

# **WHITESBORO CENTRAL SCHOOL DISTRICT**

## **ACADEMIC INTERVENTION SERVICES PLAN**

Updated June 2022

### **Academic Intervention Services Regulatory Summation**

The Whitesboro Central School District shall identify students to receive AIS through a two-step process. First, students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a grade 3-8 English Language Arts (ELA) or Mathematics state assessment shall be considered for AIS. Upon

identification of a student for consideration for AIS, the district shall then use a district developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether a student is required to receive AIS.

In addition to the New York State Assessments, the multiple measures that the district will apply to determine which students shall receive AIS services may include, but are not limited to:

- Development Reading Assessments
- Benchmark assessments for reading and math
- DIBELS
- Unit and lesson assessments for ELA, mathematics, science, social studies and LOTE
- Final school averages
- Psychoeducational evaluations
- Parent and teacher input
- STAR Assessments
- Regents Exams
- Final School Averages or Mid-Year Averages
- Credit Recovery Programs

### **Definition of Academic Intervention Services**

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

1. Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
2. Student support services needed to address barriers to improved academic performance. These support services could include, but are not limited to, the following:
  - Academic intervention services in reading and/or math (formerly remedial reading/math services)
  - Guidance services
  - Counseling services
  - Study Skills enhancement
  - Assessments
  - Diagnostic screening for vision, learning and physical difficulties
  - Services to improve attendance
  - Coordination of services provided by agencies
  - Referral to Student Support Team (SST) or Committee on Special Education (CSE)
  - Social work assessment
  - Psychological/Psychiatric evaluations

Several scheduling options are available to the school districts for the purpose of providing the academic intervention services. Such options may include, but are not limited to, the following:

- Within class staffing that reduces student – teacher ratios (Co-teaching, team teaching)
- Extended school day, i.e. beyond the regular school day and/or school year
- Extra periods/time during the school day (i.e. utilization of study hall periods)

- Before-school sessions
- After-school sessions
- Summer school
- In grade 6 all students to receive 40 minutes of strategies in ELA and Math 3 times in a 6-day cycle

The provision of academic services shall continue until a student's performance:

- Meets or exceeds the state designated performance level on the next state assessments; or
- Is shown likely to meet or exceed the state designated performance level on the next state assessment through achievement on the district-selected instruments

### **Eligibility for Academic Intervention Services**

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

- 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; and/or
- Students who are limited English proficient and do not meet performance standards in English; and/or
- Students enrolled in a bilingual program that do not meet performance standards in their native language.
- Students who are recommended through the Student Support Team process.

### **Parental Notification and Involvement**

The parent(s) or the person(s) in parental relation to the student must be notified in writing, by the building principal, that his/her child will be receiving academic intervention services. Such notice must be provided in English and translated, when appropriate, into a parent's native language.

The written notification must include the following:

- A summary of the academic services to be provided
- the reason the student needs such services
- the consequences of not achieving the expected performance levels

Written parental notification shall also be provided, by the principal, when academic intervention services will be discontinued. The written notification shall include the following:

- The criteria for ending service
- The performance levels obtained on district-selected assessments, if appropriate; and
- A translation, where appropriate, into the native language of the parents(s)

Districts are required to provide on-going communication to the parent(s) or person(s) in parental relation to the student receiving academic intervention services. The parent(s) shall be provided an opportunity to consult with the student's regular classroom teacher(s) and other staff providing academic intervention services, at least once

per semester. Parents shall also be provided with reports on the student's progress at least once each quarter. Quarterly A.I.S. reports are placed in report cards by AIS providers.

The district should, in a timely manner, listen to parental concerns, share evidence of the student's need for academic intervention services, and work with the parent(s) to assure the provision of appropriate academic intervention services. The district is required to follow the regulations established by the Commissioner of Education regarding the provision of Academic Intervention Services. Placement in educational programs during the regular school day remains the responsibility of the district and school.

### **Eligibility for Academic Intervention Services [100.2 (ee)(1), (2), and (3)]**

How does a district determine which students are eligible for academic intervention services?

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

- 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/ENL 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.
- Classroom/remedial teachers review data: develop and implement A.I.S. plan, maintain documentation of services.

If a student scores at or above designated levels on the re-test, academic intervention services are terminated; and the parent receives written notification of test, score(s) and termination of services. The SST may recommend to continue AIS services.

If a student scores below designated levels on state assessments or locally applied multiple measures:

- Parent notification letter is submitted to the building principal for signature.
- The student academic intervention services plan is reviewed and modified, if necessary.
- The plan is implemented.

What is the "State designated performance level" on State assessments for the purpose of including students in the academic intervention services program?

Each year the elementary and intermediate State assessments will have four designated performance levels on each assessment. All students who score below level 3 (in levels 1 and 2) are eligible to receive academic intervention services. At the high school level, students who score below the approved local passing grade on State assessments required for graduation are eligible to receive academic intervention services.

### **Verification of Student Performance with Multiple Measures**

The services for particular students should vary in intensity based on their needs. Scoring at level 1 or 2 on State assessments does not automatically determine the intensity of service.

To determine the level of intensity needed by any student who scores below the designated State performance level, districts are advised to review other measures and sources of evidence to determine if a particular score on a State assessment is indicative of that student's overall level of performance and to determine AIS accordingly. (See Question 8 regarding multiple measures and Questions 37, 38 and 39 regarding intensity of services.)

## **FORMS AND CORRESPONDENCE**

Standardized letters and report forms will be utilized district-wide. These items include:

- Parental notification of test score(s) and the initiation of academic intervention services.
- Parental notification of test score(s) and termination of academic intervention services.

Samples of these forms follow. Each principal will adapt the form(s) for his/her building by placing on building letterhead.

**WHITESBORO CENTRAL SCHOOL DISTRICT**  
**Whitesboro Senior High School**  
**6000 State Route 291**  
**Marcy, NY 13403**

Dear Parents/Guardians,

Your child completed the New York State assessments as an eighth grader last spring. District and individual test results were recently released by the New York State Education Department. Enclosed are your child's individual report forms that provide you with the following information:

1. Your child's English Language Arts (ELA) and Mathematics scores and the equivalent performance level in which he/she scored.
2. Your child's standard performance index, which demonstrates your child's strengths and weaknesses on the ELA and Math stands.

Performance levels range from level one (lowest) to level four (highest). The assessments are only one measure of your child's performance, and should be considered as only one of many means of evaluating your child's academic progress.

If your child's score in Math and/or ELA indicates a need for academic intervention services (AIS), such services will be provided by the school until his/her performance meets or exceeds state performance levels as shown through achievement on either future state assessments or district-selected assessments aligned with state standards.

Sincerely,

Christopher O'Neil  
Director of Guidance and Pupil Personnel Services

cc: Jeffrey Kuhn, Principal

JK/df

**WHITESBORO CENTRAL SCHOOL DISTRICT**  
**Whitesboro Senior High School**  
**6000 State Route 291**  
**Marcy, NY 13403**

Dear Parents/Guardians:

As a result of your son's/daughter's passing the Regents Examination associated with their AIS classes, AIS services will be discontinued. If you have questions regarding this, please call the Whitesboro High School Guidance Office at 315-266-3240.

Sincerely,

Christopher O'Neil  
Director of Guidance and Pupil Personnel Services

cc: Jeffrey Kuhn, Principal

JK/df

**WHITESBORO CENTRAL SCHOOL DISTRICT  
Whitesboro Middle School Campus  
75 Oriskany Boulevard  
Whitesboro, New York 13492**

To the Parent or Guardian of:

New York State requires school districts to offer Academic Intervention Services (AIS) to help students achieve learning standards in English language arts and mathematics. Students eligible for AIS, including those with disabilities and/or limited English proficiency are:

Those who score below the designated performance levels on elementary, intermediate and commencement level State assessments in English language arts or mathematics

Those at risk of not meeting State standards as indicated through the district approved procedures such as final school averages

At this time your child has scored:

**English Language Arts Level:**

**Mathematics Level:**

Final School Average:

**Course:**

Based on these scores your child will:

\_\_\_ **Will Receive ELA AIS**

\_\_\_ **Will Receive Math AIS**

Should you have any questions about your child's placement, please contact your child's school counselor. They will be happy to answer any questions you may have regarding the program(s) chosen for your child. In addition, be advised that we may have to waive Home & Careers, Technology, Art and/or Music due to the Academic Intervention requirement.

Sincerely,

John Egresits  
Middle School Campus Principal

WHITESBORO CENTRAL SCHOOL DISTRICT  
Whitesboro Middle School Campus  
75 Oriskany Boulevard  
Whitesboro, New York 13492

Date \_\_\_\_\_

Dear Parent(s) / Guardian(s):

(Student name) has been receiving supplementary instruction in the areas of \_\_\_\_\_ since (starting date). Effective (date), (student name), will no longer be required to receive the supplementary instructions because of the following:

\_\_\_\_\_ Performed above designated levels on the New York State Math and/or English Language Arts assessments, earning a score of \_\_\_\_\_.

\_\_\_\_\_ Performed above the designated performance level on a district-selected assessment, Earning a score of \_\_\_\_\_ on the (assessment).

\_\_\_\_\_ Performed above designated levels on a New York State assessment, earning a score of \_\_\_\_\_ on the (assessment).

\_\_\_\_\_ Other \_\_\_\_\_

Sincerely,

John Egresits  
Principal, Middle School Campus

cc: student file

# WHITESBORO CENTRAL SCHOOL DISTRICT



## AIS Notice

Student Name	Grade Level	Date

Dear Parent(s)/ Guardian(s),

Your child will be provided with **Academic Intervention Services** during the 2025-2026 school year to assist him/her in meeting the New York State Standards.

**Your child qualified for services for the following reasons:**

- Based on test results of the NYS Grade \_\_\_\_\_ English Language Arts Assessment
- Based on test results of the NYS Grade \_\_\_\_\_ Math Assessment
- Performed below designated levels on district-wide literacy assessments
- Performed below designated levels on district-wide math assessments
- Teacher Support Team recommendation

**Those services identified with an X will be provided for your child.**

**Academic Intervention Services (AIS Grade K-5)**

- Monitoring (in class intervention(s) by the teacher)
- Supplemental English Language Arts Instruction - *Academic Intervention Services - reading teacher*
- Supplemental Mathematics Instruction - *Academic Intervention Services - math teacher*

If you have any questions regarding the services to be provided, please contact your child's building principal.

\_\_\_\_\_  
AIS Teacher(s)

\_\_\_\_\_  
Principal

# WHITESBORO CENTRAL SCHOOL DISTRICT



## AIS Dismissal Letter

Student Name	Grade Level	Date

Dear Parent(s)/ Guardian(s),

It has been determined that your child no longer qualifies for Tier 2 intervention support(s) and will be dismissed from AIS for the following reason(s)/ measure(s):

- Performed at or above designated levels on district reading assessments
- Performed at or above designated levels on district math assessments
- Performed at or above the designated proficiency levels on the ELA/Math New York State Assessments
  - *Grade* \_\_\_\_\_
  - *NYS Assessment Score* \_\_\_\_\_
  - *Level* \_\_\_\_\_
- Other \_\_\_\_\_

Your child's academic progress will be closely monitored by the classroom teacher and AIS service providers. If any areas of concern arise in English Language Arts or Mathematics, or if the teacher support team and AIS staff determine that additional help may be necessary, your child may be reconsidered for Academic Intervention Services again.

If you have any questions regarding the dismissal procedures, please contact your child's building principal.

\_\_\_\_\_  
AIS Teacher(s)

\_\_\_\_\_  
Principal

