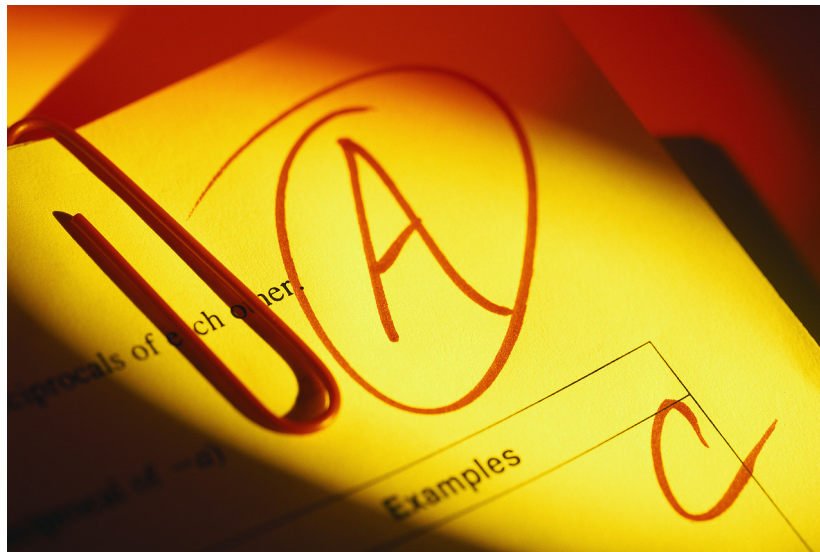


2009-2011

**ACADEMIC INTERVENTION
SERVICES PLAN**



**ELMSFORD UNION FREE SCHOOL
DISTRICT**

Adopted by the Elmsford Union Free School District Board of Education on July 7, 2009
Revised by the Elmsford Union Free School District Board of Education on December 2, 2009

Introduction

In July 1999, the Board of Regents adopted revisions to Part 100 regulations requiring school districts to provide Academic Intervention Services (AIS) to students who fall below mastery level on New York State Assessments. Academic Intervention Services are intended to supplement instruction provided by the general curriculum and to assist students in meeting the New York State Learning Standards in English, mathematics, social studies and science.

AIS must be provided to students with disabilities on the same basis as non-disabled students. Students with disabilities are determined to need such services in the same manner as students without disabilities. Accommodations or modifications indicated on a student's IEP or 504 Accommodation Plan must be provided when AIS are delivered. AIS are provided in addition to and must not replace special education services. AIS provisions are not to be recorded on any IEP or 504 because they are considered general education services.

AIS for limited English Language Learners (ELL) must be supplementary and must not replace ESL instructional program requirements. This additional support will be provided by utilizing an array of strategies designed to differentiate instruction and meet the needs of diverse learners.

The Elmsford Public School District is committed to providing students with additional instruction designed to support their academic development. The Elmsford Public Schools' approach to AIS includes the following guiding principles:

- Employ assessment strategies that identify at-risk students
- Utilize assessment strategies that monitor student progress
- Develop record-keeping systems that communicate student progress to parents
- Match instructional strategies to the needs of the students identified
- Work in conjunction with all service providers to address barriers to improved student performance
- Develop staff development initiatives that build the capacity to address the needs of diverse learners

The district takes great pride in affording all students the opportunity to reach their full potential. What follows is an overview of AIS assessments, benchmarks and services provided at both the elementary and secondary levels. Programs are reviewed annually and the AIS plan is updated and approved by the Board of Education on a bi-annual basis.

Eligibility and Referral for Academic Intervention Services

The district uses a variety of assessments to measure student mastery of the New York State Learning Standards. They are effective tools that indicate how students are progressing toward meeting the learning standards by which they will be measured. These assessments ensure an authentic testing experience and provide Elmsford educators with comprehensive information about student performance. The results obtained from these tests are analyzed and students who fall below district established criteria are eligible for AIS. The data is analyzed to see general areas of strength and weakness in our population and then used to guide us in our programming. The student's learning environment is then organized to enable the utmost success for that child. An ongoing system of student identification for AIS is based on the results of the following:

- ◆ NYS assessments
- ◆ Standardized assessments
- ◆ Evaluations/recommendations given by Instructional Support Teams (IST)
- ◆ Teacher recommendation

Each year the elementary and intermediate state assessments will have four designated performance levels in each assessment.

- ◆ Level 1 means the student has not met the academic standards, has serious academic problems and needs extra help.
- ◆ Level 2 means the student has not met academic standards, has some academic problems and needs extra help.
- ◆ Level 3 means the student has met the academic standards.
- ◆ Level 4 means the student exceeds the standards and is moving toward high performance.

All students who score at the 1 and 2 levels will receive academic intervention services. Students scoring below a 65 on a required Regents exam are also considered candidates for academic intervention.

In addition to these district-wide assessments, numerous individualized assessments are used to diagnose and remediate our at-risk students. Observations, individual conferencing, and daily work are used to learn more about how to help students reach their potential. Teachers may request that a child (who scored above the cut off points on our assessments) be given AIS services based on classroom work and observations.

Instructional Support Teams

A student may also be referred for AIS through the Instructional Support Team (IST). The IST initiative is a collaborative process that focuses on assisting classroom teachers in planning and implementation strategies that are designed to produce success for students experiencing some difficulties in the classroom. Instructional Support Teams help practitioners identify the learning needs of students experiencing school difficulties or who are at risk of failure and to provide them with academic and/or behavior support needed to succeed in school.

An Overview of the Instructional Support Team Process

- Students who encounter challenges in the areas of academics, behavior, social skills, and/or emotional development may be referred to the Instructional Support Team for additional assistance.
- Once referred, a student's needs are identified through a data collection process.
- A team meeting is held where an intervention plan is developed.
- The interventions are implemented and success is monitored.
- At the follow-up meeting, the team makes decisions concerning further evaluation based on the success of the intervention plan and the degree of need of the student.

Parent Notification

In accordance with the Commissioner's regulations, the Elmsford Union Free School District provides services to its identified students no later than the beginning of the semester following the demonstrated need. The parent(s) or the guardian will be notified in writing by the principal of the school where the student attends that his/her child will be scheduled for AIS services. The notification will be made in writing before the services commence, and will include a summary of the services being provided to the student as well as the frequency and duration of the services that will be provided. This notification will also include the name of the contact person at the school.

Parents will be kept apprised of their child's progress through quarterly reports and parent conferences. When AIS is discontinued, the parent(s) or the guardian will be notified in writing that the services will be ending, the criteria for ending services, the current performance level of the student and the assessment(s) that were used to determine the student's level of performance.

Documentation and Progress

Communication between school and home is a very important part of the program. Parents of students receiving AIS shall be provided with opportunities to meet with their child's AIS provider during regularly scheduled parent teacher conferences or during a mutually agreed upon time. Quarterly written reports from AIS providers will be included in regular quarterly reports cards. In addition, providers of AIS services will communicate regularly with classroom teachers.

Response to Intervention (RtI)- Looking Toward the Future

In concert with the 2004 reauthorization of Individuals with Disabilities Education Improvement Act (IDEA) and the No Child Left Behind Act (NCLB) of 2001, the Elmsford Union Free School District is in the process of developing and implementing a district wide Response to Intervention model. All districts are mandated to have a model in place by July 1, 2012.

The National Association of State Directors of Special Education (NASDSE, 2005) defines RtI as the practice of providing high-quality instruction and intervention based on a student's needs, changing instruction and / or goals through frequent monitoring of progress, and applying the student response data to important educational decisions.

RtI facilitates using differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.

An RtI model will be piloted for students in grades K – 6 for the 2009-2010 school year. The RtI Committee will continue to work over the course of the next two years on the development of a model for all students in the district. It is important to note that the implementation of the model may modify the interventions listed in this document over the course of time. However, the intensity of services provided will remain the same.

Carl L. Dixon Primary School / Alice E Grady Elementary School

Tests Used to Determine AIS and Schedule for Administration

<u>Grade</u>	<u>When</u>	<u>Test</u>
K	Fall	DIBELS DIAL-R
	Winter	DIBELS
	Spring	DIBELS
1	Fall	Math Inventory DIBELS Houghton Mifflin Leveled Reading Houghton Mifflin Emergent Literacy Profile
1	Winter	DIBELS Houghton Mifflin Leveled Reading
1	Spring	DIBELS Houghton Mifflin Leveled Reading
2	Fall	Math Inventory Houghton Mifflin Leveled Reading DIBELS
2	Winter	Houghton Mifflin Leveled Reading DIBELS
2	Spring	Houghton Mifflin Leveled Reading DIBELS
3	Fall	Math Inventory Houghton Mifflin Leveled Reading DIBELS
3	January	NYS ELA Test
3	Winter	DIBELS Houghton Mifflin Leveled Reading
3	March	NYS Math Test

3	Spring	DIBELS Houghton Mifflin Leveled Reading
4	Fall	Math Inventory Houghton Mifflin Leveled Reading
4	January	NYS ELA Test
4	Winter	Houghton Mifflin Leveled Reading
4	March	NYS Math Test
4	May	NYS Science Test
4	Spring	Houghton Mifflin Leveled Reading
5	Fall	Math Inventory Houghton Mifflin Leveled Reading
5	November	NYS Social Studies
5	January	NYS ELA Test Math Midterms
5	Winter	Houghton Mifflin Leveled Reading
5	March	NYS Math Test
5	Spring	Houghton Mifflin Leveled Reading
5	June	Math Final Exams
6	Fall	Math Inventory Houghton Mifflin Leveled Reading
6	January	NYS ELA Test Math Midterms
6	March	NYS Math Test
6	Spring	Houghton Mifflin Leveled Reading
6	June	Math Final Exams

Use of Testing Information – Grades K – 6

1. Classroom Based Assessments: This is ongoing in the classrooms throughout the year. Teachers include assessment data in individual student classroom folders. Teachers make recommendations for AIS services for students in need of more support based on their grades and in class performance.
2. Houghton Mifflin Leveled Readers: This program coordinates with the reading program in use in the classrooms. These tests
 - determine a reading level for a student
 - help group students for instruction and guided reading groups
 - target AIS eligible students
3. Math Inventory Test: Given in September during the first days of school. Results are used by the teacher to
 - assess basic knowledge
 - indicate possible weakness
 - find starting points in units to be taught
4. DIBELS: Administered three times a year (fall, winter, and spring) the results are used to
 - identify students at risk to be struggling readers
 - students are identified as high risk, moderate risk, and low risk
 - students who are identified as high or moderate risk are given 8-week progress monitoring tests
5. NYS Social Studies Test: The social studies test is administered to grade 5 in November, with the results determined by mid-winter. The results are:
 - sent to buildings for review
 - mailed to parents once the results are made public, including a cover letter explaining scores
 - used to generate a list of students who performed below state benchmark levels and who will receive AIS services
 - shared with the 5th grade teachers for monitoring and possible targeted classroom work
 - placed in students' AIS folders
 - made available to Instructional Support Team to aid in identifying AIS students and determining strategies to be used by the classroom teachers
6. NYS ELA Test: The ELA test is administered to grades 3 – 6 in January with the results determined by late spring. The results are:
 - sent to buildings for review
 - mailed to parents once the results are made public, including a cover letter explaining scores
 - used to generate a list of students who performed below state benchmark levels and who will receive AIS services

- shared with the grade level teachers for monitoring and possible targeted classroom work
 - placed in students' AIS folders
 - made available to Instructional Support Team to aid in identifying AIS students and determining strategies to be used by the classroom teachers
7. NYS Math Test: The math test is administered to grades 3 – 6 in March with the results determined by the end of the school year. The results are:
- sent to buildings for review
 - mailed to parents once the results are made public, including a cover letter explaining scores
 - used to generate a list of students who performed below state benchmark levels and who will receive AIS services
 - shared with the grade level teachers for monitoring and possible targeted classroom work
 - placed in students' AIS folders
 - made available to Instructional Support Team to aid in identifying AIS students and determining strategies to be used by the classroom teachers
8. NYS Science Test: The science test is administered to grade 4 in April / May with the results determined by the end of the school year. The results are
- sent to buildings for review
 - mailed to parents once the results are made public, including a cover letter explaining scores
 - used to generate a list of students who performed below state benchmark levels and who will receive AIS services
 - shared with the 4th and 5th grade teachers for monitoring and possible targeted classroom work
 - placed in students' AIS folders
 - made available to Instructional Support Team to aid in identifying AIS students and determining strategies to be used by the classroom teachers
9. Math Midterms and Finals: Given in January and June these classroom tests
- help target students who may be in need of AIS services if their grade is below a 70%
 - provide a checkpoint for the continuation or discontinuation of AIS services
 - made available to Instructional Support Team to aid in identifying AIS students and determining strategies to be used by the classroom teachers

Note: The AIS teachers review all testing scores to make determinations for AIS eligibility. Students may receive these services in a push-in format, small group, pull-out, or through monitoring. The classroom teacher is notified of identified students in their classes. AIS teachers and the classroom teachers maintain contact throughout the year to discuss the student's progress.

AIS Interventions Provided

1. In-school Assistance: Students receive additional help through co-taught math, writing, science and social studies programs, guided reading groups, and pull-out programs. Students are given the individualized help in their academic area of need.
2. RAMP (Reading and Math Program) This program is currently offered to students in grades 2 – 6, Wednesday, Thursday, and Friday mornings. This program provides individualized assistance in writing and reading skills. The students are able to explore a variety of interesting and in depth topics that support what they are learning during the regular school day. They acquire and share their information through fiction/nonfiction reading/writing experiences.
3. ASHP (After School Homework Program): This program is currently offered to students in grades 3 – 4, Tuesday, Wednesday, and Thursday afternoons. Students are placed in this program by teacher recommendation or parent request. The program provides the students the opportunity to complete homework with the assistance of a classroom teacher. These students typically struggle with completing homework on their own at home.
4. After School Wilson Reading Program: This program is offered to students in grades 2 – 6, Tuesday, Wednesday, and Thursday afternoons. Students placed in the program have severe reading gaps. This program uses the Wilson Reading techniques to improve phonemic awareness, vocabulary, comprehension, and spelling.
5. SMART (Students and Mature Adults Read Together) Program: This program is available to 2nd and 3rd grade students. Students who are second language learners, reluctant readers, those that struggle with reading, and those who just need to have their confidence in reading built up are paired with “grandparent” figures. These adults meet with the child once a week and read with them.
6. Junior Great Books Program: This is currently a 2nd and 3rd grade program. Students receive additional practice on listening, thinking, speaking, and writing skills to help them on the third grade ELA state assessment. The children meet four times a week for a three month period.
7. BELS (Basic Early Literacy Skills): The goal of this program is to teach and reinforce the skills that have been identified by the national Reading Panel Report as critical for literacy development. Students meet three times per week.

Elementary Academic Intervention Services - English Language Arts

Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
K	Reading Early Intervention	4 x 30 minutes weekly	4 - 6	Two or more criteria met to qualify for service. DIBELS - mid to high risk Given in Sept./Feb./May to all students and every 8 weeks for A.I.S. students. DIAL - R - mid to high risk Given in Sept.	Students are exited when the performance level places the individual in the middle-high range of reading abilities for kindergarten. DIBELS Benchmarks are reached.
	Guided Reading	3 x 30 minutes weekly	4 - 6	Houghton Mifflin Leveled Reading - below Reading level Given in Sept. and May	Houghton Mifflin Benchmarks are reached (A,B, Beginning C)
1 st	Reading Early Intervention	4 x 30 minutes weekly	4 - 6	Two more criteria met to qualify for service. DIBELS - mid to high risk	Students are exited when an achievement level is reached that places the individual in the average range of reading abilities for the first grade.
	Reading and writing and support	3-5 x 40 minutes weekly	6 -8	Given in Sept./Feb./May to all students and every 8 weeks for AIS students. Houghton Mifflin Leveled Reading - below reading level Given in Sept. and May	DIBELS benchmarks are reached. Houghton Mifflin benchmarks are reached (C- beginning 1 st grade through HI - end of 1 st grade.)

Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
2 nd	Reading remediation and reading and writing support (guided reading)	3-5 x 40 minutes weekly	6 - 10	Two or more criteria met to qualify for service. DIBELS - mid to high risk Given in Sept./Feb./May to all students and every 8 weeks for A.I.S. students E.L.P. - mid to high risk	Students are exited when an achievement level is reached that places the individual in the average range of reading and writing abilities for second grade.
	Reading and writing support	3 x 45 minutes weekly	6 -10	Given in Sept. and May Houghton Mifflin Leveled Reading - below grade level	DIBELS benchmarks are reached.
	FUNDATIONS	5 x 40 minutes	2-5	Tiers 3 & 4 RTI model	entrance to Tier 2
	Junior Great Books	4 x 45 3 month period	15		
3 rd	Reading remediation and reading and writing support (guided reading)	3-5 x 40 minutes weekly	6 - 10	Two or more criteria met to qualify for service. DIBELS - mid to high risk Given in Sept./Feb./May to all students and every 8 weeks for A.I.S. students	Students are exited when an achievement level is reached that places the individual in the average range of reading and writing abilities for third grade.
	Reading and writing support	3 x 45 minutes weekly	4 -10	Houghton Mifflin Leveled Reading Reading Below Grade Level Houghton Mifflin Leveled Reading - below grade level	DIBELS benchmarks are reached.
	Wilson reading	5 x 40 minutes	2-5	Tiers 3 & 4 RTI model	entrance to Tier 2
	Junior Great Books	4 x 45 minutes 3 month period	15		

Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
3rd	Reading remediation and reading and writing support (guided reading)	3-5 x 40 minutes weekly	6 - 10	Two or more criteria met to qualify for service. DIBELS - mid to high risk Given in Sept./Feb./May to all students and every 8 weeks for A.I.S. students	Students are exited when an achievement level is reached that places the individual in the average range of reading and writing abilities for third grade.
	Reading and writing support	3 x 45 minutes weekly	4 -10	Houghton Mifflin Leveled Reading Reading Below Grade Level Houghton Mifflin Leveled Reading - below grade level	DIBELS benchmarks are reached.
	Wilson reading	5 x 40 minutes	2-5	Tiers 3 & 4 RTI model	entrance to Tier 2
	Junior Great Books	4 x 45 minutes 3 month period	15		
4th	Reading remediation and reading and writing support (guided reading)	5 x 45 minutes weekly	6 - 10	Two or more criteria met to qualify for service. Houghton Mifflin Leveled Reading - below grade level Given in Sept. and May State ELA test - score of 1 or 2	Students are exited when an achievement level is reached that places the individual in the average range of reading and writing abilities in fourth grade.
	Reading and writing support	3 x 45 minutes weekly	4 - 10	Given in January Houghton Mifflin Theme test Given three times a year.	Houghton Mifflin Benchmarks Houghton Mifflin Benchmarks are reached (Q - beginning of the year.)
	Wilson reading	5 x 40 minutes	2-5	Tiers 3 & 4 RTI model	entrance to Tier 2

Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
5th	Reading remediation and reading and writing support (guided reading)	5 x 45 minutes weekly	6 - 10	Two or more criteria met to qualify for service. Houghton Mifflin Leveled Reading - below grade level Given in Sept. and May. State ELA test - score of 1 and 2 Given in January	Students are exited when an achievement level is reached that places the individual in the average range of reading And writing abilities for fifth grade. Houghton Mifflin Benchmarks
	Reading and writing support	3 x 45 minutes weekly	4 -10	Houghton Mifflin Theme Tests Given three times a year	are reached (T - at the beginning of the year through V at the end of the year.)
	Wilson reading	5 x 40 minutes	2-5	Tiers 3 & 4 RTI model	entrance to Tier 2
6th	Reading remediation and reading and writing support (guided reading)	3-5 x 40 minutes weekly	6 - 10	Two or more criteria met to qualify for service. Houghton Mifflin Leveled Reading - below grade level Given in Sept. and May. State ELA test - score of 1 and 2 Given in January Houghton Mifflin	Students are exited when an achievement level is reached that places the individual in the average range of reading And writing abilities for sixth grade. Houghton Mifflin Benchmarks to be reached (T at the
	Reading and writing support	3 x 45 minutes	4 -10	Theme Tests Given three times a year	beginning of the year through V at the end of the year.)
	Wilson reading	5 x 40 minutes	2-5	Tiers 3 & 4 RTI model	entrance to Tier 2

Elementary Academic Intervention Services - Mathematics

Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
2	Mathematics Remediation	40 min per week	10 students	<ul style="list-style-type: none"> - scores below 65 on inventory - teacher recommendation 	<ul style="list-style-type: none"> - shows improvement in skills for two marking periods
3	Mathematics Remediation	40 min per week	10 students	<ul style="list-style-type: none"> - parent request - teacher recommendation 	<ul style="list-style-type: none"> - student passes math with a C or better for two marking periods - student scores 3 or better on NYS 3rd grade math test
4	Mathematics Remediation	40 min per week	10 students	<ul style="list-style-type: none"> - scores a 1 or 2 on NYS 3rd grade math test - teacher recommendation 	<ul style="list-style-type: none"> - student passes math with a C or better fro two marking periods - student scores 3 or better on NYS 4th grade math test
5	Mathematics Remediation	2x week/40 mins	8 students	<ul style="list-style-type: none"> - scores a 1 or 2 on NYS 4th grade math test - teacher recommendation - midterm grade below 70% - two marking periods below a C 	<ul style="list-style-type: none"> - student passes math with a C or better fro two marking periods - student scores 3 or better on NYS 5th grade math test
Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
6	Mathematics Remediation	2x week/40 mins	8 students	<ul style="list-style-type: none"> - scores a 1 or 2 on NYS 5th grade math test - teacher recommendation - a midterm grade below 70% - two marking periods below a C 	<ul style="list-style-type: none"> - student passes math with a C or better fro two marking periods - student scores 3 or better on NYS 6th grade math test

2 - 6	Mathematics Support & Monitoring	40 min per week	Classroom	- a score of 1 or 2 on a NYS math exam -teacher recommendation	- student passes math with C or better for two marking periods
-------	----------------------------------	-----------------	-----------	---	--

** Classroom monitoring serves as a second remediation time for pull-out students as well as support for those students who score borderline on the state exams and benefit from additional support for confidence and monitoring of work habits.

Elementary Academic Intervention Services - Social Studies

Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
5	Classroom Monitoring	- ongoing communication with classroom teacher -AIS daily push in		- unsatisfactory performance in social studies class - scoring a 1 or 2 on the NYS social studies exam - teacher recommendation	- student passes social studies with a C or better for two marking periods in a row

Elementary Academic Intervention Services - Science

Grade Level	Service	Frequency	Group Size	Participation Criteria	Exit Criteria
5	Classroom Monitoring	- ongoing communication with classroom teacher		- unsatisfactory performance in science class - scoring a 1 or 2 on the NYS science exam - teacher recommendation	- student passes science with a C or better for two marking periods in a row

Alexander Hamilton Jr. / Sr. High School

Tests Used to Determine AIS and Schedule for Administration

<u>Grade</u>	<u>When</u>	<u>Test</u>
7	Winter	English Language Arts Assessment
8	Winter	English Language Arts Assessment
	Spring	8 th Grade Science Assessment 8 th Grade Social Studies Assessment

Regents Examinations Warranting AIS Recommendations

English Language Arts

- Comprehensive English

Mathematics

- Integrated Algebra I
- Integrated Geometry
- Trigonometry

Science

- Living Environment
- Earth Science/The Physical Setting
- Chemistry/The Physical Setting

Social Studies

- Global History and Geography
- US History and Government

Use of Testing Information – Grades 7-12

New York State Assessments in English, Mathematics, Social Studies and Science

The results are:

- Sent to buildings for review
- Mailed to parents
- Used to generate a list of students who performed below state benchmark levels and who will receive AIS services
- Used to place students into double period classes (NX) for the following school year

Stanford Achievement Test in Reading and Vocabulary

This test is administered in September to students identified for AIS in grades 7 & 9.

The results are:

- Shared with the English department
- Used to check student placement

New York State Regents Examinations

Students in New York State must pass required Regents examinations with a score of 65 or better. Most Regents examinations are offered every January, June, and August. While they are normally scheduled to be taken in June, some students do take them earlier in January; others have an extra opportunity to take them after n August, or the following January, to make up for a previous exam failure.

All Regents exams are three hours long, except for the Comprehensive English exam, which consists of two separate three-hour exam periods over two consecutive days

AIS / Programs Provided

8. **In-school Assistance:** Students receive additional help through co-taught English, mathematics, science and social studies. Students are given the individualized help in their academic area of need.
9. **Reading AIS Class:** This class is offered to students in grades 7 and 9. Their area of need is addressed in a small group setting through the use of various strategies.
10. **Self-Contained Reading Skills Class:** This class is offered to self-contained special needs students in an effort to increase reading skills in a small structured setting.
11. **Learning Labs** – These supplemental labs are offered to as a means of providing AIS support in specific content areas.
12. **Teen Learning Center:** This program is currently offered to students in grades 7-12 on Tuesday, Wednesday, and Friday mornings from 7:00–7:45 A.M. Housed in the AHHS Library, the program offers students a small group setting and individualized instruction in all subject areas
13. **After School Homework:** This program is currently offered to students in grades 7-12 on Monday, Tuesday, Wednesday, and Thursday afternoons from 2:30–3:15 PM. Housed in the AHHS Library, the program offers students a small group setting and individualized instruction in all subject areas

Supporting Documents

**INSTRUCTIONAL SUPPORT TEAM
REFERRAL FORM**

Date of Referral: _____ Person Responsible for Referral: _____

STUDENT INFORMATION

Name: _____ Date of Birth: _____

Parent/Guardian: _____ Grade: _____

Address: _____ Phone: _____

Dates of Parent Contact (please indicate phone, meeting or letter): _____

Services This Student Presently Receives (check all that apply):

- _____ Speech/Language
- _____ Individual or Group Counseling
- _____ Resource Room
- _____ OT/PT
- _____ Other (please specify): _____

REASON FOR REFERRAL

What challenges does the student present? Please indicate specific academic, social, emotional, attendance and medical factors which impact upon the student's learning. (At the meeting, be prepared to describe how often the problem occurs, its intensity, frequency and duration.)

Briefly describe the student's strengths and special interests (subject area, interpersonal, hobbies, etc.):

At what time of day have you observed the problem occurring most?

Are there settings or times when the problem is less severe or minimized? When?

What in-classroom techniques have been used to address the difficulty? (i.e., rewards/ punishments, modifications, contracts, etc.)

Describe the effectiveness of these techniques, as well as the method used to determine the effectiveness:

Other Comments:

NOTE: If this is an academic referral, please attach work samples that include BOTH the student's strengths and weaknesses.

PLEASE RETURN OR E-MAIL REFERRAL FORM TO PRINCIPAL'S OFFICE.

Alice E. Grady Elementary School

45 Cobb Lane
Elmsford, NY 10523
914-592-8962

Mr. Wayne Harders, Principal

Dear Parents/Guardians:

Your child, _____, has been recommended to receive academic support based upon his/her performance on the _____.

Your child's assessment results are attached for your review. A careful analysis of your child's academic strengths/weaknesses can be found there.

There are a variety of programs offered to help your child meet his/her potential. It is recommended that your child participate in the following program/s:

Although your child's participation is voluntary, you are greatly encouraged to allow his/her involvement. The bottom portion of this page is where you can indicate if you accept or reject the recommended assistance for your child. **Please be sure to sign the form below and return it to your child's teacher immediately, but no later than _____.** Please feel free to contact me if you need more details about the recommended program.

All programs begin the week of _____.

Sincerely,

Wayne S. Harders
Principal

Please place an 'X' on the appropriate line below, sign the form and return the bottom portion to your child's teacher. Thank you!

_____ Please enroll my child, _____, in the recommended program.
(Print child's name above.)

_____ I do **not** want my child, _____, to participate in the recommended program.
(Print child's name above.)

Date

Signature

PLEASE RETURN THIS SIGNED AND COMPLETED FORM TO YOUR CHILD'S TEACHER IMMEDIATELY, BUT NOT LATER THAN FRIDAY, 9/13.

Alexander Hamilton High School

98 South Goodwin Aveune
Elmsford, NY 10523
914-592-7311

Mr. Marc Baiocco, Principal

Dear Parent / Guardian:

The New York State Education Department has established standards in English Language Arts, mathematics, social studies and science which must be met by all students seeking a high school diploma. These standards are assessed at various grade levels during a child's elementary and secondary education.

The NY State Education Department has mandated schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not succeeding on the statewide assessments. Based on the (name the assessment) and other student achievement information, your child is being recommended for Academic Intervention Services.

The services your child will be given include:

Services

Frequency

Times

Locations

Ongoing evaluations will help determine the specific level of interventions and the need to continue or terminate these services. Please feel free to contact me if you have questions about the AIS programs.

Sincerely,

Mr. Marc Baiocco, Principal
Alexander Hamilton High School