

**West Islip Public Schools
West Islip, New York 11795**



**Revised Plan
For
ACADEMIC INTERVENTION SERVICES**



Submitted by

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**2006 AIS PLAN
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West Islip Public Schools

PLAN FOR ACADEMIC INTERVENTION SERVICES

Introduction

The West Islip School District, located in Suffolk County, boasts an enrollment of over 5800 students in grades K-12. The mission of the district is to provide an educational environment which will enable each student to achieve a high level of academic proficiency and to become a well-rounded individual who is an involved, responsible citizen. The district is committed to the success of all students and seeks to find ways to support them in achieving their goals.

Academic intervention services (AIS) is defined as additional instruction and/or student support services which supplement the instruction provided in the general curriculum to assist students in meeting the New York State learning standards. These services are intended to assist students who are identified as being at-risk of not achieving the State learning standards in English Language Arts, mathematics, social studies and/or science, or who are at-risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments. The AIS plan must address all barriers to student academic progress, in both the instructional and non-instructional areas. Thus, the plan must also include services in areas such as guidance, counseling, attendance, and study skills that are needed to support improvement in academic performance and to reduce the barriers to academic progress.

The following information is included in the Academic Intervention Services (AIS) Plan:

- *Criteria for eligibility*
- *Description of services*
- *Procedure for monitoring student progress*
- *Procedures for parent notification*
- *Criteria for ending services*

Eligibility

AIS services will be provided in English Language Arts and mathematics in grades K-12, and in social studies and science in grades 4-12. All schools have in place an Instructional Support Team (IST) that may include a building administrator, school psychologist, social worker, school counselor, referring teacher, and support personnel as needed. Based on multiple measures, the team will determine the intensity and frequency of AIS services which best meet the needs of each identified student.

Student review will include:

- A focus on the provision of support and assistance to the teacher and student within the classroom environment
- Identification and summary of teacher and/or parent concerns
- A frame for a discussion of appropriate interventions
- A plan for intervention/support
- A determination of the duration of intervention according to AIS criteria
- A determination of the assessment of success of the intervention in accordance with AIS criteria
- The required notification process for AIS, as noted below

General Guidelines for Eligibility:

- All new entrants will be screened in accordance with New York State law to determine if they need academic intervention support services.
- Students become eligible for AIS based on multiple measures. Factors to be considered in determining eligibility could include performance on State or district administered assessments, report card grades, district-developed screening instruments, classroom performance, teacher observations, and Instructional Support Team (IST) recommendation.
- Specific guidance for student eligibility for AIS is given in the accompanying tables for each grade level and subject area. These tables also establish the criteria to be used to determine if a student no longer qualifies to receive AIS.

Monitoring as an AIS Service

Some students who score below the State designated performance level on State assessments or parallel district-administered assessments (especially those who place in the upper half of level 2) show relatively little risk of not meeting the State learning standards. These students might not need additional instruction. In these cases, monitoring of a student's performance by school staff is an appropriate student support service. Performance monitoring includes, but is not limited to, activities such as diagnosis of deficit areas based on prior testing and performance, regular progress checks, further assessments, and meetings with other service providers, if necessary.

Student Support Services

When a student who is already meeting State standards exhibits behaviors that put him/her at-risk of not meeting State learning standards in the future, student support services are warranted. For example, a student who has not exhibited such behavior in the past begins to have excessive absences. In this case, the services of a school counselor or social worker, as described below, would be appropriate.

Student support services under Section 100.2(ee) (Academic Intervention Services) would not be appropriate when a student exhibits disciplinary or social problems that do not put him/her at-risk of not meeting State learning standards. This student would receive regular guidance or counseling services.

Special Education Students

Academic intervention services will be provided to students with disabilities on the same basis as non-disabled students.

Limited English Proficiency (LEP) Students

Academic intervention services will be provided to limited English proficiency (LEP) students on the same basis as other students. In addition to the criteria set forth below, a LEP student who scores on Level 1 or Level 2 of the New York State English as a Second Language Achievement Test (NYSESLAT) will be deemed as eligible for academic intervention services in English language arts.

AIS Oversight

At the elementary (K-5) level, the building principal will retain primary responsibility for the implementation and notification procedures connected with AIS. These include but are not limited to:

- Identification of students in need of academic intervention services.
- Parental notification of the need, nature and frequency of services to be provided including beginning and ending dates for all services, and criteria for same.
- Quarterly progress reports to parents conveyed by mail, telephone, telecommunications or report cards.
- Provision of opportunities for parent-teacher conferences at least once per semester.

Documentation of all parent contacts will be maintained as part of the permanent school record.

At the secondary level (6-12), the responsibilities listed above will generally be assumed by the school counseling staff. Quarterly reports (“5 week notices”) for secondary students who receive AIS will be completed by the students’ AIS providers and teachers. In addition, to facilitate monitoring, all appropriate classroom teachers will be notified of AIS students in their classes and the nature of services being provided.

District and Parent Responsibilities for Academic Intervention Services

The New York State Education Department has provided the following Questions and Answers concerning district and parent responsibilities regarding the provision of Academic Intervention Services:

Q. What is a district's responsibility if a parent objects to having his/her child receive academic intervention services?

A. The district should, in a timely manner, listen to parental concerns, share evidence of the student's need for AIS, and work with the parent(s) to assure the provision of appropriate AIS. Placement in educational programs during the regular school day, however, remains the responsibility of the district and the school.

Q. Do parent(s) have the right to advocate for their child to receive academic intervention services or to make changes in academic intervention services already being provided for their child?

A. Yes. Parent(s) may advocate for their child to receive AIS. The district should, in a timely manner, listen to parental concerns and review the student's school record and assessment results to determine if the child meets eligibility criteria for AIS. Parent(s) also have the right to request changes in the program of AIS being provided to their child. District and school staff should work with parent(s) to:

- Determine the possible necessity for changes based on additional information; and
 - Review scheduling and delivery options that might better meet the student's needs.
- However, the district retains the responsibility for appropriate placement of the student.

Q. Do parent(s) have the option of having their child receive supplemental services given by providers outside the school district? If so, how does that affect the child's participation in the school's program of AIS?

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

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

English Language Arts: Grades K-2

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
K	<ul style="list-style-type: none"> • Kindergarten screening <ul style="list-style-type: none"> • <i>BOEHM</i> • <i>Early Screening Profile (ESP)</i> • Teacher observation 	<ul style="list-style-type: none"> • Scores on the ESP-Cognitive Language Domain-Standard Score 82-89 Or • IST recommendation 	<ul style="list-style-type: none"> • Scores on BOEHM test at or above 80% correct Or • IST recommendation
1	<ul style="list-style-type: none"> • HIT screening • BOEHM • GRADE • IRI (Informal Reading Inventory) • Teacher observation 	<ul style="list-style-type: none"> • Score of 21 or below on HIT screening Or • GRADE score in stanine 1-4 Or • Scores on BOEHM test less than 80% correct Or • IST recommendation 	<ul style="list-style-type: none"> • GRADE score in stanine 6-9 Or • Score of grade level on Informal Reading Inventory screening Or • IST recommendation
2	<ul style="list-style-type: none"> • IRI (Informal Reading Inventory) • GRADE • Teacher observation 	<ul style="list-style-type: none"> • GRADE score in stanine 1-4 Or • IST recommendation 	<ul style="list-style-type: none"> • GRADE score in stanine 6-9 Or • Score of grade level on IRI screening Or • IST recommendation

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

English, Science, Social Studies: Grades 3-5

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
3	<ul style="list-style-type: none"> • New York State ELA Assessment • GRADE • IRI (Informal Reading Inventory) 	<ul style="list-style-type: none"> • GRADE score stanine 1-4 Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on the New York State ELA Assessment, Grade 3
4	<ul style="list-style-type: none"> • New York State ELA Assessment • New York State Science Assessment, Grade 4 • Teacher observation 	<ul style="list-style-type: none"> • Score of Level 1 or 2 on New York State ELA Assessment, Grade 3 Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on the New York State ELA Assessment, Grade 4 And • Score of Level 3 or higher on New York State Science Assessment, Grade 4
5	<ul style="list-style-type: none"> • New York State Assessments <ul style="list-style-type: none"> • <i>ELA</i> • <i>Science</i> • <i>Social Studies</i> • Teacher observation 	<ul style="list-style-type: none"> • Score of Level 1 or Level 2 on NYS ELA Assessment, Grade 4 Or • Score of Level 1 or 2 on NYS Science Assessment, Grade 4 Or • Score of Level 1 or 2 on NYS Social Studies Assessment, Grade 5 Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on NYS Assessments <ul style="list-style-type: none"> • <i>ELA Grade 5</i> And • <i>Social Studies Grade 5</i>

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

English, Science Social Studies: Grades 6-7

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
6	<ul style="list-style-type: none"> • New York State ELA Assessments • Report card • Teacher observation 	<ul style="list-style-type: none"> • Score of Level 1 or 2 on New York State ELA Assessment, Grade 5 Or • In grade 5 receiving grade of C- or lower in English, Science or Social Studies, for two or more quarters. Or • In grade 6 less than 65 for two consecutive quarters in English, Science or Social Studies Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on New York State ELA Assessment, Grade 6 And • Final passing grade in English, Science and Social Studies
7	<ul style="list-style-type: none"> • New York State ELA Assessments • Report card • Teacher observation 	<ul style="list-style-type: none"> • Score of Level 1 or 2 on New York State ELA Assessment, Grade 6 Or • In Grade 7 less than 65 for two consecutive quarters in English, Science, or Social Studies Or • Grade of less than 65% in English, Science or Social Studies in Grade 6 Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on the New York State ELA Assessment, Grade 7 And • Final grade of 65% or better in English, Science, and Social Studies

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

English, Science, Social Studies: Grade 8

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
8	<ul style="list-style-type: none"> • New York State Assessments <ul style="list-style-type: none"> • <i>ELA</i> • <i>Science</i> • <i>Social Studies</i> • Teacher observation • Report cards 	<ul style="list-style-type: none"> • Score of Level 1 or 2 on the New York State ELA Assessment, Grade 7 Or • Final grade of less than 65% in English, Science or Social Studies in grade 7 Or • Grade of less than 65 for two or more consecutive quarters in English, Science or Social Studies in Grade 8 Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on New York State Assessments, Grade 8 <ul style="list-style-type: none"> • <i>ELA</i> And • <i>Science</i> And • <i>Social Studies</i> And • Final grade of 65% or better in English, Science, and Social Studies

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

English, Science, Social Studies: Grades 9-10

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
9	<ul style="list-style-type: none"> • New York State Assessments, Grade 8 <ul style="list-style-type: none"> • <i>ELA</i> • <i>Science</i> • <i>Social Studies</i> • Commencement level exit criteria for Science • Teacher observation • Report cards 	<ul style="list-style-type: none"> • Score of Level 1 or 2 on any 8th grade NYS Assessment Or • Final grade of less than 65% on English, Social Studies or Science in 8th Grade Or • Grade of less than 65 in English, Science or Social Studies for at least two consecutive quarters in 9th grade Or • IST recommendation 	<ul style="list-style-type: none"> • Meeting commencement level exit criteria for Science And • Final grade of 65 or better in English, Science and Social Studies on report card
10	<ul style="list-style-type: none"> • Commencement level exit criteria for: <ul style="list-style-type: none"> • <i>Science</i> • <i>Global History</i> • Teacher observation • Report cards 	<ul style="list-style-type: none"> • Failure to meet commencement level exit criteria in Science Or • Final grade of less than 65% in English, Science or Social Studies in course required for graduation in 9th grade Or • Grade of less than 65 in English, Science or Social Studies course required for graduation for at least two consecutive quarters in 10th grade Or • IST recommendation 	<ul style="list-style-type: none"> • Meeting commencement level exit criteria for: <ul style="list-style-type: none"> • <i>Science</i> • <i>Global History</i> And • Final grade of 65 or better in English and Social Studies and Science courses required for graduation

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

English, Science, Social Studies: Grades 11-12

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
11	<ul style="list-style-type: none"> • Commencement level exit criteria in: <ul style="list-style-type: none"> • Global History • U.S. History • Science • English • Report card • Teacher observation 	<ul style="list-style-type: none"> • Failure to meet commencement level exit criteria in: <ul style="list-style-type: none"> • Science • Global History <p align="center">Or</p> • Grade of less than 65 on English, Science or Social Studies course required for graduation for two consecutive quarters in 11th grade <p align="center">Or</p> • Final grade of less than 65 in English, Science or Social Studies course required for graduation <p align="center">Or</p> • IST recommendation 	<ul style="list-style-type: none"> • Meeting commencement level exit criteria for: <ul style="list-style-type: none"> • English And • Global History And • U.S. History And • Science And • Passing all courses required to meet NYS commencement standards for graduation in English, Science and Social Studies
12	<ul style="list-style-type: none"> • Commencement level exit criteria in: <ul style="list-style-type: none"> English Global History US History Science • Report Card • Teacher observation 	<ul style="list-style-type: none"> • Failure to meet commencement level exit criteria in English, Science or Social Studies <p align="center">Or</p> • Failure to pass any required course to meet NYS commencement standards for graduation in English, Science or Social Studies <p align="center">Or</p> • IST recommendation 	<ul style="list-style-type: none"> • Meeting all NYS commencement level exit requirements

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

Mathematics: Grades K-3

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
K	<ul style="list-style-type: none"> • Kindergarten screening • End of Year test in Math textbook • Teacher observation 	<ul style="list-style-type: none"> • IST recommendation 	<ul style="list-style-type: none"> • Recommendation based on End of Year Test in Math textbook Or • IST recommendation
1	<ul style="list-style-type: none"> • Inventory Test or End of Year Test in Math textbook • Teacher observation 	<ul style="list-style-type: none"> • Recommendation based on Kindergarten End of Year Test from Math textbook Or • Recommendation based on Grade 1 Inventory Test in Math textbook Or • IST recommendation 	<ul style="list-style-type: none"> • Recommendation based on End of Year Test in Math textbook Or • IST recommendation
2	<ul style="list-style-type: none"> • Inventory Test or End of Year Test in Math textbook • Teacher observation 	<ul style="list-style-type: none"> • Recommendation based on Grade 1 End of Year Test from Math textbook Or • Recommendation based on Grade 2 Inventory Test in Math textbook Or • IST recommendation 	<ul style="list-style-type: none"> • Recommendation based on End of Year Test in Math textbook Or • IST recommendation
3	<ul style="list-style-type: none"> • Inventory Test or End of Year Test in Math textbook • New York State Math Assessment • Teacher Observation 	<ul style="list-style-type: none"> • Recommendation based on Grade 2 End of Year Test from Math textbook Or • Recommendation based on Grade 3 Inventory Test in Math textbook Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on NYS Math Assessment, Grade 3

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Mathematics: Grades 4-5

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
4	<ul style="list-style-type: none"> • New York State Math Assessment • Inventory Test or End of Year Test in Math textbook • Teacher Observation 	<ul style="list-style-type: none"> • Score of Level 1 or 2 on NYS Math Assessment, Grade 3 <li style="text-align: center;">Or • Recommendation based on Grade 3 End of Year Test from Math textbook <li style="text-align: center;">Or • Recommendation based on Grade 4 Inventory Test in Math textbook <li style="text-align: center;">Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on the New York State Math Assessment, Grade 4
5	<ul style="list-style-type: none"> • New York State Math Assessment, Grade 4 • Inventory Test or End of Year Test in Math textbook • Teacher observation 	<ul style="list-style-type: none"> • Score of Level 1 or 2 on NYS Math Assessment, Grade 4 <li style="text-align: center;">Or • Recommendation based on Grade 4 End of Year Test from Math textbook <li style="text-align: center;">Or • Recommendation based on Grade 5 Inventory Test in Math textbook • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on NYS Math Assessment, Grade 5

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

Mathematics: Grades 6-8

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
6	<ul style="list-style-type: none"> • New York State Math Assessment • Inventory Test or End of Year Test in Math textbook • Report Card • Teacher observation 	<ul style="list-style-type: none"> • Score of Level 1 or 2 NYS Math Assessment, Grade 5 Or • Grade of C- or less in Grade 5 Mathematics for two or more quarters Or • In grade 6, grade of less than 65 for two or more consecutive quarters in Math Or • Recommendation based on Grade 5 End of Year test from Math textbook Or • Recommendation based on Grade 6 Inventory Test in Math textbook Or • IST Recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on NYS Math Assessment, Grade 6 And • Final grade of 65 or more in mathematics in Grade 6
7	<ul style="list-style-type: none"> • New York State Math Assessment • Teacher observation • Report card 	<ul style="list-style-type: none"> • Score of Level 1 or 2 NYS Math Assessment, Grade 6 Or • Final failing grade in Math Grade 6 Or • In grade 7, grade of less than 65 for two consecutive quarters Math Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher NYS Math Assessment, Grade 7 And • Final grade of 65 or more in Math
8	<ul style="list-style-type: none"> • New York State Math Assessment • Teacher observation • Report card 	<ul style="list-style-type: none"> • Score of Level 1 or 2 NYS Math Assessment, Grade 7 Or • A final course grade of less than 75% in Grade 7 Math Or • In grade 8, grade of less than 65 for two or more consecutive quarters in Math Or • IST recommendation 	<ul style="list-style-type: none"> • Score of Level 3 or higher on New York State Math Assessment, Grade 8 And • Final grade of 65 or more in Math

ACADEMIC INTERVENTION SERVICES PLAN, 2006 UPDATE

Mathematics – Grades 9-12

Grade Level	Assessment Measures	Entry Criteria	Exit Criteria
9	<ul style="list-style-type: none"> • New York State Math Assessment, Grade 8 • Commencement level exit criteria in Math • Teacher observation • Report card 	<ul style="list-style-type: none"> • Score of Level 1 or 2 on New York State Math Assessment, Grade 8 Or • Final grade of less than 65 in Mathematics in 8th grade Or • Grade of less than 65 for at least two consecutive quarters in Math Or • IST recommendation 	<ul style="list-style-type: none"> • Meeting commencement level exit criteria in Math And • Final grade of 65 or more in Math
10-12	<ul style="list-style-type: none"> • Commencement level exit criteria in Math • Teacher observation • Report card 	<ul style="list-style-type: none"> • Failure to meet commencement level exit criteria in Math Or • Final grade of less than 65 in a Mathematics course required for graduation Or • Grade of less than 65 in Math course required for graduation for two consecutive quarters Or • IST recommendation 	<ul style="list-style-type: none"> • Meeting commencement level exit criteria in Math And • Final grade of 65 or more in Math course required for graduation

AIS Services

The principal of each school is ultimately responsible for the provision of Academic Intervention Services to students. He/she will determine eligibility and placement for AIS in consultation with appropriate members of the professional staff. Services provided will vary in intensity, frequency and duration as determined by the multiple measures for student eligibility for AIS as outlined in this plan. Factors to be considered in determining AIS placement include scores on State and/or district-administered assessments, individual student performance, teacher observation and recommendation.

A “menu” of services that may be provided to eligible students is listed below, according to building organization. Services to be provided may vary as to frequency, duration, and intensity.

Suggested strategies to be employed to support student success when providing AIS include, but are not limited to, flexible student grouping, differentiated instruction techniques, and the use of targeted supplementary materials (including computer software).

Elementary School (Grades K-5) Services

- Performance Monitoring
- Small-group tutorial instruction – outside school day
- Small-group instruction – within school day. Small groups of students are “held back” from an activity to provide support services. (Frequency of service may vary.)
- Reduced student-teacher ratio via “push-in” teacher to support instruction within the regular classroom structure. (Frequency of service may vary.)
- “Pull-out” instruction model: Students are pulled out of regular classroom for intensive instruction in a small group, low student-teacher ratio model.

Middle School (Grades 6-8) Services:

- Performance monitoring
- Counseling to address barriers to academic success
- Small-group academic support – within school day
- Small-group tutorial instruction – outside school day
- Summer school
- Reading support to address content area reading
- Extended time class

High School (Grades 9-12) Services:

- Performance monitoring
- Reading support to address content area reading
- Counseling to address barriers to academic success
- Integrated class with reduced student-teacher ratio
- Summer school
 - two week Regents review class
 - six week full course
- Extended time class
- Small-group tutorial instruction in Academic Learning Center (ALC)
- Placement in Alternative School setting

Selected Glossary of Terms

- AIS Academic Intervention Services as defined in section 100.2 (ee) of the Commissioner's Regulations
- ALC Academic Learning Center – central location in the high school staffed by a reading specialist, a paraprofessional, and a rotating cadre of teachers of English, math, science, and social studies. AIS is provided to eligible students in the ALC as scheduled.
- BOEHM 3 (Psych Corp) – An individually administered test designed to measure a child's knowledge of basic concepts.
- ELA English Language Arts
- ESP Early Screening Profile – Pre and Post Assessment of Kindergarten Skills
- GRADE Standardized Reading Assessment (Grades 1,2, 3)
- HIT High Intensity Tutoring: A prevention/intervention reading program for at risk 1st grade students. Classes of 3 to 5 students meet for 30 minutes daily with a reading teacher. The program is modeled on the Reading Recovery program.
- IRI Informal Reading Inventory
- Interdisciplinary Studies Lab Small group, pull-out instruction focusing on mastery of content area material via language arts.
- IST Instructional Support Team: A group of general educators and support staff working together to develop academic and/or behavioral intervention plans for students in need of support.
- PAI Phonemic Awareness Interview: Individual Summary of Performance in sound matching, isolation, blending, segmenting.
- SED New York State Education Department

Revised Plan for Academic Intervention Services

APPENDIX
FORMS AND
NOTIFICATIONS
LETTERS



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SAMPLE Parent Notification

(Date)

Dear (Parent Name):

The New York State Education Department has mandated that schools provide Academic Intervention Services to students believed to be in jeopardy of not succeeding on the _____ (state test name). Based upon _____ (child name) progress in _____ (course/subject name) as evidenced by _____ (test name or other reason), _____ (child name) has been identified as a student in need of Academic Intervention Services in the area of _____ (subject/support). The results of testing have been sent under separate cover. Please take a moment to review this material. If you have questions about these results, please call _____ at _____.

Please be advised that your child must satisfactorily meet the established New York State Standards in English/ Language Arts, Mathematics, Social Studies and Science. These standards will be assessed at various grade levels during your child's elementary and secondary education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him/her from receiving a New York State high school diploma. Academic Intervention Service is being recommended at this time to better prepare your child to meet these standards.

The services, which will be offered to _____ (child name), include:

- *List services*
- *Frequency*
- *Times*
- *Locations*
- *Instructor's name*

Ongoing evaluation will help to determine the specific level of interventions and the need to continue or terminate these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements.

Sincerely,

SAMPLE Continuation of AIS

(Date)

Dear (Name of Parent/Guardian):

_____ (Full name of student) has been recommended to continue receiving Academic Intervention Services through the following program(s): (listing program).

Your child will continue to receive Academic Intervention Services based on the following criteria: (list criteria/rationale).

_____ (Staff member) will be responsible for providing the above named Academic Intervention Services. _____ (student name) will be scheduled to receive (list service(s), add times, etc.).

If you have any questions, please contact (staff member/telephone number).

Sincerely,

SAMPLE Discontinue AIS

(Date)

Dear (Name of parent/guardian):

We are pleased to inform you that _____ (student's name) has completed _____ (remediation course) from _____ (dates). Your child was originally placed in Academic Intervention Services due to: (list criteria).

(Name of testing and/or teacher recommendation) show that he/she is giving evidence of meeting the competencies necessary to perform at an acceptable level for his/her grade at this time.

Attached you will find the exit criteria for (AIS provided). If you have any questions, please contact (staff member/telephone number).

Sincerely,

SAMPLE Quarterly Report

(Date)

Dear Parent:

We have now completed the ____ quarter. During the past ten weeks your child has received support services. These support services include work in the areas of _____

An additional piece of support is monitoring your child's progress. After reviewing his/her quarterly grades your child:

_____ *Demonstrates competency*

_____ *Is improving*

_____ *Needs to improve*

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teacher. If you have any questions or concerns, please contact the school at _____ to set up a parent conference.

Sincerely,
