

ACADEMIC INTERVENTION SERVICES

The Board of Education (the Board) of the Bethlehem Central School District (the District) is committed to providing academic intervention services to students at risk of not meeting the state learning standards. Such services may include additional instruction supplementing the instruction provided through the general curriculum and/or student support services such as guidance, counseling, attendance, and study skills that are needed to improve student's academic performance.

Eligibility for Academic Intervention Services will be determined based on a student's performance on state assessment exams and/or in accordance with the uniformly applied District-developed, District-adopted procedures, which are attached to this policy. Eligible students will receive services consistent with law and regulations that shall commence no later than the beginning of the semester following a determination that a student is eligible for such services.

Parental Notification and Involvement

Notification of District Eligibility Procedures

The District shall post on its website a description of the District-developed procedures for determining which students are eligible for academic intervention services, as specified in state regulations.

Notification on Commencement of Services

The building principal will notify the parents of a student determined to be in need of academic intervention services, in writing, upon the commencement of such services. Such notification will include:

- A summary of the academic intervention services to be provided;
- The reason the student needs such services; and
- The consequences of not achieving expected performance levels.

Notification on Ending of Services

The principal will notify the parent in writing when academic intervention services are no longer needed. Such notification will include:

- The criteria for ending services; and
- The performance levels obtained on District-selected assessments, if appropriate.

In addition, the District/schools will provide for ongoing communication with parents that must include opportunities to consult with teachers and other professional staff, regular reports on the

student's progress, and information on ways to monitor and work with educators to improve the student's performance.

All parental notifications and communications will be done in English and translated, when appropriate, into the native language or mode of communication of the parents.

Description of Academic Intervention Services

In accordance with the requirements of the Commissioner's Regulations, the superintendent shall develop and maintain a description of the academic intervention and/or student support services to be provided to students in need of such services. This description, which will outline any variations in services in schools within the District, will delineate:

- the District-wide procedures used to determine the need for academic intervention services, which are attached to this policy;
- the academic intervention instructional and/or support services to be provided;
- whether instructional services and/or support services are offered during the regular school day or during an extended school day or year; and
- the criteria for ending services, including, if appropriate, performance levels that students must obtain on District-selected assessments.

This description of academic intervention services was presented to the Board for approval on January 18, 2017, and shall be reviewed every two years thereafter based on student performance results.

Ref: 8 NYCRR 100.1(g); 100.2(r), (ee); 100.4(b)(4), (d)

Adoption date: June 19, 2002

Revised date: February 1, 2017

Revised date: February 27, 2019