

KINGSTON CITY SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES PLAN
2006 - 2009

Commissioner's Regulations [Sec. 100.2 (ee)]
2006– 2009

Mission Statement

It is the mission of the Kingston City School District to educate, inspire, and graduate students who are excellent in scholarship and character and are empowered to reach their maximum potential as responsible and productive members of society.

Summary of AIS Review/Revision Process

According to the NY State regulations, districts must conduct a biennial review of their Academic Intervention Services plan and submit revisions to the Board of Education for adoption. The committee began the revision process by breaking into small groups and reviewing the NYS Standards and NYS Recommendations for AIS programs. It was determined that services listed in the published plan would be limited to only those items which we could consistently provide. However, the committee recognizes that individual interventions occur frequently and extend significantly beyond the scope of the actual plan. The goals, as determined by the committee, for the 2006-2009 school years include: bullet items listed, investigate possible data management systems to track students' progress; research software programs that may differentiate, assess, and remediate; gather disaggregate test data in a timely manner and send results to schools so that they can identify students in need of AIS teachers of all content areas to become more actively engaged in supporting academic intervention services for identified students; improve the parental notification and data management component; continue to link the AIS plan to all other District initiatives for improved student performance; review feedback collected at the end of the year and celebrate success. It is the opinion of the committee that students requiring AIS services in Science or Social Studies have low scores as a result of deficiencies in reading or math. As such, the bulk of the services provided are through these two core areas.

Committee Members

Gail Aidala, Elementary Principal
Marie Anderson, Kingston High School Principal
Lisa Anson, Middle School Guidance Counselor
Nick Badalato, High School Math Teacher
Mary Brechter, Elementary Teacher
Doris Brink, Elementary School Teaching Assistant
Peg Brown, Middle School Reading Teacher
Paula C. Childs, Ed.D., Director of Elementary Education
Marystephanie Corsones, Director of Support Programs
James Douglass, Director of Secondary Education
Barbara Erena, High School Special Education Teacher
Greer Fischer, Assistant Superintendent for Curriculum & Instruction
Ida Gooch, Middle School Guidance Counselor
Al Goren, Middle School Principal
Joy Gross, Elementary Reading Teacher
Jonathan Hambright, Elementary Math AIS Teacher
Elizabeth Insull, Special Education Coordinator
Jennifer Kane, High School Teacher
Mary Lee, Elementary Teacher
Bethe Lewis, CSE Chairperson
Mary McClellan, High School Guidance Counselor
Barbara McGrath, High School Assistant Principal
Sean O'Brien, High School English Teacher
Sheila Shaffer, Middle School Math Teacher
Ardrea Smith, Elementary Principal
Linda Still, High School English Teacher
Lynda Turner, MST Coordinator
Mary Beth Veith, Elementary School
John Voerg, Elementary Principal
Kathy Werner, Elementary Reading Teacher

AIS Connections

The following is a list of plans/policies, personnel and/or initiatives that support and/or enhance our Academic Intervention Services: Our AIS Plan is an integral part of the CDEP (Comprehensive District Education Plan)

- School Improvement Plans
- Attendance Policy
- Character Education Program & Bullying Policy
- CSPD (Comprehensive System for Personnel Development – requirement for Special Education Department)
- Professional Development Plan (specifically – differentiated instruction, reading in the content areas and instructional technology)
- School Safety Coordinator
- Prevention Specialist
- Director of Support Programs
- Jefferson Code of Conduct utilized at the High School
- School Social Workers
- Computer Lab Teaching Assistants
- Middle Level Reading and Math AIS Teaching Assistants
- AIS Teachers K-12 Reading and Math

Recommendations/Findings from the Committee and Survey

- Implement AIMS software at the middle school and high school
- More training is needed for the Special Education integrated program
- Provide ongoing training for AIMS program
- Eliminate prep classes at the secondary level
- Explore the possibility of introducing AIS Math Staff for non-title I Elementary Buildings
- Prepare program guidelines for all elementary AIS Staff
- Communicate AIS plan to all stakeholders and create feedback loop between teachers, guidance, AIS personnel, and administration through General Administrative meetings and Faculty meetings
- Articulate program variation among title and non-title buildings
- Each building needs to outline delivery of services and provide copies to central for dissemination to all appropriate personnel
- Include AIS overview for all new employees through new teacher orientation, and mentor programs

- Recommend principals re-evaluate student AIS list with the staff quarterly
- Investigate possible schedule re-configurations to accommodate AIS programming
- Recommend purchasing NWEA licenses for all elementary schools
- Recommend a full-time Math AIS person for Sophie Finn, and a full-time Math AIS for Meagher
- Recommend Math AIS teachers act as consultant to K-1 teachers
- Recommend a more defined AIS exit strategy, processes & procedures – should be revisited quarterly
- Focus on Early Reading Intervention

Kingston School District

Academic Intervention Services (AIS)

Elementary Buildings

Grade levels: K-5

Plan Approved by Board:

Procedure(s) for Determining Early Literacy (including knowledge of sounds and letters: Grades K-3

Name of assessment instrument(s): * (see list)	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Kindergarten: Developmental Reading Assessment	Below Book Level 2 and/or Letter ID 43/54.	<ul style="list-style-type: none"> • Teacher recommendation • Report card grades • SRT team findings
First Grade: Developmental Reading Assessment	Below Book Level 18 @ 94% accuracy	
Second Grade: Developmental Reading Assessment	<p>High Intensity Below Level 20 @ 94% accuracy and/or below 16 on accompanying comprehension rubric</p> <p>Mid Intensity Book level 22-26 @ 94% accuracy and/or below 16 on accompanying comprehension rubric</p> <p>Low Intensity Book 28 @ 94% accuracy and/or below 16 on accompanying comprehension rubric</p>	

Procedure(s) for Determining Potential Achievement in *English Language Arts*: Grades 4-5

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Grades 3-5: NYS ELA Assessment	Levels 1 & 2	<ul style="list-style-type: none"> • Teacher recommendation (see form) • Report card grades • SRT findings

Procedure(s) for Determining Potential Achievement in *Mathematics*: grades 1-5

Name of assessment instrument(s) and procedure(s) for administration: Review assessments – KAM doesn't provide enough information	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Grades 1 and 2 Grades 3 – 5: NYS Math Assessment	District Cut off (75%) Level 1 & 2	<ul style="list-style-type: none"> • Teacher recommendation (see form) • Report card grades • SRT findings

Procedure(s) for Determining Potential Achievement in *Social Studies*: Grades 4-5

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Fourth Grade: Chapter tests, classroom work, practice tests	Failing grades on performance assessments and/or report card grade of D or below	<ul style="list-style-type: none"> • Teacher recommendation (see form) • Report card grades • SRT findings
Fifth Grade: NYS Social Studies Assessment	Levels 1 & 2	

Procedure(s) for Determining Potential Achievement in *Science*: Grades 4-5

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Fourth Grade: NYS Science Test	Level 1 or 2	<ul style="list-style-type: none"> • Teacher recommendation (see form) • Report card grades • SRT findings
Fifth Grade: Chapter tests, classroom work, practice tests	Failing grades on performance assessments and/or report card grade of D or below	

Description(s) of Academic Intervention Instructional and/or Student Support Services to be Provided:

	Description of Services (Determination of level of services based on review of multiple measures of student performance)	Time Services will be provided	Titles of staff who will provide services
Early Literacy K-1	Low need - Literacy groups	3 to 4 times weekly as needed	Reading teachers
	High need - Reading Recovery (gr. 1)	30 minutes daily	Reading Recovery teachers
	Summer program – High and low need students 1:1 reading	Approximately 60 hours Once or twice weekly	Certified teachers
	Enhanced classroom environment/lab* (See Below) <input type="checkbox"/> Collaborations* (See below)	As needed	Classroom teachers, Teaching Assistants, special area/support teachers
	After school programs	Varies	Certified teachers, student mentors
English Language Arts 2-5	High need - Remedial reading program and low need services (described below) as needed Title I schools have additional staff	Pull out/push in for approx. 90 minutes per week	Remedial reading teachers
	Low need - Enhanced classroom environment *(see below) Summer program <input type="checkbox"/> Collaborations* (see below) After school programs	As needed Approximately 60 hours	Classroom teachers, Teaching Assistants, special area/support teachers
		Varies	Certified teachers, student mentors
Math K-5	High need – Remedial math at Title I schools Targeted individual instruction and low needs services (described below) as needed (Placement in reading AIS if determined performance is based on reading vs. mathematical ability) Title I schools have additional staff		Math specialist, classroom teachers
	Low need - Enhanced classroom environment *(see below) Summer program <input type="checkbox"/> Collaborations* (see below) After school programs	As needed Approximately 60 hours Varies	Classroom teachers, Teaching Assistants, special area/support teachers Certified teachers, student mentors

Social Studies 4-5	High need - Focused remedial reading in content area and low need services as described below	As needed	Classroom & Reading teachers
	Low need - Enhanced classroom environment *(see below) □ Collaborations* (see below)	As needed	Classroom teachers, Teaching Assistants, special area/support teachers
Science 4-5	High need - Focused remedial reading in content areas	Pull out 1 to 2 times weekly	Reading teachers
	Low need - Enhanced classroom environment *(see next page) □ Collaborations* (see next page)	As needed	Classroom teachers, Teaching Assistants, special/area support teachers

***Enhanced classroom environment to include the following resources:**

- **Purchase of trade books in content areas**
- **Use of leveled readers**
- **Computer software to assist learning in focused academic areas (core software programs purchased by District)**
- **Teaching Assistant support to facilitate homogeneous skill work and extra time within the classroom**
- **Delivery of classroom instruction to include small groups, centers, one-to-one assistance, use of differentiated instructional strategies**
- **Focus on content specific vocabulary lists**
- **Curriculum mapping in the areas of ELA and Math**
- **Full-time MST & Humanities teacher/coordinator**
- **Use of STAR early literacy program district wide**
- **Math & ELA blocks in master schedule district wide**
- **Collaborative teaching**

- **Collaborations among individuals to address the social/emotional issues that act as barriers to academic success include the following:**
 - **Classroom teacher**
 - **Student Review Teams**
 - **Attendance personnel**
 - **Nurses, psychologists, social/prevention workers**
 - **Teaching Assistants**
 - **Special area teachers**
 - **Special education teachers**
 - **AIS review teams**

Commencement & Termination of Services

Content Area	Dates by which services will begin.	Exit performance standards and test used to determine termination of supplemental services
Reading Readiness	AIS lists will be compiled by October 15 th of each school year. Services will begin no later than the semester following the determination of need.	Graduation from reading recovery, teacher recommendation, performance above stated cut scores for determining need
English Language Arts	As Above	NYS Assessment Score of 3 or higher, and/or Report Card grades, and/or Teacher recommendation
Mathematics	As Above	As Above
Social Studies	As Above	As Above
Science	As Above	As Above

Parental Notification and involvement

1. **Notification of commencement of services.** A parent letter from the Principal which includes the following and which will be translated, when appropriate (letter generated through AIMS).
 - **Summary** of the Academic Intervention Services to be provided to the student
 - **Reason** the student needs such services.
 - **Consequences** of not achieving expected performance levels.

2. **Notification of ending services.** A parent letter from the Principal which includes the following and which will be translated, when appropriate (letter generated through AIMS).
 - **When** Academic Intervention Services are to be discontinued.
 - **Reason** Academic Intervention Services are no longer needed.

3. **Additional ongoing notification.** Please provide a statement describing how the required notifications listed below will be implemented and/or attach sample notifications:
 - Opportunity to **consult** with the student's regular classroom teacher(s), and other professional staff providing AIS, at least once per semester during the regular school year. Parent/teacher conferences twice per year.
 - **Reports** on the student's progress at least once each quarter by mail (report card), telephone, telecommunications, or other means. Parent copy of student's performance on standardized tests both local and State.
 - **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.

Kingston School District

Academic Intervention Services (AIS)

Name of School(s): J. Watson Bailey/M. Clifford Miller Middle Schools Grade levels: 6-8 Plan Approved by Board:

(ELA) Procedure(s) for Determining Potential Achievement in *English Language Arts*: Grades 6-8

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Fifth through Eighth Grade: NYS ELA Assessment	Level 1 & Level 2	<ul style="list-style-type: none"> • Teacher recommendation • Report card grades • SRT team findings • Guidance Counselors • Parent Request • Reading Teacher Recommendation
NWEA MAP for Select 6 th - 8 th grade students	TBD	

***Data Received second semester will be used for placement into Summer/Fall Programs and Students receiving services will remain in support service until the end of the second semester (June)**

(Math) Procedure(s) for Determining Potential Achievement in *Mathematics*: grades 6-8

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Fifth through Eighth Grade: NYS Math Assessment	Level 1 & Level 2	<ul style="list-style-type: none"> • Teacher recommendation • Report card grades • SRT team findings • Guidance Counselors • Parent Request
NWEA MAP for Select 6 th – 8 th grade students	TBD	

(Social Studies) Procedure(s) for Determining Potential Achievement in *Social Studies*: Grades 6-8

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Fifth Grade: NYS Social Studies Assessment	Level 1 & Level 2	<ul style="list-style-type: none">• Teacher recommendation• Report card grades• SRT team findings• Guidance Counselors
Eighth Grade: NYS Social Studies Assessment	Level 1 & Level 2	

(Science) Procedure(s) for Determining Potential Achievement in *Science*: Grades 6-8

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Fifth Grade: NYS Science test	Level 1 & Level 2	<ul style="list-style-type: none">• Teacher recommendation• Report card grades• SRT team findings• Guidance Counselors

Description(s) of Academic Intervention Instructional and/or Student Support Services to be Provided:

	Description of Services (Determination of level of services based on review of multiple measures of student performance)	Time Services will be provided	Titles of staff who will provide services
English Language Arts	High need – Guided Reading Remediation during the day - push in/pull out services Integrated Classes Plato Program & School Island Software Low need services as listed below FastForward Title one school has additional staff Summer School Support Group Counseling	During the school day	Reading Teacher Speech therapist Classroom & Spec. Ed. Teachers Guidance Counselors Social Workers Homeless Coordinator Teaching Assistants
	Low need – Activity period/Re-teach Summer program Flexible Grouping & Differentiated Instruction Library support for ELA * Enhanced classroom environment <input type="checkbox"/> Collaborations	End of school day Summer Within the classroom setting Computer Lab During library special Library/Classroom Experience	Reading Teacher Speech therapist Classroom & Spec. Ed. Teachers Guidance Counselors Social Workers Homeless Coordinator Teaching Assistants Librarian/Classroom Teacher
Math	High need – Math AIS class Inclusion Classes Low need services as listed below Title one school has additional staff Plato Program and School Island Software Summer School	During the school day	Certified teacher Regular & Spec. Ed. Teacher Reading AIS Math AIS

	<p>Low need - Summer program Activity Period Flexible Grouping & Differentiated Instruction * Enhanced classroom environment □ Collaborations</p>	<p>Summer End of school day Within classroom setting</p>	<p>Certified teachers Classroom teacher Classroom teacher</p>
--	--	--	---

❖ **Enhanced classroom environment to include the following resources:**

- AIMS Software
- Curriculum mapping for ELA & Math to align content with State standards
- Purchase of new materials (aligned with State standards) in ELA, math and science
- CORE software package and new computer labs to enhance student learning and increase access to technology
- Agenda planners
- Skill streaming
- MAP Assessment
- Guided Reading and Book Rooms
- Sustained Silent Reading
- Summer School training in conflict resolution and self-esteem

□ **Collaborations among individuals to address the social/emotional issues that act as barriers to academic success include the following:**

- Guidance support for all grade levels
- Prevention specialist/coordinator
- Bullying program and policy
- Psychologists, social workers, school nurse teachers
- Attendance personnel and policy
- OSS instruction (3:00-5:00)
- DARE Program
- ESL Small group instruction
- Effort card incentive
- Teaching Assistants
- ISS/SAC, Home teaching
- Math Boot camp
- ELA Boot Camp
- Liberty Partnership
- Summer Program
- Referral to outside agencies

Commencement & Termination of Services

Content Area	Dates by which services will begin	Exit performance requirements and test used to determine termination of supplemental services
English Language Arts	AIS lists will be compiled by October 15 th of each school year and services will begin no later than the following semester.	NYS ELA score of 3 and/or Report Card – Level 3 and/or Teacher recommendation
Mathematics	As stated above	NYS Math score 3 score of 3 and/or Report Card – Level 3 and/or Teacher recommendation
Social Studies	As stated above	NYS Social studies score of 3 and/or Report Card – Level 3 and/or Teacher recommendation
Science	As stated above	NYS Science score of 3 and/or Report Card – Level 3 and/or Teacher recommendation

Parental Notification and involvement

1. **Notification of commencement of services.** Please attach a sample letter from the Principal which includes the following and which will be translated, when appropriate. Recommend principals reevaluate need for AIS with the staff quarterly
 - **Summary** of the Academic Intervention Services to be provided to the student
 - **Reason** the student needs such services.
 - **Consequences** of not achieving expected performance levels.
2. **Notification of ending services.** Please attach a sample letter from the Principal which includes the following and which will be translated, when appropriate. Recommend principals reevaluate need for AIS with the staff quarterly
 - **When** Academic Intervention Services are to be discontinued.
 - **Reason** Academic Intervention Services are no longer needed.
3. **Additional ongoing notification.** Please provide a statement describing how the required notifications listed below will be implemented and/or attach sample notifications:
 - Opportunity to **consult** with the student's regular classroom teacher(s), and other professional staff providing AIS, at least once per semester during the regular school year.
 - **Reports** on the student's progress at least once each quarter by mail, five week notices, telephone, telecommunications, or other means.
 - **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. Title I parent involvement policy.

Kingston School District

Academic Intervention Services (AIS)

Name of School: Kingston High School Grade Levels: 9-12 Principal: Marie Anderson Plan Approved by Board:

(ELA) Procedure(s) for Determining Potential Achievement in *English Language Arts*: Grades 9-12

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Eighth Grade: NYS ELA Test	Levels 1 & Lower Level 2	<ul style="list-style-type: none"> • Teacher recommendation • Report card grades • SRT team findings • Guidance Counselors
Ninth Grade: Final Report Card	Below 65	
Tenth Grade: Final Report Card	Below 65	
Eleventh Grade: ELA Regents Exam	Below 55	

*** Students scoring receiving 64-55 will receive Local Diploma**

(Math) Procedure(s) for Determining Potential Achievement in *Mathematics*: grades 9-12

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Eighth Grade: NYS Math test	Level 1 & Lower Level 2	<ul style="list-style-type: none"> • Teacher recommendation • Report card grades • SRT team findings • Guidance Counselors
Eighth Grade: Final Report Card	Below 65	
Ninth Grade: RCT Math (special ed)	Below 65	
Ninth Grade: Final Report Card	Below 65	
Tenth Grade: Final Report Card	Below 65	
NYS Math A	Below 55	

(Social Studies) Procedure(s) for Determining Potential Achievement in *Social Studies*: Grades 9-12

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Eighth Grade: NYS Social Studies Assessment	Classroom Average below 65 Level 1 & Lower Level 2	<ul style="list-style-type: none"> • Teacher recommendation • Report card grades • SRT team findings • Guidance Counselors
Ninth Grade: Final Report Card	Below 65	
Tenth Grade: Regents exam	Below 55	
Eleventh Grade: Regents exam	Below 55	

(Science) Procedure(s) for Determining Potential Achievement in *Science*: Grades 9-12

Name of assessment instrument(s) and procedure(s) for administration:	"Cut score(s)" or level signaling the need for AIS	Additional considerations for determining need for AIS
Eighth Grade: NYS Science test	Level 1 & Lower Level 2	<ul style="list-style-type: none"> • Teacher recommendation • Report card grades • SRT team findings • Guidance Counselors
Ninth Grade: RCT Science (special ed)	Below 65	
Ninth Grade: Earth Science Regents	Below 55	
Tenth Grade: Biology Regents	Below 55	

Description(s) of Academic Intervention Instructional and/or Student Support Services to be Provided:

	Description of Services (Determination of level of services based on review of multiple measures of student performance)	Time Services will be provided	Titles of staff who will provide services
English Language Arts	High need – ELA Lab AIS ELA Class (Max 3x per week) Night School Low need services as listed below	During the school day During the school day Night School	English department staff Certified teachers Certified English teachers
	Low need – In-class small group instruction 9th period help Regents review sessions □ Collaborations as listed below	During the school day During the school day After school (Review Classes)	Classroom teacher Classroom teacher Certified English teacher
Math	High need - Math Lab AIS Math Class (Max 3x per week) Night School Low need services as listed below	During the school day During the school day Night School	Math/Spec. Ed. Teachers Certified math teachers Certified teacher
	Low need - In-class small group sessions 9 th period help Regents review sessions □ Collaborations as listed below	During the school day During the school day After school (Review Classes)	Classroom teacher Classroom teacher Certified Math teacher
Social Studies	High need - Writing/reading support through AIS ELA Class (Max 3x per week) Night school ELA Lab Academic support sessions Low need services as listed below	During the school day Night School During the school day During the school day	Social Studies/Spec. Ed. teachers Certified social studies teachers Classroom teachers English/Social Studies teachers
	Low need – In-class small group instruction 9 th period help Regents review sessions □ Collaborations as listed below	During the school day During the school day After school	Classroom teacher Classroom teacher Certified social studies teacher
Science	High need – Small skills classes 9 th Grade small group instruction in Biology 9 class Night school Low need services as listed below	During the school day During the school day During the school day Night school	Certified Science teacher Certified Science teacher Certified Science teacher Certified Science teacher
	Low need - In-class small group instruction 9th period help Regents review sessions □ Collaborations as listed below	During the school day During the school day After school	Classroom teacher Classroom teacher Certified science teacher

- **Collaborations among individuals to address the social/emotional issues that act as barriers to academic success include the following:**
 - Peer Tutoring
 - Peer Mediation
 - Social Workers & School Nurse Teacher
 - Psychologists
 - Safety Team
 - Assistant Principals assigned to each grade level (follows students for four years)
 - Guidance counselors (follow student for four years)
 - Attendance personnel & policy
 - SRT (Daily and Weekly progress reports as necessary) (Student Review Team)
 - Student Assistance Counselors
 - ESL After School Review Sessions
 - Night School Program
 - OSS instruction (3 hours)
 - Liberty Partnership
 - Talent Search
 - Upward Bound
 - Child Study Team
 - ISS
 - Hometeaching
 - Intensive Day Treatment (IDT)

Commencement & Termination of Services

Content Area	Dates by which services will begin	Exit performance level and test used to determine termination of services
English Language Arts	September/January	Passing grade in course or NYS exam
Mathematics	September/January	Passing grade in course or NYS exam
Social Studies	September/January	Passing grade in course or NYS exam
Science	September/January	Passing grade in course or NYS exam

Parental Notification and involvement

1. **Notification of commencement of services.** Please attach a sample letter from the Principal which includes the following and which will be translated, when appropriate.
 - **Summary** of the Academic Intervention Services to be provided to the student
 - **Reason** the student needs such services.
 - **Consequences** of not achieving expected performance levels.

2. **Notification of ending services.** Please attach a sample letter from the Principal which includes the following and which will be translated, when appropriate.
 - **When** Academic Intervention Services are to be discontinued.
 - **Reason** Academic Intervention Services are no longer needed.

3. **Additional ongoing notification.** Please provide a statement describing how the required notifications listed below will be implemented and/or attach sample notifications:
 - Opportunity to **consult** with the student's regular classroom teacher(s), and other professional staff providing AIS, at least once per semester during the regular school year.
 - **Reports** on the student's progress at least once each quarter by mail, telephone, telecommunications, or other means.
 - **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.

APPENDIX A

Elementary AIS Referral Form

Person Completing Form _____ Date _____

Student _____ Grade _____ DOB _____

Parent/Guardian _____ Phone _____

Subject Area (please check): _____ **ELA** and/or _____ **Math**

Reason for referral _____

Student's Strengths _____

Academic skills or behaviors impeding student learning? _____

What interventions have been tried to date?

(mark **S** for Successful, **U** for Unsuccessful, **leave blank** if not tried)

_____ Material modification

_____ Chunk workload

_____ Testing modifications

_____ Preferential seating

_____ Different setting

_____ Allow extra time

_____ Cooperative learning

_____ Individual instruction

_____ Small group instruction

_____ Behavior program

_____ Parental contact

_____ Consult with Nurse (hearing, vision, medication)

_____ Other strategy _____

Test Scores: (*Please include a copy of their most recent **report card***)

Grade 1 KAM _____

Grade 2 KAM _____

Grade 3 NYS _____

Grade 4 NYS _____

Grade 5 NYS _____

Reading Level (DRA): _____ Comprehension _____

Reading Level (STAR): _____

Reading MAP Scores (Title I only): _____

Math MAP Scores (Title I only): _____

Other Assessments: _____

Goals:

1. _____

2. _____

Please attach 3 samples of recent student work that includes:

_____ Test

_____ Class work

_____ Homework

Secondary Teacher Referral Form

Date _____

*To be used for students above the AIS cut off or new entrants
To be completed at team meeting
Complete rest of form*

Student _____ Grade _____ DOB _____
Math _____ or ELA _____ or Both _____

Reason for referral:

- No available test data
- Already receiving services and skill not at grade level.
AIS Teacher _____
- Other

Student's Strengths _____

What specific academic skills or behaviors are impeding student learning? _____

What interventions have been tried to date?

(mark S for Successful, U for Unsuccessful, leave blank if not tried)

- | | |
|-------------------------------|--|
| _____ Material modification | _____ Chunk workload |
| _____ Preferential seating | _____ Referral to counselor |
| _____ Allow extra time | _____ Social Worker |
| _____ Cooperative learning | _____ Individual instruction |
| _____ Small group instruction | _____ Behavior program |
| _____ Parental contact | _____ Consult with Nurse (hearing, vision, medication) |

_____ Other strategy _____

Copy of Report Card _____

Map Score _____

Most Recent NYS Assessment Score _____

Please bring samples of recent student work

Person(s) responsible for completing form (List all attendees):

