

NORTH COLONIE CENTRAL SCHOOLS LATHAM, NY 12110

INTRODUCTION

Academic Intervention Services (AIS) refers to New York State mandated additional instruction that supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards. It includes student support services such as supplemental instruction, review of course content, guidance, counseling, attendance, and study skills which are needed to support improved academic performance. Academic intervention services 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.

The District has identified criteria for eligibility and uses our student information system, Infinite Campus, to archive and track in one system.

AIS includes the following components:

- Additional instruction that supplements the instruction of the regular classroom
- Student support services needed to address barriers to academic performance and other support services which may include guidance counseling, study skills, and/or attendance monitoring.
- Monitoring of student performance so that AIS services may be provided if required

ELIGIBILITY FOR SERVICES AND PROCESS FOR PLACEMENT

Students are designated as eligible for services on the basis of state assessment results or district criteria.

- State Assessment Results:

Students in the elementary schools and Shaker Junior High School will receive AIS services if the score is below the state reference points on state tests in Mathematics, English/Language Arts, Social Studies, and Science. To become eligible for services, a student must score below a level 3.

Students in the high school must pass five Regents examinations (Integrated Algebra, Living Environment, English, Global History and Geography and United States History and Government) in order to obtain a Regents diploma. With a failure on any one of these exams, a student becomes eligible for AIS.

- District Criteria:

Per State mandates, the district has also designed criteria for placement in AIS. Analysis of the following criteria may also necessitate placement:

- * Academic Performance (i.e. report cards, performance on departmental and District exams, reading assessments and standardized testing, i.e. IOWA Test of Basic Skills)
- * Factors that impact performance
 - * Attendance
 - * Family Issues
 - * Health/Medical/Nutritional Issues
 - * Mobility/Transfer Issues
 - * Social/Emotional Issues
 - * Behavioral Issues

The decision for AIS placement is ultimately that of consensus of those involved in the students' progress including teachers, supervisors, counselors, psychologists and building principals. If there is no consensus, the building principal will make the placement decision. Those students who qualify by falling below the reference point on State tests or standardized tests will be assigned some form of AIS.

Academic Intervention Services will be terminated when a student has successfully attained State standards through demonstrated achievement on a State assessment or through district criteria.

Levels of Intensity and Description of Services

Intensity of service means the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence. Students with the most intense needs would receive more scheduled services, for a longer duration, and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service. Intensity levels are described as low, medium or high intensity.

The list of district academic intervention services grouped by content area and level is attached. It should be noted that students may be scheduled for multiple services within the same content area. For example, a student could be scheduled for K-2 language, remedial reading and writing monitoring.

TRACKING STUDENTS IN AIS

To track AIS the District uses the Infinite Campus Student Information System. This provides an archival service for tracking when students leave and enter the program. It records the various services received by students. Thus, we can produce an entire AIS history of services provided for each student. It is also the district system for managing and monitoring services. In addition, it prints parent letters of notification, progress reports and notification of AIS termination.

REPORTING/PARENT COMMUNICATION

Parents will be apprised of recommended services and updating of student progress through parent letters and reporting forms. Parents will also receive information through student report cards.

SUMMARY

Prior to the State AIS mandates, North Colonie devised a series of interventions to effectively meet the needs of students. With the mandate of AIS services, we had existing programs in place to help our students meet State standards and performance indicators in each subject. Our Regents graduation rate remains among the highest in the Capital Region. Furthermore, our Regents graduation rate for Special Education students is outstanding and among the highest in New York State and the highest in the Suburban Council. Strong results such as these attest to the success of our multiple AIS interventions, K-12.

AIS Levels of Intensity and Descriptions of Services North Colonie Central Schools

Elementary (K-6) English Language Arts

| Title | Description | Intensity |
|---|---|--------------------|
| Remedial Reading | Remedial Reading- a high intensity service for students reading below a designated measure on the ITBS, state or district assessments in grades 1-6. Skills in developing vocabulary, reading strategies and comprehension are emphasized. Depending on their need, students attend two to five 30-minute sessions each week with the reading specialist. | High Intensity |
| Summer School | Summer School, K-6 – A high intensity service for eligible students. Skills in literacy development, social skills and mathematical problem solving are emphasized. Students attend six weeks of half-day sessions. | High Intensity |
| Kindergarten Intervention Program (KIP) | Kindergarten Intervention Program (KIP) - A high intensity service for eligible kindergarten students. Skills in literacy development are emphasized. Students attend half-day sessions for the school year. This is a program for kindergarten students, which includes the support of a reading specialist and other support personnel. | High Intensity |
| (K-2) Language Development Program | Kindergarten - Grade Two Language Development Program (K-2)- a moderately intensive service for qualifying primary level students. Skills in developing general and school language and listening are emphasized. Students are seen in small groups twice a week in 30-minute sessions. | Moderate Intensity |
| Reading Support | Reading Support- a moderately intensive service intended for students who scored below, or who are at risk of scoring below, a designated measure on the NYS ELA Assessment. Students being supported are enrolled in the regular classroom reading program and receive small group quality instruction at an increased frequency. | Moderate Intensity |
| Monitoring | Writing Monitoring- a moderately intensive service for students scoring below a designated measure on a state or district assessment or as recommended by their teacher. Skills in planning for writing and strategies for writing are emphasized. Students are enrolled in the regular classroom program with extra support provided by the classroom teacher. | Moderate Intensity |

Junior High School (7-8) English Language Arts

| Title | Description | Intensity |
|---------------|--|----------------|
| Summer School | Summer School, English 7 & 8 - A high intensity remedial English class that meets for 1 ½ hours per day, five days a week for six weeks during July/August. Students are required to participate based on achievement in their regular English classes over the course of the school year. | High Intensity |

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| Summer Reading/Writing | Summer Reading/Writing is a high intensity remedial class that meets for 3 hours per day, five days a week for six weeks during July/August. Students are required to participate based on achievement in their regular English classes during the school year. | High Intensity |
| Monitoring | Monitoring is a low intensity service, required based on NYS ELA assessment results or regular classroom work. It is designed to promote success in the regular English 7 & 8 classes and on the NYS grade 7 & 8 ELA assessment. | Low Intensity |
| Remedial Reading/Writing | Remedial Reading/Writing is a high intensity course in addition to a regular English 7 or 8 class. It provides assistance with the development of reading and writing skills necessary to successfully complete the NYS grade 7 or grade 8 ELA assessment. These students also receive Monitoring. | High Intensity |
| After School English Assistance | After School English Assistance is a moderate intensity support service requiring a student to work with his/her English teacher after school. The number of times staying after school each week is based on the student's success in the regular English classes. The student may work independently, directly with the teacher or in small groups. Students also receive Monitoring. | Moderate Intensity |
| Fundamental ELA 7 & 8 | Fundamental ELA 7 & 8 is a high intensity service for students at risk of scoring below Level 3 on the NYS Grade 7 & 8 ELA assessment. Students included also receive regular English instruction and meet every other day for an additional twenty minutes. These students also receive Monitoring. | High Intensity |
| REACH Program | Under the direction of a teacher-coordinator, this medium to high intensity program serves to coordinate a variety of services directed at promoting academic success. The teacher and supporting block aides serve as case managers for students currently struggling due to a variety of social and emotional factors. The team works collaboratively with guidance counselors and teachers to foster strong communication as well as to provide daily academic and social support for students. | Medium to High Intensity |

High School (9-12) English Language Arts

| Title | Description | Intensity |
|---------------|--|------------------|
| Monitoring | Monitoring - This is a low intensity service designed to promote success on the English Regents taken at the end of Grade 11. Student progress is measured and reported every five weeks. Students are enrolled in a regularly scheduled English class of standard size. | Low Intensity |
| Reading Lab | Reading Lab is a high intensity program that provides assistance to students developing reading and writing skills necessary for passing the Global Studies and English Regents exams. Students are scheduled twice per week in lieu of a study hall. Class size is reduced. | High Intensity |
| English B | English B - This is a high intensity high school program, which culminates in the English Regents. Skills in reading, writing, grammar, and vocabulary are emphasized. Class size is reduced. | High Intensity |
| Summer School | Summer School - This is a high intensity remedial class, which meets five days a week. Skills in reading, writing, vocabulary, and grammar are emphasized. Class size is standard. | High Intensity |

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| AIS Lab - English | English AIS - This is a high intensity lab intended for students who have failed the English Regents or who are in significant danger of failing the English Regents. The lab meets on alternate rotations (A/C or B/D) for 46-minute sessions. Class size is reduced. | High Intensity |
| Regents Lab - English | This is a high intensity lab intended to prepare students for the English Regents. Students enrolled have shown that they are at risk of failing that exam. The lab meets on alternate rotations (A/C or B/D) for 46-minute sessions. Class size is reduced. | High Intensity |
| Academic Advisement | Academic advisement is a low intensity one-to-one AIS support service provided by school counselors. The service addresses the barriers to a student's successful completion of a New York State assessment such as a Regents exam. Advisement may address issues including attendance, organizational skills, and/or study habits. Counselors make individual appointments with students on a regular basis. | Low Intensity |
| Supervisor Academic Support | Supervisor support is a high intensity AIS service in English Language Arts, Math, Science, and Social Studies. Each subject area supervisor meets with students on a one-to-one basis to prepare for the Regents exam in that specific subject area. Individual appointments are made by the supervisor on a regular basis. | High Intensity |
| Personal Improvement Intervention Program (PIIP) | PIIP is a medium intensity AIS program designed to motivate students to improve academic performance, to build self-confidence, and to create a positive attitude. The program is coordinated by a guidance counselor and supported by a teacher assistant. There are a series of seminars offered to parents of students involved in the program. Through this program, students receive both academic and counseling support. | Medium Intensity |
| Response to Intervention for Successful Education (RISE) | RISE is a medium to high intensity program designed to assist regular education students who require more intensive intervention to increase the likelihood of promotion and graduation. Staffed by a full time teacher, teacher assistant and a .5 psychologist, the program offers counseling, mentoring, academic advisement and other services. | Medium to High Intensity |

Elementary Mathematics (K-6)

| Title | Description | Intensity |
|----------------------|---|--------------------|
| Monitoring | Mathematics Monitoring- A moderately intensive service intended for students who are at risk of scoring below level 3 on the NYS Assessment in Mathematics. Students being monitored are enrolled in the regular classroom mathematics program with additional support provided by the classroom teacher. | Moderate Intensity |
| Remedial Mathematics | Remedial Mathematics - A high intensity service for students scoring below a designated measure on a district or state assessment in grades 2-6. Skills in basic fact development and problem solving are emphasized. Depending on their need, students attend two or three 30-minute sessions each week. | High Intensity |

Junior High School Mathematics (7 & 8)

| Title | Description | Intensity |
|------------------------------|--|--------------------------|
| Summer School | Summer School - A high intensity remedial math class that meets 1½ hours per day, five days a week for six weeks during July/August. Students are required to participate based on achievement in their regular math classes over the course of the school year. | High Intensity |
| Monitoring | Monitoring is a low intensity service required based on a student's NYS grade 6 and/or 7 math assessment or achievement in regular math classes. It is designed to closely track the progress of students in Math 7 and 8, as well as to prepare students for the NYS grade 7 or grade 8 math assessment. | Low Intensity |
| After School Math Assistance | After School Math Assistance is a moderate intensity support service requiring a student to work with his/her math teacher after school. The number of times staying after school each week is based on the student's success in the regular math 7 or 8 class. The student may work independently, directly with the teacher or in small groups. Students also receive Monitoring. | Moderate Intensity |
| Fundamental Math 8 | Fundamental Math 8 is a high intensity service intended for students at risk of failing the NYS Grade 8 Math assessment. Students are included based on the recommendations of their 7th grade math teachers and are enrolled in a regular Math 8 class. Fundamental Math 8 meets on a daily basis for an additional twenty minutes. These students also receive Monitoring. | High Intensity |
| REACH Program | Under the direction of a teacher-coordinator, this medium to high intensity program serves to coordinate a variety of services directed at promoting academic success. The teacher and supporting block aides serve as case managers for students currently struggling due to a variety of social and emotional factors. The team works collaboratively with guidance counselors and teachers to foster strong communication as well as to provide daily academic and social support for students. | Medium to High Intensity |

Shaker High School Mathematics (9 - 12)

| Title | Description | Intensity |
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| Summer School | Summer School - A high intensity AIS service for those students who have not earned a passing grade in a course leading to the Math A Regents. Students retake this exam at the end of the summer instruction. Class size is reduced. | High Intensity |
| Monitoring | Monitoring - This is a low intensity service designed to closely track the progress of students as they prepare for the Mathematics A Regents Examination. | Low Intensity |
| AIS Lab - Mathematics | Math AIS Lab - This lab is a high intensity service intended for those students who are identified as needing additional assistance in preparation for the Math A Regents exam. Lab meets on alternate rotations (A/C or B/D) and class size is reduced. | High Intensity |

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| IRP 1: Math 1, 2, and 3 | Integrated Regents Program is a high intensity AIS service for students who learn best through an integrated-applied curriculum. It is limited in class size and has the support of a classroom intern. | High Intensity |
| Regents Lab - Mathematics | Math Regents Lab - This lab is a high intensity AIS service intended for those students who have not yet taken or earned a passing grade on the NY State Math A Regents exam and who will retake the exam in January and or June. Lab meets on alternate rotations (A/C or B/D), and class size is reduced. | High Intensity |
| Unified Math 1E, 2E and 3E | Unified Math is a high intensity AIS service. It is a three year extended Math A program designed for students with weak math skills. This class has support of a teacher aide. | High Intensity |
| Academic Advisement | Academic advisement is a low intensity one-to-one AIS support service provided by school counselors. The service addresses the barriers to a student's successful completion of a New York State assessment such as a Regents exam. Advisement may address issues including attendance, organizational skills, and/or study habits. Counselors make individual appointments with students on a regular basis. | Low Intensity |
| Supervisor Academic Support | Supervisor support is a high intensity AIS service in English Language Arts, Math, Science, and Social Studies. Each subject area supervisor meets with students on a one-to-one basis to prepare for the Regents exam in that specific subject area. Individual appointments are made by the supervisor on a regular basis. | High Intensity |
| Personal Improvement Intervention Program (PIIP) | PIIP is a medium intensity AIS program designed to motivate students to improve academic performance, to build self-confidence, and to create a positive attitude. The program is coordinated by a guidance counselor and supported by a teacher assistant. There are a series of seminars offered to parents of students involved in the program. Through this program, students receive both academic and counseling support. | Medium Intensity |
| Response to Intervention for Successful Education (RISE) | RISE is a medium to high intensity program designed to assist regular education students who require more intensive intervention to increase the likelihood of promotion and graduation. Staffed by a full time teacher, teacher assistant and a .5 psychologist, the program offers counseling, mentoring, academic advisement and other services. | Medium to High Intensity |

Elementary Science (K-6)

| Title | Description | Intensity |
|--------------|---|--------------------|
| Monitoring | Science Monitoring - A moderately intensive service intended for students who scored at or below level 2 on the NYS Grade 4 Science Assessment. Students being monitored are enrolled in the regular classroom science program with additional support provided by the classroom teacher. | Moderate Intensity |

Junior High School Science (7 & 8)

| Title | Description | Intensity |
|---------------------------------|--|--------------------------|
| Summer School | Summer School - A high intensity remedial class that meets 1 ½ hours per day, five days a week for six weeks during July/August. Students are required to participate based on achievement in their regular science classes over the course of the school year. | High Intensity |
| Monitoring | Monitoring is a low intensity service required based on achievement in regular science classes. It is designed to closely track the progress of students in Science 7 and 8 as well as to prepare students for the NYS Science assessment. | Low Intensity |
| After School Science Assistance | After School Science Assistance is a moderate intensity service provided by the classroom teacher. The number of times meeting after school per week is based on the student's success in regular Science 7 and/or 8. The student may work independently, directly with the teacher or in small groups. These students also receive Monitoring. | Moderate Intensity |
| REACH Program | Under the direction of a teacher-coordinator, this medium to high intensity program serves to coordinate a variety of services directed at promoting academic success. The teacher and supporting block aides serve as case managers for students currently struggling due to a variety of social and emotional factors. The team works collaboratively with guidance counselors and teachers to foster strong communication as well as to provide daily academic and social support for students. | Medium to High Intensity |

High School Science (9-12)

| Title | Description | Intensity |
|--|---|----------------|
| Monitoring | Monitoring - This is a low intensity service designed to assure success on the New York State Living Environment Regents Examination at the end of the year. Student progress is measured and reported every five weeks via our Interim Progress Report or Report Card. Students being monitored are enrolled in a regularly scheduled Biology course with standard class size. | Low Intensity |
| AIS Lab - Science | Science AIS Lab - This lab is a high intensity AIS service intended for those students who were identified as needing additional assistance to be successful. Lab meets on alternative rotations (A/C or B/D) with reduced class size. | High Intensity |
| IRP 1: Science IRP 1 and 2: Science | IRP 1:Science - This is an extended program which culminates with students taking the New York State Living Environment Regents Examination at the end of IRP 2. This is a high intensity service, which meets every day. Class size is reduced. | High Intensity |
| Regents Lab - Science | Science Regents Lab - This lab is a high intensity AIS service intended for those students who have not yet earned a passing grade on the New York State Living Environment Regents Examination and who are scheduled to retake the exam at the end of the semester. Lab meets on alternate rotations (A/C or B/D) with reduced class size. | High Intensity |

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| Science in our Lives 1E, 2E and 3E | Science in our Lives 1E - This is an extended program which culminates with students taking the New York State Living Environment Regents Examination at the end of Science In Our Lives 3E. This is a high intensity service, which meets every day. Class size is reduced. | High Intensity |
| Academic Advisement | Academic advisement is a low intensity one-to-one AIS support service provided by school counselors. The service addresses the barriers to a student's successful completion of a New York State assessment such as a Regents exam. Advisement may address issues including attendance, organizational skills, and/or study habits. Counselors make individual appointments with students on a regular basis. | Low Intensity |
| Supervisor Academic Support | Supervisor support is a high intensity AIS service in English Language Arts, Math, Science, and Social Studies. Each subject area supervisor meets with students on a one-to-one basis to prepare for the Regents exam in that specific subject area. Individual appointments are made by the supervisor on a regular basis. | High Intensity |
| Personal Improvement Intervention Program (PIIP) | PIIP is a medium intensity AIS program designed to motivate students to improve academic performance, to build self-confidence, and to create a positive attitude. The program is coordinated by a guidance counselor and supported by a teacher assistant. There are a series of seminars offered to parents of students involved in the program. Through this program, students receive both academic and counseling support. | Medium Intensity |
| Response to Intervention for Successful Education (RISE) | RISE is a medium to high intensity program designed to assist regular education students who require more intensive intervention to increase the likelihood of promotion and graduation. Staffed by a full time teacher, teacher assistant and a .5 psychologist, the program offers counseling, mentoring, academic advisement and other services. | Medium to High Intensity |

Elementary Social Studies (K-6)

| Title | Description | Intensity |
|------------|--|--------------------|
| Monitoring | Social Studies Monitoring - A moderately intensive service intended for students who scored at or below level 2 on the NYS Grade 5 Social Studies Assessment. Students being monitored are enrolled in the regular classroom social studies program with additional support provided by the classroom teacher. | Moderate Intensity |

Junior High School (7 & 8)

| Title | Description | Intensity |
|--|--|--------------------|
| Summer School | Summer School is a high intensity remedial class that meets for 1 ½ hours per day, five days a week for six weeks during July/August. Students are required to participate based on achievement in regular Social Studies 7 over the course of the school year. | High Intensity |
| After School Social Studies Assistance | After School Social Studies Assistance is a moderate intensity service provided by the classroom teacher. The number of times meeting after school per week is based on the student's success in regular Social Studies 7 and 8. The student may work independently, directly with the teacher or in small groups. These students also receive Monitoring. | Moderate Intensity |

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| Monitoring | Monitoring is a low intensity service, based on achievement in regular social studies classes. It is designed to closely track the progress of students in Social Studies 7 & 8, as well as to prepare students for the NYS Grade 8 Social Studies assessment. | Low Intensity |
| REACH Program | Under the direction of a teacher-coordinator, this medium to high intensity program serves to coordinate a variety of services directed at promoting academic success. The teacher and supporting block aides serve as case managers for students currently struggling due to a variety of social and emotional factors. The team works collaboratively with guidance counselors and teachers to foster strong communication as well as to provide daily academic and social support for students. | Medium to High Intensity |

High School Social Studies (9 - 12)

| Title | Description | Intensity |
|--|---|------------------|
| Summer School – Grade 9 | Summer School - This is a high intensity AIS service intended for those students who have failed to earn a passing grade in either the course or the final examination in Global History and Geography 9. Students will retake the course and retake the final examination at the end of the summer. Class size is reduced. | High Intensity |
| Monitoring | Monitoring - A low intensity service designed to promote success on either the NYS Regents in Global History & Geography taken at the end of grade 10 or the U.S. History Regents taken at the end of grade 11. Progress is measured and reported every five weeks via our Interim Progress Report or Report Card. Students being monitored are enrolled in a regularly scheduled Global History & Geography or U.S. History course with a standard class size. | Low Intensity |
| AIS Lab - Global History | Global AIS Lab - This lab is a high intensity AIS service designed for those students who were identified in grade 8 as needing additional assistance to be successful. The lab meets on alternate rotations (A/C or B/D) with reduced class size. | High Intensity |
| Summer School – Global History Regents | Summer School - This is a high intensity AIS service intended for those students who have failed to earn a passing grade in either the course or the Regents examination in Global History and Geography 10. Students will retake the course and retake the Regents at the end of the summer. Class size is reduced. | High Intensity |
| AIS Lab - Global History | Global AIS Lab - This lab is a high intensity AIS service designed for those students who were identified in grade 9 as needing additional assistance to be successful. The lab meets on alternate rotations (A/C or B/D) with reduced class size. | High Intensity |
| Global History 9B and 10B | Global History 10B - This is a high intensity service which meets daily. The course is designed for students requiring special attention in social studies skills. Emphasis is placed on reinforcing the content and skills necessary for success on the Global History and Geography Regents examination to be taken at the end of grade 10. | High Intensity |

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| Summer School – United States History | Summer School - This is a high intensity AIS service intended for those students who have failed to earn a passing grade in either the course or the US History and Government Regents exam. Students will retake the course and the Regents examination at the end of the summer. Class size is reduced. | High Intensity |
| AIS Lab - US History | US History AIS Lab - This lab is a high intensity AIS service designed for those students who were identified as needing additional assistance to be successful. The lab meets on alternate rotations (A/C or B/D) with reduced class size. | High Intensity |
| US History 11B | US History 11B - This is a high intensity service which meets daily. The course is designed for students requiring special attention in social studies skills. Emphasis is placed on reinforcing the content and skills necessary for success on the United States History and Government Regents examination to be taken at the end of grade 11. | High Intensity |
| Regents Lab - Global History | Global Regents Lab - This is a high intensity Lab designed for those students who have failed to earn a passing grade on the Global History & Geography Regents exam. Emphasis is placed on reinforcing content and skills necessary for success on the Global History & Geography Regents exam. Class size is reduced. | High Intensity |
| Regents Lab - US History | US History Regents Lab - This lab is a high intensity AIS service designed for those students who have failed to earn a passing grade on the Regents examination in either Global History and Geography or US History and Government. The lab meets on alternate rotations (A/C or B/D) with reduced class size. | High Intensity |
| Academic Advisement | Academic advisement is a low intensity one-to-one AIS support service provided by school counselors. The service addresses the barriers to a student's successful completion of a New York State assessment such as a Regents exam. Advisement may address issues including attendance, organizational skills, and/or study habits. Counselors make individual appointments with students on a regular basis. | Low Intensity |
| Supervisor Academic Support | Supervisor support is a high intensity AIS service in English Language Arts, Math, Science, and Social Studies. Each subject area supervisor meets with students on a one-to-one basis to prepare for the Regents exam in that specific subject area. Individual appointments are made by the supervisor on a regular basis. | High Intensity |
| Personal Improvement Intervention Program (PIIP) | PIIP is a medium intensity AIS program designed to motivate students to improve academic performance, to build self-confidence, and to create a positive attitude. The program is coordinated by a guidance counselor and supported by a teacher assistant. There are a series of seminars offered to parents of students involved in the program. Through this program, students receive both academic and counseling support. | Medium Intensity |
| Response to Intervention for Successful Education (RISE) | RISE is a medium to high intensity program designed to assist regular education students who require more intensive intervention to increase the likelihood of promotion and graduation. Staffed by a full time teacher, teacher assistant and a .5 psychologist, the program offers counseling, mentoring, academic advisement and other services. | Medium to High Intensity |