

**Mohonasen Central School District**

**Rotterdam, New York**

**AIS Plan**

**(Including Title I Parental Involvement Policy)**



**2010-2012**

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## Introduction

The Mohonasen Central School District's Academic Intervention Services (AIS)/Title I Plan was developed to meet the requirements of the Section 100.2(ee) revisions to the Commissioner's Regulations. School districts are required to provide instructional and student support services to help students achieve the New York State Learning Standards. Please see the appendix for a complete description of the Section 100.2(ee) revisions.

### **Vision**

The Mohonasen Central School District will be a place where excellent education is provided for all students, supported by a community that is active in the educational process, both at home and in the schools. As a result of high expectations and rigorous programs, students will be challenged to work hard and learn well. We will stand out among neighboring schools for our unique ability to meet the diverse educational needs of our students.

### **Definition of AIS**

AIS services are defined as additional instructional services that supplement regular classroom instruction and/or student support services designed to help students achieve the New York State Learning Standards. AIS services are direct services intended to assist students who are identified as being at-risk of not achieving the New York State Learning Standards in English Language Arts and mathematics in grades K-12 and in social studies and science in grades 9-12. In addition, the services are provided to those students who are identified as being at-risk of not gaining the skills and knowledge necessary to meet or exceed designated performance levels on the New York State assessments.

Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment:

**Level 1** - The student has not met academic standards, has serious academic problems, and needs extra help.

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

**Level 3** - The student has met the academic standards.

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

The New York State Education Department mandates that all students who score at Levels 1 and 2 *must* receive AIS services. The services for a particular student should vary in intensity based on the student's needs as measured by state assessments and additional information about the student's performance. *For the 2010-11 school year only the following shall apply: students scoring above a scale score of 650, but below a level 3 shall not be required to receive academic intervention instructional services unless the school district, in its discretion, deems it necessary.* In addition, the plan must address barriers to student progress including issues pertaining to attendance problems, discipline problems, family problems, health issues, nutrition related issues, and mobility/transfer related issues.

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

## **District AIS/Title I Information**

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

### **Eligibility Criteria**

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

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

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

- Classroom Performance
- Elementary Math Assessments (ex. Unit Tests from Everyday Mathematics Program)
- Report Card Grades
- Observation and Anecdotal Records
- Recommendation by teachers and administrator
- Recommendation from the Instructional Support Team (IST)
- Other measures as identified by the district

### **Special Education Eligibility**

AIS services will be provided to students with disabilities on the same basis as all other students. AIS services are provided in addition to special education services. The same appropriate accommodations and supports outlined on the student's Individualized Education Program (IEP) must be provided when AIS services are delivered.

### **Exit Criteria**

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

## **Types and Levels/Frequency of Service**

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

### **Types of Services**

The following services could include but are not limited to:

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

### **Levels/Frequency of Service**

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

## **Parental Involvement**

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

### **Parental Notification Procedures**

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

*Commencement Notification* will include:

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

*Discontinued Notification* will:

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

*Monitoring Student Progress*

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

- Reports on the student's progress at least three times per year by mail, telephone, telecommunications, or other means
- Opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing AIS/Title I Services, at least once per semester during the regular school year
- Information on ways to work with their child to improve achievement

### **Parental Involvement Policy**

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

- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the Title I schools
- Use evaluations to identify barriers to greater participation by activities authorized by Title I and use the findings to design strategies for more effective parental involvement and revise, if necessary, our parental involvement policies
- Provide assistance to parents in understanding such topics as the state's academic content standards, state student academic achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children
- Provide materials and training to help parents work with their children to improve their achievement through literacy training and using technology
- Educate teachers, principals and other staff with the assistance of parents, in the value and utility of contributions by parents; and in how to reach out to , communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school
- Coordinate and integrate, to the extent feasible and appropriate, parent involvement programs and activities that encourage and support parents in more fully participating in the education of their children
- Ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practical, in a language the parents can understand
- Invite all parents of AIS/Title I students to an annual meeting at the building level to discuss the current year program and answer any specific questions they have regarding their children

This district level policy is also applicable to each of the individual buildings.

# **Mohonasen Central School District**

## **Academic Intervention and Support Services**

### **Bradt Primary School Grades K-2**

I. Determining entrance and exit criteria

II. Description of Academic Intervention Services

## Determining Need: Entrance and Exit Criteria for Grades K-2 ELA

*\*Note: Multiple measures are always used when determining AIS eligibility*

Assessment/Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
Standardized Assessments	<ul style="list-style-type: none"> <li>✓ Fountas &amp; Pinnell Benchmark Assessments (assessed 3 times per year)</li> <li>✓ LLI Assessments (assessed weekly)</li> <li>✓ AGS (Spring)</li> <li>✓ PALS (Fall and Spring)</li> </ul>	<ul style="list-style-type: none"> <li>• Below Grade Level Expectations of Level 3 or Above</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level performance evidenced by progress monitoring over time</li> </ul>
Building Level Assessments	<ul style="list-style-type: none"> <li>✓ Project READ Spelling assessments</li> <li>✓ ELAP</li> <li>✓ Homework</li> <li>✓ Teacher Observation</li> <li>✓ Curriculum Based Measures</li> <li>✓ Theme Tests (LW)</li> </ul>	<ul style="list-style-type: none"> <li>• Below 80% Mastery for Project Read and Literature Works</li> <li>• Unable to meet Grade Level Expectations of Level 3 or Above for ELAP (English Language Arts Practice Test)</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations of Level 3 or Above consistently over time</li> </ul>

## Determining Need: Entrance and Exit Criteria for Grades K-2 Mathematics

*\*Note: Multiple Measures are always used when determining AIS eligibility*

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
Standardized Assessments	<ul style="list-style-type: none"> <li>✓ Stanford Diagnostic assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Below Grade Level Expectations of Level 3 or Above</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford post-test results at Level 3 or Above</li> </ul>
Building Level Assessments	<ul style="list-style-type: none"> <li>✓ <i>Everyday Math</i> unit assessments</li> <li>✓ <i>Homework</i></li> <li>✓ Teacher observation of ongoing classroom performance</li> <li>✓ Curriculum Based Measures</li> <li>✓ Grade level checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet Grade Level Expectations of Level 3 or Above</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations of Level 3 or Above</li> </ul>

## **Bradt Interventions**

### *Push-In*

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

### *Pull-out*

Students receiving pull-out services are provided additional small group instruction to strengthen skills necessary for student success.

### *Monitor*

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

### *Afterschool*

Students receiving afterschool services are provided additional instruction for student success in a small group setting after school hours. Transportation is provided.

# **Mohonasen Central School District**

## **Academic Intervention and Support Services**

### **Pinewood Intermediate School Grades 3-5**

I. Determining entrance and exit criteria

II. Description of Academic Intervention Services

## Determining Need: Entrance and Exit Criteria for Grades 3-5 ELA

*\*Note: Multiple Measures are always used when determining AIS eligibility*

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
Standardized Assessments	<ul style="list-style-type: none"> <li>✓ Fountas &amp; Pinnell Benchmark Assessments</li> <li>✓ LLI Assessments</li> <li>✓ Wilson Reading Assessments</li> <li>✓ Spelling Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Below Grade Level Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level performance evidenced by progress monitoring</li> </ul>
NYS Assessments	<ul style="list-style-type: none"> <li>✓ English Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 3 or 4</li> </ul>
Individual Classroom Assessments	<ul style="list-style-type: none"> <li>✓ Unit tests</li> <li>✓ Homework</li> <li>✓ Teacher Observation</li> <li>✓ Curriculum Based Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations</li> </ul>

## Determining Need: Entrance and Exit Criteria for Grades 3-5 Math

*\*Note: Multiple Measures are always used when determining AIS eligibility*

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
Standardized Assessments	<ul style="list-style-type: none"> <li>✓ Every Day Math Benchmark Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Below Grade Level Expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level performance evidenced by progress monitoring</li> </ul>
NYS Assessments	<ul style="list-style-type: none"> <li>✓ Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 3 or 4</li> </ul>
Individual Classroom Assessments	<ul style="list-style-type: none"> <li>✓ Unit tests</li> <li>✓ Homework</li> <li>✓ Teacher Observation</li> <li>✓ Curriculum Based Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations</li> </ul>

## **Pinewood Interventions**

### *Push-In*

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

### *Pull-out*

Students receiving pull-out services are provided additional small group instruction to strengthen skills necessary for student success.

### *Monitor*

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

### *Afterschool*

Students receiving afterschool services are provided additional instruction for student success in a small group setting after school hours. Transportation is provided.

# **Mohonasen Central School District**

## **Academic Intervention and Support Services**

### **Draper Middle School Grades 6-8**

I. Determining entrance and exit criteria

II. Description of Academic Intervention Services

## Determining Need: Entrance and Exit Criteria for Grades 6-8 ELA

*\* Note: Multiple Measures are always used when determining AIS eligibility*

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
NYS Assessments	<ul style="list-style-type: none"> <li>✓ English Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 3 or 4</li> </ul>
Individual Classroom Assessments	<ul style="list-style-type: none"> <li>✓ Unit tests</li> <li>✓ Homework</li> <li>✓ Teacher Observation</li> <li>✓ Curriculum Based Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations</li> </ul>

## Determining Need: Entrance and Exit Criteria for Grades 6-8 Math

*\*Note: Multiple Measures are always used when determining AIS eligibility*

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
NYS Assessments	<ul style="list-style-type: none"> <li>✓ Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 3 or 4</li> </ul>
Individual Classroom Assessments	<ul style="list-style-type: none"> <li>✓ Unit tests</li> <li>✓ Homework</li> <li>✓ Teacher Observation</li> <li>✓ Curriculum Based Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations</li> </ul>

## **Draper Middle School Interventions**

### *Push-In*

Students receiving push-in services will have an additional instructor in their appropriate academic class to co-teach, clarify concepts and, at times, work with students independently or in small groups. Students receiving push-in services are also strongly encouraged to stay after school for help on a regular basis.

### *Lab*

Labs provide students additional, small group instruction to reinforce concepts taught during class and to strengthen foundation skills necessary to be successful. Labs are generally 40 minutes and offered during advisory periods, but may also be offered during one the student's specials. Students receiving lab services are also strongly encouraged to stay after school for help on a regular basis. Labs may be offered in conjunction with push-in services.

### *Skills Lab*

Skills labs are similar to the lab above, but meet for 80 minutes every other day out of a special area class. This extra time is used to meet the more intense needs of the students. Many students receiving a skills lab also receive push-in services.

### *Monitor*

Monitor is the least intense service provided. Generally these students are placed in advisories with the appropriate academic teacher so that they may ask questions and receive assistance when needed. Although it is not formal instruction it provides the students an extra opportunity to access their teacher during the school day.

# **Mohonasen Central School District**

## **Academic Intervention and Support Services**

### **Mohonasen High School Grades 9-12**

I. Determining entrance and exit criteria

II. Description of Academic Intervention Services

**Determining Need: Entrance and Exit  
Criteria for Grades 9-12 English Language Arts**

*\*Note: Multiple Measures are always used when determining AIS eligibility*

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
NYS Assessments	<ul style="list-style-type: none"> <li>✓ 8<sup>th</sup> Grade English Language Arts Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>• Pass Comprehensive English Regents Exam</li> </ul>
Individual Classroom Assessments	<ul style="list-style-type: none"> <li>✓ Unit tests</li> <li>✓ Homework</li> <li>✓ Teacher Observation</li> <li>✓ Curriculum Based Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations</li> </ul>

## Determining Need: Entrance and Exit Criteria for Grades 9-12 Math

*\*Note: Multiple Measures are always used when determining AIS eligibility*

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
NYS Assessments	<ul style="list-style-type: none"> <li>✓ 8<sup>th</sup> Grade Math Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>• Pass Comprehensive Regents Algebra Exam</li> </ul>
Individual Classroom Assessments	<ul style="list-style-type: none"> <li>✓ Unit tests</li> <li>✓ Homework</li> <li>✓ Teacher Observation</li> <li>✓ Curriculum Based Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations</li> </ul>

**Determining Need: Entrance and Exit  
Criteria for Grades 9-12 Social Studies and Science**

*\*Note: Multiple Measures are always used when determining AIS eligibility*

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
NYS Assessments	<ul style="list-style-type: none"> <li>✓ 8<sup>th</sup> Grade Science Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Score of a Level 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>• Pass Global Studies Regents Exam</li> <li>• Pass the Living Environment Regents Exam</li> </ul>
Individual Classroom Assessments	<ul style="list-style-type: none"> <li>✓ Unit tests</li> <li>✓ Homework</li> <li>✓ Teacher Observation</li> <li>✓ Curriculum Based Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to meet grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Able to meet grade Level Expectations</li> </ul>

**Determining Need: Entrance and Exit  
Criteria for Grades 9-12 for Required Regents Exams**

Assessment/ Progress Monitoring	Instrument	Eligibility Criteria	Exit Criteria
NYS Assessments	<ul style="list-style-type: none"> <li>✓ The five regents exams required for graduation:               <ul style="list-style-type: none"> <li>- Comprehensive English</li> <li>- Global Studies</li> <li>- US History</li> <li>- Math (Algebra)</li> <li>- Science (Living Environment)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Failing score on any of the required exams, but passing the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Passing the appropriate Regents Exam.</li> </ul>

## **Mohonasen High School Interventions**

### *Transition Team*

The way these services will be provided for your child at the high school is to be in smaller courses and/or give them extended time to master material before taking the appropriate Regents Exam. In English and social studies, the essence of the intervention is to put students in a smaller learning environment where they can ask more questions and have more teacher contact. This is also true for math and science courses. However, in addition, math and science courses also give students an extra year to master the material that they will be tested on. These courses are available to students in 9<sup>th</sup> and 10<sup>th</sup> grade.

### *AIS Lab*

AIS labs at the high school are for students currently enrolled in English 11 and/or US History and need additional support in these courses. Labs meet every other day for forty minutes and are designed to help students be successful in both the class and on the corresponding regents exam.

### *Test Prep*

Test Prep is available both during the school day and after school several weeks before the January and June administrations of the five required Regents Exams. Students receiving Test Prep have not yet passed the exam and are *not* currently enrolled in a course for that exam. This makes the preparation mandatory in order to have the best opportunity to pass.

### *Monitor*

Monitor services are the least intensive level of intervention available. Monitoring means that academic administrators and guidance counselors will frequently monitor the student's progress to ensure they are being successful. Students being monitored are also strongly encouraged to stay after school for extra help on a regular basis and access peer tutoring through the Student Tutor Education Program (STEP). If a student being monitored is not being successful a more formalized after school schedule will be discussed. If this is still unsuccessful a schedule change may be necessary in order to receive a higher level of intervention.

# Appendix

## Section 100.2 General School Requirements

### (ee) Academic intervention services.

1. Requirements for providing academic intervention services (AIS) in kindergarten to grade two. Schools shall provide academic intervention services to students in kindergarten to grade two when such students:
  - i. are determined, through a district-developed or district-adopted procedure that meets State criteria and is applied uniformly at each grade level, to lack reading readiness based on an appraisal of the student, including his/her knowledge of sounds and letters; or
  - ii. are determined, through a district-developed or district-adopted procedure applied uniformly at each grade level, to be at risk of not achieving the State designated performance level in English language arts and/or mathematics. This district procedure may also include diagnostic screening for vision, hearing and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.
2. Requirements for providing academic intervention services in grade three to grade eight. Schools shall provide academic intervention services when students:
  - i. score below:
    - a. the State designated performance level on one or more of the State elementary assessments in English language arts, mathematics or science, provided that for the 2010-2011 school year only, the following shall apply:
      1. those students scoring at or below a scale score of 650 shall receive academic intervention instructional services; and
      2. those students scoring above a scale score of 650 but below level 3/proficient shall not be required to receive academic intervention

instructional and/or student support services unless the school district, in its discretion, deems it necessary. Each school district shall develop and maintain on file a uniform process by which the district determines whether to offer AIS during the 2010-2011 school year to students who scored above a scale score of 650 but below level 3/proficient on a grade 3-8 English language arts or mathematics State assessment in 2009-2010, and shall no later than the commencement of the first day of instruction either post to its Website or distribute to parents in writing a description of such process;

- b. the State designated performance level on a State elementary assessment in social studies administered prior to the 2010-2011 school year; provided that beginning in the 2010-2011 school year, at which time a State elementary assessment in social studies shall no longer be administered, a school shall provide academic intervention services when students are determined to be at risk of not achieving State learning standards in social studies pursuant to clause (iii) of this paragraph;
- ii. are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or
- iii. are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.

3. Requirements for providing academic intervention services in grade nine to grade twelve.

Schools shall provide academic intervention services when students:

i. score below:

. the State designated performance level on one or more of the State intermediate assessments in English language arts, mathematics or science; and/or

a. 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 the 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 clause (iii) of this paragraph; and/or

b. 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.

ii. are limited English proficient (LEP) and are determined, through a district-developed or district-adopted procedure uniformly applied to LEP students, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible disability pursuant to Part 117 of this Title; or

iii. are determined, through a district-developed or district-adopted procedure uniformly applied, to be at risk of not achieving State learning standards in English language arts, mathematics, social studies and/or science. This district procedure may also include diagnostic screening for vision, hearing, and physical disabilities pursuant to article 19 of the Education Law, as well as screening for possible limited English proficiency or possible disability pursuant to Part 117 of this Title.

4. Description of academic intervention services.

i. By July 1, 2000, a school district shall develop a description of academic intervention instructional and/or student support services to be provided in schools to students in need of such services pursuant to paragraphs (1), (2) and (3) of this subdivision. The

description shall include any variations in services in schools within the district, and shall specifically describe:

- . the district-wide procedure(s) used to determine the need for academic intervention services;
    - a. academic intervention instructional and/or student support services to be provided pursuant to paragraph (5) of this subdivision;
    - b. whether instructional services and/or student support services are offered during the regular school day or during an extended school day or year; and
    - c. the criteria for ending services, including, if appropriate, performance levels that students must obtain on district-selected assessments.
  - ii. The description of academic intervention services shall be approved by each local board of education by July 1, 2000. In the New York City School District, the New York City Board of Education may designate that the plans be approved by the chancellor or his designee or by community school boards for those schools under their jurisdiction. Beginning July 1, 2002 and every two years thereafter, each school district shall review and revise its description of academic intervention services based on student performance results; except that this requirement shall not apply to student performance results for the 2010-2011 school year, which shall be excluded from such review.
  - iii. In lieu of a separate description of academic intervention services, the district may incorporate the description of academic intervention services into a comprehensive district education plan. In this instance, the preparation date for the description of academic intervention services shall conform to the date of the preparation of the comprehensive district education plan.
  - iv. Based on performance criteria established by the commissioner, certain school districts may be required to submit their description of academic intervention services for specific schools to the department for review and approval.
5. Provision of academic intervention services.
- i. School districts may use time available for academic intervention instructional and/or student support services during the regular school day.

- ii. School districts may provide students with extended academic time beyond the regular school day and school year.
- iii. In public schools, academic intervention instructional and/or support services shall be provided by qualified staff who are appropriately certified pursuant to Part 80 of this Title.
- iv. Beginning September 1, 2000, academic intervention instructional and/or student support services shall commence no later than the beginning of the semester following a determination that a student needs such services. Services shall continue until a student's performance:

- . meets or exceeds the State designated performance level on the next State assessment; or

- a. is shown to be likely to meet or exceed the State designated performance level on the next State assessment through achievement on the district-selected assessments of the levels specified in the district description of academic intervention services pursuant to paragraph (4) of this subdivision.

6. Parental notification and involvement.

- i. Notification of commencement of services. The parent or person in parental relation to a student who has been determined to need academic intervention services shall be notified in writing by the principal. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The notice shall include a summary of the academic intervention services to be provided to the student, the reason the student needs such services and the consequences of not achieving expected performance levels.
- ii. Notification of the ending of academic intervention services. Parents or persons in parental relation shall be notified in writing when academic intervention services are no longer needed. Such notice shall be provided in English and translated, when appropriate, into the native language or mode of communication of the parent.
- iii. Ongoing communication with parents or persons in parental relation. Parents or persons in parental relation to students receiving academic intervention services shall be provided with:

- . an opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing academic intervention services, at least once per semester during the regular school year;
  - a. reports on the student's progress at least once each quarter during the regular school year by mail, telephone, telecommunications or other means, in a language or mode of communication understood by the parents or person in parental relation; and
  - b. information on ways to work with their child to improve achievement; monitor their child's progress; and work with educators to improve their child's achievement.
- 7. Notwithstanding the provisions of this subdivision, a school district may provide a Response to Intervention (RTI) program in lieu of providing academic intervention services (AIS) to eligible students, provided that:
  - i. the RTI program is provided in a manner consistent with subdivision (ii) of section 100.2 of this Part;
  - ii. the RTI program is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS;
  - iii. all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program; and
  - iv. for the 2010-2011 school year, the school district shall submit to the Department, no later than December 15, 2010, a signed statement of assurance that the services provided in the RTI program meet the requirements of this paragraph; and for each school year thereafter, the school district shall submit to the Department no later than September 1st of such school year, a signed statement of assurance that the services provided under the district's RTI program meet the requirements of this paragraph.

## Parents' Guide to Academic Intervention Services (AIS)

### 1. *What are Academic Intervention Services?*

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

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

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

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

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

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

### 4. *How are AIS delivered?*

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

### 5. *May a parent refuse AIS services?*

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

Date: \_\_\_\_\_

Dear Parent/Guardian:

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

The New York State Board of Regents has mandated that all public schools 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 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 diploma.

Academic Intervention Services are being recommended at this time to better prepare your child to meet these standards. The following have been identified as areas in which your child will receive Academic Intervention Services:

<b>SUBJECT</b>	<b>TESTING/DATA USED TO IDENTIFY NEED</b>
Math	Stanford, Teacher Recommendation, Report Card
ELA	PALS, Teacher Recommendation, Report Card, EEDS, Reading Level

**XXX** Newly identified for AIS

**Level of Intensity:**

ELA:            High            Moderate            Low (Monitor)

Math:           High            Moderate            Low (Monitor)

Ongoing evaluations will help to determine the need to continue or discontinue these services. The overall objective for providing these services is to increase the likelihood that your child will be successful in meeting the New York State graduation requirements. If you have any questions about these results, please feel free to call me.

Sincerely,

Diane L. McIver  
Principal

Copy: Student Folder  
DLM:gp

Date:

Dear Parent/Guardian:

RE: \_\_\_\_\_

Teacher \_\_\_\_\_

The New York State Board of Regents has mandated that all public schools 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 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 diploma.

Academic Intervention Services are being recommended at this time to better prepare your child to meet these standards. The following have been identified as areas in which your child will receive Academic Intervention Services:

### **Level of Intensity:**

#### **Recommended in September:**

**ELA:**            High            Moderate            Low (Monitor)

**Math:**           High            Moderate            Low (Monitor)

#### **Current Recommendation:**

**ELA:**            High            Moderate            Low (Monitor)

**Math:**           High            Moderate            Low (Monitor)

Ongoing evaluations will help to determine the need to continue or discontinue these services. The overall objective for providing these services is to increase the likelihood that your child will be successful in meeting the New York State graduation requirements. If you have any questions about these results, please feel free to call me.

Sincerely,

Diane L. McIver, Principal

Copy: Student Folder

October 2010

Dear Parent/Guardian \_\_\_\_\_,

Our district is committed to ensuring the success of all students. Your child has been selected for participation in our school's Academic Intervention Services (AIS) program. These services are designed to help students achieve the state learning standards. Your child has been selected based upon their performance on the New York State Assessments, ongoing district assessments, classroom performance, and/or teacher recommendation. In order to help your child reach the desired standards, we offer a variety of services designed to meet your child's needs.

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

**Pull-out:** Students receiving pull-out services are provided additional small group instruction to strengthen skills necessary for student success.

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

**Afterschool:** Students receiving afterschool services are provided additional instruction for student success in a small group setting after school hours. Transportation is provided.

Your child has been scheduled for the following services indicated in each area below.

	<b>Monitor</b>	<b>Afterschool</b>	<b>Push-in</b>	<b>Pull-out</b>
<b>ELA</b>				
<b>Math</b>				

Ongoing evaluation will help determine the need to continue, increase, or discontinue these services. Should you have additional questions regarding these services, we will be hosting an informational night on **October 12<sup>th</sup> at 6:30**. At this meeting our specialists will be available to answer additional questions. Please feel free to call the school at 356-8430 if you have any questions or concerns.

Sincerely,

Michele L. Hunter  
Principal

October 2010

Dear Parent/Guardian \_\_\_\_\_,

Our district is committed to ensuring the success of all students. Your child has been selected for participation in our school's Academic Intervention Services (AIS) program after school. These services are designed to help students achieve the state learning standards. Your child has been selected based upon their performance on the New York State Assessments, ongoing district assessments, classroom performance, and/or teacher recommendation. In order to help your child reach the desired standards, we offer a variety of services designed to meet your child's needs.

**Math and ELA:** This program provides regular, standards-based instruction in key math and ELA skills. Instruction is aligned with appropriate grade level goals and expectations. Students are eligible to exit the program upon regular attainment of key skills as evidenced by scores of 3 or greater on comparative assessments.

**Student homework supports:** The student homework supports program is offered to students whose grades are impacted by irregular patterns of homework completion. This program is instructional in nature and not punitive. The program offers instruction in organizational skills and other related competencies that will help the student to develop these attributes for future success. Students are eligible to exit the program when the student regularly completes homework and has shown growth in the development of organizational skills.

**Your child has been recommended for the following after-school supports:**

<b>Math</b>	
<b>ELA</b>	
<b>Student Homework Support</b>	

These program(s) will meet on \_\_\_\_\_ when school is in session. Your child's attendance is strongly encouraged. This program is designed to support your child's academic success and we need your support to do this. Research has shown that additional instructional time in ELA and math has long term benefits for student success.

Ongoing evaluation will help determine the need to continue, increase, or discontinue these services. Should you have additional questions regarding these services, please contact the school at 356-8430.

Sincerely,

Michele L. Hunter

Principal

---

\_\_\_\_\_ My Child will be attending this program

\_\_\_\_\_ My child will not be attending this program

Student Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

PM Bus # Home \_\_\_\_\_ -or- Parent Pick-up (Name of person picking child up) \_\_\_\_\_

September 2010

Dear Parent/Guardian of \_\_\_\_\_,

Our district is committed to ensuring the success of all students. Your child has been selected for participation in our school's Academic Intervention Services program for Reading. These services are designed to help students achieve the state learning standards. Your child has been selected based upon their performance on the New York State assessments (English Language Arts), ongoing district assessments, and/or teacher recommendation. Your child's classroom teacher and/or reading specialist will keep you informed of your son/daughter's progress.

Your child qualified for *monitoring services*. This means that a reading specialist will monitor your child's progress in English Language Arts, and the classroom teacher will provide the AIS Reading support in the classroom. If any change in his/her progress is noted, we will notify you.

Please contact us if you have any questions or concerns regarding your child's academic program at 356-8430. We look forward to a school year filled with success.

Sincerely,

Michele L. Whitley  
Principal

Melissa Prescott  
Reading Specialist

March 2010

Dear Parents/Guardian of \_\_\_\_\_,

As you know, your child has been receiving AIS (Academic Intervention Services) in the area of reading this school year. He/She has progressed in reading and has met the exit criteria. At this time he/she will no longer require this instructional support service.

Your child is now reading text at an average level for his/her grade placement as determined by a Running Record assessment and/or classroom progress. We are excited about the progress that your child has made! In order to maintain this progress made, please be sure to encourage your child to read daily.

If you have any questions, please call me at 356-8430.

Sincerely,

Melissa Prescott  
Reading Specialist

Michele Hunter  
Principal

# Mohonasen CENTRAL SCHOOL DISTRICT

*Draper Middle School*  
2070 Curry Road  
Schenectady, NY 12303  
Tel: 518/356.8351

September 2010

Student: \_\_\_\_\_

Dear Parent/Guardian:

The New York State Board of Regents has mandated that schools provide Academic Intervention Services (AIS) 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. These standards are assessed at various grade levels during your child's education. AIS is being recommended at this time to better prepare your child to meet these standards and build the foundation to be successful academically at both Draper and eventually at the high school.

We have designed a comprehensive AIS program that will help all students achieve their best academically. The program's various levels of services are designed to specifically fit your child's needs. The levels of services are described in more detail below.

### *Monitor*

Monitor is the lowest intensity of AIS intervention. Students receiving this service have their academic progress closely monitored by both their classroom teacher and the Academic Administrator for the appropriate subject area. If it is deemed that the student is not making appropriate progress they may be moved to a higher intensity of service. Students receiving monitor services are also placed into an advisory with the teacher of this class whenever possible.

### *Push-In*

Students receiving push-in services will have an additional instructor in their appropriate academic class to co-teach, clarify concepts and, at times, work with students independently or in small groups. Students receiving push-in services are also strongly encouraged to stay after school for help on a regular basis.

### *Lab*

Labs are 40 minutes and are offered during advisory periods. They provide students additional, small group instruction to reinforce concepts taught during class and to strengthen foundation skills necessary to be successful. Students receiving lab services are also strongly encouraged to stay after school for help on a regular basis. Labs may be offered in conjunction with push-in services.



# Mohonasen CENTRAL SCHOOL DISTRICT

## *Skills Lab*

Skills labs are similar to the lab above, but meet for 80 minutes every other day out of special area classes. This extra time is used to meet the more intense needs of the students. Some students receiving a skills lab also receive push-in services.

Your child has been scheduled for the services indicated in each area below. These services are already a part of their schedule, where applicable.

ELA: \_\_\_\_\_ Monitor      \_\_\_\_\_ Push-In      \_\_\_\_\_ Lab      \_\_\_\_\_ Skills Lab

Math: \_\_\_\_\_ Monitor      \_\_\_\_\_ Push-In      \_\_\_\_\_ Lab      \_\_\_\_\_ Skills Lab

Ongoing evaluations will help to determine the need to continue, increase or discontinue these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements. If you have any questions regarding these services please contact your child's counselor at 356-8371.

Sincerely,

Debra Male  
*Principal*  
Scott Hays  
*Assistant Principal*



# Mohonasen CENTRAL SCHOOL DISTRICT

*Draper Middle School*  
2070 Curry Road  
Schenectady, NY 12303  
Tel: 518/356.8350  
Fax: 518/356.8359

September 2010

Student: \_\_\_\_\_

Dear Parent/Guardian:

As you are aware your child has previously received AIS services in the areas listed below. However, based on their positive performance on either state assessments or through their work in the classroom it has been determined that they no longer are in need of these services.

Prior Service: \_\_\_\_\_

Reason for Discontinuation:

\_\_\_\_\_ score on state assessment

Assessment Name: \_\_\_\_\_

Assessment Score: \_\_\_\_\_

\_\_\_\_\_ recommendation of teacher/administrator

Reason for recommendation: \_\_\_\_\_

Although your child is no longer receiving services in the area indicated it is important to remember the work habits and dedication that brought them to this point. Please encourage your child to continue to seek out extra help from instructors as needed and remain in contact with their teachers to ensure that progress continues to be made. If you have any questions or concerns please call your child's counselor at 356-8322.

Sincerely,

Debra Male  
Draper Middle School Principal



# Mohonasen CENTRAL SCHOOL DISTRICT

*Mohonasen Central Schools*  
2072 Curry Road  
Schenectady, NY 12303

February 2011

Dear Parent/Guardian:

\_\_\_\_\_ is receiving AIS Monitor Services in **one or more** academic areas. Based upon your child's quarterly grade(s) we are concerned about their progress. We will be communicating with you after each quarter in which your child continues to receive these services as indicated by the grade received that quarter. Through discussions with your child's teacher, the areas checked below are in need of improvement. For each area there are recommendations for both the student and the parent/guardian to address these issues. As always, we encourage you to communicate with the school whenever you have any other questions or concerns.

Course(s), Grade(s) and Area(s) in Need of Improvement

Course	Grade	Homework	Tests/Quizzes	Attendance	Participation	Behavior
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

On the back of this sheet are practical suggestions to improve these areas. The recommendations may seem like common sense, however, follow through on these suggestions will result in improved achievement. Encourage your child to set up consistent patterns of homework, studying and staying after school when necessary. Please contact your child's teacher, counselor, or us with any questions or concerns.

Sincerely,

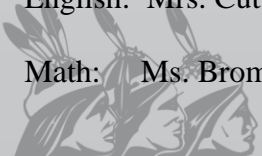
Mohonasen Central School District Academic Administrators

English: Mrs. Cutting 356-8345

Science: Mr. Garing 356-8254

Math: Ms. Bromley 356-8229

Social Studies: Mr. DiAcetis 356-8351



# Mohonasen CENTRAL SCHOOL DISTRICT

## Ways to Address Areas in Need of Improvement

### **Homework**

*Student* – Make sure to write all homework in assignment notebook/planner. Start homework the night it is assigned, this way you can get help the following day if you do not understand.

*Parent/Guardian*– Set up a consistent schedule for your child to do their homework. Ask every night to see your child’s planner and also ask to see the completed homework assignments.

### **Tests/Quizzes**

*Student* – Plan ahead to study for tests and quizzes. Making sure that you understand concepts as they are presented to you will help to avoid trying to learn everything at once. Use period 10 or your advisory to get help from your teacher.

*Parent/Guardian* – Make sure that your child is writing down the test and quizzes in their agenda so that you know when they are coming up. Have your child explain the concepts on the exam to you. If they are able to teach someone else what is going on in the class, then they truly know the material. If they cannot, set up a structured after school schedule for your child to make sure they are getting the help they need.

### **Attendance**

*Student* – Only miss school when you are actually too sick to come. When you do miss have a friend that you can call in each course to find out what went on in class and visit your teachers the next day to what work you missed.

*Parent/Guardian* – Attendance is one of the most important factors in a child’s education. School should only be missed when a child is too sick to come to school. If you are having trouble getting your child to come to school on a consistent basis please contact your child’s counselor.

### **Participation**

*Student* – Asking questions and being actively involved in class is the best way to learn. If you have a question about a concept, the chances are several of your classmates also have the same question. Don’t be afraid to ask!

*Parent/Guardian* – Talk to your child about why they are not participating. Ask them to start by asking one question a day in class and have them tell what that question was in the evening. Continue to build on this each week and communicate with your child about this issue.

### **Behavior**

*Student* – Behavior in class directly relates to attendance and participation. It is impossible to learn a concept if you are not listening, fooling around in class, or removed from class due to disruptive behavior. If this behavior is related to another student in class you should talk with your teacher about a way to address this.

*Parent/Guardian* – Talk with your child to determine why they are misbehaving in class. Talk with them about a plan to address what it is that is causing this behavior. Contact your child’s counselor if you need assistance with this.



# Mohonasen CENTRAL SCHOOL DISTRICT

## *Mohonasen High School*

2072 Curry Road  
Schenectady, NY 12303  
Tel: 518/356.8300  
Fax: 518/356.8309

September 2010

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Dear Parent/Guardian:

The New York State Board of Regents has mandated that schools 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. These standards are assessed at various grade levels during your child's education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him/her from receiving a high school diploma. Academic Intervention Services have been recommended for your child in order to better prepare them to meet these standards.

There are many ways that students may receive Academic Intervention Services at Mohonasen High School. These will be described below, along with a list of the services that your child will receive in the 2010-2011 school year.

### *Monitor*

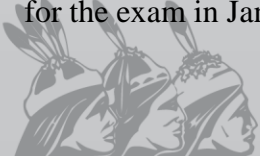
Monitor services are the least intensive level of intervention available. Monitoring means that academic administrators and guidance counselors will frequently monitor the student's progress to ensure they are being successful. Students being monitored are also strongly encouraged to stay after school for extra help on a regular basis and access peer tutoring through the Student Tutor Education Program (STEP). If a student being monitored is not being successful a more formalized after school schedule will be discussed. If this is still unsuccessful a schedule change may be necessary in order to receive a higher level of intervention.

### *AIS Lab*

AIS labs at the high school are for students currently enrolled in English 11 and US History. These labs meet for forty minutes every other day and support the student's preparation for the Regents Exam as well as their success in their current course.

### *Test Prep Labs*

Test Prep Labs are available this year for the English, Global Studies, US History and Integrated Algebra Regents Exams. However, if the student has not yet passed one of the required regents exams, including Living Environment, and is *not* scheduled for one of these labs during the day they are strongly encouraged to attend any available review sessions and/or work with their prior year's teacher to prepare for the exam in January.



# Mohonasen CENTRAL SCHOOL DISTRICT

Your child has been scheduled for the services indicated in each area below. It is important to note that your child's schedule *will not be changed*. These services are already a part of their schedule, where applicable.

*Monitor*

Math \_\_\_\_\_ Science \_\_\_\_\_ Global Studies \_\_\_\_\_ US History \_\_\_\_\_ English \_\_\_\_\_

*AIS Lab*

English \_\_\_\_\_ US History \_\_\_\_\_

*Test Prep Lab*

Integrated Algebra \_\_\_\_\_ Living Env. \_\_\_\_\_ Global Studies \_\_\_\_\_ US History \_\_\_\_\_ English \_\_\_\_\_

It is important to remember that the foundation of any academic program is being in class every day, doing homework, studying and staying after school for extra help when necessary. The interventions listed are meant to supplement, not replace, these habits. Please contact your counselor at 356-8322 with any questions or concerns.

Sincerely,

*David Collins*  
*High School Principal*



# Mohonasen CENTRAL SCHOOL DISTRICT

**Mohonasen High School**

2072 Curry Road  
Schenectady, NY 12303  
Tel: 518/356.8300  
Fax: 518/356.8309

October 2010

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Dear Parent/Guardian:

The New York State Board of Regents has mandated that schools 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. These standards are assessed at various grade levels during your child's education. Specifically, at the high school, this means that all students must show competence on five different Regents Exams required for graduation. In order to reach this goal, Academic Intervention Services are being recommended at this time to better prepare your child.

The way these services will be provided for your child at the high school is to be in smaller courses and/or give them extended time to master material before taking the appropriate Regents Exam. In English and social studies, the essence of the intervention is to put students in a smaller learning environment where they can ask more questions and have more teacher contact. This is also true for math and science courses. However, in addition, math and science courses also give students an extra year to master the material that they will be tested on.

The course(s) that your child is receiving in class Academic Intervention Services in are:

English \_\_\_\_\_ Global Studies \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_

Another Academic Intervention Service is *monitor*. Monitor means that students will not be scheduled into the actual courses listed above, but their progress will be closely monitored by their classroom teacher and the academic administrator for that particular subject. The course(s) that your child will be monitored in, if any, are listed below:

English \_\_\_\_\_ Global Studies \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_

It is important to remember that the foundation of any academic program is being in class every day, doing homework, studying and staying after school for extra help when necessary. The interventions listed are meant to supplement, not replace, these habits. Please contact your counselor at 356-8322 with any questions or concerns.

Sincerely,

*David Collins*  
High School Principal



# Mohonasen CENTRAL SCHOOL DISTRICT

***Mohonasen High School***

2072 Curry Road  
Schenectady, NY 12303  
Tel: 518/356.8300  
Fax: 518/356.8309

September 2010

Student: \_\_\_\_\_

Dear Parent/Guardian:

As you are aware your child has previously received AIS services in the areas listed below. However, based on their positive performance on either state assessments or through their work in the classroom it has been determined that they no longer are in need of these services.

Prior Service: \_\_\_\_\_

Reason for Discontinuation:

\_\_\_\_\_ score on state assessment

Assessment Name: \_\_\_\_\_

Assessment Score: \_\_\_\_\_

\_\_\_\_\_ recommendation of teacher/administrator

Reason for recommendation: \_\_\_\_\_

Although your child is no longer receiving services in the area indicated it is important to remember the work habits and dedication that brought them to this point. Please encourage your child to continue to seek out extra help from instructors as needed and remain in contact with their teachers to ensure that progress continues to be made. If you have any questions or concerns please call your child's counselor at 356-8322.

Sincerely,

David Collins  
High School Principal



# Mohonasen CENTRAL SCHOOL DISTRICT

*Mohonasen Central Schools*  
2072 Curry Road  
Schenectady, NY 12303

February 2011

Dear Parent/Guardian:

\_\_\_\_\_ is receiving AIS Monitor Services in **one or more** academic areas. Based upon your child's quarterly grade(s) we are concerned about their progress. We will be communicating with you after each quarter in which your child continues to receive these services as indicated by the grade received that quarter. Through discussions with your child's teacher, the areas checked below are in need of improvement. For each area there are recommendations for both the student and the parent/guardian to address these issues. As always, we encourage you to communicate with the school whenever you have any other questions or concerns.

Course(s), Grade(s) and Area(s) in Need of Improvement

Course	Grade	Homework	Tests/Quizzes	Attendance	Participation	Behavior
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

On the back of this sheet are practical suggestions to improve these areas. The recommendations may seem like common sense, however, follow through on these suggestions will result in improved achievement. Encourage your child to set up consistent patterns of homework, studying and staying after school when necessary. Please contact your child's teacher, counselor, or us with any questions or concerns.

Sincerely,

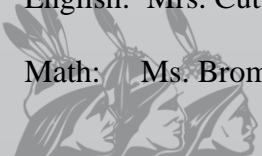
Mohonasen Central School District Academic Administrators

English: Mrs. Cutting 356-8345

Science: Mr. Garing 356-8254

Math: Ms. Bromley 356-8229

Social Studies: Mr. DiAcetis 356-8351



# Mohonasen CENTRAL SCHOOL DISTRICT

## Ways to Address Areas in Need of Improvement

### **Homework**

*Student* – Make sure to write all homework in assignment notebook/planner. Start homework the night it is assigned, this way you can get help the following day if you do not understand.

*Parent/Guardian*– Set up a consistent schedule for your child to do their homework. Ask every night to see your child’s planner and also ask to see the completed homework assignments.

### **Tests/Quizzes**

*Student* – Plan ahead to study for tests and quizzes. Making sure that you understand concepts as they are presented to you will help to avoid trying to learn everything at once. Use period 10 or your advisory to get help from your teacher.

*Parent/Guardian* – Make sure that your child is writing down the test and quizzes in their agenda so that you know when they are coming up. Have your child explain the concepts on the exam to you. If they are able to teach someone else what is going on in the class, then they truly know the material. If they cannot, set up a structured after school schedule for your child to make sure they are getting the help they need.

### **Attendance**

*Student* – Only miss school when you are actually too sick to come. When you do miss have a friend that you can call in each course to find out what went on in class and visit your teachers the next day to what work you missed.

*Parent/Guardian* – Attendance is one of the most important factors in a child’s education. School should only be missed when a child is too sick to come to school. If you are having trouble getting your child to come to school on a consistent basis please contact your child’s counselor.

### **Participation**

*Student* – Asking questions and being actively involved in class is the best way to learn. If you have a question about a concept, the chances are several of your classmates also have the same question. Don’t be afraid to ask!

*Parent/Guardian* – Talk to your child about why they are not participating. Ask them to start by asking one question a day in class and have them tell what that question was in the evening. Continue to build on this each week and communicate with your child about this issue.

### **Behavior**

*Student* – Behavior in class directly relates to attendance and participation. It is impossible to learn a concept if you are not listening, fooling around in class, or removed from class due to disruptive behavior. If this behavior is related to another student in class you should talk with your teacher about a way to address this.

*Parent/Guardian* – Talk with your child to determine why they are misbehaving in class. Talk with them about a plan to address what it is that is causing this behavior. Contact your child’s counselor if you need assistance with this.



# Mohonasen CENTRAL SCHOOL DISTRICT

*Draper Middle School*  
2070 Curry Road  
Schenectady, NY 12303  
Tel: 518/356.8351

September 2011

Student: \_\_\_\_\_

Dear Parent/Guardian:

The New York State Board of Regents has mandated that schools provide Academic Intervention Services (AIS) 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. These standards are assessed at various grade levels during your child's education. AIS is being recommended at this time to better prepare your child to meet these standards and build the foundation to be successful academically at both Draper and eventually at the high school.

We have designed a comprehensive AIS program that will help all students achieve their best academically. The program's various levels of services are designed to specifically fit your child's needs. The levels of services are described in more detail below.

### *Monitor*

Monitor is the lowest intensity of AIS intervention. Students receiving this service have their academic progress closely monitored by both their classroom teacher and the Academic Administrator for the appropriate subject area. If it is deemed that the student is not making appropriate progress they may be moved to a higher intensity of service. Students receiving monitor services are also placed into an advisory with the teacher of this class whenever possible.

### *Push-In*

Students receiving push-in services will have an additional instructor in their appropriate academic class to co-teach, clarify concepts and, at times, work with students independently or in small groups. Students receiving push-in services are also strongly encouraged to stay after school for help on a regular basis.

### *Lab*

Labs are 40 minutes and are offered during advisory periods. They provide students additional, small group instruction to reinforce concepts taught during class and to strengthen foundation skills necessary to be successful. Students receiving lab services are also strongly encouraged to stay after school for help on a regular basis. Labs may be offered in conjunction with push-in services.



# Mohonasen CENTRAL SCHOOL DISTRICT

## *Skills Lab*

Skills labs are similar to the lab above, but meet for 80 minutes every other day out of special area classes. This extra time is used to meet the more intense needs of the students. Some students receiving a skills lab also receive push-in services.

Your child has been scheduled for the services indicated in each area below. These services are already a part of their schedule, where applicable.

ELA:   \_\_\_ Monitor           \_\_\_ Push-In           \_\_\_ Lab           \_\_\_ Skills Lab

Math:   \_\_\_ Monitor           \_\_\_ Push-In           \_\_\_ Lab           \_\_\_ Skills Lab

Ongoing evaluations will help to determine the need to continue, increase or discontinue these services. The overall objective for providing these services is to increase the likelihood your child will be successful in meeting the New York State graduation requirements. Should you have any additional questions regarding these services we will be hosting an informational night on **September/October XX, 2011**. In the meantime if you have any questions regarding these services please contact your child's counselor at 356-8371.

Sincerely,

Debra Male  
*Principal*  
Scott Hays  
*Assistant Principal*



# Mohonasen CENTRAL SCHOOL DISTRICT

## *Mohonasen High School*

2072 Curry Road  
Schenectady, NY 12303  
Tel: 518/356.8300  
Fax: 518/356.8309

September 2011

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Dear Parent/Guardian:

The New York State Board of Regents has mandated that schools 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. These standards are assessed at various grade levels during your child's education. Failure to satisfactorily achieve these standards during your child's secondary education will prevent him/her from receiving a high school diploma. Academic Intervention Services have been recommended for your child in order to better prepare them to meet these standards.

There are many ways that students may receive Academic Intervention Services at Mohonasen High School. These will be described below, along with a list of the services that your child will receive in the 2010-2011 school year.

### *Monitor*

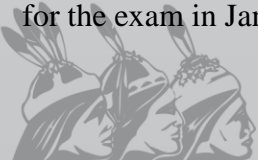
Monitor services are the least intensive level of intervention available. Monitoring means that academic administrators and guidance counselors will frequently monitor the student's progress to ensure they are being successful. Students being monitored are also strongly encouraged to stay after school for extra help on a regular basis and access peer tutoring through the Student Tutor Education Program (STEP). If a student being monitored is not being successful a more formalized after school schedule will be discussed. If this is still unsuccessful a schedule change may be necessary in order to receive a higher level of intervention.

### *AIS Lab*

AIS labs at the high school are for students currently enrolled in English 11 and US History. These labs meet for forty minutes every other day and support the student's preparation for the Regents Exam as well as their success in their current course.

### *Test Prep Labs*

Test Prep Labs are available this year for the English, Global Studies, US History and Integrated Algebra Regents Exams. However, if the student has not yet passed one of the required regents exams, including Living Environment, and is *not* scheduled for one of these labs during the day they are strongly encouraged to attend any available review sessions and/or work with their prior year's teacher to prepare for the exam in January.



# Mohonasen CENTRAL SCHOOL DISTRICT

Your child has been scheduled for the services indicated in each area below. It is important to note that your child's schedule *will not be changed*. These services are already a part of their schedule, where applicable.

*Monitor*

Math \_\_\_\_\_ Science \_\_\_\_\_ Global Studies \_\_\_\_\_ US History \_\_\_\_\_ English \_\_\_\_\_

*AIS Lab*

English \_\_\_\_\_ US History \_\_\_\_\_

*Test Prep Lab*

Integrated Algebra \_\_\_\_\_ Living Env. \_\_\_\_\_ Global Studies \_\_\_\_\_ US History \_\_\_\_\_ English \_\_\_\_\_

It is important to remember that the foundation of any academic program is being in class every day, doing homework, studying and staying after school for extra help when necessary. The interventions listed are meant to supplement, not replace, these habits. Should you have any additional questions regarding these services we will be hosting an informational night on **September/October XX, 2011**. In the meantime please contact your counselor at 356-8322 with any questions or concerns.

Sincerely,

*David Collins*  
*High School Principal*



# Mohonasen CENTRAL SCHOOL DISTRICT

## *Mohonasen High School*

2072 Curry Road  
Schenectady, NY 12303  
Tel: 518/356.8300  
Fax: 518/356.8309

September 2011

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Dear Parent/Guardian:

The New York State Board of Regents has mandated that schools 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. These standards are assessed at various grade levels during your child's education. Specifically, at the high school, this means that all students must show competence on five different Regents Exams required for graduation. In order to reach this goal, Academic Intervention Services are being recommended at this time to better prepare your child.

The way these services will be provided for your child at the high school is to be in smaller courses and/or give them extended time to master material before taking the appropriate Regents Exam. In English and social studies, the essence of the intervention is to put students in a smaller learning environment where they can ask more questions and have more teacher contact. This is also true for math and science courses. However, in addition, math and science courses also give students an extra year to master the material that they will be tested on.

The course(s) that your child is receiving in class Academic Intervention Services in are:

English \_\_\_\_\_ Global Studies \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_

Another Academic Intervention Service is *monitor*. Monitor means that students will not be scheduled into the actual courses listed above, but their progress will be closely monitored by their classroom teacher and the academic administrator for that particular subject. The course(s) that your child will be monitored in, if any, are listed below:

English \_\_\_\_\_ Global Studies \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_

It is important to remember that the foundation of any academic program is being in class every day, doing homework, studying and staying after school for extra help when necessary. The interventions listed are meant to supplement, not replace, these habits. Should you have any additional questions regarding these services we will be hosting an informational night on **September/October XX, 2011**. In the meantime please contact your counselor at 356-8322 with any questions or concerns.

Sincerely,

*David Collins*  
High School Principal

