

Wilson Central School District

Wilson, New York

AIS Plan

(Including Title I Parental Involvement Policy)

2018-2020

(Revised 1/8/2019)

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Introduction

The Wilson Central School District's Academic Intervention Services (AIS)/Title I 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 Common Core Learning Standards. Please see the appendix for a complete description of the Section 100.2(ee) revisions.

Vision Statement

The Wilson Central School District will be an excellent School District where all students master the standards set by New York State and the Wilson Central School District. To this end staff, parents and community will assist and support students in meeting their responsibilities to achieve mastery level performance.

Definition of AIS

AIS services are defined as additional instructional services that supplement regular classroom instruction and/or student support services designed to help students achieve the New York State Learning Standards. AIS services are direct services intended to assist students who are identified as being at-risk of not achieving the New York State Common Core Learning Standards in English Language Arts and mathematics in grades K-12 and in social studies and science in grades 9-12. 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 - The student has not met academic standards, has serious academic problems, and needs extra help.

Level 2 - The student has not met the academic standards, has some academic problems, and needs extra help.

Level 3 - The student has met the academic standards.

Level 4 - The student exceeds the standards and is moving toward high performance.

The New York State Education Department states that all students who score at Levels 1 and 2 *are eligible* to receive AIS unless otherwise determined by the State Education Department. The services for a particular student should vary in intensity based on the student's needs as measured by state assessments and additional information about the student's performance. In addition, the plan must address barriers to student progress including issues pertaining to attendance problems, discipline problems, family problems, health issues, nutrition related issues, and mobility/transfer related issues.

*As per New York State Education Department Regulations, the plan will be revised biannually.

District AIS/Title I Information

In the following sections you will find information regarding district policies and procedures for: eligibility and exit criteria and types and levels/frequency of services. In addition to this information you will find building specific information regarding these topics later in the document.

Eligibility Criteria

The general criteria listed below are used throughout the district to determine which students qualify for AIS Services.

- Students who score below the designated performance levels (level 1 or level 2), or with scale scores below given numbers determined by NYSED on elementary, intermediate, and commencement-level New York State Regents exams in English Language Arts, mathematics, social studies, and science
- Students who are at-risk of not meeting New York State standards as indicated through district-adopted procedures including, but not limited to, students who do not have state assessment scores
- Students in grades K-2 who lack reading readiness
- English Language Learners (ELL) who do not achieve the annual performance standards on state exams
- Students who did not pass NYS Regents exams required for graduation

In addition to the criteria listed above, the District may use *multiple measures* to determine student eligibility for AIS. These multiple sources may include but are not limited to:

- Classroom Performance
- Elementary ELA and Math Assessments (ex: AIMSWeb, TPRI, Lexile, etc.)
- Report Card Grades
- Observation and Anecdotal Records
- Recommendation by teachers and administrator
- Recommendation from the Student Support Team (SST)
- Other measures as identified by the district

Special Education Eligibility

AIS services are additional general education services that will be provided to students with disabilities on the same basis as all other students. AIS services are provided in addition to, and must not supplant, special education services. The same appropriate accommodations and supports outlined on the student's Individualized Education Program (IEP) must be provided when AIS services are delivered.

Exit Criteria

AIS services may be discontinued when the student achieves proficiency on the New York State assessments or when the student meets one or more of the requirements outlined in this document. In addition services may be discontinued when students have met district based performance levels and/or have been deemed to be no longer at risk of meeting state standards by district personnel.

Types and Levels/Frequency of Service

The type and level of service which each student receives is decided upon on an individual student basis. This allows each student to receive the amount of intervention needed to give them the best chance to be successful. Information regarding the various types and level of services are listed below.

Types of Services

The following services could include but are not limited to:

- Extra period(s)/time during the regular school day
- Within-class staff that reduce(s) student-teacher ratio
- Out of class staff that provide(s) targeted instruction
- Before or after-school sessions

Levels/Frequency of Service

The type of services will be based on the level of student need as determined by multiple measures and sources of evidence gathered by the school district. Frequency of services will be based on the student need and recommendations by teachers, administration, and the Student Support Team (SST). The levels/frequency of services can be adjusted both in the number of times per week a service is offered as well as the number of minutes per session. This flexibility allows services to be adjusted as needed throughout the year to meet student needs.

Parental Involvement

Parents/guardians play a vital role in the academic success of their children. The District is committed to establishing a strong partnership with parents to ensure academic success for all students. This section includes information about parental notification procedures and the parental involvement policy. The specific letters and forms that each building uses for these notifications can be found in the appendix.

Parental Notification Procedures

The parent/guardian will be notified, in writing at both the commencement and discontinuation of AIS/Title I Services. These notices will be translated, if required by the district and where appropriate, into the native language of parents. Other forms of communication may be necessary (e.g. for the visually impaired).

Commencement Notification will include:

- The reason the student requires such services
- A summary of the services to be provided for those not achieving the expected performance levels.
- Information regarding an evening meeting for parents of AIS/Title I students (see parental involvement policy for more information regarding parent meetings)

Discontinued Notification will:

- Inform the parent that AIS/Title I Services will discontinue
- Inform the parent that the student has met the exit criteria
- Include the criteria used for discontinuing the service
- Indicate the performance levels obtained on district-level and/or state assessments

Monitoring Student Progress

At a minimum, the school will provide parents/guardians with the following:

- Reports on the student's progress at least four times per year (sent home with the report cards)
- Opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing AIS/Title I Services
- Information on ways to work with their child to improve achievement

Parental Involvement Procedures

Wilson Central School District is dedicated to involving parents in the development, coordination and implementation of Academic Intervention and Title I Services. In order to achieve this, the district will:

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools
- Use evaluations to identify barriers to greater participation by activities authorized by Title I and use the findings to design strategies for more effective parental involvement and revise, if necessary, our parental involvement policies
- Provide assistance to parents in understanding such topics as the state's academic content standards, state student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children
- Provide materials and training to help parents work with their children to improve their achievement through literacy training and using technology
- Educate teachers, principals and other staff with the assistance of parents, in the value and utility of contributions by parents; and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
- Coordinate and integrate, to the extent feasible and appropriate, parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children

Ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practical, in a language the parents can easily understand.

- ~~The~~ ~~title~~ ~~I~~ ~~parents~~ ~~of~~ ~~AIS/Title~~ ~~I~~ ~~schools~~ ~~may~~ ~~ask~~ ~~questions~~ ~~that~~ ~~have~~ ~~nothing~~ ~~to~~ ~~do~~ ~~with~~ ~~the~~ ~~district~~ ~~level~~ ~~policy~~ ~~is~~ ~~also~~ ~~applicable~~ ~~to~~ ~~each~~ ~~of~~ ~~the~~ ~~individual~~ ~~buildings~~.

Building Level Criteria

Elementary School ELA

Wilson Elementary School

- ✓ Determining Entrance and Exit Criteria
- ✓ Description of Academic Intervention Services

Assessment/Progress Monitoring	Instrument/Tool Used	Eligibility Criteria	Exit Criteria
Standardized Assessments (Grades K-3)	<ul style="list-style-type: none"> ✓ AIMSWeb ✓ TPRI ✓ Scholastic Reading Inventory (SRI) [Lexiles] 	<ul style="list-style-type: none"> ✓ Below National Norms ✓ Below grade level expectations ✓ Well below grade level goals 	<ul style="list-style-type: none"> ✓ Within average range for national norms ✓ Within average range for grade level ✓ At appropriate Lexile level for grade
Building Level Assessments (Grades K-3)	<ul style="list-style-type: none"> ✓ Classroom reading and writing assignments ✓ Teacher Observation 	<ul style="list-style-type: none"> ✓ Well below grade level standards ✓ Consistent struggling of understanding of concepts and material taught (documented in 5 week reports, report cards, and conferences) 	<ul style="list-style-type: none"> ✓ At grade level standards or above ✓ Understanding of concepts and material taught at expected grade level
State Assessments (Grades 4-5) [Students in grade 3 take the NYS Assessments however AIS would not start based on these tests until 4 th grade]	<ul style="list-style-type: none"> ✓ NYS Common Core ELA Assessment ✓ AIMSWeb 	<ul style="list-style-type: none"> ✓ Below level 3/below state given scale score cutoff ✓ No state test score recorded ✓ Below National Norms 	<ul style="list-style-type: none"> ✓ Scoring a Level 3 or 4 in subsequent grade NYS Assessment ✓ Within average range for national norms

	<ul style="list-style-type: none"> ✓ Scholastic Reading Inventory (SRI) [Lexiles] 	<ul style="list-style-type: none"> ✓ Well below grade level goals 	<ul style="list-style-type: none"> ✓ At appropriate Lexile level for grade
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Elementary School Math

Wilson Elementary School

- ✓ Determining Entrance and Exit Criteria
- ✓ Description of Academic Intervention Services

Assessment/Progress Monitoring	Instrument/Tool Used	Eligibility Criteria	Exit Criteria
Standardized Assessments (Grades K-3)	<ul style="list-style-type: none"> ✓ AIMSWeb ✓ Scholastic Math Inventory (SMI) 	<ul style="list-style-type: none"> ✓ Below National Norms ✓ Well below grade level goals 	<ul style="list-style-type: none"> ✓ Within average range for national norms ✓ At appropriate Quantile level for grade
Building Level Assessments (Grades K-3)	<ul style="list-style-type: none"> ✓ Classroom math assignments ✓ Teacher Observation 	<ul style="list-style-type: none"> ✓ Well below grade level standards ✓ Consistent struggling of understanding of concepts and material taught (documented in 5 week reports, report cards, and conferences) 	<ul style="list-style-type: none"> ✓ At grade level standards or above ✓ Understanding of concepts and material taught at expected grade level
State Assessments (Grades 4-5) [Students in grade 3 take the NYS Assessments however AIS would not	<ul style="list-style-type: none"> ✓ NYS Common Core Math Assessment 	<ul style="list-style-type: none"> ✓ Below Level 3 /below state given scale score cutoff 	<ul style="list-style-type: none"> ✓ Scoring a Level 3 or 4 in subsequent grade NYS Assessment

start based on these tests until 4 th grade]	✓ AIMSWeb	✓ No state test score recorded ✓ Below National Norms	✓ Within average range for national norms
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Elementary Interventions

Wilson Elementary School

Push-In

Students receiving push-in services will have an additional instructor in their appropriate academic class to clarify concepts, and work with students independently or in small groups.

Pull-Out

Students receiving pull-out services are provided additional small group instruction outside of their appropriate academic class, and in addition to appropriate academic classroom instruction to strengthen skills necessary for student success.

Monitor

Students receiving monitor services will be observed and evaluated for additional services in appropriate areas. Instruction will be provided primarily by the classroom teacher.

Building Level Criteria

Middle School ELA

- ✓ Determining Entrance and Exit Criteria
- ✓ Description of Academic Intervention Services

Assessment/Progress Monitoring	Instrument/Tool Used	Eligibility Criteria	Exit Criteria
Standardized Assessments (Grades 6-8)	<ul style="list-style-type: none"> ✓ Scholastic Reading Inventory (SRI) [Lexiles] 	<ul style="list-style-type: none"> ✓ Below National Norms ✓ Below grade level expectations ✓ Well below grade level goals 	<ul style="list-style-type: none"> ✓ Within average range for national norms ✓ Within average range for grade level ✓ At appropriate Lexile level for grade
Building Level Assessments (Grades 6-8)	<ul style="list-style-type: none"> ✓ Classroom reading and writing assignments ✓ Teacher Observation 	<ul style="list-style-type: none"> ✓ Well below grade level standards ✓ Consistent struggling of understanding of concepts and material taught (documented in 5 week reports, report cards, and conferences) 	<ul style="list-style-type: none"> ✓ At grade level standards or above ✓ Understanding of concepts and material taught at expected grade level
State Assessments (Grades 6-8)	<ul style="list-style-type: none"> ✓ NYS Common Core ELA Assessment 	<ul style="list-style-type: none"> ✓ Below level 3/below state given scale score cutoff ✓ No state test score recorded 	<ul style="list-style-type: none"> ✓ Scoring a Level 3 or 4 in subsequent grade NYS Assessment

Middle School Math

- ✓ Determining Entrance and Exit Criteria
- ✓ Description of Academic Intervention Services

Assessment/Progress Monitoring	Instrument/Tool Used	Eligibility Criteria	Exit Criteria
Standardized Assessments (Grades 6-8)	<ul style="list-style-type: none"> ✓ IXL (computer based program) ✓ Scholastic Math Inventory (SMI) 	<ul style="list-style-type: none"> ✓ Below National Norms ✓ Well below grade level goals 	<ul style="list-style-type: none"> ✓ Within average range for national norms ✓ At appropriate Quantile level for grade
Building Level Assessments (Grades 6-8)	<ul style="list-style-type: none"> ✓ Classroom math assignments ✓ Teacher Observation 	<ul style="list-style-type: none"> ✓ Well below grade level standards ✓ Consistent struggling of understanding of concepts and material taught (documented in 5 week reports, report cards, and conferences) 	<ul style="list-style-type: none"> ✓ At grade level standards or above ✓ Understanding of concepts and material taught at expected grade level
State Assessments (Grades 6-8)	<ul style="list-style-type: none"> ✓ NYS Common Core Math Assessment 	<ul style="list-style-type: none"> ✓ Below Level 3 /below state given scale score cutoff ✓ No state test score recorded 	<ul style="list-style-type: none"> ✓ Scoring a Level 3 or 4 in subsequent grade NYS Assessment

Middle School Interventions

AIS Skills Lab

Students are placed in a Skills Lab/AIS classroom during the school day where a teacher will work on deficit areas based on the students' scores on the NYS assessments.

Monitor

Students receiving monitor services will be observed and evaluated for additional services in appropriate areas. Instruction will be provided primarily by the classroom teacher.

Building Level Criteria

High School ELA

- ✓ Determining Entrance and Exit Criteria
- ✓ Description of Academic Intervention Services

Assessment/Progress Monitoring	Instrument/Tool Used	Eligibility Criteria	Exit Criteria
Individual Classroom Assessments	<ul style="list-style-type: none"> ✓ Classroom reading and writing assignments ✓ Teacher Observation 	<ul style="list-style-type: none"> ✓ Well below grade level standards ✓ Consistent struggling of understanding of concepts and material taught (documented in 5 week reports, report cards, and conferences) 	<ul style="list-style-type: none"> ✓ At grade level standards or above ✓ Understanding of concepts and material taught at expected grade level
State Assessments (Grade 8)	<ul style="list-style-type: none"> ✓ NYS Common Core ELA Assessment 	<ul style="list-style-type: none"> ✓ Below level 3/below state given scale score cutoff ✓ No state test score recorded 	<ul style="list-style-type: none"> ✓ Scoring a Level 3 or 4 in subsequent grade NYS Assessment

High School Math

- ✓ Determining Entrance and Exit Criteria
- ✓ Description of Academic Intervention Services

Assessment/Progress Monitoring	Instrument/Tool Used	Eligibility Criteria	Exit Criteria
Individual Classroom Assessments	<ul style="list-style-type: none"> ✓ Classroom reading and writing assignments ✓ Teacher Observation 	<ul style="list-style-type: none"> ✓ Well below grade level standards ✓ Consistent struggling of understanding of concepts and material taught (documented in 5 week reports, report cards, and conferences) 	<ul style="list-style-type: none"> ✓ At grade level standards or above ✓ Understanding of concepts and material taught at expected grade level
State Assessments (Grade 8)	<ul style="list-style-type: none"> ✓ NYS Common Core Math Assessment 	<ul style="list-style-type: none"> ✓ Below level 3/below state given scale score cutoff ✓ No state test score recorded 	<ul style="list-style-type: none"> ✓ Scoring a Level 3 or 4 in subsequent grade NYS Assessment

High School Social Studies and Science

- ✓ Determining Entrance and Exit Criteria
- ✓ Description of Academic Intervention Services

Assessment/Progress Monitoring	Instrument/Tool Used	Eligibility Criteria	Exit Criteria
Individual Classroom Assessments	<ul style="list-style-type: none"> ✓ Classroom reading and writing assignments ✓ Teacher Observation 	<ul style="list-style-type: none"> ✓ Well below grade level standards ✓ Consistent struggling of understanding of concepts and material taught (documented in 5 week reports, report cards, and conferences) 	<ul style="list-style-type: none"> ✓ At grade level standards or above ✓ Understanding of concepts and material taught at expected grade level
State Assessments (Grade 8 Science)	<ul style="list-style-type: none"> ✓ NYS Common Core Science Assessment 	<ul style="list-style-type: none"> ✓ Below level 3/below state given scale score cutoff ✓ No state test score recorded 	<ul style="list-style-type: none"> ✓ Scoring a Level 3 or 4 in subsequent grade NYS Assessment

High School Regents Exams Grades 9-12

- ✓ Determining Entrance and Exit Criteria
- ✓ Description of Academic Intervention Services

Assessment/Progress Monitoring	Instrument/Tool Used	Eligibility Criteria	Exit Criteria
State Regents Assessments	<ul style="list-style-type: none"> ✓ Five Required Regents Exams for Graduation: ✓ Comprehensive English ✓ Global Studies ✓ US History ✓ Math (Algebra) ✓ Science (Living Environment or Earth Science) 	<ul style="list-style-type: none"> ✓ Failing any of the required Regents Exams 	<ul style="list-style-type: none"> ✓ Passing the required Regents Exam

Wilson High School Interventions

Students in grades nine through twelve receive academic intervention services through the following programs:

1. Stretch courses that give students more time to master the curriculum and prepare for New York State Regent Exams.
2. Academic support classes that provide students with additional instruction and opportunities to ask questions in small group settings.
3. AIS instruction that meet for forty-one minutes, four days a week. These sessions are designed to identify academic weaknesses and provide individual instruction that will allow students to successfully pass the five required New York State Regents Exams: (ELA, Integrated Algebra, Global Studies, U.S. History and either Earth Science or Living Environment)
4. Summer AIS sessions designed to identify instructional weakness and to provide individual or small group instruction to students who have shown a need for additional assistance. These sessions run a total of forty-five hours, during the months of July and August, and culminate with the administration of August Regents Exams.

Appendix

Section 100.2 General School Requirements

(ee) Academic intervention services.

1. Requirements for providing academic intervention services (AIS) in kindergarten to grade two. Schools shall provide academic intervention services to students in kindergarten to grade two when such students:
 1. are determined, through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or
 2. are determined, through a district-developed or district-adopted procedure applied uniformly at each grade level, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics. This district procedure may also include diagnostic screening for vision, hearing and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
2. Requirements for providing academic intervention services in grade three to grade eight. Schools shall provide academic intervention services when students:
 1. score below:
 1. the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics or science, provided that for the 2015-2016 school year only, the following shall apply:
 1. those students scoring below a scale score specified in subclause (3) of this clause shall receive academic intervention instructional services; and
 2. those students scoring at or above a scale score specified in subclause (3) of this clause but below level 3/proficient shall not be required to receive academic intervention instructional and/or student support services unless the school district, in its discretion, deems it necessary. Each school district shall develop and maintain on file a uniform process by which the district determines whether to offer AIS during the 2015-2016 school year to students who scored above a scale score specified in subclause (3) of this clause but below level 3/proficient on a grade 3-8 English language arts or mathematics State assessment in 2014-2015, and shall no later than November 1, 2015 either post to its website or distribute to parents in writing a description of such process;
 3. the following scale scores shall be used to determine which students shall receive academic intervention services as specified in subclauses (1) and (2) of this clause:
Grade 3 English language arts, a scale score of 299;
Grade 4 English language arts, a scale score of 296;
Grade 5 English language arts, a scale score of 297;
Grade 6 English language arts, a scale score of 297;
Grade 7 English language arts, a scale score of 301;

Grade 8 English language arts, a scale score of 302;
Grade 3 mathematics, a scale score of 293;
Grade 4 mathematics, a scale score of 284;
Grade 5 mathematics, a scale score of 289;
Grade 6 mathematics, a scale score of 289;
Grade 7 mathematics, a scale score of 290;
Grade 8 mathematics, a scale score of 293; and/or

2. the State designated performance level on a State elementary assessment in social studies administered prior to the 2010-2011 school year; provided that beginning in the 2010-2011 school year, at which time a State elementary assessment in social studies shall no longer be administered, a school shall provide academic intervention services when students are determined to be at risk of not achieving State learning standards in social studies pursuant to subparagraph (iii) of this paragraph;
 2. are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or
 3. are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
3. Requirements for providing academic intervention services in grade 9 to grade 12. Schools shall provide academic intervention services when students:
 1. score below:
 1. the State designated performance level on one or more of the State intermediate assessments in English language arts, mathematics or science; and/or
 2. the State designated performance level on a State intermediate assessment in social studies administered prior to the 2010-2011 school year; provided that beginning in the 2010-2011 school year, at which time a State intermediate assessment in social studies shall no longer be administered, a school shall provide academic intervention services when students are determined to be at risk of not achieving State learning standards in social studies pursuant to subparagraph (iii) of this paragraph; and/or
 3. the State designated performance level on any one of the State examinations in English language arts, mathematics, social studies or science that are required for graduation.
 2. are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or
 3. are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
 4. Description of academic intervention services.
 1. By July 1, 2000, a school district shall develop a description of academic intervention instructional and/or student support services to be provided in schools to students in need of such services pursuant to paragraphs (1), (2) and (3) of this subdivision. The description shall include any variations in services in schools within the district, and shall specifically describe:
 1. the district-wide procedure(s) used to determine the need for academic intervention services;

2. academic intervention instructional and/or student support services to be provided pursuant to paragraph (5) of this subdivision;
 3. whether instructional services and/or student support services are offered during the regular school day or during an extended school day or year; and
 4. the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.
2. The description of academic intervention services shall be approved by each local board of education by July 1, 2000. In the New York City School District, the New York City Board of Education may designate that the plans be approved by the chancellor or his designee or by community school boards for those schools under their jurisdiction. Beginning July 1, 2002 and every two years thereafter, each school district shall review and revise its description of academic intervention services based on student performance results; except that this requirement shall not apply to student performance results for the 2010-2011 school year, which shall be excluded from such review.
 3. In lieu of a separate description of academic intervention services, the district may incorporate the description of academic intervention services into a comprehensive district education plan. In this instance, the preparation date for the description of academic intervention services shall conform to the date of the preparation of the comprehensive district education plan.
 4. Based on performance criteria established by the commissioner, certain school districts may be required to submit their description of academic intervention services for specific schools to the department for review and approval.
5. Provision of academic intervention services.
 1. School districts may use time available for academic intervention instructional and/or student support services during the regular school day.
 2. School districts may provide students with extended academic time beyond the regular school day and school year.
 3. In public schools, academic intervention instructional and/or support services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of this Title.
 4. Beginning September 1, 2000, academic intervention instructional and/or student support services shall commence no later than the beginning of the semester following a determination that a student needs such services. Services shall continue until a student's performance:
 1. meets or exceeds the State designated performance level on the next State assessment; or
 2. is shown to be likely to meet or exceed the State designated performance level on the next State assessment through achievement on the district-selected assessments of the levels specified in the district description of academic intervention services pursuant to paragraph (4) of this subdivision.
6. Parental notification and involvement.
 1. Notification of commencement of services. The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The notice shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services and the consequences of not achieving expected performance levels.
 2. Notification of the ending of academic intervention services. Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.
 3. Ongoing communication with parents or persons in parental relation. Parents or persons in parental relation to students receiving academic intervention services shall be provided with:
 1. an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year;
 2. reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications or other means, in a language or mode of communication understood by the parents or person in parental relation; and

3. information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.
7. Notwithstanding the provisions of this subdivision, a school district may provide a response to intervention (RTI) program in lieu of providing academic intervention services (AIS) to eligible students, provided that:
 1. the RTI program is provided in a manner consistent with subdivision (ii) of this section;
 2. the RTI program is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS;
 3. all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program; and
 4. for the 2010-2011 school year, the school district shall submit to the department, no later than December 15, 2010, a signed statement of assurance that the services provided in the RTI program meet the requirements of this paragraph; and for each school year thereafter, the school district shall submit to the department no later than September 1st of such school year, a signed statement of assurance that the services provided under the district's RTI program meet the requirements of this paragraph.

Parents' Guide to Academic Intervention Services (AIS)

1. *What are Academic Intervention Services?*

AIS help students who are struggling to achieve learning standards in the core content areas of ELA, math, social studies, and science. AIS are general education services that include:

- Extra instructional time to help students achieve the NYS CCLS (standards)
- Support services to help students to overcome obstacles to their learning such as attendance, discipline, and health-related issues.

2. *How are AIS different from special education?*

AIS are available to all students who are struggling to achieve learning standards in the core content areas. Students with disabilities are eligible for AIS under the same criteria. Special education students are provided with AIS consistent with their IEPs. Additionally, AIS are discontinued upon attainment of the learning standard.

3. *How is my child identified for AIS?*

Students are identified in a variety of ways depending on their grade level. AIS must be provided to students who do not meet the learning standards on NYS assessments in ELA and math in grades 3-8; grades 4 and 8 science; and the New York State Regents exams. In grades k-2, students are identified if they lack reading readiness or are at risk of not meeting state standards on the third grade assessments in ELA and math.

4. *How are AIS delivered?*

AIS are delivered in a variety of ways depending on student age and need. AIS may involve: additional staff in classes to reduce teacher-student ratios; special classes to reinforce key topics; before and after school classes; Regent's review classes; and student monitoring. Each service is delivered with varying levels of intensity depending on student need.

5. *May a parent refuse AIS services?*

Parents may **not** refuse services offered within the regular school day. Parents may freely express concerns about AIS and share any pertinent information regarding their child's placement, but placement in academic programs during the school day is the responsibility of the district and school.

Sample Letters
(On the following pages)

Wilson Central School District
P O Box 648 Wilson, New York 14172-0648

Wilson Elementary School
430 Young Street

Wilson, NY 14172

751-9341 ext. 117

PARENT NOTIFICATION – Remedial Reading

Student Name: _____ Date: _____

Dear Parent/Guardian,

The New York State Education Department has mandated schools to provide Academic Intervention Services (AIS) to students who did not meet the passing rate set forth by the State on the 3rd - 8th Grade English Language Arts (ELA) Exams. Beginning with the 2010-2011 school year, New York State has raised the passing score for all Grades 3 – 8 ELA Assessments. This decision was made so that students would be able to better meet the demands of middle school, high school and college. As a result, many more students did not reach the benchmark for a Level 3. Your child has been identified as a student in need of AIS based upon his/her performance in the areas noted below.

- ___ Level 2 or below on the NYS ELA Exam.
- ___ Significantly below grade level on district assessments.
- ___ No state test score reported

Your child will be receiving instruction in either a small group or an individual setting for 30 minutes per day, 1 to 5 days a week. The AIS services are supportive of, and in addition to, regular reading curriculum in the classroom.

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

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

If you have any questions, please feel free to contact _____ at your child's school.

Sincerely,

AIS Teacher

Rev. 9/2013

Wilson Central School District
P O Box 648
Wilson, New York 14172-0648

Wilson Elementary School
430 Young Street

Wilson, NY 14172

751-9341 ext. 117

PARENT NOTIFICATION - Math

Student Name: _____ Date: _____

Dear Parent/Guardian,

The New York State Education Department has mandated schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not succeeding on the NY State Math Exam. Your child has been identified as a student in need of AIS based upon his/her performance in the areas noted below.

- ___ Level 2 or below on the NYS Math Exam
- ___ Significantly below grade level on district assessments
- ___ No State test Score Reported

The AIS services are supportive of, and in addition to, regular math curriculum in the classroom.

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

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

If you have any questions, please feel free to contact _____ at

your child's school.

Sincerely,

AIS Teacher

Rev. 9/2013

WILSON MIDDLE SCHOOL
374 Lake Street
PO Box 648
Wilson, NY 14172
Phone: (716) 751-9341 Fax: (716) 751-9597

PARENT NOTIFICATION – Remedial Reading

Student Name: _____ Date: _____

Dear Parent/Guardian,

The New York State Education Department has mandated schools to provide Academic Intervention Services (AIS) to students who did not meet the passing rate set forth by the State on the 3rd - 8th Grade English Language Arts (ELA) Exams. Beginning with the 2010-2011 school year, New York State has raised the passing score for all Grades 3 – 8 ELA Assessments. This decision was made so that students would be able to better meet the demands of middle school, high school and college. As a result, many more students did not reach the benchmark for a Level 3. Your child has been identified as a student in need of AIS based upon his/her performance in the areas noted below.

- ___ Level 2 or below on the NYS ELA Exam.
- ___ Significantly below grade level on district assessments.
- ___ No state test score reported

Your child will be receiving instruction in either a small group or an individual setting for 30 minutes per day, 1 to 5 days a week. The AIS services are supportive of, and in addition to, regular reading curriculum in the classroom.

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

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

If you have any questions, please feel free to contact _____ at your child's school.

Sincerely,

AIS Teacher

Rev. 9/2013

WILSON MIDDLE SCHOOL
374 Lake Street
PO Box 648
Wilson, NY 14172
Phone: (716) 751-9341 Fax: (716) 751-9597

PARENT NOTIFICATION - Math

Student Name: _____ Date: _____

Dear Parent/Guardian,

The New York State Education Department has mandated schools to provide Academic Intervention Services (AIS) to students believed to be in jeopardy of not succeeding on the NY State Math Exam. Your child has been identified as a student in need of AIS based upon his/her performance in the areas noted below.

- ___ Level 2 or below on the NYS Math Exam
- ___ Significantly below grade level on district assessments
- ___ No State test Score Reported

The AIS services are supportive of, and in addition to, regular math curriculum in the classroom.

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

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

If you have any questions, please feel free to contact _____ at
your child's school.

Sincerely,

AIS Teacher

Rev. 9/2013

WILSON CENTRAL SCHOOL
374 Lake Street
PO Box 648
Wilson, NY 14172
Phone: (716) 751-9341 Fax: (716) 751-9597

To the Parent or Guardian of: _____

Hopefully you are well aware that New York State has taken a lead role in educational reform throughout the country. Our students today are being asked to know more and do more at a higher instructional level than previously expected. It is imperative to their future success that our students leave Wilson Central prepared to face the challenges of the twenty-first century. To that end, we have been called upon to assess our students on a regular basis. We will determine if students meet these more strenuous criteria and provide assistance for those students performing below acceptable levels.

Based on past performance, your child has demonstrated a need to receive academic assistance in either math or English Language Arts.

Per state mandates, students will be offered academic assistance to ensure successful mastery of state standards prior to graduation. Wilson Central currently offers academic assistance for your child in the following manners:

1. Stretch courses that give students more time to master the curriculum and prepare for New York State Regent Exams.
2. Academic support classes that provide students with additional instruction and opportunities to ask questions in small group settings.
3. AIS instruction sessions that meet for forty-one minutes, four days a week. These sessions are designed to identify academic weaknesses and provide individual instruction that will allow students to successfully pass the five required New York State Regents Exams:

(ELA, Integrated Algebra, Global Studies, U.S. History and either Earth Science or Living Environment)

4. Summer AIS sessions designed to identify instructional weakness and to provide individual or small group instruction to students who have shown a need for additional assistance. These sessions run a total of forty-five hours, during the months of July and August, and culminate with the administration of August Regents Exams.

Please encourage your child to participate in as many academic assistance sessions as possible as we work together to insure that he/she will successfully meet the graduation requirements established by New York State.

You may contact me at 751-9341 if you have questions or concerns regarding this letter.

Sincerely,

Daniel A. Johnson,

High School Principal

Wilson Central School District
P O Box 648
Wilson, New York 14172-0648

Wilson Elementary School
430 Young Street

Wilson, NY 14172

751-9341 ext. 117

CONTINUATION OF ACADEMIC INTERVENTION SERVICES (AIS)

Student Name: _____ Date: _____

Dear Parent/Guardian,

I am recommending your child continue to receive Academic Intervention Services (AIS) in Remedial Reading for the _____ school year due to the following reason(s) checked below:

- Current goal(s) not met. Will continue to work on these goals.
- Current goal(s) partly met. Will continue working to increase level of proficiency.
- Test scores continue to reflect weaknesses.

If you have any questions or would like to have a conference, please contact me at your child's school by phone or in writing. I look forward to working with your child.

Sincerely,

AIS Teacher

Wilson Central School District
P O Box 648
Wilson, New York 14172-0648

Wilson Elementary School
430 Young Street
Wilson, NY 14172
751-9341 ext. 117

DISCONTINUATION OF ACADEMIC INTERVENTION SERVICES (AIS)

Student Name: _____ **Date:** _____

Dear Parent/Guardian,

Your child was originally identified for Academic Intervention Services (AIS) due to weaknesses in areas of reading. At this time, I am recommending your child be dismissed from Reading Lab due to the following reason(s) checked below:

____ Level 3 or above on the NYS ELA Exam.

____ At grade level on district assessments.

If you have any further questions, please contact me at your child's school by phone or in writing. It has been a pleasure working with your child.

Sincerely,

AIS Teacher

