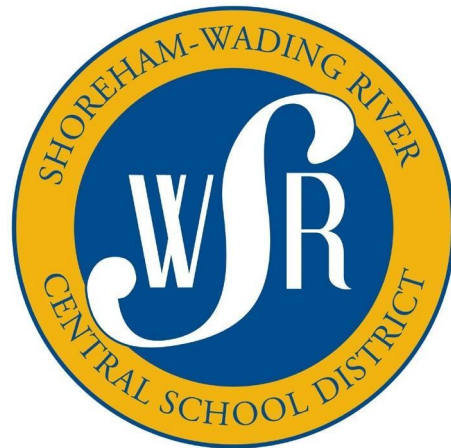


# Academic Intervention Services Plan

Grades 6 - 12 (DRAFT)



**September 1, 2021 - June 30, 2022**

## Table of Contents

<b>Introduction</b>	<b>2-3</b>
<b>Members of the Committee</b>	<b>3</b>
<b>Eligibility and Referral for AIS Services in English</b>	<b>4</b>
<b>Screening Tools for English</b>	<b>4-5</b>
<b>Eligibility and Referral for AIS Services in Math</b>	<b>5</b>
<b>Screening Tools for Math</b>	<b>6</b>
<b>Student Referral Process</b>	<b>7</b>
<b>AIS Entrance-Exit Criteria: AIS Menu</b>	<b>7-8</b>
<b>Process for Determining Learning Disability (LD) Using AIS Data</b>	<b>9-10</b>
<b>Process for AIS Communication</b>	<b>11</b>
<b>Exiting Services</b>	<b>11</b>
<b>Appendix A: QUALIFICATION/CONTINUATION OF AIS SERVICES TEMPLATE LETTER</b>	<b>12</b>
<b>Appendix B: QUALIFICATION OF PROGRESS MONITORING SERVICES TEMPLATE LETTER</b>	<b>13</b>
<b>Appendix C: AIS SERVICES EXIT TEMPLATE LETTER</b>	<b>14</b>
<b>Appendix D: SCREENING/TESTING/SUPPORT TEMPLATE LETTER</b>	<b>15</b>
<b>Appendix E: PROTOCOLS FOR SECONDARY AIS REFERRALS</b>	<b>16</b>
<b>Appendix F: PROTOCOLS FOR SECONDARY AIS PROGRAM AND DATA ANALYSIS</b>	<b>16</b>
<b>Appendix G: IMPLEMENTATION GUIDELINES FOR AIS PROVIDERS</b>	<b>17</b>
<b>Appendix H: PART 100 REGULATIONS of the COMMISSIONER of EDUCATION - NEW YORK STATE ACADEMIC INTERVENTION SERVICES (100.2 (ee) General School Requirements)</b>	<b>17</b>
<b>Appendix I: SWR AIS STUDENT REFERRAL FORM</b>	<b>17</b>
<b>Appendix J: AIS PLANNING FORM</b>	<b>18</b>

# Introduction

Shoreham-Wading River CSD takes great pride in affording all students the opportunity to reach their full potential. Shoreham-Wading River meets the requirements of 8 NYCRR 100.2 (ee.) through the utilization of an Academic Intervention Services model for students in grades six through twelve. Students in the District are screened and receive interventions in accordance with AIS regulations. These interventions are assigned and monitored accordingly as described in 8 NYCRR Section 100.2 (ee) ([Appendix H](#)):

- Schools shall provide academic intervention services following a two-step identification process:
  1. All students performing at or below a certain scale score, established through a standard setting process conducted by the department, on one or more of the State elementary assessments in English language arts or mathematics, or on one or more of the State intermediate assessments in English language arts, mathematics or science, or on any one of the State examinations in English language arts, mathematics, social studies or science that are required for graduation.
  2. Districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students identified in clause (a) of this subparagraph shall receive academic intervention services after it considers a student's scores on multiple measures of student performance.
- Schools shall also provide academic intervention services to students who are English language learners and are determined, through a district-developed or district-adopted procedure uniformly applied to English language learner students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language.
- Schools shall also provide academic intervention services to students who are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science.
- School districts may use time available for academic intervention instructional and/or student support services during the regular school day.
- School districts may provide students with extended academic time beyond the regular school day and school year.
- In public schools, academic intervention instructional and/or support services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of this Title.
- The parent or person in parental relation to a student who has been determined to need academic intervention services or to terminate such services shall be notified in writing.
- Parents or persons in parental relation to students receiving academic intervention services shall be provided with:
  - an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year.
  - reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications or other means, in a language or mode of communication understood by the parents or person in parental relation; and
  - information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.

Shoreham-Wading River is committed to providing students with additional instruction designed to support their academic development through:

- Administering assessments to all students that identify at-risk students;
- Monitoring students through frequent progress monitoring tools;
- Communicating student progress to parents;
- Accelerating student learning and helping them master the skills they need in order to exit from a support service as quickly as possible;
- Matching instructional strategies to the needs of the students identified;
- Working in conjunction with all service providers to address barriers to improved student performance;
- Developing staff training initiatives that build the capacity to address the needs of diverse learners.

Shoreham-Wading River’s AIS Plan includes assessments, benchmarks, and services provided in reading and mathematics in grade 6 through grade 12. The AIS Plan and subsequent programs are reviewed regularly and the SWR AIS Plan for Grades 6-12 is posted to the district’s website annually.

## **Members of the Committee**

Creation of a document such as this is the result of countless hours of work and collaboration. To this end, we would like to acknowledge those who dedicated their time and energy to this effort:

Charles Althoff	Former Director of Student Services
Lucy Eschbach	Guidance Counselor
Katherine Hamski	Reading Teacher
Heather Leccese	Reading Teacher
Lynn Losquadro	Math Teacher
Brendan Lynch	Middle School Guidance
Alan Meinster	Assistant Superintendent for Curriculum, Instruction, and Assessment
Amy Meyer	Director of STEM
Kaitlin Moriarty	Middle School Guidance
Jennifer Nazer	English AIS Teacher
Nicole Pletka	6th Grade Teacher
Frank Pugliese	Shoreham-Wading River High School Principal
Kevin Vann	Prodell Middle School Principal
Tracy Von Eschen	Director of Special Education and Pupil Support Services
Nicole Waldbauer	Director of Humanities

# Eligibility and Referral for AIS Services in English

The District uses a variety of assessments to measure student mastery of the New York State Learning Standards. They are effective tools that indicate how students are progressing toward meeting the learning standards by which they will be measured.

These measures ensure an authentic assessment experience and provide Shoreham-Wading River educators with comprehensive information about student performance. The results obtained from these measures are analyzed and students who fall below District-established criteria become eligible for AIS related services. The data is analyzed to see general areas of strength and weakness and then to guide us in our programming. The student's learning environment is then organized to enable the utmost success for that child

## Screening Tools for English

### Tier 1 Assessment Tools Menu

- Teacher Observations and Anecdotal Records
- i-Ready
- Vocabulary Assessments
- Reading & Writing Rubrics
- Running Record Assessment (Grade 6)
- NYSED Assessments
- Formative Assessments
- Summative Assessments
- Portfolio Assessments

### Tiers 2 & 3 Assessment Tools Menu

- Tier 1 Assessment Tools (**see above**)
- Qualitative Reading Inventory (QRI)
- Word Identification and Spelling Test (WIST)
- i-Ready
- Woodcock Johnson
- Wilson Assessment of Decoding and Encoding (WADE)
- Running Records (Grades 6-8)

### Tier 1 Interventions Menu

- Preferential Seating
- Extra Time to Complete Tasks
- Refocusing
- Simplifying Directions
- Check for Understanding
- Differentiation
- Homogeneous / Heterogeneous Grouping
- Actively Learn
- Extra Help Before, During, or After School
- Conferencing
- One-to-One Instruction
- Counseling & Social-Emotional Support
- School Nurse
- ENL Services\*
- i-Ready Instructional (Middle School)
- Academic Success Center (High School)

*\*Services available to students with an IEP/504/ENL Services*

### Tiers 2 & 3 Interventions Menu

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Tier 1 Interventions (<b>see above</b>)</li> <li>● i-Ready Instructional</li> <li>● Reading/Writing Program</li> <li>● Wilson Language Program Instruction</li> <li>● Speech-Language Services</li> <li>● OT/PT*</li> <li>● Testing Accommodations*</li> <li>● Inclusion (Integrated)*</li> </ul> | <ul style="list-style-type: none"> <li>● Resource Room*</li> <li>● Learning Center*</li> <li>● RISE Program*</li> <li>● BOCES*</li> <li>● First Language Support for Entering, Emerging &amp; Transitioning ELLs</li> <li>● Actively Learn</li> <li>● Progress Monitoring</li> <li>● Academic Success Center (High School)</li> </ul> |
|--|---|

*\*Services available to students with an IEP/504/ENL Services*

### Reading Level Conversion Chart

Reading levels can serve as a helpful tool for educators and families. They are, however, only one measure that may be considered by the CST.

Grade Level	Guided Reading	Lexile Level	i-Ready Scale
Grade 6	W - Y	925L - 1070L	495-564
Grade 7	Z	970L - 1120L	508-574
Grade 8	Z	1010L - 1185L	518-585
Grades 9 - 10		1050L - 1385L	515-598 556-610
Grades 11 - 12		1185L - 1385L	564-629 572-800

# Eligibility and Referral for AIS Services in Math

The District uses a variety of assessments to measure student mastery of the New York State Learning Standards. They are effective tools that indicate how students are progressing toward meeting the learning standards by which they will be measured.

These measures ensure an authentic assessment experience and provide Shoreham-Wading River educators with comprehensive information about student performance. The results obtained from these measures are analyzed and students who fall below District-established criteria are eligible for AIS related services. The data is analyzed to see general areas of strength and weakness and then to guide us in our programming. The student’s learning environment is then organized to enable the utmost success for that child.

## Screening Tools for Math

### Tier 1 Assessment Tools Menu

- Teacher Observations and Anecdotal Records
- ALEKS
- Formative Assessments
- NYSED Assessments
- Summative Assessments
- Portfolio Assessments

### Tiers 2 & 3 Assessment Tools Menu

- Tier 1 Assessment Tools ([see above](#))

### Tier 1 Interventions Menu

- Preferential Seating
- Extra Time to Complete Tasks
- Refocusing
- Simplifying Directions
- Check for Understanding
- Differentiation
- Homogeneous / Heterogeneous Grouping
- Math Lab
- Extra Help Before, During, or After School
- Conferencing
- One-to-One Instruction
- Counseling & Social-Emotional support
- School Nurse
- ENL Services\*
- ALEKS
- Academic Success Center (High School)

*\*Services available to students with an IEP/504/ENL Services*

### Tiers 2 & 3 Interventions Menu

- Tier 1 Interventions ([see above](#))
- OT/PT\*
- Testing Accommodations\*
- Inclusion (Integrated)\*
- Math AIS
- Resource Room\*
- Learning Center\*
- RISE Program\*
- BOCES\*
- Progress Monitoring
- Academic Success Center (High School)

*\*Services available to students with an IEP/504/ENL Services*

# Student Referral Process

A student may be referred for AIS through the Child Study Team (CST). The CST initiative is a collaborative process that focuses on assisting classroom teachers in planning and implementation strategies that are designed to produce success for students experiencing some difficulties in the classroom. CSTs help practitioners identify the learning needs of students experiencing school difficulties or who are at risk of failure and provide them with academic and/or behavior support needed to succeed in school. Once referred, a student's needs are identified through a data-collection process. A team meeting is held where an intervention plan is developed. The interventions are implemented and success is monitored. At the follow-up meeting, the team makes recommendations concerning further evaluation, based on the success of the intervention plan and the degree of need of the student.

## AIS Entrance-Exit Criteria: AIS Menu

### AIS Entrance / Exit Criteria Grades 6 - 8

*\* Note: The CST uses multiple measures to ensure proper placement*

Type of Service	Entry Criteria Menu	Exit Criteria Menu
Progress Monitoring	<ul style="list-style-type: none"> <li>Teacher Recommendation</li> <li>NYS Cut Scores: Students that score below the State provided AIS mandated cut score</li> <li>ELA and/or Math quarter grade of 75 or lower</li> <li>ELA and/or Math final grade of 75 or lower</li> <li>i-Ready/ALEKS Diagnostic Instrument 1+ years below grade level</li> <li>Review of records</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Recommendation</li> <li>NYS Cut Scores: Students that score above the State provided AIS mandated cut score</li> <li>80+ marking period quarter grade in ELA and/or Math for two quarters in a row</li> <li>Mid-Year Benchmark/Final Exam grades</li> <li>i-Ready/ALEKS Diagnostic Instrument on grade level</li> <li>Other Diagnostics: QRI; Woodcock Johnson; Wade/WIST</li> </ul>
Reading/Writing AIS Program	<ul style="list-style-type: none"> <li>Progress Monitoring criteria (<b>see above</b>)</li> <li>Other Diagnostics: QRI; Woodcock Johnson; Wade/WIST</li> <li>Screening/Diagnostic Instrument 1-2+ years below grade level</li> <li>ELL students who achieve Entering, Emerging, or Transitioning proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>Progress Monitoring criteria (<b>see above</b>)</li> <li>ELL students achieving Expanding or Commanding proficiency.</li> </ul>
Math Lab	<ul style="list-style-type: none"> <li>Progress Monitoring criteria (<b>see above</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Progress Monitoring criteria (<b>see above</b>)</li> </ul>
Math AIS	<ul style="list-style-type: none"> <li>Progress Monitoring criteria (<b>see above</b>)</li> <li>Screening/Diagnostic Instrument 2+ years below grade level</li> </ul>	<ul style="list-style-type: none"> <li>Progress Monitoring criteria (<b>see above</b>)</li> </ul>



**AIS Entrance / Exit Criteria  
Grades 9 - 12**

*\* Note: The CST uses multiple measures to ensure proper placement*

<b>Type of Service</b>	<b>Entry Criteria Menu</b>	<b>Exit Criteria Menu</b>
Progress Monitoring	<ul style="list-style-type: none"> <li>● Teacher Recommendation</li> <li>● NYS Cut Scores: Students that score below the State provided AIS mandated cut score for 8th grade</li> <li>● ELA and/or Math quarter grade of 75 or lower</li> <li>● ELA and/or Math final grade of 75 or lower</li> <li>● Screening/Diagnostic Instrument 1+ years below grade level</li> <li>● Review of records</li> <li>● Scoring below a 75 on Previous Year Course Regents/Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Recommendation</li> <li>● NYS Cut Scores: Students that score above the State provided AIS mandated cut score for 8th grade</li> <li>● 80+ marking period quarter grade in ELA and/or Math for two quarters in a row</li> <li>● i-Ready/ALEKS Diagnostic Instrument on grade level</li> <li>● Other Diagnostics: QRI; Woodcock Johnson; Wade/WIST</li> <li>● Passing grade on English and/or Math Regents</li> <li>● Scoring above a 75 on Course Regents/Final Exam</li> </ul>
HS English Lab	<ul style="list-style-type: none"> <li>● Progress Monitoring criteria (<b><u>see above</u></b>)</li> <li>● Scoring below a 65 on any of the following Regents exams: ELA, Global, Earth Science</li> </ul>	<ul style="list-style-type: none"> <li>● Progress Monitoring criteria (<b><u>see above</u></b>)</li> <li>● Scoring above a 70 on Course Regents/Final Exam</li> </ul>
Reading/ Writing AIS Program	<ul style="list-style-type: none"> <li>● Progress Monitoring criteria (<b><u>see above</u></b>)</li> <li>● Screening/Diagnostic Instrument 2+ years below grade level</li> <li>● Scoring below a 65 on English Regents</li> <li>● ELL students achieving Entering, Emerging, or Transitioning proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>● Progress Monitoring criteria (<b><u>see above</u></b>)</li> <li>● ELL students achieving Expanding or Commanding proficiency.</li> </ul>
Math Lab	<ul style="list-style-type: none"> <li>● Progress Monitoring criteria (<b><u>see above</u></b>)</li> <li>● Failing grade on any NYS math Regents</li> </ul>	<ul style="list-style-type: none"> <li>● Progress Monitoring criteria (<b><u>see above</u></b>)</li> </ul>

# Process for Determining Learning Disability (LD) Using AIS Data

Shoreham-Wading River CSD will utilize New York State-established criteria to determine if a student has a learning disability.

In making a determination of eligibility for special education, the District CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics, or limited English proficiency. The data from AIS will be used to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. has not adequately achieved grade level standards in the areas of reading and/or mathematics; and
2. (a) is not making sufficient progress toward meeting those standards after being provided with appropriate instruction consistent with the District AIS model;  
or  
(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;  
and
3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

The data collected through an AIS process may be used as part of a student's individual evaluation to determine if a student has a learning disability; it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. The individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation, and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

The student-centered data collected and information on instructional strategies used throughout the AIS process provides important information to inform the CSE about the student's progress to meet age or State- approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading and/or math;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and

- evaluative data including CBM regarding a student’s performance that is useful and instructionally relevant.

### **Written Report**

The CSE will prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an AIS program:

- the instructional strategies used,
- the student-centered data collected, and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the AIS program; strategies that would be used for increasing their child’s rate of learning and the parents right to refer their child for special education services.

### **Quality Indicators for Use of AIS Data in a Learning Disability Determination**

The determination of a student with a learning disability will be based upon a comprehensive multidisciplinary evaluation.

Data based on the student’s response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.

- The CSE will consider progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
- Student’s skill level and rate of learning relative to age/grade level standards or criterion- referenced benchmarks will be considered.
- Instructionally relevant evaluative data including curriculum-based measures regarding a student’s performance will be considered.

Student information from the AIS process will provide data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.

Teacher(s) providing AIS interventions will participate in the CSE meeting to determine a student’s eligibility for special education.

# **Process for AIS Communication**

## **Parent Notification**

In accordance with the Commissioner's regulations, Shoreham-Wading River CSD provides services to its identified students no later than the beginning of the semester following the demonstrated need.

The parent(s) or guardian will be notified in writing by the principal of the school where the student attends that his/her child will be scheduled for AIS services. The notification will be made in writing before the services commence, and will include a summary of the services being provided to the student (Appendices A or B) Parents will be kept apprised of their child's progress through quarterly reports and parent conferences.

When an AIS service is discontinued, the parent(s) or guardian will be notified in writing that the services will be ending. Templates for parent letters are included in this document (Appendix C).

## **Documentation and Progress**

Communication between school and home is a very important part of the program. Parents of students receiving AIS services shall be provided with opportunities to meet with their child's AIS provider during regularly scheduled parent-teacher conferences and/or during mutually agreed upon times. AIS Progress reports will be sent home. In addition, providers of AIS services will communicate regularly with classroom teachers.

## **Exiting Services**

Any student receiving a support service who performs at or above the established Exit Criteria on multiple measures will be reviewed by the building Child Study Team (CST) for discontinuation of supplemental instructional service. Final decisions on the removal of a service rests solely with the building principal who will use assessment data, recommendation of the CST, and teacher feedback to support his or her decision. Upon the discontinuation of any existing service, parents will be notified of the change using a standardized district-developed letter (Appendix C). It is the goal of an AIS plan to terminate services as quickly as possible once a student has demonstrated a closing of a performance gap and a return to on or above grade level performance. However, the classroom teacher will be responsible for closely monitoring the progress of those students for whom a service is discontinued to ensure a gap does not reemerge

# Appendix A: QUALIFICATION/CONTINUATION OF AIS SERVICES TEMPLATE

## SECONDARY BUILDING LETTERHEAD

DATE

To the Parent/Guardian of STUDENT NAME  
ADDRESS

Dear Parent/Guardian:

The New York State Education Department has mandated schools to provide Academic Intervention Services (AIS) to those students believed to be at risk of not meeting grade level standards. Academic Intervention Services provide support to students that supplement the general curriculum and assist students in meeting the New York State learning standards.

Your child has been identified as needing Academic Intervention Services based upon his/her performance on multiple measures as per the Shoreham-Wading River School District's Secondary AIS plan. The following AIS services will be included in your child's schedule:

\_\_\_\_\_ **Reading/Writing AIS** (Delivered by a certified reading teacher, this program is designed to strengthen students' literacy skills with an emphasis on reading comprehension strategies and vocabulary building exercises.)

\_\_\_\_\_ **Strategic Reading** (Delivered by a certified Wilson Reading teacher, this intensive Tier 3 program is a structured literacy program based on phonological-coding research and Orton-Gillingham principles, that directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.)

\_\_\_\_\_ **High School English Lab** (Delivered by a certified reading teacher or English teacher, this program is designed to strengthen students' literacy skills with an emphasis on content area reading comprehension strategies and writing practice.)

\_\_\_\_\_ **Math AIS** (This program is taught by Math certified teachers and it was developed to reinforce basic mathematical skills. The program will also follow the current math curricula in order for students to gain background mastery of current topics.)

\_\_\_\_\_ **Math Lab** (This program is taught by Math certified teachers and it was developed to reinforce math curricula from the current course. It will pre and post teach math topics that the students will be currently studying.)

The overall objective for providing these services is to increase the likelihood that your child will be successful in meeting the grade level standards necessary to be on the pathway toward completing the New York State graduation requirements. Please be assured that ongoing evaluation will help determine the specific level of interventions and the need to continue or terminate these services.

Please contact your child's guidance counselor with any questions about AIS services.

Sincerely,

PRINCIPAL NAME

cc: classroom teacher  
school counselor  
AIS provider(s)

**Appendix B: QUALIFICATION OF PROGRESS MONITORING SERVICES TEMPLATE LETTER**

SECONDARY BUILDING LETTERHEAD

DATE

To the Parent/Guardian of STUDENT NAME  
ADDRESS

Dear Parent/Guardian:

Based upon your child’s performance on multiple measures, as per the Shoreham-Wading River School District’s Secondary AIS plan, he/she has been identified as in need of some academic support in:

\_\_\_\_\_ English

\_\_\_\_\_ Math

To meet this need your child’s teacher will provide “Progress Monitoring” by working with them to help close identified learning gaps and improve their overall academic performance in this subject area. This extra support will not impact your child’s schedule.

We will contact you should we determine that your child may be in need of additional, more intensive support services. Please be assured that ongoing evaluation will help determine the specific level of support and the need to continue, increase or terminate this support. The overall objective for providing this support is to ensure that your child is developing the appropriate grade level skills to meet the rigorous demands of the New York State learning standards.

Thank you for your continued support. Please contact your child's guidance counselor with any questions about Progress Monitoring services.

Sincerely,

PRINCIPAL NAME

cc: classroom teacher  
school counselor  
AIS provider(s)

## Appendix C: AIS SERVICES EXIT TEMPLATE LETTER

### SECONDARY BUILDING LETTERHEAD

DATE

To the Parent/Guardian of STUDENT NAME  
ADDRESS

Dear Parent/Guardian:

We are pleased to inform you that your child is no longer in need of Academic Intervention Services in the form of:

- \_\_\_\_\_ **Reading/Writing AIS**
- \_\_\_\_\_ **Strategic Reading**
- \_\_\_\_\_ **High School English Lab**
- \_\_\_\_\_ **Math AIS**
- \_\_\_\_\_ **Math Lab**
- \_\_\_\_\_ **Progress Monitoring ELA**
- \_\_\_\_\_ **Progress Monitoring Math**

Your son's/daughter's guidance counselor has been notified and his/her schedule will reflect the change in services.

The district's AIS criterion for discontinuation of services is based upon his/her performance on multiple measures as per the Shoreham-Wading River School District's Secondary AIS plan. Your child has demonstrated the competencies necessary to satisfactorily meet the established New York State Standards for his/her grade level in Math and/or English.

Please contact your child's guidance counselor with any questions about AIS services.

Sincerely,

PRINCIPAL NAME

cc: classroom teacher  
school counselor  
AIS provider(s)

**Appendix D: SCREENING/TESTING/SUPPORT TEMPLATE LETTER**

SECONDARY BUILDING LETTERHEAD

Date:

Parent/Guardian:

Student:

From:

Please return this letter with your signature indicating whether or not you give consent for the following screening(s)/support:

(Name of screening(s)/support)

\_\_\_\_\_ I give my consent for my child to receive the above referenced screening/test(s) and or support.

\_\_\_\_\_ I do not give my consent for my child to receive the above referenced screening/test(s) and or support.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this signed consent form to the classroom teacher that made the referral.

cc: classroom teacher  
school counselor  
AIS provider(s)



## Appendix E: PROTOCOLS FOR SECONDARY AIS REFERRALS

- Teacher identifies a problem and completes the [SWR AIS Student Referral Form](#) which notifies guidance, principal and director.
- Guidance schedules and attends a CST meeting and invites the student’s referring teacher, an English/math teacher and may include any other support teacher.
- A member of the CST/team enters notes on the [SWR AIS Student Referral Form \(Responses\)](#) during the meeting
  - Complete “New Intervention” section with intervention specifics (frequency, duration, etc.)
  - If it is decided that additional reading testing is needed, the classroom teacher will let the parents know and a [Screening/Testing/Support Consent Form](#) will go home to be returned to the referring teacher.
  - If it is decided that a student requires an AIS course placement in his/her schedule, the classroom teacher will call the parent/guardian and the building principal will mail home an [Secondary AIS Entrance/Continuation Letter](#). This letter will also be sent out every year if it is decided that a student should continue receiving services.
  - If it is decided or deemed necessary that a student requires Progress Monitoring by a teacher, the building principal will mail home a [SWR Secondary AIS Progress Monitoring Letter](#).
- All students receiving AIS or Progress Monitoring should be flagged in i-campus and/or scheduled appropriately into an AIS class or a Progress Monitoring group assigned to a teacher.
- School counselors are responsible for monitoring student progress, scheduling periodic check-in meetings, and parent communication.
- Groups should be capped at no more than ten students.
- Designated teacher/s follow/s the recommendations of the CST/team and implements suggested interventions over a specified period of time and depending on the results, continues intervention or calls another CST/team meeting to determine next tier/steps.
- Each spring all students are reviewed and recommendations for the following year are made. If it is determined that a current AIS or Monitored student will exit AIS/Monitoring, [Secondary AIS Exit Letter](#) will be mailed home.
- Students not responding to increasingly intense levels of intervention should have all assessment data, forms and meeting notes forwarded to the Director of Student Services.

## Appendix F: PROTOCOLS FOR SECONDARY AIS PROGRAM AND DATA ANALYSIS

The principal and directors in conjunction with the middle school and high school CST, will meet quarterly to systematically review the progress of all students and AIS programs towards mastery of literacy and/or mathematics expectations for the grade in order to:

- Put in place classroom procedures and/or reading/math supports for students not on track toward proficiency.
- Identify which students are ready to exit from an intervention.
- Place newly identified students into an intervention.
- Make program recommendations and adjustments

## **Appendix G: IMPLEMENTATION GUIDELINES FOR TEACHER/AIS PROVIDERS**

### **Progress Monitoring Protocols**

- For any student receiving progress monitoring from a classroom teacher, measures of student progress (missing or incomplete assignments/instructional diagnostics data/assessment data/attendance data/behavioral data) are to be collected once every five weeks and reflected in the quarterly progress reports and report cards.
- For any student receiving instruction from an AIS teacher (English or Math), measures of student progress (missing assignments or incomplete/instructional diagnostics data/assessment data/attendance data/behavioral data) are to be collected once every three weeks and no less than five times in any given quarter.
- For any student identified by the CST as at-risk for requiring AIS support, measures of student progress are to be collected once every three weeks and no less than five times in any given quarter by the classroom teacher.
- All data collected on identified students should be provided to the CST for use in assessing the effectiveness of the intervention(s) and to adjust services collaboratively with the committee and classroom teacher.

### **Academic Intervention Protocols**

- AIS teachers will use the program deemed most appropriate to deliver academic support to students in small groups.
- Interventions should be chosen to match the student's instructional needs based on a review of the student's assessment data.
- The specific criteria used to enter or exit a student from an intervention service must be referenced, along with the intervention program to be applied, at the time a student begins an intervention service.
- Students not making gains toward proficiency should receive intensive instructional support.
- Ineffective interventions should be changed by adjusting time/frequency and/or changing the program.
- CST meetings are the forum to set, monitor and adjust interventions.

## **Appendix H: PART 100 REGULATIONS of the COMMISSIONER of EDUCATION - NEW YORK STATE ACADEMIC INTERVENTION SERVICES (100.2 (ee) General School Requirements)**

<http://www.p12.nysed.gov/part100/pages/1002.html>

## **Appendix I: SWR AIS STUDENT REFERRAL FORM**

**Teacher identifies a problem and completes the SWR AIS Student Referral Form which notifies guidance, principal and director. [SWR AIS Student Referral Form](#)**

## Appendix J: AIS PLANNING FORM

During a CST meeting, members will add the following information to the SWR AIS Student Referral Form (Responses): [SWR AIS Student Referral Form \(Responses\)](#)

- Strategies to be implemented
- Who will implement the strategies
- How progress will be monitored
- Date for follow-up meeting