

Q & A



Who provides AIS?

Academic intervention service providers are certified teachers and professional staff who provide interventions.

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.

How will my child's progress be reported?

Progress will be noted in the AIS section of the student's report card.

How long will my child receive these services?

Progress will be monitored by the provider, the classroom teacher and the school instructional team to determine whether a student's plan continues, is modified or concludes. There is no specified timeline as each student's plan is curated to their individual needs.

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Additional information can be found on the District Website in the District Plans & Documents.

Elementary

Academic Intervention Services

Parent Guide



Academic Intervention Services (AIS)

The Smithtown Central School District is committed to ensuring that every student has the support they need to meet New York State learning standards. Academic Intervention Services (AIS) provide additional instruction and support to help students who may be at risk of not meeting expectations in core subject areas.

What AIS Provides:

- Extra instructional support in English Language Arts and Math (Grades K–12)
- Research-based strategies and interventions tailored to individual student needs
- Support for students with disabilities, aligned with their IEP plans

Who May Receive AIS?

- Students who score below state benchmarks on NYS assessments
- Students identified through district assessments, teacher input, or classroom performance
- English language learners who fall below expected performance levels

How Students Are Identified:

- Multiple data points are reviewed regularly
- Each school has an Instructional Support Team (IST)—including teachers, administrators, psychologists, and support staff—to determine appropriate interventions and services

Multi Tiered Instructional Support System

Our school uses a Multi-Tiered Support System to ensure that every child receives the instruction and assistance they need to succeed. This framework allows us to identify learning needs early and provide targeted support through three levels of intervention.



Tier 1 – Core Classroom Instruction

All students receive daily instruction using our core curriculum. Teachers provide differentiated lessons, culturally responsive practices, and classroom accommodations to support individual needs. Regular assessments help monitor progress and identify students who may need additional help.



Tier 2 – Targeted Small-Group Support

Students who need extra support may receive small-group, supplemental instruction from an intervention specialist. Progress is closely monitored, and data is reviewed throughout the year to guide instruction. Parents are notified if a child moves into or out of Tier 2 services.



Tier 3 – Intensive Individualized Support

If additional help is needed, students may receive intensive small-group or one-on-one instruction. Progress is frequently reviewed by the Instructional Support Team (IST), and diagnostic assessments may be used to guide interventions. Parents are informed of any changes in support or potential referrals for further evaluation.

Screening

- All students are screened three times per year
- Assessments establish a baseline for academic performance
- Students who score below benchmark may receive:
 - Additional assessments or observations
 - Short-term progress monitoring
 - Data review to determine risk for learning difficulties
 - Screening results help guide next steps in intervention and support

K-2

- FastBridge administered to all students
- Further review conducted for students below benchmark, which may include additional testing, observations, and progress monitoring

3-5

- NWEA MAP Growth 2–5 administered
- Students scoring below the cut point may receive follow-up review, progress monitoring, and additional testing

