4 days per week for approximately 45 min. per session.</p>	<ul style="list-style-type: none"> ▪ Passing grades based on student progress reports and report cards ▪ Proficiency (65-100%) on curriculum based assessments ▪ Proficiency level (65%-100%) performance on Regents and parallel tasks (English, Global, US History) ▪ Achievement on mid-term assessment ▪ Adequate rate of progress is being made by student ▪ Classroom teacher and AIS teacher recommendation

AIS Procedures

Each building will have its own team, supervised by and responsible to the building principal, which will have building level procedures and team members.

The Director of Curriculum and Instruction's office will be responsible for compiling the list of each child who scores below the proficient levels as identified by New York State Education Department guidelines on a state exam, or who fails a required Regents exam, and submitting to each building principal/team. Each building team is responsible for reviewing building wide measures and submitting an AIS referral form, according to building process, for any student performing below the standard. Lastly, all faculty and staff who believe a student is in danger of failing to meet a graduation requirement/pass a state exam are charged with the responsibility of completing and submitting an AIS teacher recommendation form (Appendix A-E).

Each building Principal and appropriate related service provider will be responsible for reviewing the referral forms and making decisions and recommendations based on individual student needs. It is expected that for the majority of students, regular education instruction and interventions will be effective in helping students become proficient in targeted academic skills. Students recommended for AIS will be assured that research based interventions are used and implemented according to procedures shown to be effective. When evaluating the instructional program being implemented some of the following questions might be addressed:

1. Do the 'research based' instructional procedures have support in replicated research studies?
2. Are the procedures being used targeted to the individual student's needs?
3. Is the student observed to be actively engaged during the instructional activities?
4. Are the research-based approaches implemented with fidelity?

Classroom teachers, appropriate related service providers, and AIS teachers document their efforts according to their building policy. Classroom teachers are required to keep weekly and unit assessment scores on each student.

Progress monitoring data measures are taken to enable the district to identify and target student. Benchmark assessments (DIBELS and STAR) will be given three times a year to all students in grades K-4. Tier 2 students will be monitored using (DIBELS, DORA, Curriculum Based Measures (CBM)) every 6-10 weeks, Open Court weekly and unit assessments as well as any AIS assessments. Tier 3 students will be monitored using (DIBELS, DORA, CBM) weekly. All progress monitoring of Tier 2 and Tier 3 students will be tracked. Middle school students will be monitored using DIBELS, DORA and CBM. When high school students do not make gains on measures designed to monitor student growth over a reasonable amount of time, changes in instructional approaches and or interventions will be made.

Academic Intervention Services may start at any time, but must begin no later than the beginning of the semester following a determination that a student needs such services. Academic and support services are supplemental to the regular program of instruction. The frequency of Academic Intervention Services to be provided each week will be determined based on the need of the student. Students will be identified as having high (Tier 3), moderate (Tier 2) or low (Tier 1) intensity needs based on the criteria, and services will be provided consistent with their needs.

A student identified as needing intervention will have a folder for each area of service that will be maintained by the AIS teacher(s). Each folder contains a record of State mandated test scores, diagnostic materials, curriculum based measures, samples of work, parent communications (Appendix F-L) and a Progress Monitoring Goal Plan (Appendix N-P), as appropriate. Folders will transition with communicative files between the buildings.

Program Review

The Academic Intervention Services program must be reviewed and revised based on student results every two years. This review will be conducted by a committee of shareholders and reported to the Superintendent of Schools and the Board of Education by the Director of Curriculum and Instruction.

Parent Notification and Involvement

The state requires that parents be notified by the building principal in writing when AIS services are warranted (Appendix F&G). This notification must include the following:

- A summary of the academic intervention services recommended
- The reason the student needs those services
- Consequences for not achieving expected performance levels

When AIS services are provided the state also requires ongoing communication with parents or guardians. Parents/guardians will be afforded the following:

- Quarterly progress reports (Appendix K&L) (may be included with the report card)
- Consultation with the classroom teacher(s) and AIS teacher(s) at least once per semester during the regular school year
- Suggestions and strategies to work on at home

Finally, parents must also be informed in writing when academic intervention services will be ending (Appendix I). They will be provided the following:

- The criteria for ending the service(s) and the present levels of performance in the identified area(s)
- What assessments were used to determine the dismissal of services

AIS Summer Program

A summer program may be available for students in kindergarten through 6th grade. Students are recommended by their teacher(s) and an invitation letter is sent home in June (Appendix M). This is a pre-established program that will conclude at the end of the 4 weeks. If students continue to meet eligibility criteria they will be provided with ongoing AIS throughout the school year.

APPENDIX A

WAYLAND-COHOCTON CENTRAL SCHOOL

**AIS – K-4 Academic/ Support Services
Teacher Recommendation Form**

Referring Teacher: _____ Referral Date _____

Student Name: _____ Grade _____

Student's DOB: _____ Attendance: _____ days absent _____ days tardy

To recommend a student for Academic Intervention Services (AIS)-Academic or other Related Services, **share classroom based interventions with student samples specific to the interventions tried, and complete the following table. If it is a related service area please give form to the appropriate provider.** The teacher/provider will then bring the recommendation to the next scheduled IST meeting, and forward a copy to the Building Principal and Director of Special Education.

Present Level of Student's Performance: Please indicate student's grade level of academic achievement in all areas based upon your experience with the student as well as any data available	
Reading	Above / At / Below /Significantly Below
Written Language	Above / At / Below/ Significantly Below
Spelling	Above / At / Below/ Significantly Below
Oral Language	Above / At / Below/ Significantly Below
Listening	Above / At / Below/ Significantly Below
Social/ Emotional	Above / At / Below/ Significantly Below
Behavioral	Above / At / Below/ Significantly Below
Math	Above / At / Below/ Significantly Below
Science	Above / At / Below/ Significantly Below
Social Studies	Above / At / Below / Significantly Below
Physical Health	No Concern/ Concern
Fine Motor Skills	No Concern/ Concern
Gross Motor Skills	No Concern/ Concern

of interventions attempted (w/ documentation included) _____

of student work samples attached _____

APPENDIX B

WAYLAND-COHOCTON CENTRAL SCHOOL

**AIS – 5-8 Academic Services
Teacher Recommendation Form**

Teacher: _____ Subject: _____ Date: _____

Student Name: _____ Grade: _____

To recommend a student for AIS-Academic Services, complete this form and return it to the building principal.

Rating Schema: student demonstrates acquisition of the NYS learning standards and core curriculum:

- 4 = Above the expected level of performance
- 3 = At the expected level of performance
- 2 = Below the expected level of performance
- 1 = Far below the expected level of performance

Place your rating in the correct column following each of the five criteria below.

Academic Criteria	Source	4	3	2	1
Student's daily class work demonstrates consistent acquisition of significant State performance indicators and core curriculum (NYS learning standards).	Observation of student daily tasks.				
Student's performance on class assessments demonstrates the expected level of independence .	Student artifacts such as tests, quizzes, portfolio items, worksheets, and so on.				
Student's homework reflects readiness to complete expected tasks independently and consistently .	Individual and group interactions with the student.				
Student's classroom, instructional response demonstrates the expected level of understanding .	Individual and group interactions with the student.				
Student's work on larger tasks, such as projects, demonstrates a level of expectation to use knowledge and skills in an integrated manner .	Project work, research and such.				
Total of all five ratings given					
Divide by number of ratings given			/5		
Composite Score		=			

APPENDIX C

WAYLAND-COHOCTON CENTRAL SCHOOL

**AIS – 5-8 Support Services
Teacher Recommendation Form**

Teacher: _____ Grade/Subject: _____

Student Name: _____ Date: _____

To recommend a student for AIS-Support Services, complete this form and return it to the building principal who will disseminate copies to appropriate support staff, including Director of Special Education.

Rating Schema: student demonstrates acquisition of the NYS learning standards and core curriculum:
 4 = Above the expected level of performance
 3 = At the expected level of performance
 2 = Below the expected level of performance
 1 = Far below the expected level of performance

Place your rating in the correct column following each of the criteria below.

Support Criteria	Source	4	3	2	1
Student's daily class work demonstrates motivation for consistent acquisition of significant State performance indicators and core curriculum.	Observation of student daily tasks. Student verbal statements and non-verbal behaviors.				
Student's attendance in class is regular and consistent and does not interfere with student's exposure to significant State performance indicators and curriculum.	Student's attendance records.				
Parent involvement indicates support of and participation in the student's attainment of the NYS learning standards.	Parent attendance at conferences, response to letters or requests, initiative in participation in the student's education.				
The student's behavior with the teacher and peers, in class and during unstructured time, indicates basic social and emotional needs are being met.	Observation of student's daily functioning and interactions. Discipline records.				
Student's basic physical needs (such as shelter, food, and sleep) are being met.	Student's verbal reports, appearance and behavior.				
Student demonstrates adequate speech, language and/or hearing skills .	Observation of student's daily communication skills.				
Student demonstrates adequate fine gross and sensory motor skills .	Observation of student's skills.				
Total of all seven ratings given					
Divide by number of ratings given		/7			
Composite Score		=			

APPENDIX D

WAYLAND-COHOCTON CENTRAL SCHOOL

AIS – 9-12 Academic Services
Teacher Recommendation Form

Student Name _____ Grade _____ Date _____
Teacher Name _____ Course _____

Grades: 1st Qtr. _____ 2nd Qtr. _____ 3rd Qtr. _____ 4th Qtr. _____
Midterm exam. _____ Final exam _____
Regents score (if applicable) _____ RCT score (if applicable) _____

Student is (check one if applicable): Special Ed. _____ 504 _____

Please use the space below to provide us with information regarding why you are recommending this student for AIS services (this info is critical in establishing priority for services):

Three horizontal lines for providing information regarding the student's recommendation for AIS services.

Student effort and teacher interventions: Please rate the following aspects of student performance and teacher interventions according to the following scale.

4 = often 3 = occasionally 2 = rarely 1 = not at all

Table with 2 columns: Description of student/teacher actions and a blank column for rating. Rows include: 1. Student turned in class work; 2. Student turned in homework; 3. Teacher called or emailed parents; 4. Teacher discussed student progress concerns with SCO; 5a. Teacher required student to stay 13th period; 5b. If 13th period was required, student stayed; 6. Teacher attempted different instructional interventions.

Instructional interventions attempted by teacher:

Three horizontal lines for describing instructional interventions attempted by the teacher.

APPENDIX E

WAYLAND-COHOCTON CENTRAL SCHOOL

AIS – 9-12 Support Services
Teacher Recommendation Form

Student Name: _____ Grade _____ Date _____

Referring Teacher: _____ Course _____

Grades: 1st Qtr. _____ 2nd Qtr. _____ 3rd Qtr. _____ 4th Qtr. _____ Midterm _____ Final _____
Regents _____ RCT _____

Student is (check one): Special Ed. _____ 504 _____

Rating Criteria: Please rate how well the student demonstrates acquisition of NYS learning standards and curriculum using the following scale to indicate the student's level of performance:

4 = above 3 = at 2 = below 1 = far below

Table with 2 columns: Support Criteria, Score. Rows include: Student's daily class work demonstrates motivation to do well, as observed through student statements and behaviors. Student's attendance in class is regular and consistent and does not interfere with student's ability to succeed. Parent involvement indicates support of and participation in the student's academic success as evidenced through conferences, letters and calls home. The student's behavior with the teacher and peers, in class and during unstructured time, indicates basic social and emotional skills.

Please use the space below to provide us with further information regarding why you are recommending this student for Support Services (this information is valuable in determining the services for the student):

Blank lines for providing further information regarding the student's recommendation.

Cc: Director of Special Education

APPENDIX F

WAYLAND-COHOCTON CENTRAL SCHOOL

AIS – K-8 Parent Letter

Date:

Dear Parent/Guardian,

This school year your child, _____, will be receiving additional support in the following area(s):

- Math Social Studies
 English Language Arts (reading/writing) Science

This support is recommended based on their performance on:

- Standardized tests Teacher Recommendation
 NYS Assessments Other

This Academic Intervention Service (AIS) provides specific instruction to improve your child’s academic performance in the area(s) identified above. Progress will be monitored and reported to you at report card time. Your child will be recommended for continued service or dismissal of service based on their progress in the AIS program, future assessments and teacher recommendations.

Please be advised that your child must satisfactorily meet the established New York State Standards in English/ Language Arts, mathematics, social studies and science. These standards will be assessed at various grade levels during your child’s elementary and secondary education. Failure to satisfactorily achieve these standards during your child’s secondary education will prevent him/her from receiving a New York State high school diploma. Academic Intervention Service is being recommended at this time to better prepare your child to meet these standards. We are committed to helping your child meet the standards and need your support to ensure that your child will make progress toward graduation requirements.

Schedule of Service:

Please be aware that at anytime throughout the year your child may work with any one of our AIS staff. You will have the opportunity to meet with your child’s AIS teacher at your child’s parent/teacher conference, but if you have any questions or concerns, please do not hesitate to contact me at 585-728-2211.

Sincerely,

Building Principal

APPENDIX G

WAYLAND-COHOCTON CENTRAL SCHOOL

AIS – 9-12 Parent Letter

Date

Dear Parent or Guardian:

As you may be aware, your child _____ is receiving Academic Intervention Services (AIS). The New York State Education Department mandates AIS for all students who have been identified as being at risk of not meeting graduation requirements under the New Standards for Learning. Your child has been identified as a student in need of AIS for one or more of the following reasons:

- Performance on state assessment(s)
- Performance on local assessment(s)
- Student Support Service concerns
- Teacher and/or counselor recommendation(s)

These services, as outlined below, will support your child in meeting the New York State Standards. Failure to satisfactorily achieve these standards may result in your child's inability to successfully complete graduation requirements. The faculty, staff, and administration at Wayland-Cohocton are committed to helping your child meet the standards and we need your support to ensure that your child can meet these goals. Please be advised that AIS is a state-mandated requirement for all students who have been identified.

Your child is enrolled in AIS for the following areas:

- English Language Arts Math
- Social Studies Science

If you have any questions or concerns, please do not hesitate to contact me at 728-2366.

Respectfully,

William F. Whyte
HS Principal

Cc: J. Bligh, AIS Services

APPENDIX H

WAYLAND-COHOCTON CENTRAL SCHOOL

AIS – 9-12 Progress Monitor Letter

Date

Dear Parent or Guardian,

As you may be aware the New York State Education Department mandates AIS for all students who have been identified as being at risk of not meeting graduation requirements under the New Standards for Learning. Your child _____ has been identified as an at-risk student for one or more of the following reasons:

- Performance on state assessment(s)
- Performance on local assessment(s)
- Student Support Service concerns
- Teacher and/or counselor recommendation(s)

At this time, your child is not scheduled for an AIS course. Instead, your child's progress will be monitored by his/her classroom teachers and the AIS team. If, at any time, your child appears not to be succeeding, every effort will be made to schedule him/her into an appropriate AIS class. The faculty, staff, and administration at Wayland-Cohocton are committed to helping your child meet the standards and need your support to ensure that your child will make progress toward meeting graduation requirements.

If you have any questions or concerns, please do not hesitate to contact me at 728-2366.

Respectfully,

William F. Whyte
HS Principal

Cc: J. Bligh, AIS Services

APPENDIX I

WAYLAND-COHOCTON CENTRAL SCHOOL

AIS – K-8 Dismissal Letter

Date

Dear Parent or Guardian,

We are pleased to inform you that as a result of your child's hard work and effort, along with the teacher's recommendation, _____, has successfully progressed in his/her Academic Intervention Service (AIS) program in:

- Math Social Studies
 English Language Arts (reading/writing) Science

Enclosed please find a copy of _____'s most recent AIS progress report. Although he/she will no longer be participating in the area noted above, we will continue to monitor your child's progress.

If you have any questions please feel free to contact me.

Sincerely,

Building Principal

WAYLAND-COHOCTON CENTRAL SCHOOL

Speech/language Therapy Services Parent letter

Dear Parents:

Your child will be receiving speech/language therapy services this year.

_____ will be attending 30-minute sessions on _____.

Therapy will focus on:

- ___ language development
- ___ auditory/listening skills
- ___ speech sounds (articulation)

Your child’s skills will be evaluated periodically using formal and/or informal assessments. We will make every attempt to attend your child’s parent-teacher conferences with his/her classroom teacher which is held twice a year. If you would prefer a separate time please contact us directly. If questions or concerns arise at any time during the school year, don’t hesitate to call us.

Your child’s speech/language pathologist this year is _____. She can be contacted at 728-3547 for Wayland and 384-5234 for Cohocton. Her email address at school is _____@wccsk12.org

Please complete the form below and return to school. Thank you.

Sincerely,
 Lisa DeLong
 Elaine Schreiner
 Kristen Tersigni
 Dawn Voss
 Speech/Language Pathologists

PLEASE RETURN TO: L. DeLong E. Schreiner K. Tersigni D. Voss

Child’s Name _____ Date of Birth _____

Parent/Guardian Name _____

Address _____

Phone Number _____

E-Mail Address _____

Cc: Director of Special Education
Building Principal

APPENDIX K

WAYLAND-COHOCTON CENTRAL SCHOOL

Academic Intervention Services Quarterly Progress Report for
5-8 English Language Arts (reading/writing) Support

Student's Name _____ Grade _____

AIS ELA Teacher _____ Date _____

Student's ELA Progress:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1. Word Recognition (5th & 6th)				
• decoding strategies				
• sight word vocabulary				
2. Fluency in Oral Reading				
3. Reading Comprehension				
Skills:				
• identifying main idea				
• recall of factual information				
• making inferences				
• writing in response to text				
• vocabulary development				
• point of view				
• authors purpose				
• fact/opinion				
• cause/effect				
Strategies:				
▪ visualizing				
▪ making connections				
▪ predicting				
▪ monitoring/clarifying				
▪ asking questions				
▪ summarize				
4. Listening Comprehension				
• note taking				
5. Written Expression				
• spelling in writing				
• content/ideas				
• mechanics				
• willingness to write				

Comment Key
E=Excellent
G= Good
S=Satisfactory
W=Working toward satisfactory, but not there yet

N=Not making expected progress
I=Inconsistent
+ = Showing improvement
* = Skill or concept not introduced yet
N/A= Not applicable

Skills from this marking period that need continued practice at home:

Teacher Comments/Recommendations:

APPENDIX L

WAYLAND-COHOCTON CENTRAL SCHOOL

Summer School Parent Letter

Date

Dear Parent or Guardian,

The Wayland-Cohocton Central School District will be offering a Summer School Program for students currently enrolled in kindergarten through sixth grade. The intent of the program is to provide instruction to students who require/benefit from extra help in math or language arts to maintain and expand skills learned during the regular school year. We will try to keep class sizes small to maximize the effectiveness of the instruction.

Summer School will be offered this year between 8:30am – 11:30am, Monday through Friday, beginning July ___ and ending August _____. Students attending summer school who are currently in grades K-4, will attend in the Elementary School. Students currently in grades 5 & 6 will attend at the Middle School. There is no tuition or other charges for this program.

If you would like your child to attend, please complete the attached registration form and return it to school by _____. This will allow us time to assign students to classes and organize the program.

Parents will receive confirmation of their child's enrollment before the end of the school year. Information will be provided as to your child's summer school teacher the location of the classroom, and the drop-off/pick-up location. Any questions can be directed to

_____.

Sincerely,

APPENDIX M

WAYLAND-COHOCTON CENTRAL SCHOOL

K-4 Instructional Support Team

6-10 weeks Progress Monitoring Goal, Plan, and Progress Report

Student Name _____ Tier: _____

Date _____ Classroom Teacher: _____ Grade _____

Student's Current Level of Performance: _____

Targeted Area: _____

Intervention(s): _____

AIS Teacher/Person Responsible for Data Collection: _____

Progress Monitoring Start Date: ____/____/____ End Date: ____/____/____

Goal: *Example: Increase DIBELS fluency rate by 5% within the next 6weeks using Read Naturally with the AIS Reading teacher 3x's a week for 30min..*

Progress (circle as appropriate):

E=Excellent

G= Good

S=Satisfactory

W=Working toward satisfactory, but not there yet

N=Not making expected progress

I=Inconsistent

+ = Showing improvement

Comments:

APPENDIX N
WAYLAND-COHOCTON CENTRAL SCHOOL

K-4 AIS Quarterly Progress Report

Student Name _____ **Grade** _____

QUARTER 1 **AIS Teacher:** _____

Targeted Area: _____

Current Level of Performance: _____

Intervention(s): _____

Goal: _____

Comments:

QUARTER 2 **AIS Teacher:** _____

Targeted Area: _____

Current Level of Performance: _____

Intervention(s): _____

Goal: _____

Comments:

QUARTER 3 **AIS Teacher:** _____

Targeted Area: _____

Current Level of Performance: _____

Intervention(s): _____

Goal: _____

Comments:

QUARTER 4 **AIS Teacher:** _____

Targeted Area: _____

Current Level of Performance: _____

Intervention(s): _____

Goal: _____

Comments:

APPENDIX O

WAYLAND-COHOCTON CENTRAL SCHOOL

Grades 5-8
6-10 week AIS ELA Goal Plan

Student Name _____

Date _____ Teacher _____ Grade _____

Data:

OC	DORA	DIBELS			NYSTP	Text Placement	Other
		NW	ORF	LNF			

Tier: _____ Targeted Area/Deficit: _____ Intervention: _____

AIS Teacher/Person Responsible for Data Collection: _____

Progress Monitoring Start Date: ____/____/____ End Date: ____/____/____

Goal: *Example: Increase DIBELS fluency rate by 5% within the next 6weeks using Read Naturally with the AIS Reading teacher 3x's a week for 30min..*

Student Name _____

Date _____ Teacher _____ Grade _____

Data:

OC	DORA	DIBELS			NYSTP	Text Placement	Other
		NW	ORF	LNF			

Tier: _____ Targeted Area/Deficit: _____ Intervention: _____

AIS Teacher/Person Responsible for Data Collection: _____

Progress Monitoring Start Date: ____/____/____ End Date: ____/____/____

Goal:

APPENDIX P

WAYLAND-COHOCTON CENTRAL SCHOOL

Grades 5-8
6-10 week AIS Math Goal Plan

Student Name _____

Date _____ Teacher _____ Grade _____

Data:

Unit Exams	DOMA	NYSTP	Other

Tier: _____ Targeted Area/Deficit: _____ Intervention: _____

AIS Teacher/Person Responsible for Data Collection: _____

Progress Monitoring Start Date: ____/____/____ End Date: ____/____/____

Goal: *Example: Increase DIBELS fluency rate by 5% within the next 6weeks using Read Naturally with the AIS Reading teacher 3x's a week for 30min..*

Student Name _____

Date _____ Teacher _____ Grade _____

Data:

Unit Exams	DOMA	NYSTP	Other

Tier: _____ Targeted Area/Deficit: _____ Intervention: _____

AIS Teacher/Person Responsible for Data Collection: _____

Progress Monitoring Start Date: ____/____/____ End Date: ____/____/____

Goal:

APPENDIX Q

WAYLAND-COHOCTON CENTRAL SCHOOL

Wayland-Cohocton Central School
Child Study Team
Referral/Notes/Follow-Up

Student Information

Student Name:		Grade:
Parent(s):	Birthdate:	
Address:	Date of Initial CST Referral:	
Phone number(s):	Has the Student Been Retained?	
e-mail:	If Retained, which Grade?	

About the Student

<u>Student Strengths:</u>

<u>Concerns/Needs:</u>

CURRENT Classroom Strategies: (classroom accommodations, modifications to assignments, behavioral strategies, etc.)

CURRENT Interventions/Support Services

Intervention/ Specific Strategies	Minutes/ Frequency/ Group Size	Dates	Method of Data Collection/ Frequency	Person Responsible

PREVIOUS Interventions/Support Services
(Such as AIS services, OT, PT, Counseling, Speech, etc.)

<u>Grade</u>	<u>Dates</u>	<u>Interventions/ Specific Strategies</u>	<u>Frequency/Group Size</u>

Please indicate previous evaluations and dates:

_____ Psychological Evaluation

_____ Speech and Language Evaluation

_____ Occupational Therapy Evaluation

_____ Other:

Attach sheet(s) with all student data which may include:

Academic Data:

ELA and Math Exam scores

Open Court Assessments

Running Records

DIBELS progress monitoring data

CBM Math data

STAR or DORA reading reports

Earobics progress monitoring

Kindergarten letter grid

High frequency word list

Writing Samples

Report Cards

Behavioral Data:

Attendance records

Discipline records

PINS/probation involvement

Behavior frequency chart

APPENDIX R
Wayland-Cohocton Central School
Child Study Team
Meeting Notes

Student Name:
CST Meeting Date:

PRESENT:

Notes From Meeting:

Date for Next CST Meeting:

**** AIS Goal sheets attached.***

APPENDIX S

WAYLAND-COHOCTON CENTRAL SCHOOL

Intervention Process

Grades K-4

Data Collection

(All Students)

- Benchmark data (DIBELS, STAR)
- Sept., Jan, May.
- Teachers use as a baseline and to measure student growth
- Tier 1 interventions applied, data collected and used to inform instruction

Instructional Support Team

(IST)

- All AIS/Special Ed & some classroom teachers meet every 6-10 weeks to discuss specific students, develop tiers in accordance with student skill needs, and develop academic supports.
- 3x's per year whole grade levels meet to discuss all student progress

Child Study Team

(CST)

- Meetings on specific intensive students (T3) to discuss interventions, progress, and concerns.
- Committee includes parents of the student
- Brainstorm interventions and new strategies
- Evaluations may be done, could be in-house or by outside agencies

Committee on Special Education

(CSE)

- When a student's response to core and strategic interventions does not result in improvement
- Integrity and fidelity of interventions must be assured prior to evaluating a student for a Learning Disability
- Based upon documentation of frequent assessment of progress in response to carefully implemented, research based instruction and interventions