

OCEANSIDE SCHOOL DISTRICT
280211030000

ACADEMIC INTERVENTION SERVICES
(AIS)

2018-2020

ACADEMIC INTERVENTION SERVICES

DEFINITION

Academic Intervention Services (AIS) is defined as additional instruction which supplements the instruction provided in the general curriculum and assists all students in meeting the State's learning standards. AIS services can include guidance, counseling, attendance, and study skills that are needed to support improved academic performance and/or services in the areas of reading/ Language Arts, mathematics, or intervention in the content areas of social studies and/or science.

Academic Intervention Services are intended to assist students who are at risk of not achieving the state's learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills necessary to meet or exceed designated performance levels on state assessments.

DISTRICT PLANNING TEAM

The Oceanside Public School District has maintained a long-standing commitment to provide academic support for at-risk students. The district leader for academic intervention services is the Assistant Superintendent for Curriculum, Instruction, and Research. The following personnel were instrumental in the development of this Academic Intervention Services plan:

Phyllis S. Harrington, Superintendent of Schools
Diane Provvido, Assistant Superintendent-Curriculum, Instruction & Research

Scott Bullis, Principal, School #5
Allison Glickman-Rogers, Principal, Oceanside Middle School
Paul Guzzone, Associate Principal, Oceanside High School
Allison Kamlet, Reading Teacher, School #5
Jessica W. Keegan, Director of Elementary Teaching & Learning
Debra Kienke, Executive Director of Special Education
Julie McGahan, Principal, School #6
Josh McPherson, Principal, School #9E
Melissa Sellitti, Reading Teacher, School #6
Laura Smith, Reading Teacher, School #9E
Gwyn Solomon, Reading Teacher, School #6
Stephanie Williams, Reading Teacher, School #9E
Beth Zirogianis, Director of English, Reading & Library Media Services K-12

IMPLEMENTATION/TRAINING OF ADMINISTRATORS/TEACHERS

Training for all administrators for academic intervention services occurred at Curriculum Council meetings and at meetings held by the Assistant Superintendent for Curriculum, Instruction, and Research. All teachers were apprised of the importance of AIS at faculty meetings.

DATA ANALYSIS

Student data from state and local assessment instruments are reviewed regularly by the Assistant Superintendent, principals, directors and supervisors. Current and longitudinal data is also analyzed to determine academic needs and inform instruction.

STUDENT IDENTIFICATION

The district has an ongoing system of student identification.

This system begins with the State mandated kindergarten-screening program that requires districts to screen all new entrants. Kindergarten screening is conducted by a team that includes the building principal, psychologist, kindergarten teachers, reading teacher, speech language teacher and other support personnel when appropriate.

The district monitors students' literacy progress on a local and state level through ongoing formative and summative assessments. In grades K-2, formative assessments include observation and running records through guided reading, Foundations Assessments, and Math benchmark assessments. Summative assessments include the Fountas & Pinnell Benchmark Assessment, administered in the fall and the spring. Literacy skills in grades 2-8 are assessed using assessments including, but not limited to, standardized tests, State tests, criterion referenced tests, local assessments, Individual Reading Inventories, guided reading and classroom performance.

The district monitors students' mathematical progress in Kindergarten through grade 2 using district developed grade level math assessments. Mathematical skills in grades 3-8 are assessed using standardized tests, State tests, criterion-referenced tests, and classroom performance.

Multiple measures (such as State and/or criterion referenced tests, portfolios, diagnostic assessments, teacher recommendations) are used to determine if academic intervention services are necessary in social studies and science.

In grades 9-12, student progress is monitored using New York State Regents Exams, local tests and assessments, and classroom performance, as shown on midterm and final exams and report card grades.

All new entrants are screened to determine if they need academic intervention support services.

Under the district supervision of Pupil Personnel Services, all buildings have in place a child study team that includes its building administrators, school psychologist, support personnel and teachers. The team determines which AIS services best meet the needs of each identified student. A Response to Intervention approach integrates the assessment and intervention procedures in order to maximize student performance.

FUNDING

Federal, state and local funding will be used to support AIS.

MONITORING/EVALUATION/BIENNIAL REVIEW

Monitoring student progress is an ongoing process. The building principal is responsible for monitoring the progress of the pupils in their building. He/She is further responsible to communicate his/her findings to the academic supervisors and/or appropriate service providers, and submit periodic reports to the Assistant Superintendent for Curriculum & Instruction.

The building Child Study Team, and/or team meeting at the middle school, will meet at least twice annually to monitor the progress of all students who achieve a level 1 on State assessments. The team shall meet at least annually to monitor the progress of students who achieve at level 2.

The building principal in conjunction with the appropriate support staff shall determine the level of academic intervention services necessary for each of the students at levels I and II.

The District Academic Intervention Services plan shall be reviewed biennially.

RECORDKEEPING

A record of the student's performance on the State assessments shall be kept as part of the student's AIS cumulative folder and on district databases. Local assessments will be kept on file.

A documentation of specific Academic Intervention Services a student receives and dates of service shall be kept as part of the student's record as well as on district databases.

A copy of all parent notification letters related to academic intervention services will be kept on file in the student's AIS folder. Documentation of parent-teacher contacts for students in the AIS program shall also be kept in the student's AIS folder.

PARENTAL NOTIFICATION & INVOLVEMENT

The parent(s) or the person in parental relation to the student will be notified in writing by the principal of the school in which the student attends, that his/her child will be receiving AIS services. This notification 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 services to be provided to the student, the

reason the student needs such services and the impact of not achieving expected performance levels. (See attached parent notification letter.)

The commencement of services notification will include:

- A summary of the academic intervention services to be provided;
- The reason the students needs such services; and
- The impact of not achieving expected performance levels.

Parents shall be notified in writing of the ending of the academic intervention services. Such notices shall be provided in English and translated when appropriate.

Parents of the students receiving academic intervention services shall be provided ongoing communication with school personnel. They shall be provided with opportunities to meet with their child's regular teacher and any other personnel providing AIS services at least once a semester. They shall receive reports on student progress three times a year at the elementary level and quarterly at the middle and high school level.

Workshops that provide parents with information on how to work with their child to improve achievement, monitor their child's progress and work collaboratively with educators, will be conducted by school personnel and consultants at the building/district level.

ACADEMIC INTERVENTION PLAN FOR THE 2018-2020 SCHOOL YEARS

Kindergarten Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
Kindergarten ELA	<ul style="list-style-type: none"> • Kindergarten Screening • November Checklist • January/June Assessment • Fountas & Pinnell (F&P) • Foundations Unit Tests • Running Records 	<ul style="list-style-type: none"> • Kindergarten Screening – below 7th percentile • Below level performance on Foundations Unit test (below 80%) • Teacher recommendation anchored in data • Building-level team recommendation, i.e. CST, LPT 	<ul style="list-style-type: none"> • Extra help by teacher • Monitoring of progress • Student support/PPS services • Reading Intervention 	<ul style="list-style-type: none"> • Report Card scores 3 or 4 • Teacher recommendation anchored in data • F&P – Student meeting appropriate instructional reading level at time of evaluation (see attached chart) • Foundations Assessment above 80% • Informal/formal classroom assessments
Math	<ul style="list-style-type: none"> • Kindergarten Screening • November Checklist • January/June Assessment • enVision Math Topic Assessment • Other Topic/Unit Assessments 	<ul style="list-style-type: none"> • Kindergarten Screening – below 7th percentile • Below level performance on Unit Benchmarks (below 70%) or report cards (level 1) • Teacher recommendation anchored in data • F&P Instructional Level does not meet expectations for time of year (see attached chart) • Building level team recommendation, i.e. CST, LPT 	<ul style="list-style-type: none"> • Extra help by teacher • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Report Card scores 3 or 4 • Teacher recommendation anchored in data • Unit Benchmark Assessments above 80% • Informal/formal classroom assessments

1ST Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
1 st Grade ELA	<ul style="list-style-type: none"> • June Assessment (from Kindergarten) • Fountas & Pinnell Benchmark Assessment (F&P) • Reading Recovery Checklist • New entrant screening • Topic and/or Unit Assessment • Foundations Unit Test • Running Records 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • Kindergarten Foundations EOY Assessment (Score of 80% or below) • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Reading Intervention • Reading Recovery • Monitoring of progress • Student support/PPS services • Targeted guided reading 	<ul style="list-style-type: none"> • F&P – Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • Report Card: Score of level 3 or above • Foundations Assessment above 80% • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • enVision Math topic Assessments and End of Year Assessment • Other Topic/Unit Assessments 	<ul style="list-style-type: none"> • Kindergarten EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Monitoring of progress • Student support/PPS services • Targeted small group instruction 	<ul style="list-style-type: none"> • First Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation

2 nd Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
2 nd Grade ELA	<ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment (F&P) • New entrant screening • Topic and/or Unit Assessment • Foundations Unit Test • Running Records 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • Foundations 1st Grade EOY Assessment (Score 80% or below) • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group skill instruction • Targeted guided reading • Reading Intervention • Monitoring of progress • Student Support/PPS services 	<ul style="list-style-type: none"> • F&P – Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • enVision Math topic Assessments and End of Year Assessment • Other Topic/Unit Assessments 	<ul style="list-style-type: none"> • First Grade EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group instruction • Math Intervention • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Second Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation

3Rd Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
3 rd Grade ELA	<ul style="list-style-type: none"> • ELA 3 NYS Assessment • Fountas & Pinnell Benchmark Assessment (F&P) • New entrant screening • Topic and/or Unit Assessment • Foundations Unit Test • Running Records 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • Foundations 2nd Grade EOY Assessment (Score 80% or below) • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted guided reading • targeted small group instruction • Reading Intervention • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • F&P – Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • Topic and/or Unit Assessment • enVision Math Topic & EOY Assessment • Other Topic/Unit Assessments 	<ul style="list-style-type: none"> • Second Grade EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group instruction • Math Intervention • Monitoring of progress 	<ul style="list-style-type: none"> • Third Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation

4th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
4 th Grade ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • New entrant screening • Fountas & Pinnell Benchmark Assessment (F&P) • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • State-determined cut score on NYS ELA 3 Assessment • Third Grade EOY ELA Assessment: Score of 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra help by teacher • Classroom X Period targeted small group instruction • Reading Intervention • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • F&P – Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • Above State-determined cut score on NYS ELA 4 Assessment • Fourth Grade EOY ELA Assessment: Score of 70% or above • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation
Math	<ul style="list-style-type: none"> • NYS Math Assessment • enVision Math Assessments • Other Topic/Unit Assessments 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 3 Assessment • Third Grade EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation 	<ul style="list-style-type: none"> • Extra Help by teacher • Classroom X Period targeted small group instruction • Math Intervention • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 4 Assessment • Fourth Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation

5th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
<p>5th Grade</p> <p>ELA</p> <p>Math</p> <p>Science</p>	<ul style="list-style-type: none"> • NYS ELA Assessment • New Entrant Screening • Fountas & Pinnell Benchmark Assessment (F&P) • Topic and/or Unit Assessment • NYS Math Assessment • enVision Math Assessments • Other Topic/Unit Assessments • NYS Grade 4 Elementary Science Test (ELST) • Classroom Assessments 	<ul style="list-style-type: none"> • F&P Instructional level does not meet expectations for time of year (see attached chart) • State-determined cut score on NYS ELA 4 Assessment • Fourth Grade EOY ELA Assessment: Score of 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation • State-determined cut score on NYS Math 4 Assessment • Fourth Grade EOY enVision Math Assessment: Score of 70% or below • Performance on enVision Unit Benchmarks: 70% or below • Report Card: Score of level 1 • Teacher recommendation anchored in data • Building level CST recommendation • Level 1 or 2 on ELST4 below benchmark • Teacher recommendation anchored in data 	<ul style="list-style-type: none"> • Instructional support by subject teacher • Classroom X period targeted small group instruction • Reading Intervention • Monitoring of progress • Student support/PPS services • Instructional support by subject teacher • Classroom X Period targeted small group instruction • Monitoring of progress • Student support/PPS services • Instructional support by subject teacher • Classroom X Period targeted small group instruction • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • F&P – Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) • Above State-determined cut score on ELA 5 Assessment • Fifth Grade EOY Assessment: Score of 70% or above • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation • Above State-determined cut score on Math Assessment • Fifth Grade EOY enVision Math Assessment: Score above 70% • Performance on enVision Unit Benchmarks: Score above 70% • Report Card: Score of level 3 or above • Teacher recommendation anchored in data • Building level CST recommendation • Classroom performance – 70% or above • Teacher recommendation

6th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
<p>6th Grade</p> <p>ELA</p> <p>Math</p> <p>Science</p>	<ul style="list-style-type: none"> NYS ELA Assessment New Entrant Screening Fountas & Pinnell Benchmark Assessment (F&P) Topic and/or Unit Assessment <ul style="list-style-type: none"> NYS Math Assessment enVisionMath Assessments Other Topic/Unit Assessments <ul style="list-style-type: none"> NYS Grade 4 Elementary Science Test (ELST) Classroom Assessment 	<ul style="list-style-type: none"> F&P Instructional level does not meet expectations for time of year (see attached chart) State-determined cut score on NYS ELA 5 Assessment Fifth Grade EOY ELA Assessment: Score of 70% or below Report Card: Score of level 1 Teacher recommendation anchored in data Building level CST recommendation <ul style="list-style-type: none"> State-determined cut score on NYS Math 5 Assessment Fifth Grade EOY enVision Math Assessment: Score of 70% or below Performance on Digits Unit Benchmarks: 70% or below Report Card: Score of level 1 Teacher recommendation anchored in data Building level CST recommendation <ul style="list-style-type: none"> Below benchmark on ELST and/or Classroom Performance – 70% or below Teacher recommendation anchored in data 	<ul style="list-style-type: none"> Instructional support by subject teacher Classroom X period targeted small group instruction Reading Intervention Monitoring of progress Student support/PPS services <ul style="list-style-type: none"> Instructional support by subject teacher Classroom X Period targeted small group instruction Monitoring of progress Student support/PPS services <ul style="list-style-type: none"> Instructional support by subject teacher Classroom X Period targeted small group instruction Monitoring of progress Student support/PPS services 	<ul style="list-style-type: none"> F&P – Student meeting appropriate instructional reading level at the time of the evaluation (see attached chart) Above State-determined cut score on NYS ELA 6 Assessment Sixth Grade EOY Assessment: Score of 70% or above Report Card: Score of level 3 or above Teacher recommendation anchored in data Building level CST recommendation <ul style="list-style-type: none"> Above State-determined cut score on NYS Math 6 Assessment Sixth Grade EOY Digits Math Assessment: Score above 70% Performance on Digits Unit Benchmarks: Score above 70% Report Card: Score of level 3 or above Teacher recommendation anchored in data Building level CST recommendation <ul style="list-style-type: none"> Classroom performance – 70% or above Teacher recommendation

7th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
7 th Grade ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS ELA 6 Assessment • Teacher recommendation • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • ELA Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS ELA 7 Assessment • Teacher Recommendation • Above 70% grade level performance
Math	<ul style="list-style-type: none"> • NYS Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 6 Assessment • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Math Workshop • Monitoring of Progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 7 Assessment • Teacher Recommendation • Above 70% grade level performance
Science	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • NYS Gr 4 ELST • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation • Level 1 or 2 on NYS Gr 4 ELST 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • Science Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • On level performance on classroom tests and work expectation • Teacher Recommendation • Above 70% grade level performance
Soc. Studies	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • ELA Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above 70% performance on classroom tests and work expectations • Teacher recommendation

8th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
8 th Grade ELA	<ul style="list-style-type: none"> • NYS ELA Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS ELA 7 Assessment • Teacher recommendation • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • ELA Workshop • Monitoring of Progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS ELA 8 Assessment • Teacher Recommendation • Above 70% grade level performance
Math	<ul style="list-style-type: none"> • NYS Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score on NYS Math 7 Assessment • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Math Workshop • Monitoring of Progress • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • Above State-determined cut score on NYS Math 8 Assessment • Teacher Recommendation • Above 70% grade level performance
Science	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • Remedial Reading • Science Workshop • Monitoring of Progress • Student support/PPS services 	<ul style="list-style-type: none"> • Above benchmark on NYS Science 8 Assessment • Teacher Recommendation • Above 70% grade level performance
Soc. Studies	<ul style="list-style-type: none"> • Quarterly, Midterm Exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below 70% grade level performance • Teacher recommendation 	<ul style="list-style-type: none"> • Extra Help • Additional Academic Support • ELA Workshop • Monitoring of progress • Student support/PPS services 	<ul style="list-style-type: none"> • Teacher Recommendation • Above 70% grade level performance

9th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
9 th Grade ELA	<ul style="list-style-type: none"> • NYS Gr.8 English Language Arts Assessment (ELA 8) • Topic and/or Unit Assessment • Classroom Assessments 	<ul style="list-style-type: none"> • State-determined cut score for NYS ELA 8 Assessment • Recommendation from Middle School • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – English Resource Center • Conference Period • Remedial Reading • Readings in World Literature • Collaborative Class • Summer School • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 75% or above in course with teacher recommendation • Grade level or higher on the Gates assessment
Math	<ul style="list-style-type: none"> • NYS Gr.8 Math Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score for NYS Math 8 Assessment • Recommendation from Middle School • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Math Resource Center • Regents Prep • Extra Lab Class • Collaborative Class • Summer School • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course and Passing Regents (70% or above) and/or • teacher recommendation
Science	<ul style="list-style-type: none"> • NYS Gr.8 Science Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Below benchmark on NYS Science Assessment and/or • Recommendation from Middle School • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Science Resource Center • Evening Regents Prep • Reading/Writing Support • Remedial Reading • Collaborative Class • Science Skills Class • Summer School • Progress monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Social Studies	<ul style="list-style-type: none"> • Quarterly, Midterm exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Recommendation from Middle School • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Social Studies Resource Center • Reading/Writing Support • Remedial Reading • Collaborative Class • Conference Period • Progress monitoring • Summer School • Student support/PPS services 	<ul style="list-style-type: none"> • 70% or above in course with teacher recommendation

10th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
10 th Grade ELA	<ul style="list-style-type: none"> • NYS ELA 8 Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score for NYS ELA 8 Assessment • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – English Resource Center • Readings in World Literature • Remedial Reading • OHS Castleton • ESL Support • Summer School • Progress Monitoring • Conference Period • Student support/PPS services 	<ul style="list-style-type: none"> • 75% or above in course with teacher recommendation • Grade level or higher on the Gates assessment
Math	<ul style="list-style-type: none"> • Math Integrated Algebra Regents • Geometry Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Math Resource Center • Regents Prep • Foundations of Algebra & Coordinate Geometry • Summer School • OHS Castleton • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Science	<ul style="list-style-type: none"> • Science Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Science Resource Center • Evening Regents Prep • Double Period Science • Summer School • OHS Castleton • Collaborative Class • Science Skills Class • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Social Studies	<ul style="list-style-type: none"> • Quarterly, Midterm exams • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – SS Resource Ctr. • Evening Regents Prep • Remedial Reading • Conference Period • Global Skills • Summer School • OHS Castleton • Student support/PPS services • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation

11th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
11 th Grade ELA	<ul style="list-style-type: none"> • NYS Grade 8 ELA Assessment • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • State-determined cut score for NYS ELA 8 Assessment • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – English Resource Center • Evening Regents Prep • American Literature Skills • OHS Castleton • Conference Period • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • 75% or above in course with teacher recommendation • Grade level or higher on the Gates assessment • Passing Regents
Math	<ul style="list-style-type: none"> • Math Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Math Resource Center • Regents Prep • Summer School • OHS Castleton • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Science	<ul style="list-style-type: none"> • Science Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Science Resource Center • Evening Regents Prep • Double Period Science • Summer School • OHS Castleton • Progress Monitoring • Student Support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Social Studies	<ul style="list-style-type: none"> • Global History Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Social Studies Resource Center • Evening Regents Prep • Remedial Reading • Global Skills • US Skills • Summer School • OHS Castleton • Conference Period • Progress Monitoring • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation

12th Grade Eligibility	ASSESSMENT INSTRUMENT	ENTRY CRITERIA CONSIDERATIONS	RANGE OF AIS SERVICES AVAILABLE	EXIT CRITERIA CONSIDERATIONS
12 th Grade ELA	<ul style="list-style-type: none"> • English Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failing Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – English Resource Centre • Evening Regents Prep • Summer School • OHS Castleton • American Literature Skills • Student support/PPS services 	<ul style="list-style-type: none"> • 75% or above in course with teacher recommendation • Grade level or higher on the Gates assessment • Passing Regents
Math	<ul style="list-style-type: none"> • Math Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failure on Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Math Resource Center • Regents Prep • Summer School • OHS Castleton • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Science	<ul style="list-style-type: none"> • Science Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failure on Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Science Resource Center • Evening Regents Prep • Double Period Science • Summer School • OHS Castleton • Collaborative Class • Science Skills Class • Student support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation
Social Studies	<ul style="list-style-type: none"> • US History Regents • Topic and/or Unit Assessment 	<ul style="list-style-type: none"> • Failure on Regents and/or • Recommendation from teacher/counselor • Below 70% grade level performance 	<ul style="list-style-type: none"> • Extra Help – Social Studies Resource Center • Evening Regents Prep • Remedial Reading • Summer School • OHS Castleton • Skills Class • Student Support/PPS services 	<ul style="list-style-type: none"> • Passing Regents and/or • 70% or above in course with teacher recommendation

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K	C+	D+	E+	
	B	C	D/E	
	A	B	C	
				Below C
Grade 1	E+	G+	I+	K+
	D/E	F	H	J/K
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J/K	K	L	M/N
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M/N	N	O	P/Q
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P/Q	Q	R	S/T
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S/T	T	U	V/W
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V/W	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8+	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

OCEANSIDE PUBLIC SCHOOLS
Individual Student Record of Academic Services
ELEMENTARY

STUDENT: _____ **School:** _____

Grade Level: _____ **Classroom Teacher** _____

Entry Criteria Used (check any that apply):

- ___ Fountas and Pinnell Benchmark Assessment
- ___ DRA2
- ___ Standardized Testing
- ___ Reading Recovery Checklists
- ___ enVision Math Assessments
- ___ Teacher/CST Recommendation

Other (describe) _____

Date Service Started: _____

Date of Notice to Parent: _____

Dates of Parent Conference:

1) _____ 2) _____

Dates of Progress Reports to Parents

1) _____ 2) _____ 3) _____

Type of Service Provided (check any that apply):

___ **English Language Arts** Frequency (hours/wk or times/cycle) and group size

- ___ extra help by teacher _____
- ___ classroom X-period _____
- ___ reading intervention _____
- ___ Reading Recovery _____
- ___ non-mandated services _____
- ___ summer school _____
- ___ monitoring progress _____
- ___ targeted guided reading _____
- ___ student support/PPS services _____

___ **Mathematics** Frequency (hours/wk or times/cycle) and group size

- ___ extra help by teacher _____
- ___ classroom X-period _____
- ___ math intervention _____
- ___ non-mandated services _____
- ___ monitoring progress _____
- ___ summer school _____
- ___ student support/PPS services _____

Name of Service Provider(s) _____

Date of CST Meeting (s) _____

Exit Criteria Used _____

Date of Service Ended: _____ Date of Notice to Parents: _____

OCEANSIDE PUBLIC SCHOOLS

Individual Student Record of Academic Intervention Services

Oceanside Middle School

Student _____ **Counselor** _____

Grade _____ **School Year** _____

Entry Criteria Used (check any that apply) **Date of Notice to Parent** _____

- ___ NYS ELA Assessment
- ___ NYS Math Assessment
- ___ NYSESLAT
- ___ Teacher/Counselor Recommendation
- ___ Other (describe) _____

English Language Arts

- ___ ELA Workshop
- ___ Remedial Reading
- ___ ESL Support
- ___ Progress Monitoring
- ___ Academic Support
- ___ PPS Counseling
- ___ Extra Help

Mathematics

- ___ Math Workshop
- ___ ESL Support
- ___ Summer School (8th grade only)
- ___ Progress Monitoring
- ___ Academic Support
- ___ PPS Counseling
- ___ Extra Help

Provider _____	Position _____
Start Date _____	
Recommended to continue	<input type="checkbox"/>
Recommended for progress monitoring	<input type="checkbox"/>
Exit	<input type="checkbox"/>
Exit Criteria _____	

Provider _____	Position _____
Start Date _____	
Recommended to continue	<input type="checkbox"/>
Recommended for progress monitoring	<input type="checkbox"/>
Exit	<input type="checkbox"/>
Exit Criteria _____	
Exit Date _____	
Date of Exit Notice to Parents _____	

AIS Folder Contains

Entrance Letter	<input type="checkbox"/>
Exit Letter	<input type="checkbox"/>
Parent Meeting Minutes	<input type="checkbox"/>
CST minutes	<input type="checkbox"/>
Progress reports	<input type="checkbox"/>
Report cards	<input type="checkbox"/>
Summer School Report Cards	<input type="checkbox"/>

Dates of Parent Conference(s) **1)** _____ **2)** _____

Date of CST Meeting(s) **1)** _____ **2)** _____

- For School Use Only**
- Entrance letter to be sent with student schedule in September
 - Exit letter to be sent with pending assessment scores
 - Parent meeting and CST minutes to be filed in AIS folder in principal's office
 - Progress monitoring comments should be on progress reports and report cards

OCEANSIDE HIGH SCHOOL

Individual Student Record of Academic Intervention Services

Student Name: _____ Counselor: _____

Subject Area	8 TH grade NYS Exam	Regents Exam	Class Grade	Teacher/Counselor Rec.	EXIT DATE	EXIT CRITERIA
English						
Social Studies						
Math						
Science						

Meeting Dates: _____

ENGLISH

SERVICE	9	10	11	12
Remedial Reading				
Reading World Lit.				
American Lit. Skills				
Conference Period				
Regents Prep				
ESL Support				
Reduced Student/Teacher Ratio				
Alternative School				
Progress Monitoring				
<i>Other</i>				
<i>Other</i>				

SOCIAL STUDIES

SERVICE	9	10	11	12
<i>Global History Skills</i>				
<i>US History Skills</i>				
<i>Conference Period</i>				
<i>Reading Skills</i>				
<i>Regents Prep</i>				
<i>ESL Support</i>				
<i>Reduced Student/Teacher Ratio</i>				
<i>Alternative School</i>				
<i>Progress Monitoring</i>				
<i>Other</i>				
<i>Other</i>				

SCIENCE

SERVICE	9	10	11	12
Science Skills				
Regents Prep				
Reading Skills				
Reduced Student/Teacher Ratio				
Alternative School				
Progress Monitoring				
<i>Other</i>				
<i>Other</i>				

MATH

SERVICE	9	10	11	12
Reduced Student/Teacher Ratio				
Regents Prep				
ESL Support				
Alternative School				
Progress Monitoring				
<i>Other</i>				
<i>Other</i>				

Editable Template – AIS Invitation Letter

Building letterhead for elementary

Date: _____

Re: _____

Dear Parent/Guardian:

The Oceanside School district is committed to supporting educational programs for all students. The goal of these services is to assist students in overcoming their difficulties, raise their level of achievement, and help them successfully meet the New York State Learning Standards and the requirements which accompany them.

As part of our commitment to provide appropriate academic intervention services (AIS) to all our students, your child has been scheduled for support in the following areas:

- _____ Language Arts (Reading/Writing)
- _____ Mathematics
- _____ Science
- _____ Other _____

This placement was made after considering your child's score on one or more of the tests checked:

- _____ DRA 2 or Fountas and Pinnell Assessment
- _____ NYS English Language Arts (ELA) Assessment
- _____ NYS Math Assessment
- _____ NYS Science Assessment
- _____ Classroom Assessments
 - _____ Reading
 - _____ Math
 - _____ Other

AIS services may be given as In-class-Progress Monitor by the classroom teacher _____

Pull-out service _____

During the course of the year you will have the opportunity to meet with your child's teacher(s). We encourage your involvement in this process by supporting your child at home.

Sincerely,

-----, Principal

Cc: Student AIS file

Editable Template – AIS Discontinuation Letter

Building letterhead for elementary

Date: _____

Re: _____

Dear Parent/Guardian:

The Oceanside School district is committed to supporting educational programs for all students. As you know, the district provides appropriate intervention services to all qualifying students. Last year, your child participated in these services. The goal of these services is to assist students in overcoming their difficulties, raise their level of achievement, and help them successfully meet the New York State Learning Standards and the requirements which accompany them.

During the _____ school year, your child received academic intervention services in:

- _____ Language Arts (Reading/Writing)
- _____ Mathematics
- _____ Other (specify) _____
- _____ Other (specify) _____

These services will be discontinued based on your child's score on one or more of the tests checked:

- _____ DRA2 or Fountas and Pinnell Assessment
- _____ NYS English Language Arts (ELA) Assessment
- _____ NYS Mathematics Assessment
- _____ NYS Science Assessment
- _____ Other _____

I am sure you are proud of your child's achievement and thank you for your support at home. Please be assured that your child's progress will continue to be monitored. If intervention assistance should be needed in the future, you will be notified.

If you have any questions about this change in service, please call me.

Sincerely,

-----, Principal

Cc: Student AIS file



Oceanside Middle School
New York State School of Excellence

186 Alice Ave
Oceanside, New York 11572
Phone: (516) 678-8518
Fax: (516) 594-2365

Allison Glickman-Rogers, Ed.D
Principal
AGlickman-Rogers@oceansideschools.org

Christina Sapienza, Ed.D
Assistant Principal
CSapienza@oceansideschools.org

Damian Trum
Assistant Principal
DTrum@oceansideschools.org

Date: _____

To the Parent/Guardian of
«FIRST» «LAST»
«ADDRESS»
«CITY_STATE_ZIP»

Dear Parent/Guardian:

Your child has been enrolled in our district's Academic Intervention Service Program. This placement was made after considering «FIRST»'s score on one or more standardized assessments and his or her academic performance in class.

As a result your child will receive «PROG» «Schedule» «PROG_2» «Schedule_2» because he/she is at risk of not achieving the New York State Standards. The additional support is designed to help your child make progress toward meeting the state standards.

We will continue to evaluate your child's placement in this program. During the course of the year, you will receive quarterly progress reports and have the opportunity to meet with your child's team of teachers.

We encourage your involvement in this process by supporting your child at home. This can be done by checking your child's agenda book and homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teachers. If you have any questions, please contact the school at 678-8523 to set up a team meeting.

Sincerely,

Allison Glickman-Rogers, Ed. D.
Principal

AGR/ezs

cc: Student AIS file

«TEAM»



Oceanside Middle School
New York State School of Excellence
186 Alice Ave
Oceanside, New York 11572
Phone: (516) 678-8518
Fax: (516) 594-2365

Allison Glickman-Rogers, Ed.D
Principal
AGlickman-Rogers@oceansideschools.org

Christina Sapienza, Ed.D
Assistant Principal
CSapienza@oceansideschools.org

Damian Trum
Assistant Principal
DTrum@oceansideschools.org

To the Parent/Guardian of:
«FIRST» «LAST»
«ADDRESS»
«CITY»

Dear Parent/Guardian:

This is to confirm that «FIRST» has been exited from our district's Academic Intervention Service Program on «END». As a result of his/her placement in «PROG» he/she has demonstrated academic progress and is meeting NYS standards.

We will continue to evaluate your child's placement in the program. During the course of the year, you will receive quarterly progress reports and have the opportunity to meet with your child's team of teachers.

We encourage your involvement in this process by supporting your child at home. This can be done by checking your child's homework on a nightly basis, providing a place to study, and keeping in contact with your child's teachers. If you have any questions, please contact the school at 678-8523 to arrange a team meeting.

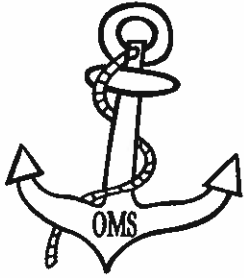
Sincerely,

A handwritten signature in black ink, appearing to read 'Allison G. Rogers'. The signature is fluid and cursive.

Allison Glickman-Rogers, Ed. D.
Principal

AGR/ezs

cc: Student AIS file
«TEAM»



Oceanside Middle School
New York State School of Excellence
186 Alice Ave
Oceanside, New York 11572
Phone: (516) 678-8518
Fax: (516) 594-2325



An Essential Elements: School to Watch

Allison Glickman-Rogers, Ed.D.
Principal
AGlickman-Rogers@oceansideschools.org

Michelle Mastrande
Assistant Principal
MMaistrande@oceansideschools.org

Damian Trum
Assistant Principal
DTrum@oceansideschools.org

October, 2018

To the Parent/Guardian of:
«FIRST» «LAST»

Dear Parent/Guardian:

Your child has been enrolled in our district's Academic Intervention Service Program. This placement was made after considering your child's academic performance and teacher recommendation and/or their score on the 2017 NYS Math / ELA assessment. Please note that your child's current schedule is accurate and there should be no further changes as a result of the information in this letter.

As a result your child is receiving the following services:

«Course_1»

«Course_2»

«Course_3»

The additional support is designed to help your child make progress toward meeting the state standards.

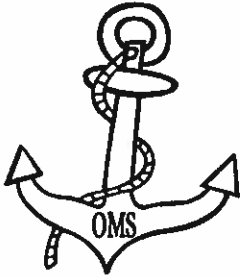
We will continue to evaluate «FIRST»'s placement in this program. During the course of the year, you will receive quarterly report cards and have the opportunity to meet with your child's team of teachers. In addition, you can always monitor your child's progress through the Parent Portal.

We encourage your involvement in this process by supporting your child at home. This can be done by checking your child's homework on a nightly basis, providing your child a place to study, and keeping in contact with your child's teachers.

Sincerely,

Allison Glickman-Rogers, Ed. D.
Principal

AGR/ezs
cc: «TEAM»
Student AIS file



Oceanside Middle School
New York State School of Excellence
186 Alice Ave
Oceanside, New York 11572
Phone: (516) 678-8518
Fax: (516) 594-2325



An Essential Elements: School to Watch

Allison Glickman-Rogers, Ed.D.
Principal
AGlickman-Rogers@oceansideschools.org

Michelle Mastrandè
Assistant Principal
MMastrandè@oceansideschools.org

Damian Trum
Assistant Principal
DTrum@oceansideschools.org

To the Parent/Guardian of:
«FIRST» «LAST»
«ADDRESS»
«CITY»

Dear Parent/Guardian:

This is to confirm that «FIRST» has been exited from our district's Academic Intervention Service Program on «END». As a result of his/her placement in «PROG» he/she has demonstrated academic progress and is meeting NYS standards.

We will continue to evaluate your child's placement in the program. During the course of the year, you will receive quarterly report cards and have the opportunity to meet with your child's team of teachers.

We encourage your involvement in this process by supporting your child at home. This can be done by checking your child's homework on a nightly basis, providing a place to study, and keeping in contact with your child's teachers. If you have any questions, please contact the school at 678-8523 to arrange a team meeting.

Sincerely,

Allison Glickman-Rogers, Ed. D.
Principal

AGR/ezs
cc: Student AIS file
«TEAM»



Oceanside High School

3160 Skillman Ave.
Oceanside, NY 11572-4495
Phone (516) 678-7526 Fax (516) 678-2753

Geraldine DeCarlo
Principal
gdecarlo@oceansideschools.org

Paul Guzzone
Associate Principal
pguzzone@oceansideschools.org

Student #: 200800432
Counselor: CARBONETTI

September 2017,

To the Parents/Guardian of

will be receiving academic intervention services (AIS) this year in the area(s) listed below. Additionally, the criteria that identified for AIS, and the type of service(s) he will be receiving are also listed below:

<u>AIS Subject</u>	<u>AIS Criteria</u>	<u>AIS Service</u>
1. English	*Performance on 8th Grade Assessment	Eng/SS Conference
2. N/A	N/A	N/A
3. N/A	N/A	N/A

This additional support is being provided to help your child gain the knowledge and skills necessary to satisfactorily meet the New York State standards in English/Language Arts, Mathematics, Social Studies, and/or Science. We will continue to evaluate your child's performance and the need for continued service during the course of the year. You will receive quarterly progress reports and report cards so that you can monitor this as well.

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, keeping in contact with your child's teachers, and by using the Parent Portal. If you have any questions, please contact your child's guidance counselor. If you would like to set up a parent conference, please contact teacher(s).

Sincerely,

Geraldine A. De Carlo
Principal

<u>PRINCIPAL</u>	<u>ASSOCIATE PRINCIPALS</u>	<u>COUNSELORS</u>	<u>PSYCHOLOGISTS</u>	<u>SOCIAL WORKERS</u>	
Geraldine DeCarlo 516.678.7526	Paul Guzzone 516.678.7539 Joelle Mazun 516.678.8531 Keith Mekeel 516.678.5402	516.678.7537 Jayne Gordon Renee Lochridge Carla Stillwell Mindy Stecklow Adam Utrecht	516.678.7540 Kevin Carbonetti Lisa Fazio John Madden Jaclyn Sileo	516.678.7542 Dr. Andrew Landers Stephen Lambros Dr. Nina Weisenreder	516.678.7542 Roslyn Johnson Annie O'Hara

KNOW THOROUGHLY, THINK CRITICALLY, ACT ETHICALLY



Oceanside High School

3160 Skillman Ave.
Oceanside, NY 11572-4495
Phone (516) 678-7526 Fax (516) 678-2753

Geraldine DeCarlo
Principal
gdecarlo@oceansideschools.org

Paul Guzzone
Associate Principal
pguzzone@oceansideschools.org

Student #: 200804531
Counselor: CARBONETTI

September 2017,

To the Parents/Guardian of

will be receiving academic intervention services (AIS) this year in the area(s) listed below. Additionally, the criteria that identified for AIS, and the type of service(s) he will be receiving are also listed below:

<u>AIS AREA</u>	<u>AIS Service</u>
1. English	Progress Monitoring
2. N/A	N/A
3. N/A	N/A

This additional support is being provided to help your child gain the knowledge and skills necessary to satisfactorily meet the New York State standards in English/Language Arts, Mathematics, Social Studies, and/or Science. We will continue to evaluate your child's performance and the need for continued service during the course of the year. You will receive quarterly progress reports and report cards so that you can monitor this as well.

We encourage your involvement in this process by supporting your child at home. This can be done by checking homework on a nightly basis, providing your child a place to study, keeping in contact with your child's teachers, and by using the Parent Portal. If you have any questions, please contact your child's guidance counselor. If you would like to set up a parent conference, please contact teacher(s).

Sincerely,

Geraldine A. De Carlo
Principal

<u>PRINCIPAL</u>	<u>ASSOCIATE PRINCIPALS</u>	<u>COUNSELORS</u>	<u>PSYCHOLOGISTS</u>	<u>SOCIAL WORKERS</u>
Geraldine DeCarlo 516.678.7526	Paul Guzzone 516.678.7539 Joelle Mazun 516.678.8531 Keith Mekeel 516.678.5402	516.678.7537 Jayne Gordon Renee Lochridge Carla Stillwell Mindy Stecklow Adam Utrecht	516.678.7540 Kevin Carbonetti Lisa Fazio John Madden Jaclyn Sileo	516.678.7542 Dr. Andrew Landers Stephen Lambros Dr. Nina Weisenreder

KNOW THOROUGHLY, THINK CRITICALLY, ACT ETHICALLY



Oceanside High School

3160 Skillman Ave.
Oceanside, NY 11572-4495

Phone (516) 678-7526 Fax (516) 678-2753

Phyllis S. Harrington, Ed.D.
Superintendent
pharrington@oceansideschools.org

Geraldine A. De Carlo
Principal
gdecarlo@oceansideschools.org

ID: 200800069

Counselor: CARBONETTI

February 2017,

To the Parents/Guardian of

We are pleased to inform you that _____ has met the criteria to exit from academic intervention services in the following subject area(s):

Exiting Service(s)

Exiting Criteria Satisfied

1. English

*Strong course performance and teacher recommendation

Due to the exit criteria listed above, _____ academic intervention service has been discontinued. Should you have any questions regarding this notification, please do not hesitate to contact your child's guidance counselor.

Sincerely,

Geraldine A. De Carlo
Principal

PRINCIPAL
Geraldine DeCarlo
516.678.7526

ASSOCIATE PRINCIPALS
Paul Guzzone
516.678.7539
Joelle Mazun
516.678.8531
Keith Mekeel
516.678.5402

COUNSELORS
516.678.7537
Jayne Gordon
Renee Lochridge
Carla Stillwell
Mindy Stecklow
Adam Utrecht
516.678.7540
Kevin Carbonetti
Lisa Fazio
John Madden
Jaclyn Sileo

PSYCHOLOGISTS
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Dr. Nina Weisenreder

SOCIAL WORKERS
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Annie O'Hara