Academic Intervention Services
District Plan

Grades 4-5
Grades 6-8
Grades 9-12

Committee:
Co-Chairpeople:  Dr. Aileen O’Rourke, Executive Director of Special Education/PPS K-5 and CPSE
                Janet Jones, Director of Mathematics and Science

                Dr. Sara Anderson, Humanities Director
                Dr. Lisa Belz, Executive Director of Special Education/PPS 6-12
                Mark Bernard, Principal, East Islip Middle School
                Bill Brennen, Principal, East Islip High School
                Nancy Goldfader, Parent Representative
                Paul E. Manzo, Assistant Superintendent for Instruction and Personnel
                Chris Moloney, EITA Representative
                Danielle Naccarato, Principal, Timber Point Elementary School
                Dr. Deborah Smith, Principal, JFK Elementary School
                Shelley Stapleton, Elementary EITA Representative
                Michael Thorley, Assistant Principal, East Islip High School

Approved by the East Islip Board of Education
June 14, 2012
January 9, 2014
August 14, 2014
August 13, 2015
January 12, 2017
November 16, 2017
July 26, 2018
# Overview of District Academic Intervention Services Plan

- Introduction
- Mission Statement
- Definition of Academic Intervention Services

## Board of Education’s Resolution

## Grades 4-5

### Determining Need:
- Entrance and Exit Criteria for Grades 4-5 ELA
- Entrance and Exit Criteria for Grades 4-5 Math
- Related Support Services
- Levels of Service
- Parental Notification and Involvement

## Grades 6-8

### Determining Need:
- Entrance and Exit Criteria for Grades 6-8 ELA
- Entrance and Exit Criteria for Grades 6-8 Math
- Entrance and Exit Criteria for Grades 6-8 Social Studies
- Related Support Services
- Parental Notification and Involvement

## Grades 9-12

### Determining Need:
- Entrance and Exit Criteria for Grades 9-12 ELA
- Entrance and Exit Criteria for Grades 9-12 Math
- Entrance and Exit Criteria for Grades 9-12 Social Studies
- Entrance and Exit Criteria for Grades 9-12 Science
- Related Support Services
- Parental Notification and Involvement

## Appendices

- AIS Parent Notification for Grades 4 & 5
- AIS Parent Notification for Grades 6, 7 and 8
- AIS Parent Notification for Grades 9, 10, 11 and 12
- Letter to Parents of Students Who Scored Above Cut Scores in Grades 4-9
- Letter to Parents of Students Who Did Not Take NYS Assessment, but, Will Take a District-Wide Assessment (Grades 4-9)
- AIS Parent Notification Letter for Title 1 Services

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**Academic Intervention Services**  
**East Islip School District Plan**  
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   - AIS Parent Notification Letter for Title 1 Services
Introduction
The East Islip School District’s Academic Intervention Services (AIS) plan was developed to meet the requirements of the Section 100.2(ee) revisions to the Commissioner’s Regulations. School districts are required to provide instructional and student support services to help students achieve the New York State Learning Standards.

East Islip School District’s Mission Statement
“Our mission is for East Islip to be a District of Excellence and to educate students with the skills and knowledge to become exceptional learners and leaders. We will provide a safe and positive learning environment in partnership with our greater community.”

Definition of Academic Intervention Services (AIS)
http://www.emsc.nysed.gov//part100/pages/1001.html#g

Academic Intervention Services are defined as additional instructional services that supplement regular classroom instruction and student support services designed to help students achieve the New York State Learning Standards. Academic Intervention Services are direct services intended to assist students who are identified as being at-risk of not achieving the New York State Learning Standards in English Language Arts and mathematics in grades K-12 and in social studies and science in grades 4-12. In addition, the services are provided to those students who are identified as being at-risk of not gaining the skills and knowledge necessary to meet or exceed designated performance levels on the New York State assessments.

Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment:

- **Level 1** – Student is well below proficient in standards for this grade level.
- **Level 2** – Student is not proficient in Common Core Learning Standards for this grade level (partial but insufficient).
- **Level 3** – Student is proficient in Common Core Learning Standards for this grade level.
- **Level 4** – Student excels in Common Core Learning Standards for this grade level.

For the 2016-17 school year, districts shall identify student who receive AIS through a two-step process. First, all students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on grade 3-8 ELA or mathematics state assessment shall be considered for AIS. Upon identification of students for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district consideration student’s scores on multiple measures of student performance, the district determines whether the student is required to receive AIS.

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.
East Islip School District
Board of Education’s Resolution

On February 24, 2014, the East Islip School District’s Board of Education passed the following resolution:

Motion by Mr. Behan to approve the following resolution:

Whereas, students scoring below a state-generated cut score on Grades 3-12 assessments are required to receive academic intervention services provided by the District, and,

Whereas, students scoring above the cut score on New York State Assessments are not mandated to receive such services,

NOW THEREFORE, BE IT RESOLVED, effective beginning in the 2014/2015 school year, students scoring above the New York State cut score may be provided academic intervention services in the discretion of the administration but, subject to the receipt of written parental consent; and

BE IT FURTHER RESOLVED that this resolution will be reviewed annually for reconsideration;

Mr. Reed asked how this resolution changes the current policy and if this change will create more administrative time. Mrs. Rozzi explained that the district is already asking for parental consent when a student scores above the cut score and feels most parents will still opt for the services. Mrs. Becker-Santa added that the State did change the cut off scores this past August after parent notices had already gone out; therefore, we were able to go forward with the extra services. Mrs. Phillips stated she was a little concerned with a possible decline in student performance and asked if this will be monitored, to which Mrs. Rozzi responded it would be monitored well.

Motion seconded by Mrs. Phillips. Mr. Reed opposed. Motion carried.

Therefore, during the 2015-2016 school year, (as was the procedure in 2014-2015) students who took the New York State Assessments in English and/or math who scored above the New York State identified cut scores will not be placed in Academic Intervention Services support classes unless their parent/guardian has provided written approval. A letter will be sent home to the parents/guardians of all such students.
East Islip School District

ACADEMIC INTERVENTION AND SUPPORT SERVICES
GRADES 4-5

I. AIS Identification Procedures

II. Determining Entrance and Exit Criteria (ELA, math, social studies and science)

III. Description of Academic Intervention Services

IV. Description of Student Support Services

V. Parental Notification and Involvement
AIS Identification Procedure

If a student has been identified as potentially needing AIS an IST meeting must be scheduled. Based on multiple data points as per the AIS plan the teacher will provide the committee with information on the specific child's academic performance. The committee will review the data and make a determination as to which students will be recommended to receive services. Members of the committee will include but not be limited to: Principal, School Psychologist, General Education Teacher, AIS representative, Resource Room Teacher.

During the last quarter of each school year the IST Team will meet with each classroom teacher to discuss the progress of each of their students. At this meeting a list will be generated of students who will be recommended to receive services in the upcoming school year.

Parental Notification

Letters will be generated based on the recommendation of the IST Committee. A letter from the building principal or his/her designee will be mailed to parents in June.
### Determining Need: Entrance and Exit Criteria for Grades 4-5 ELA

*Note: Multiple Measures are always used when determining AIS eligibility*

<table>
<thead>
<tr>
<th>Assessment and Instruments</th>
<th>Date of Administration</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
<th>Methods of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS ELA Assessment</td>
<td>Once a year</td>
<td>Scoring below the median scale score based on NYSED annual recommendation</td>
<td>Scoring above the median scale score based on NYSED annual recommendation</td>
<td>Focused tiered instruction by classroom teacher, or certified teacher/interventionist</td>
</tr>
</tbody>
</table>
| *Benchmark Assessments (i.e.: Rigby, Fountas and Pinnell, DRA, Lexile Level 1)* | Ongoing                | • Below basic level  
• At least one grade behind | Able to meet grade level expectations | Focused tiered instruction by classroom teacher, or certified teacher/interventionist |
| Teacher Recommendation (Based on data supported deficiencies over time) | Ongoing                | Review of need based on multiple measures | Data supported improvement on multiple measures over time | Focused tiered instruction by classroom teacher, or certified teacher/interventionist |
| Instructional Support Team findings and recommendations  
• Progress Monitoring  
• SWAT  
• iReady | Ongoing | Review of need based on multiple measure evaluation | Data supported improvement on multiple measures over time | Meetings as needed; interventions as determined |
| Other, to include:  
• Classroom Assessments  
• Progress Reports  
• Report Cards  
• Common Assessments | Ongoing | Level 1 or 2, not attaining proficiency | Able to meet grade level expectations. Attaining proficiency at Level 3 or higher | Focused tiered instruction by classroom teacher, or certified teacher/interventionist |
| English Language Learners (as applicable) | Ongoing | • NYSITELL  
• Proficient on NYSESLAT | Proficiency on NYSITELL (replacement of NYSESLAT) | Approved ELL Service Provider, or certified teacher/interventionist |
| ORF (Oral Reading Fluency) MAZE | Fall  
Winter  
Spring | Students Scoring Well Below the National Norm | Low Average to Well Above Average on National Norm | Focused tiered instruction by classroom teacher, or certified teacher/interventionist |

*See Reading Level Correlation Chart Attached on the Next Page.*

**Please Note: Once a student is exited from AIS services, he/she may be returned to support services if needed based on classroom teacher recommendation.**

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## Instructional Level Expectations for Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginning of Year</th>
<th>1st Interval of Year</th>
<th>2nd Interval of Year</th>
<th>End of Year</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td>Sept-Oct-Nov</td>
<td>C+</td>
<td>D+</td>
<td>E+</td>
<td>190L to 530L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>C</td>
<td>D/E</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Dec-Jan</td>
<td>G+</td>
<td>I+</td>
<td>K+</td>
<td>420L to 650L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H</td>
<td>J/K</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>E</td>
<td>D/C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>C</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Feb-Mar-Apr</td>
<td>M+</td>
<td>N+</td>
<td>P+</td>
<td>520L to 820L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L</td>
<td>K</td>
<td>J/K</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>K</td>
<td>L</td>
<td>M/N</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>J</td>
<td>K</td>
<td>L</td>
<td></td>
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<tr>
<td><strong>3</strong></td>
<td>May-June</td>
<td>S+</td>
<td>T+</td>
<td>Q+</td>
<td>740L to 940L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R</td>
<td>Q</td>
<td>P/Q</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td></td>
<td>U+</td>
<td>V+</td>
<td>W+</td>
<td>830L to 1010L</td>
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<td>T</td>
<td>U</td>
<td>V/W</td>
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<td>U</td>
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<td>R</td>
<td>S</td>
<td>T</td>
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<tr>
<td><strong>5</strong></td>
<td></td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>925L to 1070L</td>
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<td>V</td>
<td>W</td>
<td>X</td>
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<td>U</td>
<td>V</td>
<td>W</td>
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<td><strong>6</strong></td>
<td></td>
<td>Y</td>
<td>Z</td>
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<td></td>
<td></td>
<td>X</td>
<td>Y</td>
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<tr>
<td><strong>7</strong></td>
<td></td>
<td>Z</td>
<td></td>
<td></td>
<td>970L to 1120L</td>
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<tr>
<td></td>
<td></td>
<td>Y</td>
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<td></td>
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<tr>
<td><strong>8</strong></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>1010L to 1185L</td>
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</tr>
</tbody>
</table>

**Key**
- **Exceeds Expectations**
- **Meets Expectations**
- **Approaches Expectations: Needs Short-Term Intervention**
- **Does Not Meet Expectations: Needs Intensive Intervention**

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgment.

*Adapted from Fountas & Pinnell*
# Determining Need: Entrance and Exit Criteria for Grades 4-5 Math

*Note: Multiple Measures are always used when determining AIS eligibility*

<table>
<thead>
<tr>
<th>Assessment and Instruments</th>
<th>Date of Administration</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
<th>Methods of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Assessments</td>
<td>Ongoing</td>
<td>Scoring below an average of 70% or Scoring below the median scale score based on NYSED annual recommendation</td>
<td>Able to meet grade level expectations. Scoring above the median scale score based on NYSED annual recommendation or higher than 75%</td>
<td>Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist</td>
</tr>
<tr>
<td>including, but, not limited to:</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>• Math assessments</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Basic Facts Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unit Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYS Math Assessment</td>
<td>Once a year</td>
<td>Scoring below the median scale score based on NYSED annual recommended</td>
<td>Scoring above the median scale score based on NYSED annual recommendation</td>
<td>Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist.</td>
</tr>
<tr>
<td>Instructional Support Team</td>
<td>Ongoing</td>
<td>Review of need based on multiple measure evaluation</td>
<td>Data supported improvement on multiple measures over time</td>
<td>Meetings as needed; interventions as determined</td>
</tr>
<tr>
<td>findings and recommendations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Recommendation</td>
<td>Ongoing</td>
<td>Review of need based on multiple measures</td>
<td>Data supported improvement on multiple measures over time</td>
<td>Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist.</td>
</tr>
<tr>
<td>(Based on data supported deficiencies over time)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other, to include:</td>
<td>Ongoing</td>
<td>Level 1 or 2, not attaining proficiency</td>
<td>Able to meet grade level expectations. Attaining proficiency at Level 3 or higher.</td>
<td>Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist.</td>
</tr>
<tr>
<td>• Progress Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Report Cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iReady</td>
<td>Fall, Winter, Spring</td>
<td>Below Basic Level</td>
<td>Data supported improvement on multiple measures over time</td>
<td>Focused tiered instruction by classroom teacher, AIS provider, or certified teacher/interventionist.</td>
</tr>
</tbody>
</table>
**Levels of Service**

At the elementary level, appropriate certifications for instructional assignments in mathematics, social studies, and science include Common Branch, PreK-6, N-6, and others, as defined in Section 80.15 of the Commissioner’s Regulations. For the provision of AIS in literacy/reading, however, reading certification is strongly recommended. In our elementary schools, these certified teachers are sometimes referred to as interventionists.

4-5 ELA Monitored Services:

- Periodic Communication Between the Classroom Teacher and Interventionist
- Review(s) of Student Progress
- Review of Classwork and Periodic Assessments

4-5 ELA Academic Intervention Services:

- Small Group Tiered Support
- **Progress Monitoring**
- Periodic Communication between the Classroom Teacher, AIS Teacher or certified teacher/interventionist

4-5 Mathematics Monitored Services:

- Periodic Communication Between the Classroom Teacher and Interventionist
- Review(s) of Student Progress
- Review of Classwork and Periodic Assessments

4-5 Mathematics Academic Intervention Services:

- Small Group Tiered Support
- Periodic Communication between the Classroom Teacher, AIS Teacher or certified teacher/interventionist
### IV. Parental Notification and Involvement for Grades 4 and 5

<table>
<thead>
<tr>
<th>Notification of Commencement of Services</th>
<th>Notification of Ending Services</th>
<th>Consult Opportunities</th>
<th>Quarterly Report of Progress</th>
<th>Ways to Help</th>
</tr>
</thead>
</table>
| Letter from principal or his/her designee indicating reason for and nature of services to be provided | Letter from principal indicating results of assessments and other performances indicating services are no longer required | • Individual teacher and IST meetings  
• Conferences as necessary  
• Student Agendas  
• Use of Gradebook | • AIS services noted on report cards  
• Grades in Infinite Campus-Gradebook | • PTA newsletter  
• PTA meetings (presentations by faculty)  
• Monitor student agendas  
• School and District web pages  
• Communication with child’s teachers/and guidance counselors |

- Letter from principal or his/her designee indicating reason for and nature of services to be provided
- Letter from principal indicating results of assessments and other performances indicating services are no longer required
- Individual teacher and IST meetings
- Conferences as necessary
- Student Agendas
- Use of Gradebook
- AIS services noted on report cards
- Grades in Infinite Campus-Gradebook
- PTA newsletter
- PTA meetings (presentations by faculty)
- Monitor student agendas
- School and District web pages
- Communication with child’s teachers/and guidance counselors
ACADEMIC INTERVENTION AND SUPPORT SERVICES
GRADES 6 – 8

I. AIS Identification Procedures

II. Determining Entrance and Exit Criteria (ELA, Math)

III. Description of Academic Intervention Services

IV. Description of Student Support Services for Grades 6-8

V. Parental Notification and Involvement
AIS Identification Procedure

In the spring, the committee will convene to review students who have been identified as potentially needing AIS. This identification will be based on multiple data points as per the AIS plan. The committee will review this data and make a determination as to which students will be recommended to receive services. Members of the committee will include but not be limited to: Principal, School Psychologist, Guidance Counselor, Content area Teacher, IST representative.

In the spring, a list will be generated of students who will be recommended to receive services in the upcoming school year.

Parental Notification

Letters will be generated based on the recommendation of the IST Committee. A letter from the building principal or his/her designee will be mailed to parents in spring.
# I. Determining Need: Entrance and Exit Criteria for Grades 6-8 ELA

*NOTE: Multiple measures are always used when determining eligibility*

<table>
<thead>
<tr>
<th>Assessment and Instruments</th>
<th>Date of Administration</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
<th>Methods of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS ELA Assessment, grades 5, 6, and 7</td>
<td>Spring of school year</td>
<td>Scoring below the median scale score based on NYSED annual recommendation</td>
<td>Scoring above the median scale score based on NYSED annual recommendation on NYS assessments, end of grades 6 or 7</td>
<td>Reading Support</td>
</tr>
<tr>
<td>New entrant review of cumulative transcripts</td>
<td>Ongoing</td>
<td>Demonstration of grade in ELA less than 70% or Scoring below the median scale score based on NYSED recommendation</td>
<td>Scoring at 75% for final grade (course) average</td>
<td>ELA Support</td>
</tr>
<tr>
<td>Course average</td>
<td>Quarterly</td>
<td>Less than 70% in ELA and/or Social Studies for two (2) or more quarters</td>
<td>Teacher recommendation</td>
<td>“Skills” Support Classes</td>
</tr>
<tr>
<td>Grade Level Assessment</td>
<td>Ongoing</td>
<td>Scoring below proficiency level on assessment</td>
<td>Guidance Counselor and Principal’s review</td>
<td></td>
</tr>
<tr>
<td>Teacher Observation</td>
<td>Ongoing</td>
<td>Teacher recommendation and documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- student work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final course average</td>
<td>June</td>
<td>Scoring below 70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iReady</td>
<td>Fall, Winter, Spring</td>
<td>Below Basic Level</td>
<td>Data supported improvement on multiple measures over time.</td>
<td></td>
</tr>
</tbody>
</table>


I. Determining Need: Entrance and Exit Criteria for Grades 6-8 Math

*NOTE: Multiple measures are always used when determining eligibility

<table>
<thead>
<tr>
<th>Assessment and Instruments</th>
<th>Date of Administration</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
<th>Methods of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS Math Assessment, grades 5, 6, and 7</td>
<td>Spring of school year</td>
<td>Scoring below the median scale score based on NYSED annual recommendation</td>
<td>Scoring above the median scale score based on NYSED annual recommendation assessments, end of grades 6 or 7</td>
<td>Math Support Classes Skills Classes</td>
</tr>
<tr>
<td>New Entrant Review of cumulative transcripts</td>
<td>Ongoing</td>
<td>Demonstration of grade in Math less than 70%</td>
<td>Scoring at 75% for final grade (course) average</td>
<td>Teacher recommendation</td>
</tr>
<tr>
<td>Course average</td>
<td>Quarterly</td>
<td>70% or less in Math for 2 or more quarters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level District-Wide Assessments</td>
<td>Ongoing</td>
<td>Scoring below 70% on practice assessments</td>
<td></td>
<td>Guidance Counselor and Principal’s review</td>
</tr>
<tr>
<td>Teacher Observation - participation - performance - student work</td>
<td>Ongoing</td>
<td>Teacher recommendation and documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final course average</td>
<td>June</td>
<td>Scoring below 70% or Level 2 or below on final report card.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iReady</td>
<td>Fall, Winter, Spring</td>
<td>Below Basic Level</td>
<td>Data supported improvement on multiple measures over time.</td>
<td></td>
</tr>
</tbody>
</table>
II. Description of Academic Intervention Services for Grades 6-8 ELA

<table>
<thead>
<tr>
<th>What Will Be Provided</th>
<th>Frequency/Duration</th>
<th>Provider(s)</th>
<th>Level of Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within school day</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible students will be provided additional instruction during the school day in a specially designed program intended to:</td>
<td>Every other day throughout year</td>
<td>Certified teachers</td>
<td>Push-In/Pull-Out designated class services</td>
</tr>
<tr>
<td>• increase students’ awareness of their own reading and writing processes</td>
<td>40 minute sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• strengthen necessary skills and strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• engage students in extended amounts of reading and writing designed to address the ELA standards and to handle the demands of content area reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• increase quantity of students’ independent reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following administration of the NYS ELA assessment in the spring. Instruction will address identified areas. Continuous formal and informal assessments will be conducted to monitor progress.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Monitoring Services | | | |
|---------------------| | | |
| Students will be monitored via a review of iReady reports, interim reports and report cards. | 5-week and 10-week intervals | Certified Faculty | |
| Guidance counselors, teachers and administration will review these reports. | | | |
| For those whose interim reports suggest low progress, conferences with the core ELA teacher will be held to identify areas of challenge. Guidance counselor and/or the team will meet with the student. Parents will be notified. A failing ELA grade on the quarterly report card will result in consideration of placement back into an AIS ELA class. | | | |

Less
- Review of reports
- Conference with ELA teacher; student
- Program adjustment
- Placement in AIS

More
## II. Description of Academic Intervention Services for Grades 6-8 Math

<table>
<thead>
<tr>
<th>What Will Be Provided</th>
<th>Frequency/Duration</th>
<th>Provider(s)</th>
<th>Level of Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within school day</strong></td>
<td>Eligible students will be provided additional instruction during the school day in a specially designed program intended to:</td>
<td>Every other day throughout year 40 minute sessions</td>
<td>Certified teachers</td>
</tr>
<tr>
<td>• strengthen fundamental skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• increase students’ awareness of their own math processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• engage students in standards-based unit instruction to improve their understanding of the uses of math, improve application and problem-solving processes and provide motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuous formal and informal assessments will be conducted to monitor progress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring Services</strong></td>
<td>Students will be monitored via a review of iReady reports, interim reports and report cards.</td>
<td>5- and 10-week intervals</td>
<td>Certified Faculty</td>
</tr>
<tr>
<td>Guidance counselors, teachers, and administration will review these reports.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For those whose interim reports suggest low progress, conferences with the core math teacher will be held to identify areas of challenge. Guidance counselor and/or the team will meet with the student. Parents will be notified. A failing math grade on the quarterly report card will result in consideration of placement back into an AIS math class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### III. Description of Student Support Services for Grades 6-8

<table>
<thead>
<tr>
<th>Area</th>
<th>Determination of Need</th>
<th>Entrance Criteria</th>
<th>Frequency/Duration</th>
<th>Provider(s)</th>
</tr>
</thead>
</table>
| *Attendance* | Attendance records past and present (Attendance Committee) At-Risk services | • Course failure possibly linked to absence  
• Initial review after 10 weeks | Monthly monitoring of attendance and performance | Social Worker  
Guidance Counselor  
Attendance Office Personnel |
| General academic (e.g., organization, test-taking skills, studying, homework) |  
• Team meetings  
• Review classroom performance  
• Interim reports  
• Report cards  
• Parent contact  
• Guidance/At-Risk services  
• PPS/IST teams | IST recommendation  
Teacher determination of needs (pattern of performance) | Individual as necessary (dependent on services as decided) | Classroom teacher  
AIS teacher  
Social Worker |
| Behavioral | Teachers  
Guidance Counselor  
Review of disciplinary record (Asst. Principals)  
Results of Functional Behavioral Assessment (FBA) | Lack of or inability to display appropriate, responsible, safe behaviors | As determined by provider | Teacher  
Social Worker  
Guidance Counselor  
Psychologist |
| Language barriers (English as a New Language “ENL”) | ENL evaluation as per State requirements | New York State criteria | As determined by evaluation | Certified teacher |
| Other (nutrition, vision, hearing, etc.) | School and/or parent concerns  
Medical and educational records/report cards | As individually determined | Based upon individual needs | Nurse  
Social Worker  
Others, as needed |

*Building administrator is required to review student attendance with appropriate personnel every 10 weeks. A letter must be generated and sent to parents when attendance is interfering with academics.*
### IV. Parental Notification and Involvement for Grades 6-8

<table>
<thead>
<tr>
<th>Notification of Commencement of Services</th>
<th>Notification of Ending Services</th>
<th>Consult Opportunities</th>
<th>Quarterly Report of Progress</th>
<th>Ways to Help</th>
</tr>
</thead>
</table>
| Letter from principal or his/her designee indicating reason for and nature of services to be provided | Letter from principal indicating results of assessments and other performances indicating services are no longer required | • Individual teacher and team meetings  
• Conferences as necessary  
• Monitor student agendas  
• Use of Gradebook | AIS services noted on report cards  
Grades in Infinite Campus - Gradebook | • PTA newsletter  
• PTA meetings (presentations by faculty)  
• Monitor student agendas  
• School and District web pages  
• Communication with child’s teachers and guidance counselors |


East Islip School District

ACADEMIC INTERVENTION AND SUPPORT SERVICES

GRADES 9 – 12

I. AIS Identification Procedures

II. Determining Entrance and Exit Criteria
   (ELA, math, social studies and science)

III. Description of Academic Intervention Services

IV. Description of Student Support Services

V. Parental Notification and Involvement
Grade 8 into Grade 9

At the end of January, at team meetings, teachers will utilize a spreadsheet to recommend students and review course recommendations. This information will be given to the high school assistant principal in charge of scheduling and AIS. A copy will also be given to the building principal and the Director of Guidance.

In March course verifications will be posted on the Infinite Campus Parent Portal which will include initial recommendations.

In August the high school will generate letters to parents to inform them that their students will be receiving AIS services in the fall.

Grades 9-12

Teachers will make recommendations at the end of January.

In March course verifications will be posted on the Infinite Campus Parent Portal which will include initial recommendations.

In August the high school will generate letters to parents to inform them that their students will be receiving AIS services in the fall.
<table>
<thead>
<tr>
<th>Assessment and Instrument(s)</th>
<th>Date of Administration</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| • NYS ELA Assessment grade 8 or 8th grade district-wide assessment  
• iReady | • Spring of Grade 8  
• Ongoing | • Scoring below the median scale score based on NYSED annual recommendation  
• Below basic level | A score of 75% or higher on final course average |
| English Regents exam at end of English 11 | June/January of each year | Scoring below a score of 70% | A score of 75% or higher on final course average |
| Review of cumulative transcripts | Ongoing | Demonstration of grade in ELA less than 70% or a Level 2 or below  
Less than 70% in English for two (2) or more quarters | Scoring at 75% for final grade (course) average  
Teacher recommendation  
Principal’s review |
| Course average | Quarterly | Scoring below 70% |  |
| Teacher Assessment  
• Academic Performance  
• Student Work | Ongoing | Teacher recommendation based on student data |  |
<p>| Final course average | June | Scoring below 70% |  |</p>
<table>
<thead>
<tr>
<th>Assessment and Instruments</th>
<th>Date of Administration</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| • NYS Math Assessment grade 8 or district-wide assessment  
  • iReady | • Spring of grade 8  
  • Ongoing | • Scoring below proficient levels based on NYSED recommendations  
  • Below basic level | Meeting New York State Standards |
| Algebra 1 Regents – year of completion | June/January of each year | Scoring below a score of 70% | • A score of 75% or higher on final course average  
  • Meeting State standards  
  • Team review of appropriate intervention effectiveness |
| Review of cumulative transcripts | Quarterly | Demonstration of grade in ELA less than 70% or a Level 2 or below  
Less than 70% in math for two (2) or more quarters | Scoring at 75% for final grade (course) average  
and  
Teacher recommendation (documented data on spreadsheet)  
Principal’s review  
*At the culmination of the course Algebra and lab, Geometry and lab to be recommended, if necessary |
| Course average | Ongoing | Scoring below 70% |  |
| Teacher Assessment  
  • Academic Performance  
  • Student Work | Ongoing | Teacher recommendation based on student data |  |
<p>| Final course average | June | Scoring below 70% |  |</p>
<table>
<thead>
<tr>
<th>Assessment and Instrument(s)</th>
<th>Date of Administration</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
</table>
| Global History & Geography Regents and US History & Government Regents – year of completion | January/June of each year | Scoring below a score of 70% on Regents | • A score of 75% or higher on final course average  
• Meeting State standards  
• AIS coordinator and appropriate personnel will review student progress quarterly |
| Review of cumulative transcripts | Ongoing | • Demonstration of grade in ELA less than 70% or a Level 2 or below  
• Less than 70% in social studies for two (2) or more quarters | Scoring at 75% for final grade (course) average  
Teacher recommendation (documented data on spreadsheet)  
Principal’s review |
| Course average | Quarterly | Scoring below 70% |  |
| Teacher Assessment  
• Academic Performance  
• Student Work | Ongoing | Teacher recommendation based on student data |  |
<p>| Final course average | June | Scoring below 70% |  |</p>
<table>
<thead>
<tr>
<th>Assessment and Instrument(s)</th>
<th>Date of Administration</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYS Science assessment grade 8</td>
<td>June, grade 8</td>
<td>Scoring below a Level 3</td>
<td>A score of 75% or higher on final course average</td>
</tr>
<tr>
<td>Living Environment Regents Exams – year of completion</td>
<td>June/January of each year</td>
<td>Scoring below a score of 70%</td>
<td>• Meeting State standards&lt;br&gt;• Teachers, administrators and guidance counselors will review student progress quarterly</td>
</tr>
<tr>
<td>Review of cumulative transcripts</td>
<td>Ongoing</td>
<td>• Demonstration of grade in ELA less than 70% or a Level 2 or below&lt;br&gt;• Less than 70% in science for two (2) or more quarters</td>
<td>Scoring at 75% for final grade (course) average&lt;br&gt;Teacher recommendation (documented data on spreadsheet)&lt;br&gt;Principal’s review</td>
</tr>
<tr>
<td>Course average</td>
<td>Quarterly</td>
<td>Scoring below 70%</td>
<td></td>
</tr>
<tr>
<td>Teacher Assessment</td>
<td></td>
<td>Teacher recommendation based on student data</td>
<td></td>
</tr>
<tr>
<td>• Academic Performance</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final course average</td>
<td>June</td>
<td>Scoring below 70%</td>
<td></td>
</tr>
</tbody>
</table>
II. Description of Academic Intervention Services for Grades 9-12

Monitoring

Monitoring: The IST consisting of teachers, guidance counselors, social workers, school psychologists and administrators will monitor the student’s achievement to ensure he/she is making appropriate progress toward meeting the New York State & Common Core Standards. Adjustments in service may be made according to the child’s progress.

Attendance Monitoring: The IST Team (assistant principal, guidance counselor, psychologist, teachers and the social worker) will monitor the attendance of students who are not meeting the New York State Standards due to poor attendance. This monitoring will include more frequent parent contact, and referrals to the IST/PPS committee.

AIS

At the secondary level (grades 7-12) approvable certifications for AIS instructional assignments include certification in reading (80.7) and content certifications in English, math, science, social studies, and others as specified in Section 80.16.

Classroom-based Intervention: The classroom teacher provides the student with extra support within the regular classroom setting. This might include extra attention, rephrasing directions, modifying assignments, etc.

Academic Counseling: The School Counselors provide support for students who are experiencing difficulty with the social/emotional, organizational or interpersonal demands of meeting the New York State Standards.

IST Meetings: Weekly meetings of school administrators, school counselors, school social workers and school psychologists that discuss and monitor selected students that are at risk socially/emotionally and academically.

Attendance Committee: Meetings that include school administrators, school social workers, school psychologists, school counselors, and attendance support staff to discuss student attendance concerns and determine letters to be sent and home visits to be made.

Subject Specific Extension Courses: In English, Social Studies, Math and Science departments, based on need and teacher recommendations. Meet on every other day schedule.

Lab: Course based on need and data driven. Selection based on teacher recommendation and administrator review. (Meet on every other day schedule or added section to core course).

Credit Recovery: Based on need and data driven teacher recommendation. Meet on every other day schedule with a certified teacher assigned to the program.
Consultation: A teacher will consult with and work collaboratively with the teachers who are providing special education services to a student, to ensure the continuity and congruency of support. Services will be adjusted according to the child’s needs and progress.
### III. Description of Student Support Services for Grades 9-12

<table>
<thead>
<tr>
<th>Area</th>
<th>Determination of Need</th>
<th>Entrance Criteria</th>
<th>Frequency/Duration</th>
<th>Provider(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Frequent absences IST Teams</td>
<td>Course failure due to absences</td>
<td>5 week monitoring by semester</td>
<td>Counselor, Social Worker, Attendance Support Staff, Assistant Principal, School Psychologist, Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Certified Teachers</td>
</tr>
<tr>
<td>Academic</td>
<td>Course failures IST Teams</td>
<td>See entrance criteria (Part 1)</td>
<td>5 week monitoring by semester</td>
<td>Assistant Principal, Counselor, Social Worker, School Psychologist, Teachers</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>• Multiple referrals • Violations of Student Code of Conduct</td>
<td>Frequent referrals causing disruption to academic/social classroom environment</td>
<td>5 week monitoring by semester</td>
<td>ENL evaluation by State approved measures, New York State Criteria, As determined by evaluation, ENL teacher or designated subject area staff</td>
</tr>
<tr>
<td>English as a New Language (ENL) Students</td>
<td>ENL evaluation by State approved measures</td>
<td>New York State Criteria</td>
<td>As determined by evaluation</td>
<td>ENL teacher or designated subject area staff</td>
</tr>
<tr>
<td>Other (Nutrition, Vision, Hearing, Etc.)</td>
<td>Medical Screening by nurse or medical professional IST Teams</td>
<td>Reviewed on a case by case basis</td>
<td>As determined by case manager</td>
<td>Nurse, Social Worker, Counselor, Assistant Principal, Appropriate Support Staff</td>
</tr>
</tbody>
</table>
### IV. Parental Notification and Involvement for Grades 9-12

<table>
<thead>
<tr>
<th>Notification of Commencement of Services</th>
<th>Notification of Ending Services</th>
<th>Consult Opportunities</th>
<th>Quarterly Report of Progress</th>
<th>Ways to Help</th>
</tr>
</thead>
</table>
| Letter from principal or his/her designee indicating reason for and nature of services to be provided | Letter from principal indicating results of assessments and other performances indicating services are no longer required | • Individual teacher meetings  
• Parent/Teacher Conferences  
• Gradebook | • AIS services noted on report cards  
• Grades in Infinite Campus Gradebook | PTA newsletter  
PTA meetings (presentations by faculty)  
Monitor student agendas  
School and District web pages  
Communication with child’s teachers and guidance counselors |
APPENDICES

- AIS Parent Notification for Grades 4 & 5
- AIS Parent Notification for Grades 6, 7 and 8
- AIS Parent Notification for Grades 9, 10, 11 and 12
- Letter to Parents of Grades 4-9 Who Scored Above Cut Scores (Parental Permission Required for AIS)
- Letter to Parents of Grades 4-9 Who Did Not Take New York State Exams – Review of Student Data – Recommended for AIS
- Request for Discontinuation of AIS Services
- AIS Parent Notification Letter for Title 1 Services
Dear Parents/Guardians of Grade 4 and 5 Students:

It is my hope that the school year has begun smoothly for you and your family. Below, please find the results your child obtained on the New York State English Language Arts Assessment and the New York State Mathematics Assessment both of which were administered in the spring of _____. The New York State Education Department has revised cut scores at each proficiency level with the goal of assuring all students are well prepared to meet their future goals.

New York State requires districts to provide Academic Intervention Services (AIS) to students who have proficiency levels of “1” or “2” who fall below the scale scores on the Spring ____ New York State Assessments indicated below:

<table>
<thead>
<tr>
<th>Current Grade</th>
<th>ELA Scale Score</th>
<th>Math Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If your child received scores below these cut scores, your child will be receiving Academic Intervention Services (AIS) this year as part of his/her school day. We feel confident that by providing this additional support, your child will be better prepared to meet the standards New York State has adopted.

Please feel free to contact your child’s teacher(s) if you have any questions. If you would like additional information on the state’s changes as it relates to your child’s education, please visit www.engageny.org.

The Board of Education, our teachers, administrators, and support personnel of the East Islip School District are committed to assisting every child to meet or exceed New York State learning standards across the curriculum. We will work rigorously to continue to meet this goal.

Please fill out and sign page two of this letter and return it to your child’s school immediately. Thank you.

Sincerely,

[signature]
Paul E. Manzo
Assistant Superintendent for Instruction and Personnel

<table>
<thead>
<tr>
<th>Your child’s scores:</th>
<th>Services provided if checked:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Grade ________ – Scale Score __________</td>
<td>ELA support services will be provided</td>
</tr>
<tr>
<td>Math Grade ________ – Scale Score __________</td>
<td>Math support services will be provided</td>
</tr>
</tbody>
</table>

John V. Dolan
Superintendent of Schools
Academic Support Services
Parental Acknowledgement Form

(Please Return to [INSERT NAME OF SCHOOL] School to the attention of [INSERT BLDG PRINCIPAL])

Child’s Name:_____________________________________________________________________________

Child’s School: [INSERT NAME OF SCHOOL]___________________________________________________

Child’s Grade:_________________ Teacher’s Name:______________________________________________

I, ___________________________________, acknowledge my receipt of a letter from East Islip School District, informing me of the academic support services my child will be receiving during the ____/____ school year.

Dated:___________________________________________________________________________________

Parent’s Signature:_______________________________________________________________________
Dear Parents and Guardians:

It is my hope that the school year has begun smoothly for you and your family. Below, please find the results your child obtained on the New York State English Language Arts Assessment and the New York State Mathematics Assessment both of which were administered in the spring of ____. The New York State Education Department has revised cut scores for each proficiency level with the goal of assuring all students are well prepared for college and beyond. Please keep this in mind as you review these results with your child. Please see the cut scores associated with each assessment for each grade level below.

<table>
<thead>
<tr>
<th>Current Grade</th>
<th>ELA Scale Score</th>
<th>Math Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Grade 7</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Grade 8</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

If your child received scores at, or below these cut scores, and/or a review of his/her past academic records indicates he/she would benefit from additional support, your child will be receiving Academic Intervention Services (AIS) this year as part of his/her school day. We feel confident that by providing this additional support, your child will be better prepared to meet the standards New York State has adopted.

Please feel free to contact your child’s teacher(s) if you have any questions. If you would like additional information on the state’s changes as it relates to your child’s education, please visit [www.engageny.org](http://www.engageny.org).

The Board of Education, teachers, administrators, and support personnel of the East Islip School District are committed to assisting every child to meet or exceed New York State learning standards across the curriculum. We will work rigorously to continue to meet this goal.

Please fill out and sign page 2 of this letter and return it to your child’s school immediately. Thank you.

Sincerely,

Paul E. Manzo  
Assistant Superintendent for Instruction and Personnel

---

<table>
<thead>
<tr>
<th>Your child’s scores:</th>
<th>Services provided if checked:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Grade ____ - Scale Score ____ - Performance Level ____</td>
<td>ELA support services will be provided</td>
</tr>
<tr>
<td>Math Grade ____ - Scale Score ____ - Performance Level ____</td>
<td>Math support services will be provided</td>
</tr>
</tbody>
</table>

John V. Dolan  
Superintendent of Schools
Academic Support Services
Parental Acknowledgement Form

(Please Return to East Islip Middle School
to the attention of Mark Bernard, Principal)

Child’s Name:_____________________________________________________________________

Child’s School: ___ East Islip Middle School

Child’s Grade: ____________    Teacher’s Name:___________________________

I, ________________________________, acknowledge my receipt of a
(Please print full name)
letter from East Islip School District, informing me of the academic support
services my child will be receiving during the ____/____ school year.

Dated: __________________________________________

Parent’s Signature: __________________________________________

(09/11-db)
For parents of students in grades 4-9 who scored above the cut score on New York State exams.

[Date]

Dear ___________________,

For the past two years, New York State has designed the State Assessments to be much more challenging. On the English Language Arts and Mathematics assessments, which are taken in the spring, students are required to read more lengthier and complex passages and questions which require the ability to think deeply about text, and transfer and apply knowledge to respond to multi-step, more difficult types of questions.

In response to this change, schools across New York State have been working to align curriculum and materials which will provide students with the teaching and experiences necessary in order to be considered below proficiency for standards in their grade level under New York State Guidelines. This issue is one which affects all of our schools and our students going forward as well. New York State has slowed down the high stakes results that will affect our children in regard to promotional decisions and transcript implications until ____, however, all New York State Regents exams, which are required exams for all high school students in order to earn a diploma, now follow the same challenging path and require skills students must be exposed to regularly in order to be successful.

With these facts in mind, I am writing to you to provide you with your child’s results of the New York State ELA and mathematics assessments from spring ____.

The following data has been looked at and reviewed for your child in place of having these assessment results from the spring ____ assessments:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level</th>
<th>Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>_____</td>
<td>________</td>
</tr>
<tr>
<td>Mathematics</td>
<td>_____</td>
<td>________</td>
</tr>
</tbody>
</table>

After reviewing your child’s results, we have determined that your child received a cut score which is above the State determined cut score which would require Academic Intervention Services (“AIS”) this year. However, the educators working with your child believe your child will benefit from additional support.

In accordance with the Board of Education regulation adopted on February 24, 2014, a parent’s permission must be given in order to allow the East Islip School District to place your child in an AIS class if your child’s New York State Assessment results do not mandate the district to provide these services.

In our elementary schools, services are either pull-out or push-in services, depending on the schedule. In the middle school and grade 9, this class is a forty (40) minute period that would appear on your child’s schedule which meets every other day. It is taught by a certified teacher who is experienced
in delivering such services which are designed to improve your child’s skills and academic proficiency. Please fill out and sign the tear-off below indicating your preference. Return it to your child’s teacher as soon as possible.

Sincerely,

Paul E. Manzo
Assistant Superintendent for Instruction and Personnel

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Child’s Name:______________________________________ Date:____________________________

Parent/Guardian’s Name:____________________________________ Child’s Current Grade:______

(Please Print)

I certify that I am the parent/guardian of _______________. After reviewing your letter and the East Islip School District’s recommendations, please be advised of the following:

_______ I grant permission for my child to receive AIS services in the area(s) indicated for the ___/___ school year.

_______ I do not wish my child to receive AIS services for the ___/___ school year.

Signature of Parent/Guardian:__________________________________________________________________

(Please return to the main office of your child’s school by ________________)
Dear ___________________,

Your child did not take the New York State assessments in the spring of ____ in ELA and/or mathematics. Based on a review of past performance based on his/her progress reports and report cards, the educators who work with your child believe that your child may benefit from receiving additional academic support services in the following area(s):

- English Language Arts
- Mathematics

Please let us know immediately if you would like your child to receive additional support this school year by filling out and returning the tear-off below.

Thank you for your ongoing support and collaboration in the education of your child.

Sincerely,

[Building Principal]

Child’s Name:______________________________________  Date:____________________________

Parent/Guardian’s Name:____________________________________  Child’s Current Grade:______

(Please Print)

I certify that I am the parent/guardian of _______________. After reviewing your letter and the East Islip School District’s recommendations, please be advised of the following:

- I grant permission for my child to receive AIS services in the area(s) indicated for the ____/____ school year.

- I do not wish my child to receive AIS services for the ____/____ school year.

Signature of Parent/Guardian:________________________________________________________________

(Please return to the main office of your child’s school by _________________)
Dear Parents:

This letter is being written to you to inform you that your child has been identified as needing Academic Intervention Services (AIS) for the _____/_____ school year. AIS is designed to provide supplemental support to your child in order to help with the expectations placed on your child at the high school level.

In looking at your child’s performance on New York State testing and/or their performance in the classroom setting a determination has been made to recommend your child for one or more of our AIS services.

Academic Intervention Services at the high school level are provided in a variety of ways. For students, many of these AIS classes will appear on their schedule. These AIS classrooms are run in a small group setting and are supervised by certified teachers. While there, students will be provided with additional support to help them in achieving academic success.

If you have any questions regarding the AIS program, please do not hesitate to call me at 224-2108. I thank you for your time in reading this important information. Please sign the attached letter and return it as soon as possible.

Sincerely,

Michael Thorley
Assistant Principal
East Islip High School

John V. Dolan
Superintendent of Schools
Child’s Name: ____________________________________________________________

Child’s School: East Islip High School

Child’s Grade: _____ Teacher’s Name: ________________________________

I, __________________________________________, acknowledge my receipt of a letter from East Islip School District, informing me of the academic support services my child will be receiving during the ___/___ school year.

Dated: ____________________________________________________________

Parent’s signature: ________________________________________________
STUDENT: ______________________________

DATE: ______________________________

AIS SUPPORT CLASS TITLE: ______________________________

REQUEST INITIATED BY: 
PARENT ____________________________
AIS TEACHER ______________________
SUBJECT TEACHER _________________
OTHER- __________________________

EXPLANATION FOR REQUEST:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

EVIDENCE TO SUPPORT REQUEST FOR DISCONTINUATION OF SERVICES:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

DETERMINATION:
_________________________________________________________________________________

IF STUDENT IS APPROVED FOR DISCONTINUATION OF SERVICES- THE FOLLOWING SIGNATURES ARE REQUIRED

AIS TEACHER (PRINT NAME, SIGN NAME & DATE)
_________________________________________________________________________________

SUBJECT TEACHER (PRINT NAME, SIGN NAME & DATE)
_________________________________________________________________________________

*PARENT (PRINT NAME, SIGN NAME & DATE)
_________________________________________________________________________________

*With this signature, parent is aware that student will be removed from Academic Intervention Service and will be placed in a study hall

Administrative Only

Student Removed From Service-__________________ Signature-________________________________
Discontinuation Letter Sent-___________________ Date-_______________________________________
October ____.

Dear Parents,

As a result of Title I funds received as part of a New York State Federal Grant, your child will be receiving additional services to support his/her academic achievement during the school year.

We invited you to a meeting, which will be held on [date] at [building] at [time] to learn more about Title I funding and the support services your child will receive during the current school year.

Sincerely yours,

_________________________, Principal
(Building)

John V. Dolan
Superintendent of Schools