ACADEMIC INTERVENTION SERVICES (AIS) and RESPONSE TO INTERVENTION (RTI) PLAN

July 1, 2018 – June 30, 2020

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Academic Intervention Services (AIS) and Response to Intervention (RTI) Team

The following plan was developed through collaboration among the participants on the Pine Plains Academic Intervention Services and Response to Intervention Team. The team consisted of administrators, teachers, and psychologists. The following individuals were members of the Academic Intervention Services and Response to Intervention Team of the Pine Plains Central School District:

Janine Babcock – Reading Teacher
Elizabeth Biernat – English Teacher
Stephanie Brockway – Reading Teacher
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Lisa Costa – Elementary Teacher
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Tara Grieb – Jr/Sr High School Principal
Jennifer Griffin – Math Teacher
Jacqueline Knickerbocker – Reading Teacher
Joanne Koch – Reading Teacher
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Maria Lombardo – SPED Teacher
Lindsey Lowry – Psychologist
Jennifer Macri – Elementary Teacher
Mindy Marr – Speech Therapist
Elizabeth Murray – Psychologist
Ryan Orton – History Teacher
Susan Poole-DiSalvo – Reading Teacher
Courtney Reichelt – SPED Teacher
Julie Roberts – Elementary Principal
Renee Rundall – AIS Teacher
Brian Timm – Director of Curriculum & Instruction

INTRODUCTION

The Educational Reform Movement in New York State mandates for the development of an Academic Intervention Plan approved by the Board of Education of each school district. In accordance with NYS requirements, "Each school year, districts must develop a policy, or review the existing policy, for providing AIS no later than September 1st. District policies for providing AIS, including a description of which student performance measures and associated scored will be utilized to determine eligibility, must be posted on the district website or distributed to parents in writing." This document serves that purpose for the Pine Plains Central School District.

In order to provide a framework of providing and implementing Academic Intervention Services (AIS), the following is summarized from Part 100.1 Definitions:

- Academic intervention services means additional instruction which supplements the instruction provided in the general education curriculum and assists students in meeting the Common Core/State Learning Standards.

- Academic intervention services are intended to assist students who are at risk of not achieving the Common Core/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 designated performance levels on State assessments.

- Academic intervention services are not special education services. AIS services are made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program (IEP).

The AIS Plan acts as a quality assurance document. Quality assurance for educational purposes incorporates three perspectives:

1. How do we help children achieve the Common Core Learning Standards (CCLS), including college and/or career readiness?

2. Which and what type of measurement tools will be used to assure mastery of the material, determine eligibility for AIS, and progress monitor performance?

3. How will we increase skills of those students who are not meeting the standards?

Multiple assessments will be used to measure student accomplishments of Common Core curricula. Such assessments may include:
- Developmentally appropriate measures, such as:
  - Diagnostics
  - Early reading / literacy profiles
  - Performances / demonstrations
  - Assessment of content skills, concepts, knowledge
- Standardized testing

- Review of:
  - Classroom performance (e.g., participation, homework completion, assignment completion)
  - Report card grades
  - Student records (e.g. progress monitoring, health, attendance)
  - Classroom observations
- Referrals and/or recommendations from teachers, administrators, counselors, nurses, other school staff, and parents

AIS are designed to help all students achieve the learning standards. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction); and/or

- Student support services needed to address barriers to improve academic performance (State Education Department, January 2000)

These barriers may include, but are not limited to: poor classroom performance, attendance, discipline issues, family-related concerns, health nutrition, and/or mobility/transfer difficulties. Students with poor attendance often cannot make up missed work and cannot replicate missed class instruction. It is imperative that students attend school on a regular basis. Attendance is monitored, as per the District's Board of Education Policies #7110 and #7111.

Academic accommodations may be provided in regular education and/or separate classrooms/models. Differentiated instruction and materials (including assistive technology when appropriate) are used to support students. AIS incorporate guidance, mental health interventions, nutritional programs, attendance programs, and nursing services. Physical assessments, such as checking vision and hearing, are necessary to assure that students are able to secure maximum benefit from instruction.

Pupil Personnel Services (PPS) coordinates all intervention, special education, and psychological services, along with chairing the CPSE/CSE. Title grants are written to insure that all Federal monies are coordinated within an efficient delivery model that provides support to all students in need of intervention. All K-12 data distribution (district-wide testing) and reporting for special education, academic intervention services, and related services are the responsibility of the PPS department. This permits a direct system of accountability. PPS coordinates recommended services of the Instructional Support Team (IST). The Data Administrator incorporates SED statistics into easily comparable, user friendly presentations. This data is used to manage and monitor student progress and performance and supports decisions related to improving instruction, programs, and professional development.

ACADEMIC SERVICES

AIS Math and ELA
The current model utilizes appropriately certified professionals for math and ELA intervention. Teacher certification may be generalized (K-6, special education), or specific to the intervention area (reading, math, science, social studies). Certified teachers provide services for grades K-12. New York State certified reading teachers coordinate programs and provide instruction to students at risk in reading and writing, grades 1 through 12, including students with special needs. Academic Intervention Services are provided to students who have been identified as at risk or who are not meeting the CCLS according to State and Local assessments and class performance.

There are two models of intervention in place to allow for flexibility in meeting the needs of students with varying levels of deficiency. Intervention can be provided in a regular classroom by utilizing a push-in model of intervention, a less restrictive environment. Other times a pull-out model is necessary in order to provide a more intense level of service. At the middle school and high school, intervention may also take the form of labs or tutorials. Student progress is evaluated throughout the year based on class performance and formal assessments. Below is a description of the two models of intervention:

Push-In Model: Intervention teacher pushes in to a regular education class and co-teaches with the classroom teacher. The Common Core Curriculum is taught and modifications are made as necessary.

Pull-Out Model: Intervention teacher pulls out or holds separate classes (e.g., tutorials or labs) for intervention students. Skills introduced in the regular education classroom are supported and retaught. Special attention is given to the remediation of Common Core standards and assessments. Multi-sensory Language Training (MSLT) is provided in a pull-out model to K-5 students who have difficulty with decoding, fluency, and spelling. Research-based approaches are utilized where elements of the language (phonology, morphology and syntax) are taught systematically in a structured, sequential, and cumulative manner.

Response to Intervention (RTI)
Response to Intervention (RTI), the practice of providing high-quality instruction and interventions matched to student need, is an integral part of implementing AIS. Student progress is assessed and monitored frequently in order to make decisions about instruction and student placement in regular education, intervention, and/or special education programs.

RTI is a problem-solving method that leads to data-based decision making. The process includes:

- Defining the problem
- Analyzing why the problem is occurring
- Developing a plan to remediate the problem
- Evaluating whether the plan was successful

The RTI model is based on a three-tiered approach of school supports, addressing academic and/or behavioral issues.

Tier 1 - Core Instructional Interventions
(Provided to all students – high quality instruction/support - preventative, proactive)

The PPCSD provides a foundation of curriculum, instruction, and organization that affords all students the opportunity to meet acceptable levels of proficiency. Research-based programs and practices are incorporated into all classroom instruction. Classroom Teachers are supported in developing these programs by participating in professional development activities that are aligned to CCLS. Frequent assessments and screening procedures provide data that measure individual and group performance and guide instruction. This data also helps to identify students who need further intervention. Tier 1: Core Curriculum & Instruction includes:

ENGLISH LANGUAGE ARTS:

- Grades K-5: At least 90 minutes per day in all classrooms
- Grade 6: 2 periods per day
- Grades 7-12: 1 period daily; some classes will have an additional period every other day

ELA Curricula addresses the CCLS in Reading Literature, Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking and Listening, and Language.

MATHEMATICS:

- At least 60 minutes per day in all classrooms in Grades K-5 for math
- 1 period daily for Grades 6-11; some classes may have an additional period every other day
- Common Core Modules, grades 6-8
- HS Regents and Non-Regents Courses (Algebra I and II, Geometry, Pre-Calculus)

Elementary Math Curricula addresses the CCLS in Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.

UNIVERSAL SCREENINGS are conducted 2-3 times per year and may include, depending on grade level:

- MAP – (Reading, Math)
- Grade Level Writing Prompts/Rubrics (pre and post assessments)
- DIBELS Benchmark Assessments K-2
- Predictive Assessment of Reading (PAR)
- Benchmark Assessments
- Running Records
- DIAL-4 K Screening

Teachers at each grade level K-5 meet at least 3 times per year with building administrator for data meetings. At these meetings, teachers review benchmark and other reading data to make instructional decisions. They also discuss which students may require strategic reading interventions. Ongoing progress monitoring and documentation determine initial Tier 1, continued Tier 1, and whether Tier 2 or 3 interventions should be considered.

An IST meeting is required to determine whether a student should be considered for Tier 2 or 3. A referral and all appropriate documentation must be submitted prior to the scheduling of an IST meeting.

Tier 2 – Target Group Instruction
(Some students at risk – supplemental instruction)

An Instructional Support Team (IST) has been created at each building as part of a process that enables students to receive additional support when they are having difficulty meeting expectations. Test data, teacher observation, report cards, student records, disciplinary records, parent feedback, and other pertinent information is taken into consideration when determining why a student is not mastering required skills. Intervention is based on sound practices and is usually delivered in small groups, either within the classroom setting or as a pullout service. However, students who are close to meeting standards may be recommended to be teacher monitored rather than receiving direct intervention services. Progress is monitored frequently, and intervention services may be adjusted, as needed, as determined in a follow up IST meeting or as approved by an administrator.

Some students will make significant progress (skill growth and/or meeting standards) and will "test out" of intervention services. Other students, who do not make significant progress, will require more intensive support (Tier 3).

Tier 3 – Intensive Instruction
(Students at higher risk – higher level of need and intensity of services)

This model is designed to increase individual student achievement when a student's response to the instructional practices and services already provided has been minimal. More intensive services could be provided through district remediation programs (AIS), or through special education programs. In addition to the data gathered in the Tier 1 and Tier 2 models,

individualized testing and evaluation may be recommended to determine the most appropriate educational program and placement for the student (Response to Intervention Policy Considerations and Implementation, February 2006). During past years, the district has extended services and programs to students, affording a comprehensive array of interventions. These interventions derive from the expanding use of internal measurement tools and multidisciplinary meetings, such as Instructional Support Teams (IST).

All regular education initiatives and the RTI process must be utilized prior to making a referral to the Committee on Special Education (CSE). The IST may recommend a referral to the CSE. The referral form is completed by the classroom teacher and must be approved by the building principal. The form is then forwarded to the Pupil Personnel Services Department and written consent is requested from the parent. CSE requirements are followed, as stated in Part 200 of the New York State Education Law.

ELIGIBILITY

New York State regulations state that beginning in the 2017-18 school year, districts must use a two-step process:

- All students scoring below median scale score between Level 2 and Level 3 (cut scores provided by the State) on Grades 3-8 ELA and math assessments should be considered for AIS Grades 3-8 ELA and Math.

- The district must then use a "district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS."

As per NYSED, these multiple measures may include, but are not limited to, the following:
- Developmental reading assessments for grades K-6
- NYSESLAT
- Benchmark and lesson-embedded assessments for reading and math in grades K-6 based on teacher designed and selected assessments
- Common formative assessments that provide information about students' skills
- Unit and lesson assessments for ELA, math, science, social students and LOTE for grades 7-8
- Results of psycho-educational evaluations based on a variety of assessments and inventories

Regardless of the measures used, they must be applied uniformly at each grade level and in each content area when determining which students shall receive AIS.

The Pine Plains Central School District will use the following procedures, tests, and criteria to determine eligibility for AIS/RTI services. Tiered services will be determined and will be provided by either a regular education and/or intervention teacher.

PPCSD Eligibility for AIS

** Students meeting at least 2 of the listed criteria may be eligible for services.

Grade Level	AIS ELA Criteria	AIS Math Criteria
K-1	- NYSESLAT Level - K only: DIAL-4 Screening (SS below 80 for at least one area) - DIBELS – Intensive range for at least one subtest - PAR – (SS below 95 in at least one area) - Reading MAP - 25%ile or below - Benchmark Assessments - Running Records - 1 year below grade level - Teacher recommendation	- Grade 1 only: Math MAP - 25%ile or below - Benchmark Assessments - Progress monitoring - Teacher recommendation
2-5	- Grades 3-5 only: NYS ELA test below state cut score - NYSESLAT Level - DIBELS - Intensive range for one or both: Oral Reading Fluency - Words Read Correctly or Reading Accuracy - Running Records - 1 year below grade level - Reading MAP - 25%ile or below - Benchmark Assessments - Progress monitoring - Teacher recommendation	- Grades 3-5 only: NYS Math test below state cut score - Math MAP - 25%ile or below - Benchmark Assessments - Grade Level Assessments – Criteria determined at each grade level - Progress monitoring (computation and application) - Teacher recommendation
6-8	- NYS ELA test below state cut score - NYSESLAT Level - Reading MAP - 25%ile or below - Benchmark Assessments - Failed coursework - Department-created skills checklist - Common writing assessments (Pre and Post – below level 2) - Progress monitoring - Teacher recommendation	- NYS Math test below state cut score - Math MAP - 25%ile or below - Benchmark Assessments - Failed coursework - Department-created skills checklist - Progress monitoring - Teacher recommendation
9-12	- Failed state assessment (Regents exam) - NYSESLAT Level - Failed coursework - Failed final exam - Department-created skills checklist - Progress monitoring - Teacher recommendation	- Failed state assessment (Regents exam) - Failed coursework - Failed final exam - Department-created skills checklist - Progress monitoring - Teacher recommendation

Progress Monitoring

RTIm Direct, a web-based software program, is used to document intervention services and progress. Teachers also collect student samples of work as evidence of progress and performance. Parent communication (including a notification letter) and progress monitoring (such as running records, benchmarks, informal test results, and criterion referenced testing) are documented using RTIm Direct. Results of standardized testing are reported to parents, students, teachers, and the building principals.

Student progress is documented in a variety of ways such as: report cards, follow-up from Instructional Support Team meetings, annual standardized achievement testing, observations, parent/teacher conferences. When a student enters or exits any intervention program, a parent notification letter (generated in RTIm Direct) is required and is signed by the PPS Director.

Intervention progress reports accompany report cards each marking period. Intervention teachers are involved in conferences with parents scheduled by classroom teachers or Guidance. Other methods used to provide information to parents include behavior logs; Internet access for homework assignments, e-mail correspondence, and/or individual teacher website pages; homework hotline (phone voice mail); evening parent conferences; Report Card Nights.

Discharge from AIS Criteria

K-5: To be discharged from AIS at mid-year or end of the year, elementary students need to meet at least two of the following criteria:

- Winter/Spring MAP score at 41st percentile or above

- DIBELS – strategic or benchmark

- PAR – solid score rating in fluency, vocabulary, phonemic awareness, and single word call

- The majority of report card 2nd/3rd trimester grades are at grade level for ELA or math

- Teacher recommendations from classroom teacher and AIS teacher based on progress

6-12: To be discharged from AIS at mid-year or end of year, secondary students need to meet at least two of the following criteria:

- Winter/Spring MAP score at 41st percentile or above

- Report Card Grade:
  - Passing 1st/2nd quarters (mid year)
  - Passing 3rd/4th quarters (end of year)

- Passing Regents exam

- Teacher recommendations from content area teacher and AIS teacher based on progress

Instructional Support Team (IST)

Students may be referred for intervention through the Instructional Support Team via teacher referral, principal referral, or parental request to the teacher or school counselor. The classroom teacher(s), school counselor, and a building administrator are mandated to attend IST meetings. Minutes are recorded for all IST meetings. IST committee meetings are chaired by the school psychologist or building principal and may include: regular and special education teachers, intervention staff (ELA/Math/speech and language therapist, ELL), school counselor (Jr/Sr High School), school nurse, occupational therapist (OT), physical therapist (PT), Astor therapist, administrator.

The IST usually meets weekly in both elementary schools, or as referrals are forwarded commencing in September. The IST at the Jr/Sr High School meets as referrals are received. Prior to the IST meeting, there is communication between the classroom teacher, parent, and the building principal. Incorporated into the IST referral form are supporting documents which may include report cards, test scores, teacher observations, and work samples. Documentation of intervention and results of progress monitoring must be forwarded with an IST referral.

At the conclusion of each IST meeting, the IST Recommendation form is completed at the meeting and shared with all supporting staff. This form is signed by the PPS Director and then mailed to the parent. After the IST meeting, the PPS Director coordinates recommended testing and services. Classroom teacher contacts the parent. There may be a scheduled follow-up meeting. As a result of the IST meeting, further academic testing, and physical, and/or mental health evaluations may be recommended.

Kindergarten Screening

The DIAL-4 is used to evaluate incoming kindergartners. Each student is individually screened. The screening is completed by a team, which includes the school psychologist, AIS teachers, regular education teachers, speech therapist, and school nurse.

All staff meet to review results immediately following the screening process. A student with a total screening score of 80 or below qualifies for AIS. Fine and gross motor activities are included in the screening. Weaknesses in specific areas may result in occupational or physical therapy evaluations and/or further formal language testing. OT, PT, and Speech interventions are provided to regular education students as part of RTI. Parents are notified if their child's total score is below 80.
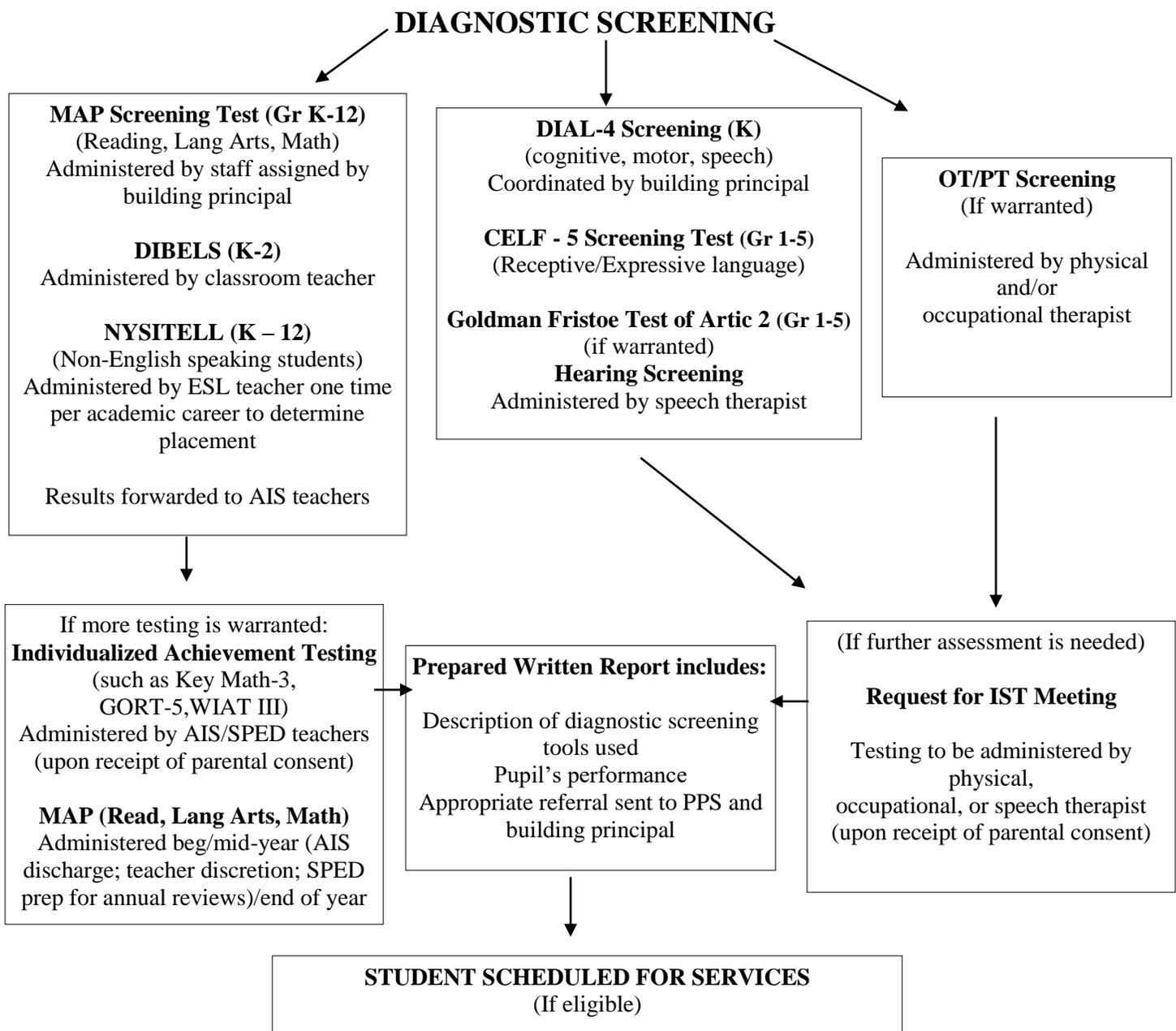
Pine Plains Central School District
New Entrant Screening Procedures

Part 117: New Entrant shall mean a pupil entering the NYS public school system for the first time, or reentering a NYS public school with no available record of a prior screening.

Diagnostic Screening shall include:
- Health exam
- Certificate of immunization
- Determination of receptive and expressive language development, motor development, articulation skills, and cognitive development
- Determination that the pupil is of foreign birth (possible ENL student)

Every effort should be made to screen students before starting program to ensure appropriate placement. Students qualify for AIS services based on the eligibility criteria defined in the PPCSD AIS Plan.

DIAGNOSTIC SCREENING

MAP Screening Test (Gr K-12)
(Reading, Lang Arts, Math)
Administered by staff assigned by building principal

DIBELS (K-2)
Administered by classroom teacher

NYSITELL (K – 12)
(Non-English speaking students)
Administered by ESL teacher one time per academic career to determine placement

Results forwarded to AIS teachers

DIAL-4 Screening (K)
(cognitive, motor, speech)
Coordinated by building principal

CELF - 5 Screening Test (Gr 1-5)
(Receptive/Expressive language)

Goldman Fristoe Test of Artic 2 (Gr 1-5)
(if warranted)
Hearing Screening
Administered by speech therapist

OT/PT Screening
(If warranted)

Administered by physical and/or occupational therapist

If more testing is warranted:
Individualized Achievement Testing
(such as Key Math-3, GORT-5,WIAT III)
Administered by AIS/SPED teachers
(upon receipt of parental consent)

MAP (Read, Lang Arts, Math)
Administered beg/mid-year (AIS discharge; teacher discretion; SPED prep for annual reviews)/end of year

Prepared Written Report includes:

Description of diagnostic screening tools used
Pupil's performance
Appropriate referral sent to PPS and building principal

(If further assessment is needed)

Request for IST Meeting

Testing to be administered by physical, occupational, or speech therapist
(upon receipt of parental consent)

STUDENT SCHEDULED FOR SERVICES
(If eligible)

STUDENT SUPPORT SERVICES

English Language Learners (ELL)

All districts in New York State are required to identify English Language Learners (ELL) and provide them with appropriate services as defined in Part 154 of the Regulations of the Commissioner of Education. The identification process begins at enrollment when all parents or guardians of new entrants are administered a Home Language Questionnaire. Students whose home language or native language is other than English are administered the New York State Identification Test for English Language Learners (NYSITELL) to determine if the student is an ELL in need of services. All ELLs are assessed annually by taking the New York State English as a Second Language Achievement Test (NYSESLAT). Students continue to receive services based on these scores. Students who achieve English proficiency enter the general education program and continue to be monitored and/or receive services for two years. Additionally, former ELLs who are not achieving academically can reenter the ELL program for Tier 2 intervention services at the recommendation of the IST.

ELL students are included in **ALL** New York State Assessments administered to students in the general education program. ELLs who have been enrolled in a United States school for less than one year are exempted from the Grades 3-8 English Language Arts Test. All other ELLs are required to participate in the Grades 3-8 English Language Arts Tests. The State math, science and social studies tests are available in other high incidence languages. Students have the option of taking these exams in their native language. This option should be determined on an individual basis. State testing administrative manuals outline all available test accommodations for ELLs.

Please see Appendix A for NYSED's chart entitled "ELLs Screening, Identification, Placement, Review, and Exit Criteria."

Speech / Language Improvement

Speech improvement services may be accessed from several sources: Kindergarten Screening, Instructional Support Team meetings, or an outside evaluation. Frequently utilized tests include the Clinical Evaluation of Language Fundamentals (CELF)-5 and Preschool-2, the Peabody Picture Vocabulary Test (PPVT)-4, The Test of Word Finding-3 (TWF)-3, the Test of Auditory Processing Skills (TAPS)-3, Test for Auditory Processing Disorders in Children (SCAN-C), The Test of Pragmatic Language-2 (TOPL-2), The Test of Word Finding and the Goldman Fristoe Test of Articulation-3. Any student can receive speech/language intervention, as recommended. Speech/language intervention is provided by certified speech/language pathologists.

Occupational Therapy (OT) / Physical Therapy (PT)

Occupational and physical therapies are medical services provided by state certified therapists. The district currently contracts with individuals for those services. Special education classification is not necessary for students to receive OT and/or PT services. Where appropriate, screening/evaluation/services may be recommended for any student. Services may be provided individually or in small groups of students. A referral for screening or an evaluation can be approved by the Instructional Support Team. Each OT and PT has consultation time built into his or her schedule to meet with classroom teachers and screen students.

Skilled Nursing Services
The school nurse works closely with Astor therapists, guidance counselors, classroom teachers, and students' parents/guardians in a coordinated effort to ensure, promote, and maintain the health and well-being of each student.
The school nurse handles situations related to general health and wellness, health education, playground safety, student injuries, administration of medications, and disaster preparedness. Medical intervention has intensified in past years due to greater needs among the student population (e.g. monitoring students with diabetes, asthma, and other chronic illnesses/diseases).

Community Agencies / Satellite Mental Health Clinic
Mental Health Support Services are provided to students in all buildings via a unique contractual relationship with Astor Services for Children and Families. Children and families voluntarily access all resources of a Mental Health Clinic within the school building. Astor therapists are available at all district schools. The Astor therapists are clinically trained and supervised weekly. They provide individual, family, and group therapy, as well as walk-in crisis counseling.

Psychiatric, medical, intensive case-management, and community-based resources are all available through this program, either in the district or in private settings. The clinic also provides services during school, evenings, and summer for convenience to families. The IST process can be used as a referral source to direct families to the resources provided by Astor. Other personnel may refer a student/family for services. Depression screenings are also administered by Astor.

In recent years, a primary goal has been to develop liaisons with various countywide agencies to provide resources to children and families residing in the Pine Plains School District. The Pupil Personnel Services Department maintains close ties with Dutchess County law enforcement personnel (probation), hospitals, and child welfare agencies. Community resources and supports are available to provide services to regular and special education students with mental health/community based issues in an effort to prevent hospitalization or residential placement.

District personnel participate in Transition Network and Building Bridges programs throughout the school year. These two resources provide additional contact and collaboration with community agencies to support students and families while their children are in school and to assist in planning for post-secondary options. The District also accesses the National Alliance for Mental Illness (NAMI) to support students and their families on an as needed basis, as well as through classroom presentations and staff trainings.

Guidance and Psychological Services
Full time School Counselors are assigned to the Jr/Sr High School. The Guidance Office is a vital intervention point for students experiencing difficulties. School counselors refer students for support services, often through the IST process.

The school psychologists work closely with the Astor therapists, school counselors, classroom teachers, and school nurses presenting a coordinated information network to families. School psychologists or building principals chair the building Instructional Support Teams. In addition, the school psychologists chair 504 meetings, conduct comprehensive evaluations (including Functional Behavior Assessments – FBA), provide counseling and crisis intervention, and develop Behavior Intervention Plans (BIP).

Attendance / County Resources

The District has a fully computerized system which enables review of attendance of any student. A Comprehensive Student Attendance Policy is in place as per BOE policy # 7110. Letters are sent to parents of students who are frequently absent. Building principals, the PPS office, Astor, and the guidance department coordinate with county agencies, as needed, to support students and their families in improving attendance. Pupils in Need of Services (PINS) diversion referrals are routinely made when attendance problems are not resolved. Child Protective Services (CPS) referrals also may be indicated for educational neglect.

District Summer School Programs

The purpose of summer school for the K-8th grade AIS population is to reduce or eliminate academic decline over the summer and, if possible, demonstrate growth. In doing so, students require less review and are better able to address the academic demands of the new year. Recommendation for summer school will be based on similar criteria to AIS eligibility and may include failing report card grades. Summer school programs may also be designed to provide enrichment/extension.

Quality Assurance/Funding

Administration analyzes staff caseloads and the progress of students on an on-going basis. Data is reviewed to assure effectiveness and equity of services. Input from staff, students, and parents is used to assess and improve programs. Examples of ongoing accountability include: documentation of parent contact/conferences by school counselors, Report Card Nights, and written documentation of progress monitoring

Title grant services have been implemented on a districtwide basis at all grade levels. Local funds supplement Federal funds to provide equal access to interventions in all buildings. Testing data is reviewed annually to assure that every appropriate student has been referred for a special education evaluation and to assure that all students eligible for Academic Intervention have been offered services.

The centralized design of the Pupil Personnel Services Department permits the integration of funds from various sources, providing a comprehensive array of intervention services. Federal Title Grants and special education Part B funds are used to provide staffing, materials, and professional development. However, most of the cost of Academic Intervention Services has historically been funded using local tax dollars.

Appendix A: ELL Resource from NYSED

ENGLISH LANGUAGE LEARNERS (ELLs)
SCREENING, IDENTIFICATION, PLACEMENT, REVIEW, AND EXIT CRITERIA

ELL Screening, Identification, and Placement must be completed within 10 school days from enrollment date.

STEP 1: SCREENING

1a. SCREENING - HOME LANGUAGE QUESTIONNAIRE: Administer the Home Language Questionnaire (HLQ) to all new students, which is to be maintained in each student's cumulative record. *Students must be enrolled in school upon registration.*

HLQ indicates student's home or primary language is other than English.
CONTINUE TO STEP 1b. SCREENING – INDIVIDUAL INTERVIEW

OR

HLQ indicates student's home or primary language is English.
🛑 **STUDENT IS NOT an ELL**

1b. SCREENING - INDIVIDUAL INTERVIEW: An Individual Interview is conducted in English and in the student's home language by qualified personnel with students and parents/guardians. This includes reviewing documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. *Based on the parent or guardian's indicated preferred language, the interview must be conducted with a qualified translator/interpreter provided by the school/district.*

Results of the individual interview confirm that the student's home or primary language is other than English. Results may assist in Student with Interrupted/Inconsistent Formal Education (SIFE) determination in step 2b.

FOR STUDENTS WHO DISABILITIES WHO ENTER WITH AN INDIVIDUALIZED EDUCATION PLAN, CONTINUE TO STEP 1c. SCREENING – STUDENT WITH AN IEP

FOR STUDENTS WITHOUT AN IEP, CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT – NYSITELL

OR

Results of the individual interview indicate that the student's home or primary language is English.
🛑 **STUDENT IS NOT an ELL**

1c. SCREENING - STUDENTS WITH DISABILITIES WHO ENTER WITH AN IEP: Follow CR Part 154-3 procedures regarding Students with Disabilities. Based on evidence reviewed, the Language Proficiency Team (LPT) makes the following determination:

If the LPT determines that the student with an IEP *may have* second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP.
CONTINUE TO STEP 2a. INITIAL ELL IDENTIFICATION ASSESSMENT - NYSITELL

OR

If the LPT recommends to the principal that the student with an IEP does not have second language acquisition needs, and the principal agrees, the principal notifies the superintendent and the parents/guardians. The superintendent then has ten days to agree or disagree. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and thus not be designated as an ELL, and their right to request a review and their screening for ELL Identification stops. Interview notes, academic and assessment history, work samples, and record of LPT considerations are to be collected and maintained in each student's cumulative record. 🛑 **STUDENT IS NOT an ELL**

STEP 2: INITIAL ELL IDENTIFICATION ASSESSMENT

2a. INITIAL ELL IDENTIFICATION ASSESSMENT – NYSITELL: Qualified personnel administer the statewide English language proficiency identification assessment, currently the NYSITELL. *For students with disabilities, provide approved testing accommodations per the student's IEP or 504 Plan, as indicated in CR section 154-3.3(a)(7).* Originals or copies of NYSITELL score sheets and results must be maintained in each student's cumulative record.

Student demonstrates English language proficiency at one of the following levels:
▶ Entering (Beginning)   ▶ Transitioning (Intermediate)
▶ Emerging (Low Intermediate)   ▶ Expanding (Advanced)
STUDENT IS an ELL

IF A STUDENT WAS IDENTIFIED AS A POTENTIAL SIFE DURING STEP 1b., CONTINUE TO STEP 2b. DETERMINATION OF ELL STUDENT WITH SIFE STATUS
OTHERWISE, CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION

OR

Student demonstrates English language proficiency at the
▶ Commanding (Proficient) level.
🛑 **STUDENT IS NOT an ELL**

2b. DETERMINATION OF ELL STUDENT WITH INTERRUPTED/INCONSISTENT FORMAL EDUCATION (SIFE): Qualified personnel administer the SIFE questionnaire and diagnostic tool to determine SIFE status.

ELL student *is also designated* as a SIFE. Interview notes, academic and assessment history, and work samples are to be collected and maintained in each student's cumulative record.
CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION DETERMINATION

OR

ELL student *is not designated* as a SIFE. Interview notes, academic and assessment history, and work samples are to be collected and maintained in each student's cumulative record.
CONTINUE TO STEP 2c. PARENT NOTIFICATION OF ELL IDENTIFICATION DETERMINATION

ENGLISH LANGUAGE LEARNERS (ELLs)
SCREENING, IDENTIFICATION, PLACEMENT, REVIEW, AND EXIT CRITERIA

2c. PARENT NOTIFICATION OF ELL IDENTIFICATION DETERMINATION: *The notification letter must be maintained in the student's cumulative record.*

Within 5 school days of a student being identified as an ELL, parents/guardians are to receive written notice in their indicated preferred language, including the:

▶ Parents' right to seek a Review of ELL Identification Determination

▶ ELL's English language proficiency level

▶ Information regarding the Parent Orientation session

CONTINUE TO STEP 2d. PARENT ORIENTATION FOR NEW ENGLISH LANGUAGE LEARNERS

2d. PARENT ORIENTATION FOR NEW ENGLISH LANGUAGE LEARNERS

Prior to an ELL's placement in a Bilingual Education (BE) or English as a New Language (ENL) program, districts are required to provide the parents/guardians of new ELL entrants with a high-quality orientation session in the parents'/guardians' indicated preferred language. The session must include information regarding New York State Common Core Learning Standards (CCLS), assessments, school expectations for ELLs, and program goals and requirements for BE and ENL programs. Orientation agendas and sign-in sheets must be maintained in district/school files.

CONTINUE TO STEP 3. ELL PROGRAM PLACEMENT

STEP 3: ELL PROGRAM PLACEMENT

3. ELL PROGRAM PLACEMENT: Students must be identified and placed in an appropriate ELL program within 10 school days of enrollment. BE is the default ELL instructional program placement. Grade span for any BE or ENL class is 2 contiguous grades. *Bilingual Special Education services are provided per the IEP of a student with a disability. The grade/age span for ENL classes provided within a special class must comply with CR section 200.6 (h)(5).*

Parent Notification and Agreement of ELL Program Placement: *BE is the default ELL Program Placement. BE programs must be in place for parents to have the ability to opt out of a BE program. ELLs are to be placed in a timely fashion whether or not parents/guardians attend the orientation session. If parent/guardian does not attend the orientation, then the student must be placed in a BE program.*

Parents must receive written notification of their child's ELL Program Placement, including, but not limited to the following:

1) Their ELL child's placement in a BE or ENL program.

2) A BE program is required in a school when 20 or more recently enrolled grade-level students speak the same home/primary language. In New York City, per the ASPIRA Consent Decree, a BE program is required in grades K-8 if 15 or more grade-level students speak the same language in two contiguous grades. In any district in New York State, if there is not a sufficient number of qualifying students in a school, but there are within the district, the district must provide a BE program.

3) In a school district where the number of eligible students requires that a program be provided, but the school district has been granted an exemption, the notification must explain how the school will offer home language support and its plans for instituting a BE program the following school year. *For more information to include in the parent notification of ELL program placement letter, see CR section 154-2.3(f).*

STEP 4: REVIEW OF ELL IDENTIFICATION DETERMINATION

4. REVIEW OF ELL IDENTIFICATION DETERMINATION: CR section 154-2.3(b) provides a mechanism for schools/districts to address possible instances of initial ELL misidentification.

Upon receiving a written request from a parent/guardian, teacher, or student age 18 years or older within 45 school days of a student's initial ELL designation, a district has 10 school days to initiate a Review of ELL Identification Determination. The review must be concluded within 10 school days (if Committee on Special Education (CSE) consulted, 20 school days). Before final determination, parents are to be informed and consent to the results of the Review of ELL Identification Determination. Within six months to one school year of a review, the school principal is required to review all decisions to remove ELL status. Any reversal must be made in consultation with the Superintendent and with consent of the parent.

STEP 5: ELL EXIT CRITERIA

5. ELL EXIT CRITERIA: Upon exiting ELL status, an ELL is entitled to 2 years of Former ELL Services and testing accommodations on NYS assessments. *The same Exit Criteria pertain to ELLs with disabilities, but they must receive testing accommodations listed in their IEPs. (Please refer to CR section 154-3.4.)*

| Grades K-12: Scoring at the Commanding/ Proficient Level on the NYSESLAT | OR | Grades 3-8: Scoring at the Expanding/Advanced Level on the NYSESLAT, and 3 or above on the NYS ELA assessment in the same school year | OR | Grades 9-12: Scoring at the Expanding/Advanced Level on the NYSESLAT and 65 or above on the Regents Exam in English |