

Smithtown Central School District



Response to Intervention/Academic Intervention Services Plan

September 2022 – June 2024

SMITHTOWN CENTRAL SCHOOL DISTRICT

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INTRODUCTION

The Smithtown Central School District's Response to Intervention/AIS plan was developed to meet the requirements to Section 100.2 (ee) revisions to Part 100 of the Commissioner's Regulations. School districts are required to provide instructional and student support services when students are at risk of meeting the New York State Learning Standards.

Academic Intervention Services (AIS) are defined as supplemental instructional and student support services designed to help students achieve the New York State Learning Standards. Academic Intervention Services are direct services intended to support students who are identified as being at risk of not achieving the NYS Learning Standards in English language arts and mathematics in grades K – 12 and science and social studies in grades 4 – 12.

A school district may offer a Response to Intervention program in lieu of providing Academic Intervention Services to eligible students provided that:

- a) the RTI program is provided in a manner consistent with subdivision (ii) of Commissioner's regulations 100.2;
- b) the RTI program is made available at the grade levels and subject areas for which students are identified as eligible for AIS; and
- c) all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program

The Smithtown Central School District provides a Response to Intervention program in reading in grades K – 5.

RESPONSE TO INTERVENTION

New York State defines RTI as a multi-tiered practice of providing varying levels of high-quality instruction/intervention matched to student needs and using learning rate over time and level at performance to make important educational decisions about an individual students. The RTI approach identifies general education students struggling in academic and behavioral areas early and provides them with systemically applied strategies and targeted instruction.

Response to Intervention's purpose is to provide a process for school-based teams to design, implement, and evaluate educational interventions to close achievement gaps for all students by preventing smaller learning problems from becoming insurmountable gaps.

The New York State Education Department has established a policy framework for RTI that includes school-wide screenings, minimum components of an RTI program, parental notification, and the use of RTI in the identification of students with learning disabilities.

Minimum Requirements

An RTI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following components.

1. A school district's process to determine if a student responds to scientific, research-based instruction shall include the following minimum requirements:
 - a. appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading shall mean scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehensive strategies;
 - b. screenings applied to all students in the class to identify those students who are not making academic progress at expected rates;
 - c. instruction matched to student need with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
 - d. repeated assessments of student achievement which should include curriculum measures to determine if interventions are resulting in student progress toward age or grade level standards;
 - e. the application of information about the student's response to intervention to make educational decisions about changes in goals, instruction and/or services, and the decision to make a referral for special education programs and/or services; and
 - f. written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
 - i. the amount and nature of student performance data that will be collected and the general education services that will be provided pursuant to paragraph (2) of this subdivision;
 - ii. strategies for increasing the student's rate of learning; and
 - iii. the parents' right to request an evaluation for special education programs and/or services.
2. A school district shall define the specific structure and components of the response to intervention program, including, but not limited to, the criteria for determining the levels of intervention to be provided to students, the types of interventions, the amount and nature of student performance data to be collected and the manner and frequency for progress monitoring.
3. A school district ensures that staff has the knowledge and skills necessary to implement a response to intervention program and that such program is implemented consistent with paragraph (2) of this subdivision. [8 NYCRR 100.2(ii)]

Essential Components

Multi-Tiered Instructional Support System

A rigorous intervention system provides for the early identification of learning challenges and timely intervention for students who are at risk. This system includes three tiers of intensity which represent a continuum of support:

- Tier 1 - High-quality core instructional program for all students at their instructional grade level
- Tier 2 – Evidence-based interventions of moderate intensity that address the needs of most students who are at risk
- Tier 3 – Evidence-based interventions of increased intensity for students who show minimal response to previous interventions

Assessment

Screening

All kindergarten through fifth-grade students are screened three times per year. NWEA MAP Growth K – 2 is administered to K – 1 students, and NWEA MAP Growth 2 – 5 is administered to students in grades 2 – 5. These assessments initially identify those students who fall below, meet, and exceed grade-level expectations and establish a baseline for future evaluations. For students who score below the designated cut-point on the screening, further review is conducted to more accurately predict if individual students are at risk for poor learning outcomes. This may include additional testing, observations, short-term progress monitoring and/or other data analysis to confirm a student’s at-risk status.

Progress Monitoring and Documentation

Progress monitoring provides a quick and reliable means to document student performance over time. Progress monitoring tools must accurately match the identified needs of students. Progress monitoring data enables teachers to:

- review student progress
- evaluate the effectiveness of an intervention and develop an instructional plan
- identify the need for additional information
- analyze and interpret gaps between baseline and achievement

Data-Based Decision Making

Classroom teachers, service providers, and the Instructional Support Team (IST) will collaborate to analyze student data and to recommend and monitor targeted interventions. The IST includes the building principal, classroom teacher, school psychologist, school nurse, speech teacher, reading teacher, social worker, and a special education teacher.

It is understood that any student's instructional program must be reviewed to meet the individual needs of that student. A student's total instructional program, including mandated services and the impact of additional pull-out sessions, must be considered when making determinations regarding supplemental intervention services.

Increasing the intensity of an intervention can be accomplished in a number of ways, such as:

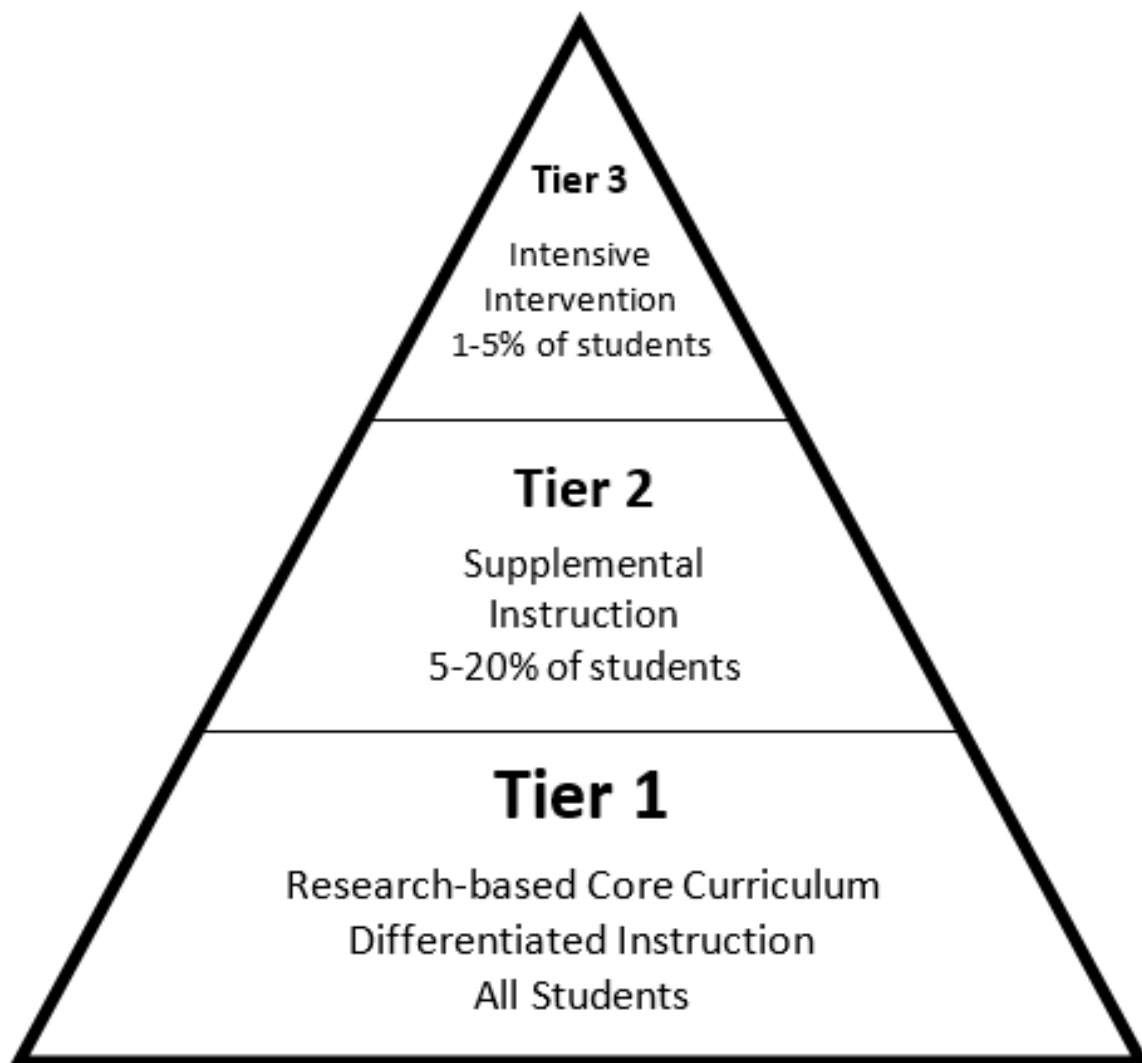
- increasing instructional time
- increasing the frequency of instructional sessions
- reducing the size of the instructional group

Progress monitoring data is used to determine whether a student has responded to the intervention. If a student does not respond appropriately to intensive intervention, the student may be referred for an evaluation. Progress monitoring and other data collected over the course of the intervention should be examined during the evaluation process, along with data from appropriately selected measures.

Intervention Services Framework

The Intervention Services framework is designed to assist schools in identifying and supporting students who are at risk for not achieving state and local learning standards. A successful framework begins with the highest quality research-based classroom core instruction. Instruction and assessment conducted by the classroom teacher are central to the success of this framework and must address the needs of each student including those from different cultural and linguistic backgrounds.

The primary goal of intervention services is to develop a student's ability to apply learned skills and strategies in order to meet grade-level expectations within the general education classroom.



ACADEMIC INTERVENTION SERVICES

The Smithtown Central School District is made up of seven elementary schools, three middle schools, and two high schools. The Board of Education in the Smithtown Central School District is committed to success for all students. For those students in need of support to achieve proficiency in New York State learning standards, an Academic Intervention Services plan is adopted.

Academic Intervention Services include two components: additional instruction and/or student support services. These are intended to supplement the instruction in the general curriculum and assist students in meeting the NYS Learning Standards. Strategies and interventions are research-based and are selected to meet the needs of the learner. 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 science. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled individuals; however, such services shall be provided to the extent consistent with each student's individualized education program.

In accordance with and in conjunction with State Education Department regulations, the plan will provide assistance to students in English language arts and mathematics in grades K-12 and in social studies and science in grades 4-12. The ultimate goal is to prepare all students to satisfy graduation requirements.

Student Identification

The district has an ongoing system of student identification based on review of multiple data points. All buildings have an Instructional Support Team (IST) in place that includes building administrators, the school psychologist, teachers, and other support personnel. When appropriate, the team makes recommendations as to which AIS services best meet the needs of students.

Eligibility

Any student who scores below the designated performance levels on elementary, intermediate, or commencement level state assessments in English language arts, mathematics, social studies, or science will be considered for academic intervention services. Furthermore, those at risk of not meeting state standards as indicated through other identification procedures may qualify. Similarly, English language learners who fall below designated performance standards will also receive assistance.

According to the New York State Part 100 Regulations, "The District is required to provide services to all students who meet the guidelines for eligibility. Parent(s) may provide, at their own expense, additional supplemental services for their children outside of the regular school day. However, that does not negate the obligation of the school district to place the child in the

appropriate educational programs, including academic intervention services provided by the district, nor does it allow for parent(s) to keep their child out of academic intervention services.”

State Assessments

All NYS Assessments given in grades 3 through 8, and Regents examinations required for graduation will be used for consideration in identifying the need for Academic Intervention Services.

Determination of Need/Evidence of Progress

The following are performance indicators:

- ❖ New York State assessments
- ❖ Classroom performance and assessments
- ❖ Uniformly administered district assessments
- ❖ Formative assessments
- ❖ Report card grades
- ❖ Diagnostic assessments
- ❖ Student writing samples
- ❖ Oral reading assessments
- ❖ Local final examinations
- ❖ Anecdotal records
- ❖ Attendance records
- ❖ Other student records, reports, and evaluations including discipline records, health-related issues, mobility issues, or family issues

Range of Academic Intervention Services

The intensity of the service, its duration, and the delivery model (frequency and size of group) will be determined based on the individual needs of the student and may include the following:

- ❖ Scheduling additional class time
- ❖ Small group instruction in a push-in or pull-out model
- ❖ Extended day programs
- ❖ Alternative education placement
- ❖ Progress monitoring

Range of Support Services

Coordination of services, based on individual need, may include the following:

- ❖ Attendance intervention/monitoring
- ❖ Discipline intervention/monitoring
- ❖ Family-related assistance
- ❖ Health-related assistance

- ❖ Nutrition-related assistance
- ❖ Speech and language assistance
- ❖ OT/PT assistance
- ❖ Counseling services (via school counselor, social worker, or psychologist)

Procedure

The process used to identify, implement, and evaluate students will be consistent. The services provided will be age appropriate, and the guidelines will vary by grade. All students serviced in grades K-12 will be identified by criteria applicable to those grades. Students will be eligible for academic intervention services if they are determined to be at risk of not meeting state standards according to criteria established by the district.

The enclosed plan provides information in chart form. For each grade, four columns are identified: initial screening, confirmation screening, range of services, and exit criteria. This format enables the professional staff to identify objective criteria to determine eligibility, identify a plan of action, and enable a student to complete the intervention plan. The criteria for terminating AIS will relate directly to the initial screening. The instructional support team may decide that an individual student should continue to receive services for a specified amount of time, even though the exit criteria have been met.

Record Keeping

A record of academic intervention services a student receives shall be included in the district's student management system. A copy of the parental notification indicating that a child is receiving academic intervention services or has met exit criteria will be kept in the student's cumulative folder.

Parental Notification

The parents/guardians of a student receiving AIS will be notified in writing by the building principal. This notification shall be provided in English and translated, whenever possible, into the native language or mode of communication of the parent.

The commencement of services notification will include the following:

- A summary of the academic intervention services to be provided
- The reason the student needs such services

Reports to parents will appear on each report card. Progress for academic intervention services is reported using the following designations at the elementary level:

- NE – New Entrant
- LG – Limited Growth
- GG – Gradual Growth

- CS – Consistent Growth
- US – Unsatisfactory Attendance
- HI – Student on Home Instruction
- MC – Monitoring Continues
- EC – Exit Criteria Met

Progress for direct academic intervention services is reported using the following designations at the secondary level:

- NE – New Entrant
- SP – Sufficient Progress
- IP – Insufficient Progress
- SA – Satisfactory Attendance
- UA – Unsatisfactory Attendance
- HI – Student on Home Instruction
- BW – AIS Services Provided by BOCES/Wilson Tech
- MC – Monitoring Continues
- EC – Exit Criteria Met

Parents shall be notified when academic intervention services are discontinued because exit criteria have been met. Such notices shall be provided in English and translated, whenever possible, into the native language or mode of communication of the parent. Ongoing communication with school personnel shall be provided to parents of the students receiving academic intervention services.

Parental Involvement

Parents are encouraged to be involved in a variety of classroom and school activities that have been designed to help parents support their children's learning at home. The district provides policy information on the district's website. Additionally, parents are encouraged to access the parent curriculum resources which are posted and continually updated on the district website. This allows parents to have access to the goals and expectations for their children as they proceed through their educational program and work to meet the demands of the NYS Learning Standards.

On the secondary level, parents are encouraged to regularly access their child's academic progress through the online grade book for related content areas in which they are being monitored or serviced.

Biennial Review

The Academic Intervention Services Plan shall be reviewed biennially. The next review shall take place at the conclusion of the 2022-2023 school year.

FREQUENTY ASKED QUESTIONS

1. What are Academic Intervention Services?

Academic Intervention Services (AIS) are an instructional and support services intended for children who are at risk of not meeting the New York State Learning Standards in mathematics, English language arts, science, or social studies. It is not a special education service, although children who receive special education may also be eligible for Academic Intervention Services.

2. How are students selected to receive AIS?

Multiple data points are used to determine if a child should be considered for AIS. These include:

- History of intervention service(s)
- Screening results
- District and state assessment results
- Classroom performance
- Teacher recommendation
- Report card grades

3. Who provides Academic Intervention Services for my child?

Academic intervention service providers are certified teachers who specialize in small-group intervention instruction. They work closely with classroom teachers, reading and math specialists, and administrators to plan and implement the most effective instruction for each student.

At the secondary level, AIS providers include classroom teachers, reading specialists, teacher assistants, AIS tutors, and school counselors. Their instruction is aligned with the grade-level curriculum and tailored to the individual need of the student.

4. Can a parent/guardian refuse academic intervention services for their child(ren)?

Placement in educational programs during the regular school day is the responsibility of the district and school. As per current NYSED regulations, parents may not refuse to have their children participate in AIS if it is offered during the regular school day. A private tutor does not satisfy the District's obligation to provide AIS.

5. How will my child's progress be reported?

Progress will be noted in the AIS section of the student report card. Your child's elementary classroom teacher is always your best resource when discussing your child's performance.

At the secondary level, your child's classroom teacher or guidance counselor is the best resources.

6. What is the range of Academic Intervention Services?

The intensity of service will be based on individual needs and may include:

- Direct services
 - Individualized instruction
 - Small group instruction
- Monitoring student progress
- Counseling services
- Health-related services

7. When will my child receive services in middle school?

Academic intervention services in middle school can be delivered as follows:

- Pull-out from music, physical education, exploratory classes, and lunch
- Push-in or pull-out of study skills

8. How are AIS Direct Services delivered in high school?

Academic Intervention Services for all subjects in high school are included in the students' schedules and occur every other day.

9. How long will a child receive Academic Intervention Services?

Students will be placed in Academic Intervention Services until they have met the exit criteria for the grade level and content area as described in the plan.

APPENDICES

Appendix A

District Criteria for Response to Intervention K – 5 Reading

**Smithtown Central School District
Response to Intervention Plan K-5 Reading**

Grade K Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	K	<ul style="list-style-type: none"> • NWEA MAP Growth K – 2; 31th – 40th percentile • DIAL-4 Screening; 20th -25th percentile in language or concepts • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English language arts 	<ul style="list-style-type: none"> • 1X a week • Minimum 10 min. • Monitored by the classroom teacher 	<ul style="list-style-type: none"> • Teacher recommendation based on multiple measures • Meets or exceeds F&P instructional reading level • Performance level of 3 or 4 on kindergarten assessments • Satisfactory performance on Foundations unit assessments • Greater than 40th percentile on NWEA MAP Growth K – 2 Reading
Tier 2	K	<ul style="list-style-type: none"> • NWEA MAP Growth K -2; 16th – 30th percentile • DIAL-4 Screening, ≤19th percentile in language or concepts • Performance level of 2 on K binder assessments • Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> ○ 1st trimester = A ○ 2nd trimester = B • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English language arts 	<ul style="list-style-type: none"> • 2-4x a week • Minimum 60 minutes • Group size maximum 7:1 	
Tier 3	K	<ul style="list-style-type: none"> • NWEA MAP Growth K – 2; 1st – 15th percentile • DIAL-4 Screening, ≤19th percentile in language or concepts • Performance level of 1 on K binder assessments • Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> ○ 1st trimester = Less than A ○ 2nd trimester = Below B • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English language arts 	<ul style="list-style-type: none"> • 4-5x a week • Minimum of 120 minutes • Group size maximum 5:1 	

Grade 1 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	1	<ul style="list-style-type: none"> • NWEA MAP Growth K – 2; 31th – 40th percentile • Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> ○ September = C • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English Language Arts • NYSESLAT Scores 	<ul style="list-style-type: none"> • 1X a week • Minimum 10 min. 	<ul style="list-style-type: none"> • Teacher recommendation based on multiple measures • Meets or exceeds F&P instructional reading level • Satisfactory performance on Foundations unit assessments • Report card grades of 3 or 4 in English language arts • Greater than 40th percentile on NWEA MAP Growth K – 2 Reading
Tier 2	1	<ul style="list-style-type: none"> • NWEA MAP Growth 16th – 30th percentile • Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> ○ September = B ○ 1st trimester= E ○ 2nd trimester = G • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English Language Arts • NYSESLAT Scores 	<ul style="list-style-type: none"> • 2-4x a week • Minimum 60 minutes • Group size maximum 7:1 	
Tier 3	1	<ul style="list-style-type: none"> • Fountas and Pinnell Running Record <ul style="list-style-type: none"> ○ September = Below B ○ 1st trimester= Below E ○ 2nd trimester = Below G • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English Language Arts • NWEA MAP Growth K – 2; 1st – 15th percentile • NYSESLAT Scores 	<ul style="list-style-type: none"> • 4-5x a week • Minimum of 120 minutes • Group size maximum 5:1 	

Grade 2 Reading

Service	Grade Level	Identification Criteria	Frequency & Duration	RtI Exit Criteria
Monitor	2	<ul style="list-style-type: none"> • NWEA MAP Growth 31th – 40th percentile • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English language arts • NYSESLAT Scores 	<ul style="list-style-type: none"> • 1X a week • Minimum 10 min. • Monitored by the classroom teacher 	<ul style="list-style-type: none"> • Teacher recommendation based on multiple measures • Meets or exceeds F&P instructional reading level • Greater than 40th percentile on NWEA MAP growth 2 - 5 reading
Tier 2	2	<ul style="list-style-type: none"> • NWEA MAP Growth 16th – 30th percentile • Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> ○ September = I ○ 1st trimester= J ○ 2nd trimester = K • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English Language Arts • NYSESLAT Scores 	<ul style="list-style-type: none"> • 2-4x a week • Minimum 60 minutes • Group size maximum 7:1 	<ul style="list-style-type: none"> • Report card grades of 3 or 4 in English language arts • Satisfactory performance on Foundations unit assessments
Tier 3	2	<ul style="list-style-type: none"> • NWEA MAP Growth 1st – 15th percentile • Fountas and Pinnell Running Record <ul style="list-style-type: none"> ○ September = Below I ○ 1st trimester= Below J ○ 2nd trimester = Below K • Unsatisfactory performance on Foundations unit assessments • Report card grades less than 3 in English Language Arts • NYSESLAT Scores 	<ul style="list-style-type: none"> • 4-5x a week • Minimum of 120 minutes • Group size maximum 5:1 	

Grade 3 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	3	<ul style="list-style-type: none"> NWEA MAP Growth 31th – 40th percentile Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 1X a week Minimum 10 min. Monitored by the classroom teacher 	<ul style="list-style-type: none"> Teacher recommendation based on multiple measures Meets or exceeds F&P instructional reading level Greater than 40th percentile on NWEA MAP growth 2 - 5 reading Report card grades of 3 or 4 in English language arts
Tier 2	3	<ul style="list-style-type: none"> NWEA MAP Growth 16th – 30th percentile Fountas and Pinnell Running Record <ul style="list-style-type: none"> September = L 1st trimester= M 2nd trimester = N Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 2-4x a week Minimum 60 minutes Group size maximum 7:1 	
Tier 3	3	<ul style="list-style-type: none"> NWEA MAP Growth 1st – 15th percentile Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> September = Below L 1st trimester= Below M 2nd trimester = Below N Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 4-5x a week Minimum of 120 minutes Group size maximum 5:1 	

Grade 4 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	4	<ul style="list-style-type: none"> NWEA MAP Growth 31th – 40th percentile Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 1X a week Minimum 10 min. Monitored by the classroom teacher 	<ul style="list-style-type: none"> Teacher recommendation based on multiple measures Meets or exceeds F&P instructional reading level
Tier 2	4	<ul style="list-style-type: none"> NWEA MAP Growth 16th – 30th percentile Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> September = O 1st trimester= P 2nd trimester = Q NYS ELA Exam (as specified by NYSED) Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 2-4x a week Minimum 60 minutes Group size maximum 7:1 	<ul style="list-style-type: none"> Greater than 40th percentile on NWEA MAP Growth 2 - 5 reading Report card grades of 3 or 4 in English language arts
Tier 3	4	<ul style="list-style-type: none"> NWEA MAP Growth 1st – 15th percentile Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> September = Below O 1st trimester= Below P 2nd trimester = Below Q NYS ELA Exam (as specified by NYSED) Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 4-5x a week Minimum of 120 minutes Group size maximum 5:1 	

Grade 5 Reading				
Service	Grade Level	Identification Criteria	Frequency & Duration	Rtl Exit Criteria
Monitor	5	<ul style="list-style-type: none"> NWEA MAP Growth 31th – 40th percentile Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 1X a week Minimum 10 min. Monitored by the classroom teacher 	<ul style="list-style-type: none"> Teacher recommendation based on multiple measures Meets or exceeds F&P instructional reading level
Tier 2	5	<ul style="list-style-type: none"> NWEA MAP Growth 16th – 30th percentile Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> September = R 1st trimester= S 2nd trimester = T NYS ELA Exam score (as specified by NYSED) Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 2-4x a week Minimum 60 minutes Group size maximum 7:1 	<ul style="list-style-type: none"> Greater than 40th percentile on NWEA MAP growth 2 - 5 reading Report card grades of 3 or 4 in English language arts
Tier 3	5	<ul style="list-style-type: none"> NWEA MAP Growth 1st – 15th percentile Fountas and Pinnell Benchmark Assessment <ul style="list-style-type: none"> September = Below R 1st trimester= Below S 2nd trimester = Below T NYS ELA Exam (as specified by NYSED) Report card grades less than 3 in English language arts NYSESLAT Scores 	<ul style="list-style-type: none"> 4-5x a week Minimum of 120 minutes Group size maximum 5:1 	

Appendix B

District Criteria for Academic Intervention Service K- 12

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
K	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • DIAL-4 kindergarten screening • NWEA MAP Growth K- 2 \leq 40th percentile • Early intervention services 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Classroom performance • District kindergarten assessments • Instructional support team recommendation • Report card grades • FastBridge Screening 	<p>The type and intensity of service will be determined based on individual need.</p> <ul style="list-style-type: none"> • Small group instruction with a variable student-teacher ratio in a push-in or pull-out model • Monitoring student progress 	<ul style="list-style-type: none"> • Teacher recommendation based on multiple measures • Performance level of 3 or 4 on report card • Satisfactory performance on class and district assessments • Greater than 40th percentile on NWEA MAP Growth K – 2 Mathematics

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
1	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Teacher recommendation • Prior AIS service • NWEA MAP Growth K-2 \leq 40th percentile 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Classroom performance and assessments • Instructional support team recommendation • Report card grades • FastBridge Screening 	<p>The type and intensity of service will be determined based on individual need.</p> <ul style="list-style-type: none"> • Small group instruction with a variable student-teacher ratio in a push-in or pull out model • Monitoring student progress 	<ul style="list-style-type: none"> • Teacher recommendation based on multiple measures • Performance level of 3 or 4 on report card • Satisfactory performance on class and district assessments • Greater than 40th percentile on NWEA MAP Growth K – 2 Mathematics

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
2	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • Teacher recommendation • Prior AIS service • NWEA MAP Growth 2 - 5 \leq 40th percentile 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Classroom performance and assessments • Instructional support team recommendation • Report card grades • FastBridge Screening 	<p>The type and intensity of service will be determined based on individual need.</p> <ul style="list-style-type: none"> • Small group instruction with a variable student-teacher ratio in a push-in or pull-out model • Monitoring student progress 	<ul style="list-style-type: none"> • Teacher recommendation based on multiple measures • Performance level of 3 or 4 on report card • Satisfactory performance on class and district assessments • Greater than 40th percentile on NWEA MAP Growth 2 - 5 Mathematics

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
3	<p data-bbox="233 237 432 261">MATHEMATICS</p> <ul data-bbox="233 354 600 475" style="list-style-type: none"> <li data-bbox="233 354 554 378">• Teacher recommendation <li data-bbox="233 386 470 410">• Prior AIS service <li data-bbox="233 418 600 475">• NWEA MAP Growth 2 – 5 \leq 40th percentile 	<p data-bbox="651 237 1041 326">The following criteria should be considered in determining eligibility and/or range of services:</p> <ul data-bbox="651 362 999 548" style="list-style-type: none"> <li data-bbox="651 362 905 386">• Report card grades <li data-bbox="651 394 999 451">• Classroom performance and assessments <li data-bbox="651 459 978 516">• Instructional support team recommendation <li data-bbox="651 524 930 548">• FastBridge Screening 	<p data-bbox="1134 237 1566 293">The type and intensity of service will be determined based on individual need.</p> <ul data-bbox="1134 329 1539 451" style="list-style-type: none"> <li data-bbox="1134 329 1539 418">• Small group instruction with a variable student-teacher ratio in a push-in or pull-out model <li data-bbox="1134 427 1482 451">• Monitoring student progress 	<ul data-bbox="1617 237 2007 524" style="list-style-type: none"> <li data-bbox="1617 237 2007 293">• Teacher recommendation based on multiple measures <li data-bbox="1617 302 2007 358">• Performance level of 3 or 4 on report card <li data-bbox="1617 367 1980 423">• Satisfactory performance on class and district assessments <li data-bbox="1617 431 2007 524">• Greater than 40th percentile on NWEA MAP Growth 2 - 5 Mathematics

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
4	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • New York State grade 3 mathematics assessment • Prior AIS Service • Teacher recommendation • NWEA MAP Growth 2 – 5 \leq 40th percentile <p>SCIENCE</p> <ul style="list-style-type: none"> • Teacher recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Teacher recommendation 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Report card grades • Classroom performance and assessments • Instructional support team recommendation • FastBridge Screening 	<p>The type and intensity of service will be determined based on individual need.</p> <ul style="list-style-type: none"> • Small group instruction with a variable student-teacher ratio in a push-in or pull-out model • Monitoring student progress 	<ul style="list-style-type: none"> • Teacher recommendation based on multiple measures • Meets or exceeds state cut score on NYS mathematics assessment • Performance level of 3 or 4 on report card • Satisfactory performance on class and district assessments • Greater than 40th percentile on NWEA MAP Growth 2 - 5 Mathematics

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
5	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • New York State grade 4 mathematics assessment • Prior AIS Service • Teacher recommendation • NWEA MAP Growth 2 – 5 \leq 40th percentile <p>SCIENCE</p> <ul style="list-style-type: none"> • New York State grade 4 science assessment • Teacher recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Teacher recommendation 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Report card grades • Classroom performance and assessments • Instructional support team recommendation • FastBridge Screening 	<p>The type and intensity of service will be determined based on individual need.</p> <ul style="list-style-type: none"> • Small group instruction with a variable student-teacher ratio in a push-in or pull-out model • Monitoring student progress 	<ul style="list-style-type: none"> • Teacher recommendation based on multiple measures • Meets or exceeds state cut score on NYS mathematics assessment • Performance level of 3 or 4 on report card • Satisfactory performance on class and district assessments • Greater than 40th percentile on NWEA MAP Growth 2 - 5 Mathematics

Grade	Initial Screening (At least 2 data points must be used.)	Confirmation Screening	Range of Services	Exit Criteria (Minimum of 1 data point plus teacher recommendation)
6	<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • New York State grade 5 ELA assessment • Uniformly administered district diagnostic assessments • Fifth-grade report card grades less than 3 • Sixth-grade quarterly report card grades of D or F • Instructional reading level • Teacher recommendation • Prior AIS Service • NWEA MAP Growth 2 – 5 ≤ 40th percentile • STAR Renaissance <p>MATHEMATICS</p> <ul style="list-style-type: none"> • New York State grade 5 mathematics assessment • Uniformly administered district assessments • Quarterly report card grades of D or F • Teacher recommendation • Prior AIS Service • NWEA MAP Growth 2 – 5 ≤ 40th percentile • STAR Renaissance <p>SCIENCE</p> <ul style="list-style-type: none"> • Quarterly report card grades of D or F • Teacher Recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Quarterly report card grades of D or F • Midterm or final grade of D or F • Teacher Recommendation 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Writing samples • Report card grades • Classroom performance • Local final exams • Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues • Attendance records • Instructional support team recommendation • Uniformly administered district assessments 	<p>Students will receive up to 2 periods per week of recommended services as determined by the department.</p> <p>Range of possible AIS services:</p> <ul style="list-style-type: none"> • Small group instruction administered through a push-in or pull-out model • Counseling services (school counselor, social worker, or psychologist) • Monitoring student progress 	<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Meets or exceeds state cut score on New York State grade 6 ELA assessment • Mid-term or final exam grade of B or better • Consistent grades of B or better on assessments in writing and reading comprehension • Teacher recommendation <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Meets or exceeds state cut score on New York State grade 6 mathematics assessment • Mid-term/final exam grade of B or better • Passing course with B or better • Teacher recommendation <p>SCIENCE</p> <ul style="list-style-type: none"> • Mid-term/final exam grade of B or better • Passing course with B or better • Teacher recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Mid-term/final exam grade of B or better • Passing course with B or better • Teacher recommendation

Grade	Initial Screening (At least 2 data points must be used.)	Confirmation Screening	Range of Services	Exit Criteria (Minimum of 1 data point plus teacher recommendation)
7	<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • New York State grade 6 ELA assessment • Grade 6 course grade of D or F • Grade 6 final exam grade of D or F • Quarterly report card grades of D or F • Prior AIS Service • Teacher recommendation • STAR Renaissance <p>MATHEMATICS</p> <ul style="list-style-type: none"> • New York State Grade 6 mathematics assessment • Grade 6 course grade of D or F • Grade 6 final exam grade of D or F • Quarterly report card grades of D or F • Prior AIS Service • Teacher recommendation • STAR Renaissance <p>SCIENCE</p> <ul style="list-style-type: none"> • Grade 6 course failure • Grade 6 final exam failure • Quarterly report card grades of D or F • Teacher recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Grade 6 course failure • Grade 6 final exam failure • Quarterly report card grades of D or F • Teacher recommendation 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Writing samples • Report card grades • Classroom performance • Local final exams • Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues • Attendance records • Instructional support team recommendation • Uniformly administered district assessments 	<p>Students will receive up to 2 periods per week of recommended services as determined by the department.</p> <p>Range of possible AIS services:</p> <ul style="list-style-type: none"> • Small group instruction administered through a push-in or pull-out model • Counseling services (school counselor, social worker, or psychologist) • Monitoring student progress 	<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Meets or exceeds state cut score on New York State grade 7 ELA assessment • Mid-term/final exam grade of B or better • Consistent grades of B or better on assessments in writing and reading comprehension • Teacher recommendation <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Meets or exceeds state cut score on New York State grade 7 mathematics assessment • Mid-term/final exam grade of B or better • Passing course with B or better • Teacher recommendation <p>SCIENCE</p> <ul style="list-style-type: none"> • Mid-term/final exam grade of B or better • Passing course with B or better • Teacher recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Mid-term/final exam grade of B or better • Passing course with B or better • Teacher recommendation

Grade	Initial Screening (At least 2 data points must be used.)	Confirmation Screening	Range of Services	Exit Criteria (Minimum of 1 data point plus teacher recommendation)
8	<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • New York State grade 7 ELA assessment • Grade 7 course grade of D or F • Grade 7 final exam grade of D or F • Quarterly report card grades of D or F • Prior AIS Service • Teacher recommendation • STAR Renaissance <p>MATHEMATICS</p> <ul style="list-style-type: none"> • New York State grade 7 mathematics Assessment • Grade 7 course grade of D or F • Grade 7 final exam grade of D or F • Quarterly report card grades of D or F • Prior AIS Service • Teacher recommendation • STAR Renaissance <p>SCIENCE</p> <ul style="list-style-type: none"> • Grade 7 course failure • Grade 7 final exam failure • Quarterly report card grades of D or F • Teacher recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Grade 7 course failure • Grade 7 final exam failure • Quarterly report card grades of D or F • Teacher recommendation 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Writing samples • Report card grades • Classroom performance • Local final exams • Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues • Attendance records • Instructional support team recommendation • Uniformly administered district assessments 	<p>Students will receive up to 2 periods per week of recommended services as determined by the department.</p> <p>Range of possible AIS services:</p> <ul style="list-style-type: none"> • Small group instruction administered through a push-in or pull-out model • Counseling services (school counselor, social worker, or psychologist) • Monitoring student progress 	<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Meets or exceeds New York state grade 8 ELA assessment • Mid-term/final exam grade of B or better and teacher recommendation • Quarterly report card grades of B or better for 2 consecutive quarters • Teacher recommendation <p>MATHEMATICS</p> <ul style="list-style-type: none"> • Meets or exceeds New York State grade 8 mathematics assessment • Mid-term/final exam grade of B or better and teacher recommendation • Quarterly report card grades of B or better for 2 consecutive quarters • Teacher recommendation <p>SCIENCE</p> <ul style="list-style-type: none"> • Mid-term/final exam grade of B or better and teacher recommendation • Quarterly report card grades of B or better for 2 consecutive quarters • Teacher recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Mid-term/final exam grade of B or better • Quarterly report card grades of B or better for 2 consecutive quarters • Teacher recommendation

Grades	Initial Screening (At least 2 data points must be used.)	Confirmation Screening	Range of Services	Exit Criteria
9-10	ENGLISH LANGUAGE ARTS <ul style="list-style-type: none"> • New York State grade 8 ELA assessment • Quarterly report card grades of D or F • Prior year final examination grade of D or F • Prior year course grade of D or F • Prior AIS Service • Teacher recommendation 	The following criteria should be considered in determining eligibility and/or range of services: <ul style="list-style-type: none"> • Writing samples • Report card grades • Classroom performance • Consistent grades of C or less on lesson assessments in writing or reading comprehension • Local final exams • Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues • Attendance records • Recommendations by classroom teacher, counselor, administrator, or other school personnel • ELL performance • Individual reading assessment • Instructional support team recommendation 	<ul style="list-style-type: none"> • Scheduling into Regents extended/support lab class • Scheduling into reading skills support in a push-in or pull-out model • Monitoring student progress • Alternative educational placement • Counseling services (school counselor, social worker, or psychologist) 	<ul style="list-style-type: none"> • New York State grade 8 ELA assessment • Mid-term/final exam grade of B or better • Teacher recommendation • Quarterly report card grades of B or better for 2 consecutive quarters

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
11	<p>ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> • Quarterly report card grades of D or F • Prior year final examination grade of D or F • Prior year course grade of D or F • Teacher recommendation 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Writing samples • Report card grades • Classroom performance • Consistent grades of C or less on assessments in writing or reading comprehension • Local final exams • Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues • Attendance records • Recommendations by classroom teacher, counselor, administrator, or other school personnel • ELL performance • Confirmation by instructional support team 	<ul style="list-style-type: none"> • Scheduling into reading skills support in a push-in or pull-out setting • Alternative educational placement • Monitoring student progress • Counseling services (school counselor, social worker, or psychologist) 	<ul style="list-style-type: none"> • Passing Regents examination

Grade	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
12	ENGLISH LANGUAGE ARTS Failure of Regents Exam	N/A	<ul style="list-style-type: none"> • Schedule into reading skills support through a push-in or pull-out setting • Counseling services (school counselor, social worker, or psychologist) • Alternative educational placement 	<ul style="list-style-type: none"> • Passing Regents examination

Grades	Initial Screening	Confirmation Screening	Range of Services	Exit Criteria
9-12	<p>MATHEMATICS</p> <ul style="list-style-type: none"> • New York State Grade 8 Mathematics Assessment • Quarterly report card grades of D or F • Prior year final examination grade of D or F • Prior year course grade of D or F • Teacher recommendation 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Report card grades • Classroom performance • Local final exams • Other student records, reports, evaluations including, but not limited to discipline records, health related issues, mobility issues or family issues • Recommendations by classroom teacher, counselor, administrator, or other school personnel • Instructional support team recommendation 	<ul style="list-style-type: none"> • Scheduled for Regents level extended math class/double period classes alternating days and two-year Regents program track • Small group instruction in a push-in or pull-out model • Monitoring student progress • Counseling services (school counselor, social worker, or psychologist) 	<ul style="list-style-type: none"> • Passing course with two consecutive quarter grades of B or better • Department recommendation • Teacher recommendation • Passing Algebra 1 Regents (required to exit)
9-12	<p>SCIENCE</p> <ul style="list-style-type: none"> • New York State Grade 8 Science Assessment • Regents examination failure • Quarterly report card grades of D or F • Quarter two screening in Earth Science and/or Biology (quarter one grade of D or F) • Teacher recommendation <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Regents examination failure • Quarterly report card grades of D or F • Prior year course failure • Mid-term or final exam failure • Teacher recommendation 	<p>The following criteria should be considered in determining eligibility and/or range of services:</p> <ul style="list-style-type: none"> • Report card grades • Classroom performance • Local final exams • Other student records, reports, evaluations including, but not limited to discipline records, health related issues, mobility issues or family issues • Attendance records • Recommendations by classroom teacher, counselor, administrator, school staff • Instructional support team recommendation 	<ul style="list-style-type: none"> • Scheduled for extended courses/double periods every other day • Monitoring student progress • Counseling services (school counselor, social worker, or psychologist) 	<ul style="list-style-type: none"> • Passing Regents examination • Passing course with two consecutive quarter grades of B or better and teacher recommendation • Department recommendation • IST review

Appendix C

K – 5 Initial Entry Letter

Date

Dear Parents/Guardians of _____,

The New York State Education Department has mandated that schools provide academic intervention services to students who are at risk of not meeting grade-level standards. A review of assessment results and teacher recommendation indicate that your child would benefit from additional support services through our Academic Intervention Services (AIS) and Response to Intervention (RTI) programs.

Your child has been identified as a student in need of intervention in the following area(s):

- English Language Arts**
 - Tier 2 (minimum of 60 minutes per week)
 - Tier 3 (minimum of 120 minutes per week)

- Mathematics**
 - Minimum of 60 minutes per week

- Other:** _____

These services will be provided by certified teachers. Students will be supported within the classroom and/or in pull-out sessions. Our faculty is eager to guide and assist your child in achieving success in learning. As a parent, you have the right to refer your child for a comprehensive evaluation for special education eligibility if you suspect a disability.

If you have any questions please call *ADD NAMES OF READING AND/OR MATH TEACHERS* at 631-382-XXXX.

Sincerely,

Principal

Appendix D

K – 5 Initial Entry Monitoring

Date

Dear Parent or Guardian of

The New York State Education Department has mandated that schools provide academic intervention services (AIS) to students believed to be at risk of not meeting grade-level standards. Monitoring through our Academic Intervention Services program is being recommended at this time to ensure that your child meets state and district learning standards.

A review of testing results and teacher recommendation indicate that your child's academic progress should be **monitored** in the following area(s):

- English Language Arts
- Mathematics
- Other: _____

Your child's progress will be closely monitored by the classroom teacher with regular consultation with the AIS teachers. You will be notified of any changes to this level of service.

Please call TEACHER NAMES at 382-XXX if you have any further questions.

Sincerely,

Principal

Appendix E
K – 5 Exit Letter

Date

Dear _____,

This letter is to inform you that CHILD’S NAME will no longer be receiving Academic Intervention Services in the area of _____.

Your child has met the exit criteria as outlined in our RtI/AIS plan and is meeting the New York State Learning Standards at this time.

Please contact _____ or _____, our reading specialists, at 382-XXXX if you have any further questions or concerns.

Sincerely,

Principal

Appendix F

K – 5 Change of Service Letter

Date: _____

Dear Parent or Guardian of _____,

This letter is to inform you that there has been a change in your child's level of academic intervention service in the following area(s):

- English Language Arts
- Math
- Other _____

Your child's new level of service is as follows:

- Direct Service:**
 - Supplemental instruction which consists of at least 60 minutes of instruction weekly.
 - Intensive instruction which consists of at least 120 minutes of service weekly.
- Progress Monitoring:** Your child's progress will be closely monitored by the classroom teacher through regular consultations with the intervention teachers and/or Instructional Support Team.

This change is being made to best meet your child's academic needs at this time. If you have any questions or concerns, please do not hesitate to call either your child's classroom teacher or one of our reading specialists, _____ or _____, at 382-XXXX.

Yours truly,

Principal

Appendix G

Middle School New Entrant Letter

Date

Dear Parent or Guardian of: _____

The New York State Education Department has mandated that all schools provide Academic Intervention Services (AIS) to students who require additional support. AIS is provided to students who need assistance in meeting the New York State Learning Standards in the areas of English Language Arts (ELA), mathematics, science and/or social studies. AIS is intended to fulfill the goal of helping students meet the New York State Learning Standards and perform successfully on the New York State Assessments.

Students are identified through assessments and classroom performance. Depending on their individual needs, students may qualify for one of the two levels of service.

Direct Service This may include one of the following:

- Pull-out Program
- Push-in Program
- Specified Course Placement
- Learning Center
- Counseling Center
- Psychological Services
- Health Service

Monitoring Service This includes monitoring on a quarterly basis through report card grades and classroom performance in ELA, mathematics, science, and/or social studies.

Your child has been identified as a student who will be provided _____ Service in the area of _____. You will be notified at appropriate times during the school year of your child's progress in the above-named area. You will be informed if a change in service is necessary. The overall objective for providing AIS is to ensure that your child will be successful in meeting the New York State Standards and graduation requirements.

If you have any questions or concerns, please contact the reading teacher, _____, at (631) 382-XXXX.

Sincerely,

Principal

Appendix H

Middle School Change of Service Letter

Date _____

Dear Parent or Guardian of: _____

This letter is to inform you that there has been a change in your child's level of Academic Intervention Service (AIS) in _____.

Your child's new level of service is _____.

- **Direct Service:** Direct Service AIS consists of weekly instruction in a pull-out and/or push-in model.
- **Monitoring Service:** Your child's classroom progress will be closely monitored by the Academic Intervention staff through quarterly consultations with the classroom teacher. This is *not* direct academic instruction.

The change is being made to best meet your child's academic needs. If you have any questions or concerns, please contact the reading teacher, _____, at 382-XXXX.

Sincerely,

Name _____
Principal _____

Appendix I

Middle School Exit Letter

Date

Dear Parent or Guardian of _____,

The New York State Education Department has mandated that all schools provide Academic Intervention Services to students who require additional support. At this time, assessments and/or classroom performance indicate that your child has achieved an acceptable performance level for his/her grade. Therefore, your child will no longer receive services through our Academic Intervention Program in the area(s) of _____.

Please be assured that we monitor the grades and academic performance of all of our students throughout the school year. If at any time in the future, it becomes apparent that AIS is necessary for your child, he/she will receive the appropriate service. Please contact your child's school counselor if you have any questions.

Sincerely,

Name

Principal

Appendix J

High School New Entry Letter

Date _____

Dear Parent or Guardian of _____

The New York State Education Department has mandated that all schools provide Academic Intervention Services (AIS) to students who require additional support. AIS is provided to students who need assistance in meeting the New York State Learning Standards in the areas of English Language Arts (ELA), mathematics, science, and/or social studies. AIS is intended to help students meet the New York State Learning Standards and perform successfully on the New York State Assessments.

Students are identified through assessments and classroom performance. Depending on their individual needs, students may qualify for one of the two levels of service.

Direct Service This may include one of the following:

- Specified Course Placement for ELA AIS
- Specified Course Placement for ELA Extended course
- Push-in support

Monitoring Service

This includes monitoring on a quarterly basis through report card grades and classroom performance in ELA, mathematics, science, and/or social studies.

Your child has been identified as a student who will be provided _____ service in the area of _____. You will be notified at appropriate times during the school year of your child's progress in the above-named area. You will be informed if a change in service is necessary. The overall objective for providing AIS is to ensure that your child will be successful in meeting the New York State Standards and graduation requirements.

If you have any questions or concerns, please contact the service provider, _____, at (631) 382-XXXX.

Sincerely,

Principal