

Taconic Hills CSD

Description of Academic Intervention Services

June 2006

PREFACE

This document represents a significant revision of the Taconic Hills Central School District Description of Academic Intervention Services (AIS). Section-1 and Section-2 provide a brief historical background as well as a summary of NY State requirements for the implementation of AIS. Section-3 represents a comprehensive description of the Academic Intervention Services program provided by the Taconic Hills Central School District.

We believe all students have the right to an education that will allow them to maximize their potential. The Taconic Hills Central School District is committed to helping each student accomplish this. Every member of the school community including the student, his/her parents, the Board of Education, the administration, professional and support staff, and community members share in the responsibility and must join together in supporting the student in meeting this goal. We recognize that the degree of student success is dependent upon a number of factors, including but not limited to high quality instruction, a caring and supportive learning environment, appropriate resources, and strong parental involvement.

We believe all students can learn. We believe students learn at different rates and in different ways. We believe some students will need additional assistance to meet this goal.

To measure a student's progress toward meeting the New York State Learning Standards and to identify what assistance is needed, a number of formal and informal measures are in place to assess a student's progress. This process begins at the elementary level and continues through middle school and high school until the student meets the commencement level milestones and graduates. One component of this process includes Academic Intervention Services, which is a district-wide program, designed to provide various forms of support that will assist the student in meeting New York State Learning Standards and district requirements.

This revision represents a "work in progress", and will be reviewed and revised on an on-going basis as appropriate. There is a requirement that this document be reviewed and revised based on student needs every two years. The next formal revision scheduled for submission to the NY State Department of Education will take place in July 2008.

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1 INTRODUCTION

A fundamental belief exists that *all* children can learn. Though recognized that numerous variables and barriers exist which may impact an individual's ability / opportunity to learn, if provided with an appropriate support system, *all* children are able to be successful in achieving high educational standards.

In January 2000, the New York State Department of Education distributed "Guidelines for Implementing Academic Intervention Services" to all District Superintendents, Superintendents of Public and Nonpublic Schools, Principals of Public and Nonpublic Schools, Guidance Counselors, and Other Interested Parties.

This document articulated the following:

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations with new policy relating to standards, assessments, and graduation requirements. Section 100.2(ee) requires school districts to provide academic intervention services to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards. School districts are required to complete a description of academic intervention services by July 1, 2000 and, beginning September 1, 2000, commence these services no later than the beginning of the semester following a determination that a student needs such services.

Attached to these guidelines was a "draft" document dated January 7, 2000, titled "Academic Intervention Services: Questions and Answers". This draft document has since become the final compilation of practical guidance for Academic Intervention Services (AIS) in New York State, and is included as a primary reference in Appendix-F.

2 ACADEMIC INTERVENTION SERVICES (AIS)

The following provides a definition of Academic Intervention Services and includes a summary of NY State requirements for the implementation of AIS. With the initiation of the “No Child Left Behind Act of 2001”, the effective implementation of a successful Academic Intervention Services program has become an increasingly important element for school districts.

2.1 *Definition*

A formal definition of Academic Intervention Services is specified in Section 100.1(g) of the Commissioner’s Regulations. A copy is included in Appendix-F as part of “Academic Intervention Services: Questions and Answers, Draft-(January 7, 2000)”. A working definition is provided below:

Academic Intervention Services are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- Student support services needed to address barriers to improved academic performance.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

It should be noted that Academic Intervention Services are only required in those standards areas where State assessments are administered.

The distinction between instructional services (additional instruction) and student support services needs to be clear. Instructional services refer to “the provision of extra time for focused instruction and/or increased student-teacher instructional contact time

designated to help students achieve learning standards in the standards areas requiring AIS”.

Student support services refers to “interventions that address barriers to student progress in State learning standards areas requiring AIS and may include, as needed, school guidance and counseling, services to improve attendance, coordination of services provided by other agencies, and study skills. Support services do not include direct academic instruction”.

The components of Academic Intervention Services (AIS) are illustrated in Figure-1.

2.2 NY State Requirements

School districts have been required to develop a “description” of Academic Intervention Services that will be offered throughout the district in grades K-12 (this description has also been referred to as the district “AIS Plan”). These services are to be provided to *all* students in need of such services, including LEP/ELL students and students with disabilities. Beginning July 1, 2002, the district AIS description must be reviewed, and revised if necessary, every two years based on student performance results.

There is no current requirement for individual school buildings to develop separate descriptions for AIS. In addition, there are no State regulations that require individual academic intervention service plans be developed for students. Students receive services as dictated by the district description based on the intensity of services needed.

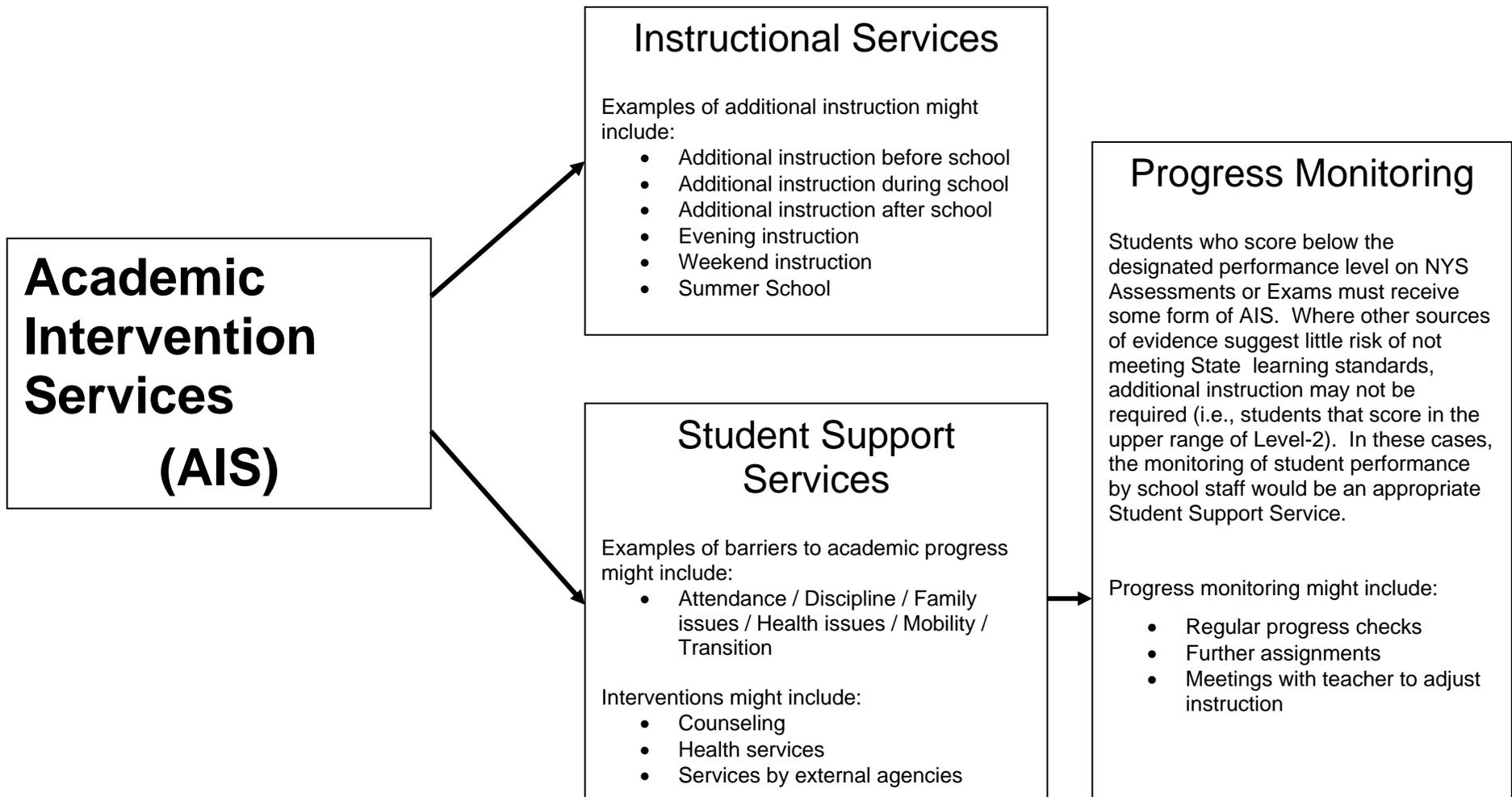


Figure-1: Components of Academic Intervention Services

The district description (plan) must include the following:

- the procedure used to determine the need for academic intervention services;
- the academic and support services to be provided, including when these are to be provided; and
- the criteria for ending services, including the performance levels students must attain on district-selected assessments.

In order for additional instruction and/or student support services to count as academic intervention services, these general criteria should be met:

- student needs should be assessed by a trained staff member;
- specific interventions should be provided beyond general instruction in the course;
- student progress should be assessed regularly;
- records should be kept of the services provided; and
- certified teachers/professional staff/teaching assistants should be appropriately assigned.

Criteria for Identifying Students for AIS

Students eligible for AIS, including those with disabilities and/or limited English proficiency, are identified as:

- those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, social studies, and science;
- those at risk of not meeting State standards as indicated through the district-adopted or district-approved procedure, including those K-2 students who lack reading readiness; and
- LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets.

Elementary and intermediate level State assessments have four designated performance levels on each assessment. All students who score below Level-3 (i.e., in Level-1 and Level-2) shall receive academic intervention services. At the high school level, students who score below the approved local passing grade on Regents examinations required for graduation shall receive academic intervention services.

Districts must adopt or approve a written procedure for identifying students for academic intervention services in those grades K-12 where there are no State assessments in English language arts or mathematics and in those grades 4-12 where there are no State assessments in social studies or science. This procedure shall apply across the district to all schools and students at the same grade level.

Districts should assure that multiple assessments / sources of evidence are used and that criteria are in place that determine:

- the identification of performance on those measures / sources of evidence that would place a student at risk of not meeting State learning standards and in need of academic intervention services; and
- performance that indicates that a student is meeting, or is likely to meet, State learning standards and no longer in need of academic intervention services.

The multiple assessments / sources of evidence should measure student accomplishment of core curricula for the elementary, middle, and high school levels in those standards areas requiring AIS. Such assessments are not limited to, but may include:

1. Developmentally-appropriate measures such as:
 - diagnostic assessments;
 - early reading assessments/literacy profiles;

- assessment portfolios;
 - performances/demonstrations; and/or
 - assessments of content skills, concepts, and knowledge.
2. Tests of demonstrated technical quality such as:
- standardized, norm-referenced tests (above grade three);
 - standardized, criterion-referenced tests;
 - other commercially-prepared assessments; and/or
 - other measures that meet the standards contained in *Standards for Educational and Psychological Testing* (American Psychological Association).

Sources of evidence are not limited to, but may include:

3. Review of:
- classroom performance (i.e., participation, student work/portfolios, homework completion);
 - report card grades; and/or
 - student records.
4. Recommendations from teachers, administrators, counselors, other school staff, and parents.

Districts may also adopt or approve the procedure in grades where there are State assessments, particularly to assist in determining the level of intensity needed for services.

A school should record the information necessary, including State assessment data and the measures / sources of evidence used in the district procedure, to document progress of students and to determine when that progress warrants a student being discontinued from academic intervention services. In addition, quarterly progress reports are required to be given to parent(s). These reports must be provided to parent(s) in English and translated, where appropriate, into their native language.

Schedule

Creative scheduling options should be considered to meet the range of student needs in the district without impacting regular instruction. Several alternatives include, but are not limited to:

- Extra period(s)/time during the regular school day;
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
- Extended school day;
- Before-school sessions;
- After-school sessions;
- Evening sessions;
- Weekend sessions; and/or
- Summer school.

The school district has the authority to place students in academic intervention services as part of their academic program during the regular school day. A district may, by board resolution, extend the school day. Hours of compulsory attendance are district-determined and should not be confused with the hours for maximum State Aid which are 5.0 for elementary and 5.5 for secondary. It should be noted that attendance in summer school programs are voluntary and not compulsory. However, opportunities for academic intervention services in the summer are encouraged.

Additional instruction must be accomplished by “qualified, appropriately certified staff”. Computer-assisted instruction, distance learning, and tutoring can be included in the mix of approaches to deliver AIS.

Intensity of Services

Intensity of service refers to “the provision of services for students based on the level of their needs as determined through multiple measures and sources of evidence. Students with the most intense needs may receive more scheduled services, for a longer duration, and with more individualization. Students with the least intensive needs might only receive progress monitoring as a student support service”.

Duration of services

Duration of services refers to the frequency (i.e., sessions per cycle) and amount of time (i.e., minutes per session) services are delivered.

Degree of Individualization

Degree of individualization refers to the group size within which services are delivered.

For example, large group (10-15 students); small group (5-8 students); mini-group (2-4 students); and individual or “one-on-one”.

Progress Monitoring

Progress monitoring is considered a valid academic intervention service and may in some cases represent the only service being delivered. In situations where students score just below State designated performance levels (i.e., upper range of Level-2), and show little risk of not meeting State learning standards, additional instruction may not be needed. In such cases, the monitoring of the student’s progress by school staff would be an appropriate intervention. This “monitoring” service may include, but not limited to, regular progress checks, additional assessment(s), and meetings with the classroom teacher to modify instruction.

Parent Notification

The Commissioner's Regulation 100.2 (ee) (6) requires that the parent(s) or guardian be notified in writing by the school principal when a student is identified to receive AIS or is identified to be discontinued from receiving services (refer to Appendix-C). Such notice must be provided in English and when appropriate, translated into a parent's native language. In addition, on-going communication with the parent or guardian is required while the student is receiving AIS. Other forms of communication may be necessary, for example, for parent(s) with limited literacy skills in English or the native language, the visually-impaired, etc.

Upon Commencement of Services

The formal parent notification must include:

- a summary of the academic intervention services to be provided;
- the reason the student needs such services; and
- consequences of not achieving expected performance levels.

Upon Discontinuation of Services

Such notice must include:

- the criteria for ending service;
- the performance levels obtained on district-selected assessments, if appropriate; and
- be translated, where appropriate, into the native language of the parent(s).

On-Going Communication

At a minimum, the district / school must provide parent(s) or guardian to a student receiving academic intervention services, the following:

- Opportunities, once each semester, such as parent conferences, for consultation with the student's regular classroom teacher(s) and other professional staff providing academic intervention services, including those involved with academic support services.

- Quarterly reports during the regular school year on the student's progress. Such reports may be by mail, telephone, telecommunications, or included in the student's report card. Such reports should be translated into the native language of the parent(s), where appropriate. The district must also make additional accommodations for parent(s) with different modes of communication, such as the visually impaired or those with limited literacy skills in English or their native language.
- Information on ways parent(s) can become involved in working with their child, monitoring their child's progress, and working with teachers and other educators providing academic intervention services to improve their child's achievement.

Funding Sources for AIS

In addition to local funds, school districts are encouraged to use the following sources, in accordance with the regulations attached to each, to partially fund academic intervention services:

Federal

- NCLB Title I
- NCLB Title III
- NCLB Title IV
- NCLB Title VI
- Rural and Low Income Funds
- ESEA Title VII grant
- Youth-At-Risk grant
- Extended Day/School Violence Prevention grant

State

- PCEN Set-aside
- Extraordinary Needs Aid
- Operating Standards Aid*
- Educationally-Related Support Services Aid
- Limited English Proficiency Aid
- Bilingual EXCEL grant
- Attendance Improvement/Dropout Prevention Set-aside (AIDP)

Big Five Cities

- Categorical Reading Aid
- Improving Pupil Performance Aid

* Operating Standards Aid may include academic intervention services if such services are included in the Operating Standards Aid plan.

3 TACONIC HILLS CSD DESCRIPTION OF AIS

This Section provides a complete Description of the Academic Intervention Services provided by the Taconic Hills Central School District. The development of this Description was driven by the priority of meeting the educational needs of children. A “shared decision model” is used to assess, define and implement an appropriate AIS program for each student requiring services.

Eligibility for Academic Intervention Services

Students eligible for AIS, including those with disabilities and/or limited English proficiency, will be identified using multiple sources of evidence. Specific evidence may include the following:

- Students who score within Level-1 and Level-2 on the NY State Grade 3 through 8 ELA and Mathematics Assessments.
- Students who score within Level-1 and Level-2 on the NY State Grade 4 Elementary-Level and Grade 8 Intermediate-Level Science Test.
- Students who score within Level-1 and Level-2 on the NY State Grade 5 Elementary-Level and Grade 8 Intermediate-Level Social Studies Test.
- Students who score below 65 on NY State Regents Commencement-Level Assessments in English, Mathematics, Social Studies and Science.¹
- Students who score below the NY State designated limit on the 12th grade Component Retest in Comprehensive English or Mathematics A.
- Students with disabilities who score below the NY State designated limit on the Regents Competency Test (RCT) in Reading, Writing, Mathematics, Science, Global Studies, and US History and Government.
- Students in grades K-2 who score below the locally established passing level on designated “Early Literacy Assessment(s)”.²

¹ THCS D designated passing score of 65 on Regents Examinations. Beginning with entering 9th grade students in 2005 (2005 cohort), students with disabilities are eligible for a NYS designated “Low Pass Option” of 55.

² The “passing level” for designated Early Literacy Assessments will be defined during the 2006-2007 school year as part of a new literacy program.

- Students considered to be at risk of not meeting NY State Standards as indicated through multiple measures and the other sources of evidence including, but not limited to, classroom performance, report card grades, and/or recommendations from teachers, administrators, counselors, other school staff, parents or student self-recommendation.

Additional sources of information that will be used in determining eligibility for “student support services” rather than “instructional services” as an academic intervention may include but are not limited to:

- Health records
- Attendance records
- Discipline referrals
- Community agency involvement
- Report cards/progress reports
- Assessment instruments
- Family history
- History of school interventions as recorded in CST, CSE, 504 records
- Review of previous behavior plans
- Guidance records
- Student review
- Parent consultation

Procedure for Identifying Students for AIS

A student who demonstrates risk of not meeting New York State Learning Standards is considered to be eligible for Academic Intervention Services. Specific evidence is compiled by the appropriate staff member(s) and an “Academic Intervention Service Request Form” (Appendix A) is submitted to the building principal.

The Taconic Hills Central School District utilizes a multi-disciplinary approach to review students recommended to receive AIS. The following description outlines the procedure of student identification for Academic Intervention Services.

3.2.1 AIS – Instructional Services

Identification:

A student will be considered eligible for AIS – Instructional Services when a review of the student's record by guidance personnel and the Principal reveal that one or more of the following criteria are met:

- The student scores below proficiency levels (Level-1 or Level-2) on NYS assessments and /or examinations as described in Section 3.1;
- The student is determined to be at risk of not achieving NYS learning standards in English language arts, mathematics, social studies or science through the following procedure:
 1. A teacher, counselor, administrator, other school staff or parent recommends that a student receive AIS.
 2. Individuals including teacher(s), counselor(s), and the principal examine multiple measures/sources of evidence to determine if AIS is needed. These include, but are not limited to: performance on local tests and quizzes, other classroom performance measures such as class participation, student work/portfolios, homework completion, progress reports, report card grades, diagnostic screenings, and scores on standardized academic achievement tests.

Assessment of Need:

Students who score within Level-1 or the 1st quartile of the Level-2 range on one or more of the NYS elementary, intermediate or commencement level assessments in ELA, Mathematics, Science, and Social Studies and/or whose multiple measures/sources of evidence indicate that a high need for AIS exists will receive the greatest level of direct instructional services.

Students who score within the 2nd quartile to the 4th quartile of the Level-2 range on one or more of the NYS elementary, intermediate or commencement level assessments in ELA, Mathematics, Science, and Social Studies and/or whose multiple measures/sources of evidence indicate that a moderate need for AIS exists will receive a lower level of direct instructional service.

Students who score within the 3rd quartile to 4th quartile of the Level-2 range on one or more of the NYS elementary, intermediate or commencement level assessments in

ELA, Math, Science, and Social Studies and/or whose multiple measures/sources of evidence indicate that a low need for AIS exists will receive the lowest level of direct instructional service.

Description of AIS - Instructional Services Offered:

Instructional services currently offered include, but are not limited to:

- Co-teaching (within class staffing that reduces student-teacher ratios)
- AIS sessions during the regular school day
- AIS sessions held after school
- Computer Assisted Instruction (CAI)
- Additional Instruction during summer recess

3.2.2 AIS - Student Support Services

In order for a student to receive AIS - Student Support Services, the counseling/health staff will review the AIS recommendation(s) and conduct an assessment on those students meeting the following criteria:

- The student scores below proficiency levels (Level-1 or Level-2) on NYS assessments and /or examinations as described in Section 3.1;
- There appears to be an obstacle beyond an academic barrier that is preventing the student from meeting the NYS standards.

Assessment of Need:

The assessment to determine the need for student support services will be conducted by one of the district's counseling/health staff. At the completion of the assessment, the Pupil Personnel Service Team will determine who will provide the recommended services.

Description of AIS - Student Support Services Offered:

If it is determined that there is a need for a student to receive AIS - Student Support Services, possible interventions/contacts may include but are not limited to:

- Individual counseling
- Group counseling
- Classroom programs
- School wide presentations
- Functional Behavior Assessments (FBA)
- Behavior Intervention Plans (BIP)
- Coordination of services
- CSE meetings
- 504 meetings
- CST meetings
- Consultation with parents, teachers, administrators, outside services (meetings, email, phone, letter, fax)
- Consultation with attendance/truancy officer
- Consultation with health services
- Crisis intervention
- Record review
- Home visits

3.2.3 AIS – Progress Monitoring

In situations where students score just below State or local designated performance levels (i.e., 4th quartile of Level-2 range), and show little risk of not meeting NY State learning standards, additional instruction may not be needed. In such cases, AIS is still required, and the monitoring of the student's progress by school staff would be an appropriate student support service intervention. This "progress monitoring" service may include, but not limited to, regular progress checks, additional assessment(s), and meetings with the classroom teacher to modify instruction. This service may be provided by instructional or pupil personnel staff.

3.3 Initiation of AIS

The principal, in collaboration with the guidance counselor and/or other school staff, assigns AIS based on the level of need of the student. Academic Intervention Services in the form of Instructional Services or Student Support Services will commence as soon as possible following the determination of need. In all cases, AIS will be initiated no later than the semester following identification.

3.4 Intensity of Services Provided

The “intensity” of the Academic Intervention Service identified is determined by *duration* and *degree of individualization*.

- “duration” is comprised of two components including frequency and contact time. Frequency is the number of instructional or support sessions that take place within each scheduled 4-day cycle and contact time is defined as the number of minutes the service is provided each session.
- “degree of individualization” refers to the effective group size or number of students per service provider for the session being provided

Intensity of services provided to a student must be determined based on student needs. Students with the most severe needs would receive a higher level of service than those with lesser needs. Students with the least intensive needs may only receive *progress monitoring* as an Academic Intervention Service.

The level of intensity is categorized as “low”, “moderate”, or “high” depending on the two factors presented above. A copy of the THCS “AIS Intensity Level Guidelines” based on duration and degree of individualization is included in Appendix-B.

3.5 Procedure for Discontinuing Students from AIS

The procedure for discontinuing students from receiving Academic Intervention Services is similar to the initial identification process defined in Section 3.2.

Academic Intervention Services may be discontinued or modified for those students who:

- Score within Level-3 or Level-4 on NYS elementary, intermediate or commencement level assessments in ELA, Mathematics, Science, and Social Studies (refer to Section 3.1);
- Demonstrate through multiple measures/sources of evidence that they are no longer in need of the scheduled service or require fewer services. These multiple measures/sources of evidence include, but are not limited to performance on local tests and quizzes, other performance measures such as classroom participation, student work/portfolios, homework completion, progress reports, report card grades, diagnostic tests and screenings, and scores on standardized tests.

Students who are determined to possess the necessary skills to be successful in achieving NY State Learning Standards will be discontinued from Academic Intervention Services. Specific evidence is compiled by the appropriate staff member(s) and an “AIS Request Form” is submitted to the building principal.

1. The principal, in collaboration with the guidance counselor and/or other school staff will review these multiple measures/sources of evidence to confirm that the student is no longer in need of AIS being provided.
2. In the case of Student Support Services, a professional observation/assessment will be conducted by the counselor/health staff to determine if student is making progress toward meeting NYS standards.

3.6 Parent Notification and Involvement

Written notification is required to be sent annually to parents or guardians by the school principal when a student is identified to receive AIS. Written notification is also required when a child is to be discontinued from receiving services.

On-going communication with parents or guardians is critical to student success. “AIS Progress Reports” must be provided to parents each quarter (as a minimum) while the student is receiving AIS. In addition, opportunities such as parent conferences or consultation meetings with the student’s classroom teacher or AIS provider must be offered to parents at least once per semester. Information on ways parents can become involved in working with their child, monitoring their child’s progress, and working with teachers and other educators to improve their child’s achievement must be provided.

3.6.1 Procedure for Parent Notification

The procedure for implementing written correspondence and progress reporting is as follows:

3.6.1.1 Notification of Need for AIS

1. The building principal or designee is required to complete the appropriate correspondence document for informing parents of the need for Academic Intervention Services. This document includes a summary of the academic intervention services to be provided, the reason the student needs the service, and the consequences of not achieving the expected performance levels. A copy of two sample letters of notification generated from AIMS are included in Appendix-C.
2. Once completed, the building principal must sign the document.
3. The original letter is either delivered to the parent or guardian in person or sent to their home via U.S. mail.
4. One copy of this letter is required to be filed in the student’s AIS folder contained within their permanent file.

3.6.1.2 Notification of Discontinuation of AIS

1. The building principal or designee is required to complete the appropriate correspondence document for informing parents that Academic Intervention Services will be discontinued. This document includes the criteria for ending service; and performance levels on NY State or local assessments if appropriate.

A copy of a sample letter of discontinuation generated from AIMS is included in Appendix-D.

2. Once completed, the building principal must sign the document.
3. The original letter is either delivered to the parent or guardian in person or sent to their home via U.S. mail.
4. One copy of this letter is required to be filed in the student's red AIS folder contained within their permanent file.

3.6.1.3 AIS Quarterly Progress Reporting

1. The AIS provider is required to complete the THCS D AIS Progress Report document for informing parents of their child's on-going progress. This document includes a summary of the academic intervention services provided; progress toward meeting the NY State Learning Standards; and any additional comments felt to be appropriate. A copy of a sample Quarterly Progress Report generated from AIMS is included in Appendix-E.
2. The original report is either sent home with the student or forwarded to the parent or guardian via US mail.
3. One copy of the AIS Progress Report is required to be filed in the student's red AIS folder contained within their permanent file.

3.7 System of Maintaining Records for AIS

A uniform system of maintaining all THCS D student AIS records has been developed and implemented. All AIS documentation, including correspondence, progress reports, etc., are placed in a red "Student AIS Folder". This folder is maintained within the student's permanent record.

The THCS D will utilize "Academic Intervention Management System" (AIMS), a commercial AIS database product to manage all student AIS records. This product will have the capacity to interface with "StarBase", the district student management system for the export of all demographic and performance related data. These combined tools will provide the flexibility and efficiency to produce all required AIS correspondence for

parent notification, AIS progress reports, and an assortment of data reports to monitor performance, support analysis and program improvement initiatives, and facilitate the completion of required Data Warehouse extracts and NY State and Federal grant documentation.

4 APPENDICIES

- Appendix-A: AIS Request Form
- Appendix-B: THCSD AIS Intensity Level Guidelines
- Appendix-C: THCSD Correspondence Informing Parents of Need for AIS
- Appendix-D: *THCSD Correspondence Informing Parents of Discontinuation of AIS*
- Appendix-E: THCSD AIS Quarterly Progress Report
- Appendix-E: *Academic Intervention Services: Questions and Answers, Draft (January 7, 2000)*

Appendix-A

AIS REQUEST FORM

Student's Name _____

Date _____

Teacher's Name _____

Grade _____

ACTION REQUESTED		
<u>Add to AIS</u>	<u>Modify AIS Services</u>	<u>Discontinue AIS</u>
<input type="checkbox"/> Reading	<input type="checkbox"/> Reading	<input type="checkbox"/> Reading
<input type="checkbox"/> Math	<input type="checkbox"/> Math	<input type="checkbox"/> Math
<input type="checkbox"/> Science	<input type="checkbox"/> Science	<input type="checkbox"/> Science
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Support Service	<input type="checkbox"/> Support Service	<input type="checkbox"/> Support Service
	<input type="checkbox"/> Change intensity to _____	

Rationale for the change:

Assessment Results:

Content Area	Assessment	Performance Level	Score

Appendix-B

THCSD AIS Intensity Level Guidelines

Instructional Services

Intensity Level	Duration	Typical Degree of Individualization
Low	<ul style="list-style-type: none"> • 30-40 Minutes of service per cycle 	<ul style="list-style-type: none"> • Large Group • Small Group
Moderate	<ul style="list-style-type: none"> • Greater than 40-Minutes and less than or equal to 90-Minutes of service per cycle 	<ul style="list-style-type: none"> • Large Group • Small Group
High	<ul style="list-style-type: none"> • Greater than 90-Minutes of service per cycle 	<ul style="list-style-type: none"> • Small Group • 1:1

NOTE-1: Suggested group size – Small Group (2-12 students); Large Group (13-20 students)

NOTE-2: It may be appropriate to increase group size for CAI applications in a lab setting

Student Support Services (direct or indirect)

Intensity Level	Duration	Typical Degree of Individualization
Low	<ul style="list-style-type: none"> • 1 contact per month 	<ul style="list-style-type: none"> • 1:1 • Small Group
Moderate	<ul style="list-style-type: none"> • 2-3 contacts per month 	<ul style="list-style-type: none"> • 1:1 • Small Group
High	<ul style="list-style-type: none"> • 4 or more contacts per month 	<ul style="list-style-type: none"> • 1:1

Appendix-C

Taconic Hills Central School District

73 Route 11A • Craryville, NY 12521 • Tel#: 518-325-0313 • Fax#: 518-325-3557

SAMPLE: AIMS Notification Letter-1

Mr. & Mrs. Sample Letter 101 Apple Lane Appleville, New York 12222

Dear Mr. & Mrs. Letter,

Sample Student in Grade 01

received a score below statewide and/or local performance level on one or more of the following

tests:

NYS Grade 4 English Language Arts
NYS Grade 4 Science
NYS Grade 8 English Language Arts
NYS Grade 8 Science

NYS Grade 4 Mathematics
NYS Grade 5 Social Studies
NYS Grade 8 Mathematics
NYS Grade 8 Social Studies

Regents:

English
Science

Math
Social Studies

Other AIS criteria:

Local
Other

Teacher Recommendation
Other AIS Criteria

Your child is at risk of not meeting New York Learning Standards and promotion to the next grade is in jeopardy.

Your child is at risk of not meeting New York Learning Standards and a high school diploma is in jeopardy.

Therefore, your student is to receive supplementary assistance in one of the following ways:

Meet with the teacher who will provide academic intervention support in:

- Reading Readiness for approximately
- English Language Arts for approximately
- Math for approximately
- Science for approximately
- Social Studies for approximately

Appendix-C

Engage in supervised computer-assisted instruction in:

- Reading Readiness for approximately
- English Language Arts for approximately
- Math for approximately
- Science for approximately
- Social Studies for approximately

Performance is near or just over the expected level and for that reason progress will be monitored to determine the need for academic intervention. If assistance as described above is necessary, you will be notified.

- Reading Readiness
- English Language Arts
- Math
- Science
- Social Studies

Support services such as counseling to improve behavior are provided for the following:

- Attendance
- Discipline
- Health
- Other

You will receive a quarterly progress report. The supplementary plan described above was started on

Do not hesitate to contact the school if you have questions or concerns.

Sincerely,

Principal

Taconic Hills Central School District

73 Route 11A • Craryville, NY 12521 • Tel#: 518-325-0313 • Fax#: 518-325-3557

SAMPLE: AIMS Discontinuation Letter

Mr. & Mrs. Sample Letter 101 Apple Lane Appleville, New York 12222

Dear Mr. & Mrs. Letter,

Based on current performance, I am pleased to inform you that your child's need for Academic Intervention Services for the subjects listed below are no longer needed at this time.

Student's Name: Rochelle Letter 03Grade: 9/5/02Beginning Date:

Summary: **Date AIS Services Ended:**

Subject Area: Reading Readiness 6/8/01

Rochelle's minimal progress is mainly caused by her poor attendance, especially Mondays, in this reporting period. As you know she is receiving counseling in regard to improving her attendance. A strong improvement in her attendance should result in an equal improvement in her English language skills.

Subject Area: English Language Arts 6/8/01

The tutoring program is having a very positive impact on her math deficiencies. Her Friday attendance record has been reasonably good, so that she has missed few tutoring sessions. If she continues with this progress, she will probably not need to continue with the program to the end of the year.

Subject Area: Mathematics 6/8/01 Rochelle's progress is a measure of her regular class work plus the learning lab and study skills group. At this point her work is satisfactory, but there are signs that, with continued parental support, she will move forward at an increased pace.

Subject Area: Social Studies 6/8/01

Rochelle's achievement in the learning standards being addressed is outstanding.

We will continue to monitor your child's progress in attaining the New York State Standards.

If you have any questions, please call me at 874-8402.

Sincerely,

Principal

Appendix-E

Taconic Hills Central School District

73 Route 11A • Craryville, NY 12521 • Tel#: 518-325-0313 • Fax#: 518-325-3557

SAMPLE: AIMS Quarterly Progress Report

Mr. & Mrs. Sample Letter 101 Apple Lane Appleville, New York 12222

Dear Mr. & Mrs. Letter,

This quarterly report is to give an indication of the status of your child's progress in acquiring the **T** New York State Learning Standards.

Student's Name: Rochelle Letter Grade: 03 Beginning Date: 9/5/02

Summary: Progress

Subject Area: Reading Readiness 1

Rochelle's minimal progress is mainly caused by her poor attendance, especially Mondays, in this reporting period. As you know she is receiving counseling in regard to improving her attendance. A strong improvement in her attendance should result in an equal improvement in her English language skills.

Subject Area: English Language Arts 2

The tutoring program is having a very positive impact on her math deficiencies. Her Friday attendance record has been reasonably good, so that she has missed few tutoring sessions. If she continues with this progress, she will probably not need to continue with the program to the end of the year.

Subject Area: Mathematics 3 Rochelle's progress is a measure of her regular class work plus the learning lab and study skills group. At this point her work is satisfactory, but there are signs that, with continued parental support, she will move forward at an increased pace.

Subject Area: Social Studies 3

Rochelle's achievement in the learning standards being addressed is outstanding.

If you have any questions, please call me at the number above.

Sincerely,

Principal

Appendix-F

Attachment:

Academic Intervention Services: Questions and Answers,
Draft (January 7, 2000)