Miller Place Union Free School District



ACADEMIC INTERVENTION SERVICES PLAN

GRADES 6-12

2025-2027

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Bryan Makarius
John Gallighan
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Colleen V. Card, School Business Official
Christopher J. Herrschaft, Director of Human Resources

AIS Committee Members 2015-16
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Matt Clark, North Country Road Middle School Principal
Nick Corleto, Miller Place High School Science Teacher
Allison DeSario, North Country Road Middle School English Teacher
Nicole Farley, North Country Road Middle School Special Education Teacher
Susan Hodun, Central Office Assistant Superintendent
Kurt Roth, Central Office Administrator for Instructional and Data Reporting
Maureen Radday, North Country Road Middle School Mathematics Teacher
Matthew Timmons, North Country Road Middle School Mathematics Teacher
Sue Stern, Miller Place High School, Reading Teacher
Diana Tufaro, District-wide ENL Teacher
Sean White, Miller Place High School Assistant Principal and Director of Guidance

AIS Committee Members 2018-20
Beth Bradshaw, North Country Road Middle School English Teacher
Matt Clark, North Country Road Middle School Principal
Nick Corleto, Miller Place High School Science Teacher
Allison DeSario, North Country Road Middle School English Teacher
Nicole Farley, North Country Road Middle School Special Education Teacher
Susan Hodun, Central Office Assistant Superintendent
Kurt Roth, Central Office Administrator for Instructional and Data Reporting
Maureen Radday, North Country Road Middle School Mathematics Teacher
Matthew Timmons, North Country Road Middle School Mathematics Teacher
Diana Tufaro, District-wide ENL Teacher
Sean White, Miller Place High School Assistant Principal and Director of Guidance

AIS Committee Members 2020-22
Beth Bradshaw, North Country Road Middle School English Teacher
Matt Clark, North Country Road Middle School Principal
Nick Corleto, Miller Place High School Science Teacher
Allison DeSario, North Country Road Middle School English Teacher
Nicole Farley, North Country Road Middle School Special Education Teacher
Susan Craddock, Central Office Assistant Superintendent
Kurt Roth, Central Office Administrator for Instructional and Data Reporting
Maureen Radday, North Country Road Middle School Mathematics Teacher
Matthew Timmons, North Country Road Middle School Mathematics Teacher
Diana Tufaro, District-wide ENL Teacher
Sean White, Miller Place High School Assistant Principal and Director of Guidance

AIS Committee Members 2022-24
Beth Bradshaw, Miller Place High School English Teacher
Matt Clark, North Country Road Middle School Principal
Nick Corleto, Miller Place High School Science Teacher
Allison DeSario, North Country Road Middle School English Teacher
Nicole Farley, North Country Road Middle School, Dean of Students
Susan Craddock, Central Office Assistant Superintendent
Kurt Roth, Central Office Administrator for Instructional and Data Reporting
Maureen Radday, North Country Road Middle School Mathematics Teacher
Matthew Timmons, Miller Place High School Mathematics Teacher
Diana Tufaro, Miller Place High School, Dean of Students
Sean White, Miller Place High School Assistant Principal and Director of Guidance

AIS Committee Members 2025-27
Nick Corleto, Curriculum Specialist for Math, Science Technology and Business
Susan Craddock, Central Office Assistant Superintendent
Allison DeSario, NCRMS and MPHS English Teacher
Christine Mangiamele, North Country Road Middle School Principal
Brittany Meyer, NCRMS Special Education Teacher
Matt Nicoletti, Curriculum Specialist for Humanities
Kurt Roth, Central Office Administrator for Instructional and Data Reporting
Matthew Timmons, Miller Place High School Mathematics Teacher
Diana Tufaro, North Country Road Middle School, Assistant Principal
Sean White, Miller Place High School Assistant Principal and Director of Guidance

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MILLER PLACE UNION FREE SCHOOL DISTRICT
ACADEMIC INTERVENTION SERVICES PLAN GRADES 6-12

I. Introduction

The Miller Place School District, believes that all students should be afforded appropriate and targeted opportunities for academic assistance and intervention, based on root cause analysis of multiple measures so that they may be successful in meeting the New York State Learning Standards.

II. Definition

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided within the general curriculum and assists students in meeting the New York State Learning Standards and/or student support services which are needed to support improved academic performance. AIS is intended to assist students who are at risk of not achieving the New York State Learning Standards in English Language Arts (ELA), Mathematics, Social studies and/or Science or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on New York State assessments. AIS shall be provided to students who 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 the Commissioner's Regulations. AIS shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with each student's individualized education program. AIS shall be made available to LEP students who 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 the Commissioner's Regulations.

III. Instructional Support and Data Teams

All buildings have in place a Data Team and/or Instructional Support Team that includes a building administrator, school psychologist, guidance counselor, and teacher(s). The team makes recommendations relative to those AIS services which would appropriately address students' needs.

IV. District Procedures for Student Identification

For students in grades 6-8, AIS shall be provided following a two-step identification process:

A. For the 2018-19 school year, and thereafter students who score below a median scale score between a level 2/partially proficient and a level 3/proficient on a grade 3-8 English language arts or mathematics State assessment as determined by the Commissioner, shall be considered for academic intervention services. Students scoring at or above the median scale score determined by the Commissioner but below a level 3/proficient score shall not

be required to receive academic intervention services unless the school district, in its discretion, determines that such services are needed.

B. For the 2018-19 school year, and thereafter, all students performing at or below a certain scale score, established through a standard setting process conducted by the Department, on one or more of the State elementary assessments in English language arts or mathematics shall be considered for academic intervention services. The standard setting process shall include a panel of educators, including teachers, principals and other school personnel. Students scoring at or above the scale score established by the standard setting panel and approved by the Commissioner shall not be required to receive academic intervention services unless the school district, in its discretion, determines that such services are needed.

C. The District shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students identified in the first step shall receive academic intervention services after it considers a student's scores on multiple measures of student performance, which may include but need not be limited to one or more of the following measures, as determined by the district:
    1. Northwest Evaluation Association (NWEA) assessments (below the 20th percentile)
    2. New York State English as a Second Language Achievement Test (NYSESLAT)
    3. Houghton Mifflin Harcourt (reading inventory) Lexile level (below proficient)
    4. Diagnostic assessments (publisher benchmarks and assessments)
    5. Progress reports and quarterly grades and exams
    6. Local mid-term and/or final examinations
    7. Teacher-made formative assessments and common assessments
    8. Student writing samples
    9. Classroom performance (class work, chapter and unit tests, participation, and/or
    10. Software based programs/assessments)
    11. Other assessments (individualized testing)
    12. Anecdotal records (behavioral indicators)
    13. Other student records, reports, and evaluations including, but not limited to, weekly progress reports, attendance records, discipline records, health-related issues, mobility issues, and family issues
    14. Recommendations by classroom teacher, counselor, administrator, parent, or school staff
    15. Part 154 performance standards for students who are Limited English Proficient (LEP)/English Language Learner (ELL)

D. Such criteria will also be used in determining eligibility for AIS for students other than those who score below the state designated performance levels in Step 1, who may be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science. Further, the District’s procedures set forth above will be used to determine whether students who are absent for all or part of a State assessment, transfer into the New York State school system for the first time, or reenter the New York State school system with no available records, are in need of AIS services.

E. For students in grades 9-12, AIS shall be provided to students who:
    1. score below:
        a) the State designated performance level on one or more of the State intermediate assessments in English language arts, mathematics or science; and/or;

b) 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 c of this paragraph; and/or;
c) 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 the Commissioner's Regulations.; 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 the Commissioner's Regulations. The following criteria will be used in determining eligibility for AIS for students other than those who score below the state designated performance levels, who may be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science. Further, the District's procedures set forth below will be used to determine whether students who are absent for all or part of a State assessment, transfer into the New York State school system for the first time, or reenter the New York State school system with no available records, are in need of AIS services.
    a) Northwest Evaluation Association (NWEA) assessments (below the 20th percentile in grade 8)
    b) New York State English as a Second Language Achievement Test (NYSESLAT)
    c) Houghton Mifflin Harcourt (reading inventory) Lexile level (below proficient)
    d) Diagnostic assessments (publisher benchmarks and assessments)
    e) Progress reports and quarterly grades and exams
    f) Local mid-term and/or final examinations
    g) Teacher-made formative assessments and common assessments
    h) Student writing samples
    i) Classroom performance (class work, chapter and unit tests, participation, and/or homework)
    j) Software based programs/assessments
    k) Other assessments (individualized testing)
    l) Anecdotal records (behavioral indicators)

m) Other student records, reports, and evaluations including, but not limited to, attendance records, discipline records, health-related issues, mobility issues, and family issues
n) Recommendations by classroom teacher, counselor, administrator, parent, or school staff
o) Part 154 performance standards for students who are Limited English Proficient (LEP)/English Language Learner (ELL)

V. Types of AIS Services That May Be Provided

The Miller Place School District will provide AIS in the area of academic instruction and support services. All students will receive AIS services during the school day. Decisions related to the frequency and intensity of service will be made by the building principal in consultation with the Executive Director for Educational Services, Instructional Support Teams (IST), Data Teams, remedial teachers, and guidance counselors as appropriate.

AIS and/or Support Services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of the Commissioner's Regulations. Services shall commence no later than the beginning of the semester following a determination that a student needs such services.

Possible Range of Additional Instructional Services

A. Additional Instructional Services may be "push in" or "pull out" in nature and include but are not limited to:
    1. Scheduling options including extra help, additional class time (AIS class), extended time
    2. Before and/or after school AIS services in ELA and/or Mathematics
    3. Math Lab (additional Math instructional period)
    4. Academic monitoring and/or probation
    5. Remedial reading/writing
    6. Computer assisted instruction
    7. Special Education Services
    8. Inclusive co-teaching (ICT) setting
    9. Out of district Special Education placement
    10. ENL/ELL services

B. Possible Range of Support Services
   Support Services may be "push in" or "pull out" in nature and include, but are not limited to:
    1. Attendance
    2. Discipline
    3. Family-related
    4. Health services
    5. Nutrition-related
    6. Mobility/transfer
    7. Mental Health
    8. Psychological and Counseling services
    9. Study Skills
    10. School Nurse
    11. Conflict Resolution – Natural Helpers, Friend to Friend

The District Plan for intervention services shall be reviewed every two years.

VI. Procedures for Parent Notification

Monitoring student progress is an on-going process. Each building principal is responsible for the monitoring of progress of the students in his or her building.

The Building Principal will be responsible for parental notification indicating a need for AIS. This notification will be made in writing in English and translated, when appropriate, into the native language or mode of communication of the parent and will include a summary of the services being provided to the student including when the services will be provided. The reasons(s) for AIS and the consequences of not achieving the standards will be stated. Parents will also be kept apprised of their child's progress through quarterly reports in a language or mode of communication understood by the parents. Parents will be given an opportunity to consult with the student's regular classroom teacher(s) and other professional staff at least once per semester during the regular school year. Parents will also be provided with information on ways to work with their child to improve achievement, monitor their child's process and work with educators to improve their child's achievement. When AIS is discontinued, the parent will be notified in writing, in English and translated when appropriate, that the services are no longer needed.

VII. Exit Criteria

AIS shall continue until a student's performance either meets or exceeds the State designated performance level on the next State assessment; or 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 criteria described in the District's procedures for student identification described above.

NOTE: All suggestions are school driven, and based on individual needs, data, and resources to support the program.

VIII. Record of Progress Documents

A. Appendix A - Miller Place Grades 6-8 AIS Form
B. Appendix B - Miller Place Grade 9 AIS Form
C. Appendix C - Miller Place Grades 10-12 AIS Form

IX. Parent Notification Documents

A. Appendix D – Sample Parent Notification of AIS
B. Appendix E – Sample Parent Notification of Continuation of AIS
C. Appendix F – Sample Parent Notification of Discontinuation of AIS
D. Appendix G – Sample Parent Notification of AIS Progress

APPENDIX A

Miller Place School District Academic Intervention Services
Grades 6-8

Student Information:

Student Name | Address

Student Grade | Student ID | Birthdate | Parent/Guard.

Home Phone | Mobile Phone | Work Phone

Current Services:

☐ Remedial Reading ☐ Speech/Language ☐ OT/PT ☐ Other

☐ Remedial Math ☐ Resource Room ☐ ESL

Parent Notification:

☐ Conference ☐ Letter ☐ Phone ☐ IST ☐ CSE

To choose multiple items, hold the CTRL button on your keyboard

Academic Area	Identifying Behaviors	Assessment Measure(s)	Entrance Criteria	Services	Record of Progress	Exit Criteria
English Language Arts	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	NYS Assessment NWEA Reading Inventory Formative Assessment Progress Reports Common Assessments Quarterly Grades	NYS Assess. Lev. 1/2 Below 20% NWEA Lexile Below Proficient Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Agenda Book Signed Extra Help Counseling AIS ELA Class Remedial Reading	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	NYS Assess. Lev. 3/4 Above 30% NWEA Lexile On/Above Proficient Progress Reports Passing Quarterly Grades Passing Final Exam Grades Teacher Recommendation
Math	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	NYS Assessment NWEA Formative Assessment Progress Reports Common Assessments Quarterly Grades	NYS Assess. Lev. 1/2 Below 20% NWEA Below 70 Avg. Teacher Referral Lexile Below Proficient Parent Referral IST/Data Team Referral	Monitor Academic Probation Agenda Book Signed Extra Help Counseling AIS Math Class Remedial Reading	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	NYS Assess. Lev. 3/4 Above 30% NWEA Progress Reports Passing Quarterly Grades Passing Final Exam Grades Teacher Recommendation
Social Studies	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	Formative Assessment Progress Reports Common Assessments Quarterly Grades	Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Agenda Book Signed Extra Help Counseling AIS ELA Class Remedial Reading	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	Progress Reports Passing Quarterly Grades Passing Final Exam Grades Teacher Recommendation
Science	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	NWEA Formative Assessment Progress Reports Common Assessments Quarterly Grades	Below 20% NWEA Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Agenda Book Signed Extra Help Counseling AIS ELA Class Remedial Reading	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	Above 30% NWEA Progress Reports Passing Quarterly Grades Passing Final Exam Grades Teacher Recommendation

Meeting Date: | Meeting Attendees:

APPENDIX B

Miller Place School District Academic Intervention Services
Grade 9

Student Information:

Student Name | Address

Student Grade 9 | Student ID | Birthdate | Parent/Guard.

Home Phone | Mobile Phone | Work Phone

Current Services:

☐ Remedial Reading ☐ Speech/Language ☐ OT/PT ☐ Other

☐ Resource Room ☐ ESL

Parent Notification:

☐ Conference ☐ Letter ☐ Phone ☐ IST ☐ CSE

To choose multiple items, hold the CTRL button on your keyboard

Academic Area	Identifying Behaviors	Assessment Measure(s)	Entrance Criteria	Services	Record of Progress	Exit Criteria
English Language Arts	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	NYS Assessment NWEA Reading Inventory Formative Assessment Progress Reports Common Assessments Quarterly Grades	NYS Assess. Lev. 1/2 Below 20% NWEA Lexile Below Proficient Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Extra Help Counseling Remedial Reading	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	NYS Assess. Lev. 3/4 Above 30% NWEA Lexile On/Above Proficient Progress Reports Passing Quarterly Grades Passing Final Exam Grades Teacher Recommendation
Math	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	NYS Assessment NWEA Formative Assessment Progress Reports Common Assessments Quarterly Grades	NYS Assess. Lev. 1/2 Below 20% NWEA Below 70 Avg. Teacher Referral Failing Grades Parent Referral IST/Data Team Referral	Monitor Academic Probation Extra Help Counseling	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	65% on Math Regents NYS Assess. Lev. 3/4 Above 30% NWEA Progress Reports Passing Quarterly Grades Passing Final Exam Grades Teacher Recommendation
Social Studies	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	Formative Assessment Progress Reports Common Assessments Quarterly Grades	Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Extra Help Counseling	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	Progress Reports Passing Quarterly Grades Passing Final Exam Grades Teacher Recommendation
Science	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	NWEA Formative Assessment Progress Reports Common Assessments Quarterly Grades	Below 20% NWEA Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Extra Help Counseling	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	65% on Science Regents Above 30% NWEA Progress Reports Passing Quarterly Grades Passing Final Exam Grades Teacher Recommendation

Meeting Date: | Meeting Attendees:

APPENDIX C

Miller Place School District Academic Intervention Services
Grades 10-12

Student Information:

Student Name | Address

Student Grade | Student ID | Birthdate | Parent/Guard.

Home Phone | Mobile Phone | Work Phone

Current Services:

☐ Remedial Reading ☐ Speech/Language ☐ OT/PT ☐ Other

☐ Resource Room ☐ ESL

Parent Notification:

☐ Conference ☐ Letter ☐ Phone ☐ IST ☐ CSE

To choose multiple items, hold the CTRL button on your keyboard

Academic Area	Identifying Behaviors	Assessment Measure(s)	Entrance Criteria	Services	Record of Progress	Exit Criteria
English Language Arts	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	English Regents Reading Inventory Formative Assessment Progress Reports Common Assessments Quarterly Grades	Below 65% Regents Below 65% Final Exam Lexile Below Proficient Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Extra Help Counseling Remedial Reading	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	Above 65% Regents Above 65% Final Exam Lexile On/Above Proficient Progress Reports Passing Quarterly Grades Teacher Recommendation
Math	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	Math Regents Formative Assessment Progress Reports Common Assessments Quarterly Grades	Below 65% Regents Below 65% Final Exam Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Extra Help Counseling	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	Above 65% Regents Above 65% Final Exam Progress Reports Passing Quarterly Grades Teacher Recommendation
Social Studies	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	Social Studies Regents Formative Assessment Progress Reports Common Assessments Quarterly Grades	Below 65% Regents Below 65% Final Exam Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Extra Help Counseling	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	Above 65% Regents Above 65% Final Exam Progress Reports Passing Quarterly Grades Teacher Recommendation
Science	Attendance Lateness Homework Classwork Test Grades Quarter Grades Class Conduct	Science Regents Formative Assessment Progress Reports Common Assessments Quarterly Grades	Below 65% Regents Below 65% Final Exam Below 70 Avg. Teacher Referral Parent Referral IST/Data Team Referral	Monitor Academic Probation Extra Help Counseling	Daily Progress Notes Progress Reports Report Card IST Notes Quarterly AIS Reports Parent Conference Parent AIS Letter	Above 65% Regents Above 65% Final Exam Progress Reports Passing Quarterly Grades Teacher Recommendation

Meeting Date: | Meeting Attendees:

APPENDIX D

Miller Place Union Free School District

7 Memorial Drive, Miller Place, New York 11764-2036
Telephone: (631) 474-2700 Fax: (631) 474-0686

Dear Parent/Guardian,

The New York State Education Department has mandated schools to provide Academic Intervention Services (AIS) to students believed to be at risk of not achieving the New York State Learning Standards. AIS are designed to help students achieve the standards in English Language Arts, Mathematics, Science, and Social Studies by providing additional instruction or support services. Attached you will find the criteria and/or concern(s), which were referenced when evaluating your child's needs.

Your child has been identified as a student in need of AIS as follows:

Student's name: _____

Student's grade: _____

Subject area/course: _____

Entrance criteria: _____

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.

The AIS to be provided for your child are described below.

Student name _____

AIS service _____

Time/Duration _____

Frequency _____

Location(s) _____

Instructor _____

Your child's progress will continue to be monitored to determine the continued need of services and you will receive quarterly reports. Please be advised that your child must satisfactorily meet the established New York State standards in English Language Arts, Mathematics, Social Studies, and Science and that AIS are being recommended at this time to better prepare your child to meet those standards and the New York State graduation requirements.

If you have any questions regarding your child's AIS plan please contact your child's guidance counselor.

Sincerely,

Building Principal

APPENDIX E

Miller Place Union Free School District

7 Memorial Drive, Miller Place, New York 11764-2036
Telephone: (631) 474-2700 Fax: (631) 474-0686

Dear (Name of Parent/Guardian),

Your child has been recommended to continue receiving Academic Intervention Services (AIS) as follows:

Student name _____

Criteria for continuation: _____

AIS service _____

Time/Duration _____

Frequency _____

Location(s) _____

/Instructor _____

Your child's progress will continue to be monitored to determine the continued need of services and you will receive quarterly reports. Please be advised that your child must satisfactorily meet the established New York State standards in English Language Arts, Mathematics, Social Studies, and Science and that AIS are being recommended at this time to better prepare your child to meet those standards and the New York State graduation requirements.

If you have any questions regarding your child's AIS plan please contact your child's guidance counselor.

Sincerely,

Building Principal

APPENDIX F

Miller Place Union Free School District

7 Memorial Drive, Miller Place, New York 11764-2036
Telephone: (631) 474-2700 Fax: (631) 474-0686

Dear Parent/Guardian,

We are pleased to inform you that your child has completed the recommended Academic Intervention Services (AIS) based on evidence of obtaining the competencies necessary to perform at an acceptable level for his/her grade at this time. Your child was originally placed in AIS as follows.

Student name _____

Criteria for recommendation: _____

AIS service _____

Time/Duration _____

Frequency _____

Location(s) _____

Instructor _____

If you have any questions, please contact (staff member/telephone number).

Sincerely,

Building Principal

APPENDIX G

Miller Place Union Free School District

7 Memorial Drive, Miller Place, New York 11764-2036
Telephone: (631) 474-2700 Fax: (631) 474-0686

Dear Parent/Guardian,

During this past ten weeks your child has received Academic Intervention Services (AIS) as follows.

Student name _____

AIS service _____

Time/Duration _____

Frequency _____

Location(s) _____

Instructor _____

An additional piece of support includes monitoring your child's progress. After reviewing his/her quarterly grades your child is:

_____ Meeting grade level expectations

_____ Approaching grade level expectations

_____ Not meeting grade level expectations

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teacher. If you have any questions or concerns, please contact your child's Guidance Counselor.

Sincerely,

Building Principal