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Heights PFA Meeting: Instructional Supports

November 13, 2019

Purpose of Support:

- To help all students meet success within their classrooms by providing them with tools and strategies for learning
- To encourage all students to understand that everyone learns differently and at different paces
- To support cultural diversity and acceptance

AIS (Academic Intervention Services) Reading

- **Kindergarten-**
 - **Screening tool:** All students are screened in phonemic awareness, letter identification, letter sounds, rhyme, concepts of print, sight words, running records (read a text and answer questions)
 - **Criteria for services:** Below benchmark in first sound fluency, phonemic awareness, letter naming
 - **Amount of service:** 2-3 X/ week in small group or push-in
 - **Exit Criteria:** Student meets benchmark. Benchmarks are formally assessed every 8-10 weeks.

AIS (Academic Intervention Services) Reading

■ First Grade

- **Screening tool:** All students are screened in phonemic awareness, decoding (non-sense words fluency), letter naming fluency, sight words, running records (read a text and answer comprehension questions)
- **Criteria for services:** Below benchmark in phonemic awareness, decoding, and/or running record
- **Amount of service:** flexible- 4-5X/week in small group or push-in
- **Exit Criteria:** Student meets or approaching benchmark. Benchmarks are formally assessed every 8-10 weeks.

Speech- Articulation

- **Screening tool: Speech therapist assesses speech errors**
- **Criteria for Services: Sound error in any sound except for s, th for kindergarten. In first grade, the s sound is included.**
- **Amount of service: 2X/week in small group. Parents must practice sounds with speech homework**
- **Exit Criteria: 80% accuracy in sound error. HW not being completed. Formal assessment is every 8-10 weeks.**

ENL – English as a New Language

- **Screening Tool:** Given to all students during registration. HLQ- Home Language Questionnaire. ENL Teacher screens students with another language listed. Students given the NYSITELL
- **Criteria:** NYSITELL score indicates delays in any of the following areas: listening, speaking, reading, writing
- **Amount of service:** Ranges based on testing. Anywhere from 90 minutes/week push-in to 360 minutes/week pull-out/ push-in
- **Exit criteria:** Passing NYSESLAT

Building Level Occupational Therapy (OT)

- **Screening Tool-** OT pushes in to all kindergarten classes for the first 10 weeks of school to assess and screen any students with fine motor difficulties
- **Criteria for services:** Significant delays in fine motor skills
- **Amount of service-** 1-2X/week in a small group
- **Exit Criteria:** Student meets or approaching benchmark. Students are assessed every 10 weeks.

Counseling/ Social Skills

- **Assessment Tools: Observations**
- **Criteria- Instructional Support Team meets and makes recommendation**
- **Amount of service- 1X/week 1:1 or in a small group**
- **Exit Criteria- IST meets – student is generalizing skills into various settings**

Special Education Programs

- **Screening Tools-** Full Psychological Evaluation, Educational Evaluation, Social History and Classroom Observation
- **Criteria for services-** Student meets eligibility for 1 of 13 classifications from the Individuals with Disabilities Education Act
- **Amount of Service-**
 - Resource Room – 5X/week 40 minutes each day in small group
 - Consultant Teacher- up to 5X/week 40 minutes each day pushed into classroom
 - Self-Contained Classroom Bridge Class- 12:1:2
 - Self-Contained Classroom SOAR- 10:1:3
 - Teacher of the Deaf/ Hearing Impaired
 - Teacher of the Visually Impaired
- **Exit Criteria-** CSE meeting

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Special Education Services

- **Speech and Language Therapy**
- **Physical Therapy**
- **Occupational Therapy**
- **Counseling**
- **Teaching Assistant Support**
- **Adapted Physical Education**

What to do if you
have any
academic or
social-emotional
concerns:

- **Speak to your child's teacher first. She will be able to address most academic concerns in the classroom (Tier I). She can also share any concerns with the members of our Instructional Support Team.**
- **If you are concerned with your child's social-emotional needs, reach out to your child's teacher. She can refer you to Dr. Jillian Brass, School Psychologist or Ms. Tanya Fernandez, School Social Worker.**
- **If there are any other concerns, such as bus/recess issues, email or call Mrs. Wood. Either she or the social worker will address it. Students are encouraged to tell their bus drivers/ lunch monitors. First grade students can write a note to Ms. Fernandez, as well.**

At Heights, we are here to
help you and your children.



*Any
Questions*