

Northeastern Clinton CSD

Description of Academic Intervention Services

October 2016



Preface

This document represents the fifth revision of the Northeastern Clinton 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.

We believe all students have the right to an education that will allow them to maximize their potential. The Northeastern Clinton 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 parental involvement, adequate staffing, and sufficient financial resources.

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 Common Core 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 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 Common Core 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 2018.

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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-I.

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 and Every Student Succeeds Act of 2016, 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 as part of "Academic Intervention Services: Questions and Answers, Draft-(January 7, 2000)" in Appendix-I. 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 additional instruction and student support services needs to be clear. Academic instruction refers 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 Common Core 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”.

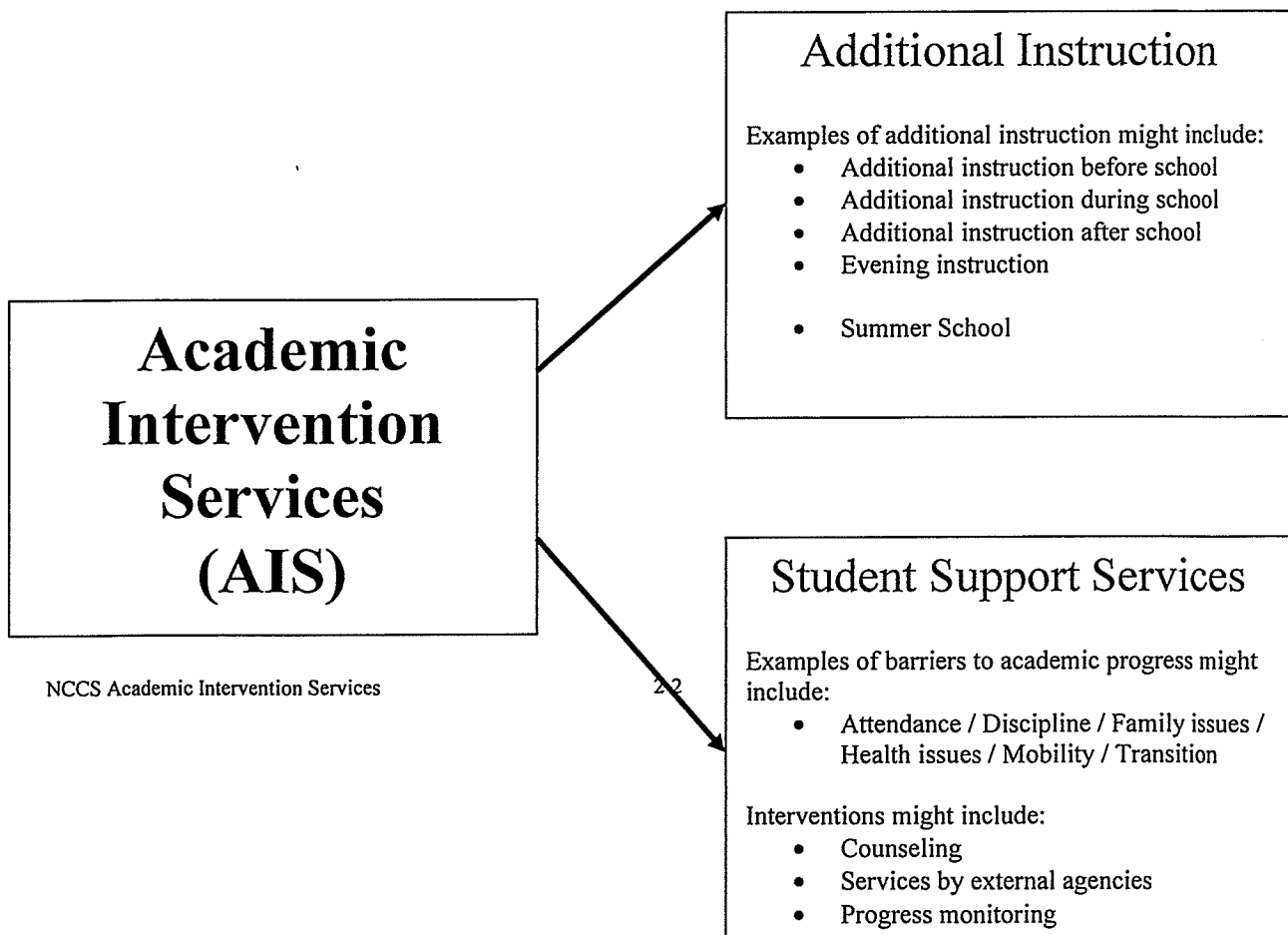


Figure-1: Components of Academic Intervention Services

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/RTI Plan”). These services may 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/RTI. 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.

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 and/or NYS 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 ; certified teacher
- 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.

2.2.1 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-3 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 the state designated “cut score” shall receive

academic intervention services. At the high school level, students who score below the approved local passing grade on State assessments required for graduation (Regents Examination) may receive academic intervention services.

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 Common Core learning standards and in need of academic intervention services; and
- performance that indicates that a student is meeting, or is likely to meet, Common Core 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;
 - 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).
- State provided Common Core curriculum modules

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.

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.

2.2.2 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;
- 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

2.2.3 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”.

2.2.3.1 Duration of services

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

2.2.3.2 Degree of Individualization

Degree of individualization refers to the group size within which services are delivered. For example, large group (10-20 students); and small group (2-8 students)

2.2.3.3 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 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.

2.2.4 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 Appendices). 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.

2.2.4.1 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.

2.2.4.2 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).

2.2.4.3 On-Going Communication

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

- Opportunities 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.

2.2.5 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.

NCCS AIS Intensity Level Guidelines

Intensity Level	Duration	Typical Degree of Individualization
Low	<ul style="list-style-type: none"> • Quarterly Progress Monitoring • 0-Minutes and less than 60-Minutes of service per week 	<ul style="list-style-type: none"> • Large Group • Small Group
Moderate	<ul style="list-style-type: none"> • Greater than or equal to 60-Minutes and less than 130-Minutes of service per week 	<ul style="list-style-type: none"> • Large Group • Small Group
Most	<ul style="list-style-type: none"> • Greater than or equal to 130-Minutes of service per week • Summer School 	<ul style="list-style-type: none"> • Small Group

NOTE-1: Suggested group size – Large Group (10-20 students); Small Group (2-8 students)

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

NCCS Academic Intervention Services

Revision-1: December 2002
Revision-2: August 2004
Revision 3 August 2007
Revision 4- August 2010
Revision 5 – Oct. 2016

3 NORTHEASTERN CLINTON CSD DESCRIPTION OF ACADEMIC INTERVENTION SERVICES

This Section provides a complete Description of Academic Intervention Services for the Northeastern Clinton 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.

3.1 Eligibility for Academic Intervention Services

Students eligible for AIS, including those with disabilities and/or limited English proficiency, are identified by multiple sources of evidence. Specific State designated “cut score”- grade 3,4,5,6,7 and 8 ELA and Mathematics Assessments.

- Students who score within Level-1 and Level-2 on NY State 8th grade Science Assessments.
- Students who score below 65 on Regents Examinations in English, Mathematics, Science, Global Studies, US History and Government
- Students considered to be at risk of not meeting 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.

3.2 Procedure for Identifying Students for AIS

The Northeastern Clinton Central School District utilizes a multi-disciplinary “Student Support Team” (SST) to review the needs of individual students who are considered to be at risk of not meeting NY State Learning Standards. The following description outlines the procedure of student identification for Academic Intervention Services.

1. A student who demonstrates risk of not meeting Common Core Learning Standards is considered to be eligible for AIS. Specific evidence is compiled by the appropriate staff member(s) and a referral document is submitted to the facilitator of the building SST.
2. A Student Support Team meeting is scheduled upon receipt of the referral.
3. The SST meets to review multiple measures and sources of evidence to assess the academic deficiency and to determine student needs. Such evidence may include, but is not limited to student performance on Common Core Learning Standards and local assessments; classroom observation / performance; and staff / parent recommendation.
4. The members of the team reach consensus regarding student needs, and define the appropriate Academic Intervention Service(s) and service intensity to be implemented. The specific intervention may include additional instruction, student support services, and/or progress monitoring.
5. Any required action items are confirmed and documented in the SST meeting.
6. The AIS provider is required to complete the appropriate correspondence document for informing parents of the need for Academic Intervention Services (refer to Section 3.7).

3.3 Initiation of Academic Intervention Services

The initiation of Academic Intervention Services may begin at any time. However, services must begin no later than the semester following the determination that the intervention is needed. The appropriate correspondence must be provided to the student's parent or guardian informing them of the need for AIS prior to the initiation of services.

3.4 Academic Intervention Services Provided

The following Academic Intervention Services are currently available for implementation:

Additional Instruction

- Additional instruction during the school day
- Additional instruction after school
- Additional instruction during the summer recess

Student Support Services

- Counseling services
- Health services
- Liaison services with outside agencies

Progress Monitoring

- Progress monitoring by an instructional provider
- Progress monitoring by a student support service provider

NCCS is currently evaluating additional effective instructional delivery alternatives utilizing technology solutions to build additional intervention service capacity. It is envisioned that this alternative may be utilized during the school day and/or after school.

3.5 Intensity of Services 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 “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 building 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

In situations where students score just below State or local 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, AIS is still required, and the monitoring of the

student's progress by school staff would be an appropriate 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.

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

3.6 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. The following description outlines the procedure for discontinuing students from Academic Intervention Services.

1. A student who has demonstrated proficiency on the Common Core Learning Standards or local assessments and tests; and/or is determined to possess the necessary skills to be successful in achieving Common Core Learning Standards is able to be discontinued from Academic Intervention Services. Specific evidence is compiled by the appropriate staff member(s) and a referral document is submitted to the facilitator of the building SST.
2. A Student Support Team meeting is scheduled upon receipt of the referral.
3. The SST meets to review multiple measures and sources of evidence to confirm the student needs have been satisfied through the services provided. Such evidence may include, but is not limited to student performance on Common Core Learning Standards and local assessments; classroom observation / performance; and staff recommendation.
4. The members of the team reach consensus regarding the discontinuation of Academic Intervention Services for the referred student.
5. The decision for discontinuation is documented in the SST meeting minutes.

6. The AIS provider is required to complete the appropriate correspondence document for informing parents of the discontinuation from Academic Intervention Services (refer to Section 3.7).

3.7 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. In addition, on-going communication with parents or guardians in the form of “AIS Progress Reports” must be provided each quarter (as a minimum) while the student is receiving AIS. Additional communication beyond the quarterly progress report is also encouraged.

3.7.1 Procedure for Parent Notification

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

3.7.1.1 Notification of Need for AIS

1. The AIS provider 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 the standardized NCCS correspondence documents are included in the Appendices
2. The original letter is either delivered to the parent or guardian in person or sent to their home via US mail.

3.7.1.2 Notification of Discontinuation of AIS

1. The AIS provider 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 this standardized NCCS correspondence document is included in the Appendices.

2. The original letter is either delivered to the parent or guardian in person or sent to their home via US mail.

3.7.1.3 AIS Quarterly Progress Reporting

1. The AIS provider is required to complete the NCCS 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 this standardized NCCS correspondence document 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.

3.8 *System of Maintaining Records for AIS*

A uniform system of maintaining all NCCS student AIS records has been developed and implemented. AIS records are maintained in AIS/RTI Edge Cleartrack. A variety of student demographic and program information is captured and stored on AIS Edge/Cleartrack,, allowing access to all AIS service providers.

Sample Letter for Entering RTI ELA K-5

Northeastern Clinton Central School District

[%[curdate]
[%[name]

[%[rcvrname]
[%[rcvradd4]
[%[rcvrpsz]

Dear Parent/Guardian,

At this time, your child has been identified as needing extra help in ELA. Your child's progress will be monitored weekly according to his/her challenges.

Skill Area	Skill	Intervention	Tier Level	Schedule/ Cycle/ Setting	# Weeks - Start Date - Anticipated End Date	Provider
[%[RTI_INTERVENTION]	[%[2]	[%[3]	[%[4]	[%[5]	[%[6]	[%[7]

At anytime during this process, you as a parent have the right to request an evaluation for Special Education Services. If you have any questions at all, please don't hesitate to call school.

We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Northeastern Clinton Central School District

%[curdate]
%[name]

%[rcvrname]
%[rcvradd4]
%[rcvrpsz]

Dear Parent/Guardian,

As part of our reading program, we have the opportunity to have a reading teacher and special educator working collaboratively with the classroom teacher to provide direct reading instruction particularly in guided reading. This enables all of us to work with very small groups of children at once in order to offer the most specialized and unique instruction possible for your child.

At this time, we as a team have identified your child as needing extra help in %[rti_skill]. This targeted instruction will be provided by a teacher within the classroom during the Guided Reading block. Your child's progress will be monitored every other week according to his/her challenges. At anytime during this process, you as a parent have the right to request an evaluation for Special Education services.

To help reinforce instruction at home, remember to read aloud to your child and provide your child every opportunity to read to you nightly. You should discuss with your child what they have read.

If you have any questions at all, please don't hesitate to call school. We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Northeastern Clinton Central School District

%[curdate]
%[name]

%[rcvrname]
%[rcvradd4]
%[rcvrpsz]

Dear Parent/Guardian,

Your child has been identified as needing extra help in %[RTI_SKILL]. This targeted instruction will be provided by a teacher within the classroom during the Guided Reading block. Your child's progress will be monitored every other week according to his/her challenges. At anytime during this process, you as a parent have the right to request an evaluation for Special Education services.

To help reinforce instruction at home, remember to read aloud to your child and provide your child every opportunity to read to you nightly. You should discuss with your child what they have read.

If you have any questions at all, please don't hesitate to call school. We look forward to working with your child and are enjoying this opportunity to work together in fine tuning his/her reading skills!

Sincerely,

Sample Letter for Exiting RTI ELA K-5

Northeastern Clinton Central School District

[%curdate]
[%name]

[%rcvrname]
[%rcvradd4]
[%rcvrpsz]

Dear Parent/Guardian,

Recent assessment results, teacher recommendation and/or Student Support Team (SST) indicate that, [%firstname] no longer requires the service(s) listed below through Response to Intervention Services (RtI) program. Below are RtI services no longer needed:

Skill Area	Skill	Intervention	Tier Level	Schedule/Cycle/Setting	# Weeks - Start Date - Anticipated Mastery Date	Provider
[%RTI_INTERVENTION]	[%2]	[%3]	[%4]	[%5]	[%6]	[%7]

If all RtI program(s) have ended, then [%firstname]'s progress will be closely monitored by the classroom teacher. In the event that your child begins to experience academic difficulties, the grade level team will reassess the student's challenges and will determine if additional academic support is warranted.

If you have any questions or concerns, please feel free to contact [%firstname]'s classroom teacher, service provider, or principal.

Sincerely,

Sample Letter for Entering AIS:
Elementary, Middle, & High Schools
(Direct Service & Progress Monitoring)

NORTHEASTERN CLINTON CENTRAL SCHOOL

%[curdate]
RE: %[NAME]

%[RCVRNAME]
%[RCVRADD4]
%[RCVRCSZ]

Dear %[RCVRNAME]:

The New York State Education Department has mandated that schools provide Academic Intervention Services to assist students in meeting the 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 educational career. Based upon observation and analysis of %[firstname]'s performance in school, %[firstname] has been identified as a student who would benefit from Academic Intervention Services. Indicated below are our recommendations:

Intervention Service	Duration/ Degree	Reason (s)	Service Provider	Standard Area	Start Date
%[aisc_notify2]	%[2]	%[3]	%[4]	%[5]	%[6]

Ongoing evaluation will help to determine the specific level of interventions and the need to continue or discontinue these services. The overall objective for providing these services is to increase the likelihood that %[firstname] will be successful in meeting the Common Core Learning Standards and graduation requirements.

As you know, your continued involvement and participation can enhance your child's success in school.

Sincerely,

Building Principal

Sample Letter for Entering AIS:
Elementary, Middle, & High Schools

NORTHEASTERN CLINTON CENTRAL SCHOOL

[%[curdate]]
RE: [%[NAME]]

[%[RCVRNAME]]
[%[RCVRADD4]]
[%[RCVRCSZ]]

Dear [%[RCVRNAME]]:

The New York State Education Department has mandated that schools provide Academic Intervention Services to assist students in meeting the 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 educational career. Based upon observation and analysis of [%[firstname]]'s performance in school, [%[firstname]] has been identified as a student who would benefit from academic intervention services. Indicated below are our recommendations:

Intervention Service	Duration/ Degree	Reason (s)	Service Provider	Standard Area	Start Date
[%[aisc_notify2]]	[%[2]]	[%[3]]	[%[4]]	[%[5]]	[%[6]]

Ongoing evaluation will help to determine the specific level of interventions and the need to continue or discontinue these services. The overall objective for providing these services is to increase the likelihood that [%[firstname]] will be successful in meeting the New York State Standards and graduation requirements.

As you know, your continued involvement and participation can enhance your child's success in school.

Sincerely,

Building Principal

NORTHEASTERN CLINTON CENTRAL SCHOOL

%[CURDATE]

RE: %[NAME]

%[RCVRNAME]
%[RCVRADD4]
%[RCVRCSZ]

Dear %[RCVRNAME]:

Recent assessment results, teacher recommendation and/or Student Support Team (SST) indicate that your child, %[firstname], no longer requires the service(s) listed below through the Academic Intervention Services (AIS) program. Below are the AIS services no longer needed:

Standard	Intervention	Reason(s)	End Date(s)	Comments
%[aisxt]	%[2]	%[3]	%[4]	%[5]

If all AIS program(s) have ended, then %[firstname]'s progress will be closely monitored by the classroom teacher and AIS teacher. In the event that your child begins to experience academic difficulties, the classroom teacher will refer your child to the Student Support Team. The Student Support Team will determine if additional academic support is warranted.

If you have any questions or concerns, please feel free to contact %[firstname]'s classroom teacher, your support teacher or principal.

Sincerely,

Building Principal

Northeastern Clinton Central School District Grade K-5 ELA Response to Intervention (RTI) & Academic Intervention Services Plan (AIS)

**Administer Screening Assessments and Outcomes Assessments
To All Students To
Determine Initial Tier of Instruction Each Year**

Tier I
Benchmark

Regular Classroom Instruction
Fountas & Pinnell Leveled Reading Program
Co-Teaching Block – Flexible Grouping
Administer Progress Monitoring Assessments to All Students:
At Benchmark or Above – Progress Monitor 3 times a year
(*DIBELS NEXT Grades K-5, STEP K-2, F&P Benchmark 3-5)
Low-Risk AIS Students Serviced Here

Slow Growth or No Growth

Tier II
Emergent

Provide Small Group Specialized Instruction
Fountas & Pinnell Leveled Reading Program
Read Naturally Pilot (Grades 1-2)
Grades K-2 Additional Instructional Time (push-in)
Progress Monitor 2x Monthly (*see above)
Moderate-Risk AIS Students Serviced Here

Slow Growth or No Growth

Tier III
Intensive

Provide Small Group Specialized Instruction
F&P Level Literacy Intervention Kit (Grades 1-2)
Wilson FUNdations (Grades K-2)
The Wilson Reading System (Grades 2-5)
Read Naturally Pilot (Grades 4-5)
Grades 3-5 Additional Instructional Times 3x week (pull-out)
Progress Monitor 1x Each Week (*see above)
High-Risk AIS Students Serviced Here

Slow Growth or No Growth

*Accelerated
Growth*

*Accelerated
Growth*

**Administer Diagnostic Assessments To At Risk Students
Prior to Instructional Support Team/Child Study Referral to Determine Additional
Instructional Needs**

Instructional Support Team/Child Study to determine if a
Special Education Referral is Necessary Base on Slow or No Growth with
Continued Small Group Instruction