Academic Intervention Services Plan

Revised December 2016
SMITHTOWN CENTRAL SCHOOL DISTRICT

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2016-2017

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Paul Strader, II
EXECUTIVE DIRECTOR OF CURRICULUM
# ACADEMIC INTERVENTION SERVICES

## ORIGINAL COMMITTEE

<table>
<thead>
<tr>
<th>Chris Andolina</th>
<th>Patricia Friel</th>
<th>Bernadette Rhodes</th>
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<tr>
<td>Fran Banyon</td>
<td>Daniel Goitia</td>
<td>Karen Ricigliano</td>
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<td>Leslie Bienstock</td>
<td>Nancy Hawkins</td>
<td>Cynthia Rossi</td>
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<td>Stephanie Brunet</td>
<td>Claire Heatley-Mueller</td>
<td>Tom Salemi</td>
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<td>Mary Cahill</td>
<td>Michele LeGuillou</td>
<td>Jeff Spivak</td>
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<td>Robert Ciavarella</td>
<td>Diane Melidosian</td>
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<td>Patricia Citro</td>
<td>Jane Mentz</td>
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<td>Katy Frawley</td>
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## 2002 REVISION COMMITTEE

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<tr>
<th>Toby Abel</th>
<th>Daniel Goitia</th>
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<td>Roni Alper</td>
<td>Paul Graf</td>
<td>Virginia Miller</td>
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<td>Lewis Baranello</td>
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<td>Susan Klein</td>
<td>Karen Ricigliano</td>
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<td>Rosemary Fretto</td>
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<td>Kellyann Gayer</td>
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## 2006 REVISION COMMITTEE

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<th>Leslie Bienstock</th>
<th>Susan Ehmann</th>
<th>Tina Mangano</th>
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<td>Ingrid Hrvatin</td>
<td>Eileen Rowe</td>
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<td>Maureen Smilow</td>
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## 2008 REVISION COMMITTEE

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<td>Michael Chlystun</td>
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<td>Joyce Tyree</td>
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<td>Brenda Clark</td>
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2010 REVISION COMMITTEE

Toby Abel
Nancy Apicella
Jennifer Bradshaw
Mary Cahill
Renee Carpenter
Michael Chlystun
Eileen Creutz
Eileen DiCristofaro
Susan Ehmann
Suzanne Fields
Elise Frank
Mary Goldberg
Ingrid Hrvatin
Danielle Kinahan
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Kelly Lopez
MaryGrace Lynch
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Tammi Pearce-Gerig
Linda Stackow
Paul Strader
Lauren Tomasic
Michele Vannoni

2014 REVISION COMMITTEE

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Christina Boughal
Michele Bramanti
Debra Bristel
Nicole Burian
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Brenda Clark
Mary Goldberg
Patrick Granshaw
Ingrid Hrvatin
Carol Lorenzini
Mary Grace Lynch
Tina Mangano
Cynthia McCreary
Paul McNeil
Jennifer Micari
Cynthia Moschera
Cindy Nocero
Laura Persichilli
Robert Rose
Jeannine Rosengrant
Eileen Rowe
Judith Simmons
Lora Starzee
Nancy Stewart
Paul Strader
Joyce Tyree
Marissa Urso

2016 REVISION COMMITTEE

Gena Agostino
Kristen Andriaccio
Angelica Babino
Richard Bassin
Lauren Belesi
Marisa Bohmke
Michael Chlystun
Mark Cimino
Vanessa Dittrich
Wendy Etheridge
Corinne Gorniok
Nicole Grimaldi
Kristie Hoenes
Graceann LaRussa
MaryGrace Lynch
Tina Mangano
Melissa May
Pragna Patel
Victoria Rella
Nicole Strandberg
Donna Wrage
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The Smithtown Central School District, located in Suffolk County, is a district of eight 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 chosen 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.

This system begins with the state-mandated kindergarten screening program that requires districts to screen all new entrants.

All new entrants are reviewed to determine if they need Academic Intervention Services.

All buildings have in place an Instructional Support Team (IST) 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 identified 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 is eligible to receive 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
- Report card grades
- Diagnostic assessments
- Student writing samples
- Oral reading assessments
- Local final examinations
- Anecdotal records
- Attendance records
- Other student records, reports, homework, attendance, and evaluations including discipline records, health-related issues, mobility issues, or family issues

**Range of Academic Intervention**

**Research-based Instruction/Intervention/Practice**

“A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice.” (Wrightslaw)

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

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

Depending on a student’s responsiveness, adjustments are made to the intensity and nature of these interventions.

**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 from grade to grade and school level (elementary, middle, and high school). All students to be 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 district procedure will be used when a student is absent for all or part of a test or when a student transfers from another state or nation.
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**
When permissible, a record of the student’s performance on state assessments shall be kept as part of the student’s record.

A record of academic intervention services a student receives shall be included in the district’s student management system and/or shall be a part of the student’s cumulative folder.

A copy of the parent notification indicating that a child is in need of academic intervention services and when these services will be offered, will be kept in the student’s cumulative folder. A copy of the parent notification that indicates that the child is no longer in need of these services shall also be kept in the cumulative folder.

**Parental Notification**
The parent(s) or the person in parental relation to the student will be notified in writing by the principal of his or her school that the student attends that his/her child will be receiving AIS. 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 Direct Academic Intervention Services is reported using the following designations:

- 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
- EC – Exit Criteria Met

Progress for Monitoring Services is reported using the following designations:

- NE – New Entrant
- MC – Monitoring Continues
- EC – Exit Criteria Met

Parents shall be notified of the termination of academic intervention services. 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.

Funding, Biennial Review
Federal, state, and local funding will be used to support AIS.

The Academic Intervention Services Plan shall be reviewed biennially. The next review shall take place during the 2018-2019 school year.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Initial Screening</th>
<th>Confirmation Screening</th>
<th>Range of Services</th>
<th>Exit Criteria</th>
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<tbody>
<tr>
<td>K</td>
<td><strong>MATHEMATICS</strong></td>
<td>The following criteria should be considered in determining eligibility and/or range of services:</td>
<td>The type and intensity of service will be determined based on individual need.</td>
<td>Teacher recommendation based on multiple measures</td>
</tr>
</tbody>
</table>
|       | • DIAL-4 kindergarten screening | • Classroom performance  
• District kindergarten assessment binder  
• Instructional support team recommendation  
• Report card grades | • Small group instruction with a variable student-teacher ratio in a push-in or pull-out model  
• Monitoring student progress  
Initial direct service generally consists of a minimum of sixty minutes, distributed among at least two sessions per week for kindergarten skills support. | Performance level of 3 or 4 on kindergarten binder assessments  
Satisfactory performance on class and district assessments |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Initial Screening</th>
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<tr>
<td>1</td>
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<td>The following criteria should be considered in determining eligibility and/or range of services:</td>
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<tr>
<td></td>
<td>• Teacher recommendation</td>
<td>• Classroom performance and assessments</td>
<td>• Small group instruction with a variable student-teacher ratio in a push-in or pull out model</td>
<td>Performance level of 3 or 4 on report card</td>
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<td></td>
<td>• Program-embedded and/or district math assessments</td>
<td>• Instructional support team recommendation</td>
<td>• Monitoring student progress</td>
<td>Satisfactory performance on class and district assessments</td>
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<td>• Prior AIS service</td>
<td>• Report card grades</td>
<td>Initial direct service generally consists of a minimum of sixty minutes, distributed among at least two sessions per week.</td>
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| 2     | **MATHEMATICS**      | The following criteria should be considered in determining eligibility and/or range of services:  
- Teacher recommendation  
- NWEA MAP mathematics assessment  
- Prior AIS service  
- First grade end-of-year assessment  
- Classroom performance and assessments  
- Instructional support team recommendation  
- Report card grades | The type and intensity of service will be determined based on individual need.  
- Small group instruction with a variable student-teacher ratio in a push-in or pull-out model  
- Monitoring student progress | Teacher recommendation based on multiple measures  
Performance level of 3 or 4 on report card  
Satisfactory performance on class and district assessments  
Greater than 49th percentile on NWEA MAP mathematics assessment |
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<tr>
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<td><strong>MATHEMATICS</strong></td>
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<td>• Second grade end-of-year assessment</td>
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<td>• Report card grades</td>
<td>• Small group instruction with a variable student-teacher ratio in a push-in or pull-out model</td>
<td>• Performance level of 3 or 4 on report card</td>
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<td>• NWEA MAP mathematics assessments</td>
<td>• Classroom performance and assessments</td>
<td>• Monitoring student progress</td>
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<td>• Prior AIS service</td>
<td>• Instructional support team recommendation</td>
<td>Initial direct service generally consists of a minimum of sixty minutes, distributed among at least two sessions per week.</td>
<td>• Greater than 49th percentile on NWEA MAP mathematics assessment</td>
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<td>• Teacher recommendation</td>
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| 4     | **MATHEMATICS**   | The following criteria should be considered in determining eligibility and/or range of services: | The type and intensity of service will be determined based on individual need. | • Meets or exceeds state cut score on NYS mathematics assessment  
 • Teacher recommendation based on multiple measures  
 • Performance level of 3 or 4 on report card  
 • Satisfactory performance on class and district assessments  
 • Greater than 49th percentile on NWEA MAP mathematics assessment |
|       | • New York State grade 3 mathematics assessment  
 • NWEA MAP mathematics assessment  
 • Prior AIS Service | • Teacher recommendation  
 • Report card grades  
 • Classroom performance and assessments  
 • Instructional support team recommendation | • Small group instruction with a variable student-teacher ratio in a push-in or pull-out model  
 • Monitoring student progress | |
<p>|       | <strong>SCIENCE</strong>       | Initial direct service generally consists of a minimum of sixty minutes, distributed among at least two sessions per week. | | |
|       | • Teacher recommendation | | | |
|       | <strong>SOCIAL STUDIES</strong>| | | |</p>
<table>
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<td>• New York State grade 4 mathematics assessment</td>
<td>• Report card grades and assessments</td>
<td>• Small group instruction with a variable student-teacher ratio in a push-in or pull-out model</td>
<td>• Meets or exceeds state cut score on NYS mathematics assessment</td>
</tr>
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<td>• NWEA MAP mathematics assessment</td>
<td>• Classroom performance and assessments</td>
<td>• Monitoring student progress</td>
<td>• Teacher recommendation based on multiple measures</td>
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<td>• Prior AIS Service</td>
<td>• Instructional support team recommendation</td>
<td></td>
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<td>SCIENCE</td>
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<tr>
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<td>• New York State grade 4 science assessment</td>
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<td>• Satisfactory performance on class and district assessments</td>
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<td>• Teacher recommendation</td>
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<td>• Greater than 49th percentile on NWEA MAP mathematics assessment</td>
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<td>• Teacher recommendation</td>
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| 6     | **ENGLISH LANGUAGE ARTS**  
(At least 2 data points must be used.)  
- New York State grade 5 ELA assessment  
- Uniformly administered district diagnostic assessments  
- Report card grades  
- Instructional reading level  
- Teacher recommendation  
- Prior AIS Service  | The following criteria should be considered in determining eligibility and/or range of services:  
- 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  
- Recommendation by classroom teacher, counselor, administrator, parent, or other school personnel  
- ELL performance  
- Individualized reading assessment  
- Instructional support team recommendation  | Students will receive up to 2 periods per week of recommended services as determined by the department.  
Range of possible AIS services:  
- Small group instruction administered through a push-in or pull-out model  
- Counseling services (school counselor, social worker, or psychologist)  
- Monitoring student progress  | **ENGLISH LANGUAGE ARTS**  
- 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 lesson assessments in writing and reading comprehension  
- Teacher recommendation  |
|       | **MATHEMATICS**  
- New York State grade 5 mathematics assessment  
- Uniformly administered district assessments  
- NWEA MAP math assessment  
- Report card grades  
- Teacher recommendation  
- Prior AIS Service  |  |  | **MATHEMATICS**  
- 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  |
|       | **SCIENCE**  
- Report card grades  
- Teacher recommendation  |  |  | **SCIENCE**  
- Mid-term/final exam grade of B or better  
- Passing course with B or better  
- Teacher recommendation  |
|       | **SOCIAL STUDIES**  
- Quarterly report card grades or D or F  
- Midterm or final grade of D or F  
- Teacher recommendation  |  |  | **SOCIAL STUDIES**  
- Mid-term/final exam grade of B or better  
- Passing course with B or better  
- Teacher recommendation  |
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<tr>
<td>7</td>
<td><strong>ENGLISH LANGUAGE ARTS</strong>&lt;br&gt;• New York State grade 6 ELA assessment&lt;br&gt;• Grade 6 course grade of D or F&lt;br&gt;• Grade 6 final exam grade of D or F&lt;br&gt;• Report card grades&lt;br&gt;• Teacher recommendation</td>
<td>The following criteria should be considered in determining eligibility and/or range of services:&lt;br&gt;• Writing samples&lt;br&gt;• Report card grades&lt;br&gt;• Classroom performance&lt;br&gt;• Local final exams&lt;br&gt;• Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues&lt;br&gt;• Attendance records&lt;br&gt;• Recommendations by classroom teacher, counselor, administrator, parent, or other school personnel&lt;br&gt;• ELL performance&lt;br&gt;• Individualized reading assessment&lt;br&gt;• Instructional support team recommendation</td>
<td>Students will receive up to 2 periods per week of recommended services as determined by the department.&lt;br&gt;Range of possible AIS services:&lt;br&gt;• Small group instruction administered through a push-in or pull-out model&lt;br&gt;• Counseling services (school counselor, social worker, or psychologist)&lt;br&gt;• Monitoring student progress</td>
<td><strong>ENGLISH LANGUAGE ARTS</strong>&lt;br&gt;• Meets or exceeds state cut score on New York State grade 7 ELA assessment&lt;br&gt;• Mid-term/final exam grade of B or better&lt;br&gt;• Consistent grades of B or better on lesson assessments in writing and reading comprehension&lt;br&gt;• Teacher recommendation</td>
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<tr>
<td></td>
<td><strong>MATHEMATICS</strong>&lt;br&gt;• New York State Grade 6 mathematics assessment&lt;br&gt;• Grade 6 course failure&lt;br&gt;• Grade 6 final exam failure&lt;br&gt;• Report card grades&lt;br&gt;• Teacher recommendation</td>
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<td></td>
<td><strong>MATHEMATICS</strong>&lt;br&gt;• Meets or exceeds state cut score on New York State grade 7 mathematics assessment&lt;br&gt;• Mid-term/final exam grade of B or better&lt;br&gt;• Passing course with B or better&lt;br&gt;• Teacher recommendation</td>
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<td><strong>SCIENCE</strong>&lt;br&gt;• Grade 6 course failure&lt;br&gt;• Grade 6 final exam failure&lt;br&gt;• Report card grades&lt;br&gt;• Teacher recommendation</td>
<td></td>
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<td><strong>SCIENCE</strong>&lt;br&gt;• Mid-term/final exam grade of B or better&lt;br&gt;• Passing course with B or better&lt;br&gt;• Teacher recommendation</td>
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<td><strong>SOCIAL STUDIES</strong>&lt;br&gt;• Grade 6 course failure&lt;br&gt;• Grade 6 final exam failure&lt;br&gt;• Report card grades&lt;br&gt;• Teacher recommendation</td>
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<td><strong>SOCIAL STUDIES</strong>&lt;br&gt;• Mid-term/final exam grade of B or better&lt;br&gt;• Passing course with B or better&lt;br&gt;• Teacher recommendation</td>
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<td>Exit Criteria</td>
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| 8     | **ENGLISH LANGUAGE ARTS**  
- New York State grade 7 ELA assessment  
- Grade 7 course grade of D or F  
- Grade 7 final exam grade of D or F  
- Report card grades  
- Teacher recommendation  
|       | Students will receive up to 2 periods per week of recommended services as determined by the department.  
Range of possible AIS services:  
- Small group instruction administered through a push-in or pull-out model  
- Counseling services (school counselor, social worker, or psychologist)  
- Monitoring student progress  
|       | **ENGLISH LANGUAGE ARTS**  
- Meets or exceeds New York state grade 8 ELA assessment  
- Mid-term/final exam grade of B or better and teacher recommendation  
- Consistent grades of B or better on classroom assessments in writing and reading comprehension  
- Teacher recommendation  
| **MATHEMATICS**  
- New York State grade 7 mathematics Assessment  
- Grade 7 course failure  
- Grade 7 final exam failure  
- Report card grades  
- Teacher recommendation  
|       | Students will receive up to 2 periods per week of recommended services as determined by the department.  
Range of possible AIS services:  
- Small group instruction administered through a push-in or pull-out model  
- Counseling services (school counselor, social worker, or psychologist)  
- Monitoring student progress  
|       | **MATHEMATICS**  
- Meets or exceeds New York State grade 8 mathematics assessment  
- Mid-term/final exam grade of B or better and teacher recommendation  
- Consistent grades of B or better on classroom assessments in writing and reading comprehension  
- Teacher recommendation  
| **SCIENCE**  
- Grade 7 course failure  
- Grade 7 final exam failure  
- Report card grades  
- Teacher recommendation  
|       | Students will receive up to 2 periods per week of recommended services as determined by the department.  
Range of possible AIS services:  
- Small group instruction administered through a push-in or pull-out model  
- Counseling services (school counselor, social worker, or psychologist)  
- Monitoring student progress  
|       | **SCIENCE**  
- Mid-term/final exam grade of B or better and teacher recommendation  
- Passing course with B or better  
- Teacher recommendation  
| **SOCIAL STUDIES**  
- Grade 7 course failure  
- Grade 7 final exam failure  
- Report card grades  
- Teacher recommendation  
|       | Students will receive up to 2 periods per week of recommended services as determined by the department.  
Range of possible AIS services:  
- Small group instruction administered through a push-in or pull-out model  
- Counseling services (school counselor, social worker, or psychologist)  
- Monitoring student progress  
|       | **SOCIAL STUDIES**  
- Mid-term/final exam grade of B or better  
- Passing course with B or better  
- Teacher recommendation  |
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<th>Range of Services</th>
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<td><strong>ENGLISH LANGUAGE ARTS</strong>&lt;br&gt;• New York State grade 8 ELA assessment&lt;br&gt;• Report card grades&lt;br&gt;• Prior year final examination grade of D or F&lt;br&gt;• Prior year course grade of D or F&lt;br&gt;• Teacher recommendation</td>
<td>A minimum of two of the following must confirm findings of initial screening:&lt;br&gt;• Writing samples&lt;br&gt;• Report card grades&lt;br&gt;• Classroom performance&lt;br&gt;• Consistent grades of C or less on lesson assessments in writing or reading comprehension&lt;br&gt;• Local final exams&lt;br&gt;• Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues&lt;br&gt;• Attendance records&lt;br&gt;• Recommendations by classroom teacher, counselor, administrator, parent, or other school personnel&lt;br&gt;• ELL performance&lt;br&gt;• Individual reading assessment&lt;br&gt;• Confirmation by instructional support team</td>
<td>Range of possible AIS services:&lt;br&gt;• Scheduling into Regents extended/ support lab class&lt;br&gt;• Scheduling into reading skills support in a push-in or pull-out model&lt;br&gt;• Monitoring student progress&lt;br&gt;• Alternative educational placement&lt;br&gt;• Counseling services (school counselor, social worker, or psychologist)</td>
<td>• New York State grade 8 ELA assessment&lt;br&gt;• Mid-term/final exam grade of B or better&lt;br&gt;• Teacher recommendation&lt;br&gt;• Consistent grades of B or better on classroom assessments in writing and reading comprehension</td>
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<td>Grade</td>
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<td>Range of Services</td>
<td>Exit Criteria</td>
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<tr>
<td>11</td>
<td><strong>ENGLISH LANGUAGE ARTS</strong>&lt;br&gt;• Report card grades&lt;br&gt;• Prior year final examination grade of D or F&lt;br&gt;• Prior year course grade of D or F&lt;br&gt;• Teacher recommendation</td>
<td>A minimum of <strong>two</strong> of the following must confirm findings of initial screening:&lt;br&gt;• Writing samples&lt;br&gt;• Report card grades&lt;br&gt;• Classroom performance&lt;br&gt;• Consistent grades of C or less on lesson assessments in writing or reading comprehension&lt;br&gt;• Local final exams&lt;br&gt;• Other student records, reports, and evaluations, including discipline records, health related issues, mobility issues, and family issues&lt;br&gt;• Attendance records&lt;br&gt;• Recommendations by classroom teacher, counselor, administrator, parent, or other school personnel&lt;br&gt;• ELL performance&lt;br&gt;• Confirmation by instructional support team</td>
<td>Range of possible AIS services:&lt;br&gt;• Scheduling into reading skills support in a push-in or pull-out setting&lt;br&gt;• Alternative educational placement&lt;br&gt;• Monitoring student progress&lt;br&gt;• Counseling services (school counselor, social worker, or psychologist)</td>
<td>• Passing Regents examination</td>
</tr>
<tr>
<td>Grade</td>
<td>Initial Screening</td>
<td>Confirmation Screening</td>
<td>Range of Services</td>
<td>Exit Criteria</td>
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</table>
| 12    | **ENGLISH LANGUAGE ARTS**  
• Failure of Regents Exam | N/A | Range of possible AIS services:  
• Schedule into reading skills support through a push-in or pull-out setting  
• Counseling services (school counselor, social worker, or psychologist)  
• Alternative educational placement | • Passing Regents examination |
<table>
<thead>
<tr>
<th>Grades</th>
<th>Initial Screening</th>
<th>Confirmation Screening</th>
<th>Range of Services</th>
<th>Exit Criteria</th>
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<tbody>
<tr>
<td>9-12</td>
<td><strong>MATHEMATICS</strong></td>
<td>A minimum of two of the following must confirm findings of initial screening:  - 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, parent, or other school personnel  - Confirmation by instructional support team</td>
<td>- 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)</td>
<td>Acceptable outcomes in/on:  - Passing course with two consecutive quarter grades of B or better  - Departmental recommendation(s)  - Teacher recommendation  - Mandatory passing of Algebra 1 Regents</td>
</tr>
<tr>
<td>9-12</td>
<td><strong>SCIENCE</strong></td>
<td>A minimum of two of the following must confirm findings of initial screening:  - 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, parent, school staff  - Confirmation by instructional support team</td>
<td>- Scheduled for extended courses/double periods every other day  - Monitoring student progress  - Counseling services (school counselor, social worker, or psychologist)</td>
<td>Acceptable outcomes in/on:  - Passing Regents examination  - Passing course with two consecutive quarter grades of B or better and teacher recommendation  - Departmental recommendation(s)  - IST review</td>
</tr>
<tr>
<td>9-12</td>
<td><strong>SOCIAL STUDIES</strong></td>
<td></td>
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</tr>
</tbody>
</table>

- New York State Grade 8 Mathematics Assessment
- Regents examination failure
- Report card grades
- Teacher recommendation

- New York State Grade 8 Science Assessment
- Regents examination failure
- Report card grades
- Quarter two screening in Earth Science and/or Biology (quarter one grade of D or F)
- Teacher recommendation

- Regents examination failure
- Quarterly grades of D or F
- Prior year course failure
- Mid-term or final exam failure
- Teacher recommendation
This list of Frequently Asked Questions was compiled to help you better understand our Academic Intervention Service program.

1. **What are Academic Intervention Services?**
   Academic Intervention Service (AIS) is an instructional support service intended for children who may need additional support in a particular curricular area, such as 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 Service.

2. **How are children 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)
   - District and state assessment results
   - Classroom performance
   - Teacher recommendation

3. **What is my child missing when he/she is out of the classroom?**
   Service providers work with small groups within or outside of the classroom setting. Teachers plan carefully to minimize disruptions to the academic program and to support the needs of learners who may require extra time or support.
4. **Who provides Academic Intervention Services for my child?**
Service providers are certified teachers who specialize in small-group intervention instruction. They work closely with classroom teachers, school reading specialists, and school administrators to plan and implement the most effective instruction for each student.

5. **Can a parent/guardian refuse academic intervention services for their child(ren)?**
A school district has the authority and responsibility to place students in appropriate academic programs, and 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.

6. **How will my child’s progress be reported?**
Progress will be noted in the AIS section of the student report card. Your child’s classroom teacher is always your best resource when discussing your child’s performance. If you have specific questions or concerns about the Academic Intervention Service program, you may also contact the school reading specialist.

7. **How can I help my child at home?**
You can support your child’s progress by:
- Checking homework
- Reading with your child daily
- Monitoring the amount of your child’s screen time (television, video games, iPads, etc.)
- Attending workshops and informational sessions, when offered
- Celebrating your child’s small successes
This list of Frequently Asked Questions was compiled to help you better understand our Academic Intervention Service program.

1. **What is Academic Intervention Service?**
   Academic Intervention Service (AIS) is an instructional support service intended for students who may need additional support in a particular curricular area, such as mathematics, English Language Arts (ELA), social studies, and science. It is not a Special Education service, although students who receive special education services may also be eligible for Academic Intervention Service.

2. **How are students selected to receive AIS?**
   We use these criteria to determine eligibility:
   - History of intervention service(s)
   - Results of district and State assessments/Regents examinations
   - Results of classroom assessments
   - Teacher recommendations
   - Report card grades

3. **What is the range of Academic Intervention Services?**
   The intensity of service will be based on individual need and may include:
   - Direct Service
     - Individualized instruction
     - Small group instruction
   - Monitoring student progress
   - Counseling services
   - Health-related services

4. **Who provides Academic Intervention Services for my child?**
   AIS providers may include classroom teachers, reading specialists, teaching assistants, AIS tutors, and school counselors. Their instruction is aligned with the grade-level curriculum and tailored to the individual need of the student.
5. **When will my child receive services in middle school?**

AIS direct service in middle school can be delivered as follows:

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

6. **How are AIS Direct Services delivered in high school?**

AIS direct services for all subjects in high school appear on student schedules and occur every other day.

**AIS – English**

High school students who receive direct service will be scheduled for one of two sections of AIS for English.

- **Regents Extended Lab**: AIS Curriculum Support (provided by the classroom teacher)
- **AIS Reading**: Foundational skill work in addition to curriculum support (provided by the reading department staff)

Incoming 9th graders who received AIS direct service for English in 8th grade will be scheduled for one of the two sections listed above. Placement will be based on teacher recommendation.

7. **How will my child’s progress be reported?**

Progress will be noted on student report cards. Your child’s subject teacher and/or school counselor are always your best resource when discussing your child’s performance.

8. **Can my child opt out of academic intervention services?**

A school district has the authority and responsibility to place students in appropriate academic programs, and 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.

9. **How can I help my child at home?**

You can support your child’s progress by:

- Checking homework regularly
- Encouraging your child to read on a regular basis
- Monitoring your child’s screen time (computers, phones, television, video games, etc.)
- Checking the parent portal for current grades
AIS ELEMENTARY LETTER – INITIAL ENTRY FOR DIRECT SERVICE

Date

Dear Parents or Guardian of ________________________________.

Our faculty is eager to guide and assist your child in achieving success in learning. A review of assessment results and teacher recommendation indicate that your child would benefit from additional support services through our Academic Intervention Services program. Your child has been identified as a student in need of academic intervention in the following area(s):

- Kindergarten Skills
- English Language Arts (Grades 1 – 5)
  - Supplemental instruction: minimum 60 minutes weekly
  - Intensive instruction: minimum 120 minutes weekly
- Mathematics (Grades 1 – 5)
- Other: _________________________

These services will be provided by certified teachers who may work with small groups of students within the classroom and/or in pull-out sessions.

The New York State Education Department has mandated that schools provide academic intervention to students believed to be in jeopardy of not meeting grade level standards or succeeding on the New York State Assessments. Academic Intervention Services are being recommended at this time to better prepare your child to meet state and district learning standards.

If you have any questions please call ________________________ or____________________, our reading specialists, at ________________. Our professional staff looks forward to supporting your child’s academic program at ___________________ Elementary School.

Sincerely,

__________________________
Principal
Date _________________________

Dear Parent or Guardian of ________________________________,

A review of testing results and teacher recommendations indicate that your child’s academic progress should be monitored in the following area(s) through our Academic Intervention Services program:

- Kindergarten Skills
- English Language Arts
- Mathematics
- Other: ____________________

At this time, the most appropriate level of service for your child consists of monitoring, which does not include direct instruction with an Academic Intervention Service teacher. Your child’s progress will be closely monitored by the classroom teacher through regular consultations with the academic intervention service staff. Adjustments to the service may be made as needed. You will be notified of any changes to this level of service.

The New York State Education Department has mandated that schools provide academic intervention to students believed to be in jeopardy of not meeting grade level standards or succeeding on the New York State Assessments. Monitoring through our Academic Intervention Services program is being recommended at this time to ensure that your child meets state and district learning standards.

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

Sincerely,

________________________
Principal
AIS ELEMENTARY LETTER – CHANGE IN SERVICE

Date: _________________________

Dear Parent or Guardian of ________________________________________.

This letter is to inform you that there has been a change in your child’s level of Intervention Service in the following area(s).

   Kindergarten Skills:  _____
   English Language Arts:  _____
   Mathematics:  _____
   Other: ________________  _____

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

☐  Direct Service:

   o Supplemental instruction which consists of at least 60 minutes of instruction weekly.

   o 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 service staff 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
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 or 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
AIS SECONDARY LETTER – INITIAL ENTRY

DATE

Dear Parent or Guardian:

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 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 Support
- Counseling Center Services
- Psychological Services
- Health Services

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

Your child has been identified as a student who will be provided with ______________ service in the area(s) of ____________________________. You will be notified at appropriate times during the school year of your child’s progress in the above-named area(s). 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 your service provider, ______________, at 382-XXXX.

Sincerely,

Principal
AIS SECONDARY LETTER – CHANGE IN SERVICE

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,

Principal
AIS SECONDARY 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,

Principal
### REGENTS DIPLOMA

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### ASSESSMENTS

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### FOOTNOTES FOR DIPLOMA REQUIREMENTS CHART

A. Students may meet the learning standards in technology, either through a course in technology education or through an integrated course combining technology with mathematics and/or science. A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both.

B. To earn the advanced designation, the student must complete one of the following:
   1. A Language other than English (LOTE) (total of 3 credits) and pass FLACS checkpoint B exam.
   2. Career and Technical Education (CTE) (5 credits), including one credit in a Language other than English.
   3. The Arts (5 credits), including one credit in a Language other than English.

C. Students must pass LOTE course in grade 7 & 8 as well as pass the FLACS checkpoint A Exam in grade 8 or a Level 1 high school language course in order to earn one unit of credit toward the high school diploma.

D. Elective credit can be earned for any course which is not being used to fulfill a core credit requirement (Arts, CTE, English, LOTE, Math, Science, Social Studies).

E. New Graduation Pathways (“4+1” option) As of January 2015, rigorous assessment pathways in the Arts; Languages other than English (LOTE)/Biliteracy; Career & Technical Education (CTE); Humanities, and Science, Technology, Engineering & Mathematics (STEM) and meet all of the requirements of the CDOS commencement credential (as of March 2016) can be used to meet graduation assessment requirements in place of Global History & Geography Regents or US History & Government Regents.

### Additional Notes:

1. Students with disabilities who first enter grade 9 in September 2005 and thereafter, a score of 55-64 may be considered a passing score on any Regents Exam required for graduation with a local diploma.

2. Additionally, students with disabilities can use the compensatory safety net option to graduate with a local diploma. Students who score a 45-54 on one or more required Regents exam may compensate with scores higher than 65 on other Regents exams. Attendance and a passing course grade are required. English and Math Regents scores must be at a score of at least a 55.

3. Students who first enter grade 9 in 2008 and thereafter must score 65 or above on 5 regents exams to receive a Regents diploma and 8 regents exams and FLACS checkpoint B exam to receive an Advanced Regents diploma.