WEST BABYLON SCHOOL DISTRICT
West Babylon, New York

THE ACADEMIC INTERVENTION SERVICES PLAN

FOR

STUDENTS IN KINDERGARTEN THROUGH GRADE 12

2019-2020/2020-2021
POLICY OF THE BOARD OF EDUCATION OF THE
WEST BABYLON SCHOOL DISTRICT
FOR
ACADEMIC INTERVENTION SERVICES

The West Babylon School District, located in Suffolk County, has an enrollment of approximately 4000 students. Many of these students meet or exceed designated performance levels on State assessments. The Board of Education in the West Babylon School District is committed to success for all students. For those students in need of support to achieve satisfactory performance levels on the State assessments, an Academic Intervention Services Plan is adopted which includes two components.

Additional teaching, the first component, will be provided to supplement classroom instruction. Secondly, student support services will be offered to help young people overcome barriers to satisfactory academic performance. This program is intended for pupils in the elementary schools, the junior high school and the high school.

The Plan, following State Education Department Regulations, will provide assistance to students in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. The ultimate goal is to prepare all students to satisfy graduation requirements.

Introduction
This Academic Intervention Services Plan is adopted for the 209-2020/2020-2021 school years. Academic Intervention Services means additional instruction and/or student support services that supplement the instruction provided in the general curriculum and assist students in meeting the NYS Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, and social studies and science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled individuals.

Effective July 1, 2012, all school districts must have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. As per the New York State Education Department, school districts may continue to provide a Response to Intervention (RtI) program, instead of, or in addition to, an Academic Intervention Services (AIS) program to eligible students in other grades and subjects other than K-4 reading based on the requirements of sections 100.2(ee)(7) and 100.2(ii) of the Commissioner’s Regulations. A statement of assurance signed by the school superintendent is required. Based on this regulation, the West Babylon School District will provide a Response to Intervention program instead of an Academic Intervention Services program to eligible students in grade 5 for reading as well as in grades 1 – 5 for mathematics.
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 may include the building principal, psychologist, reading specialist, math specialist, speech language teacher, English as a New Language teacher, and other support personnel when appropriate.

The district monitors each student’s literacy progress beginning in kindergarten. Literacy skills in grades K-8 are assessed using a variety of methods that may include standardized tests, criterion-referenced tests, formative assessments, the Fountas and Pinnell Benchmark Assessment and classroom performance. Benchmarking using STAR Renaissance assessments is conducted with all students.

Mathematical skills in grades K-8 are assessed using multiple measures that may include the following: standardized tests, criterion-referenced tests, formative assessments and classroom performance. Benchmarking using STAR Renaissance assessments is conducted with all students.

In addition, all students in K-5 are assessed by the iReady universal screening tool, which assesses students in ELA and Mathematics three times per year. This tool helps to identify students that are performing below or far below grade level, and who are thus in need of intervention services.

Multiple measures (such as state assessments and/or criterion-referenced tests, diagnostic assessments, subject area formative assessments teacher recommendations) are also used to determine if Academic Intervention Services are necessary in social studies and science. AIS in social studies and/or science may be addressed in the RtI program for grades 4 and 5.

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.
All schools have in place an Instructional Support Team that includes its building administrators, school psychologist, support personnel and teachers. The team makes recommendations as to which AIS services best meet the needs of each identified student.

Eligibility: Any student who scores below the designated performance levels on elementary, intermediate and commencement level State assessments in English language arts, mathematics, or science is mandated to receive Academic Intervention Services.

State Assessments: All Regents examinations as well as other State tests, including ELA 3-8, Math 3-8, Science 4, Science 8 and the New York State English as a Second Language Achievement Test (NYSESLAT) will be used in assessing student
Determination of Need/Evidence of Progress: No one criterion, with the exception of a student’s score on a State test, will require that services commence or be discontinued.

Findings of need or evidence of achievement require more examples of student performance. The following information will be used:

- Diagnostic Assessments
- Anecdotal Records
- Report Card Grades
- Local Final Examinations
- Other student records, reports, evaluations including, but not limited to, discipline records, health-related issues, mobility issues, family issues
- Attendance Records

Range of Academic Intervention: The intensity of service will be determined based on individual need, and may incorporate one or more of the following:

- Scheduling options including additional class time, extended time
- Co-teaching
- Individualized Instruction
- Small Group Instruction
- Reading/Writing and Math Support Services
- Special Education Referral
- Summer School
- Academic Monitoring

Range of Support Services: Coordination of services, based on individual need, could include:

- Attendance Intervention/Monitoring
- Discipline Intervention/Monitoring
- Family-related Assistance
- Health-related Assistance
- Nutrition-related Assistance
- Speech and Language Assistance
- OT/PT Assistance
- Mobility/Transfer Assistance
- Instructional Support Team Assistance

Procedure
The process used to identify, implement, and evaluate students will be consistent. The program however, will be age appropriate; therefore, the guidelines will vary from grade to grade and school level (elementary, junior high school and high school).

All students who have a level 1 or level 2 score from a New York State assessment will be eligible to receive Academic Intervention Services unless otherwise indicated by New York State Education Department.
If a state assessment score is not available, students will be eligible for Academic Intervention Services if they are determined to be at risk of not meeting State Standards, according to criteria established by the District. The District procedure always will be used when a student is absent for all or part of a test or when a student transfers from another state or nation.

The Plan, which appears on the following pages, provides information in chart form. For each grade, four columns are identified: Initial Screening, Confirmation Screening, AIS Services for Level 1 and Level 2, and Exit Criteria. This format enables the professional staff to identify objective criteria to determine eligibility, identify a plan of action and enable a student to complete the intervention plan. The criteria for terminating AIS will relate directly to the initial screening or be the result of an IST determined progress monitoring plan. The Instructional Support Team may decide that an individual student should continue to receive services for a specified amount of time, although the screening criteria have been exceeded.

**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 in conjunction with the Instructional Support Team, is responsible for monitoring the progress of the pupils in his/her building. 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 Level 1 and 2.

The district Academic Intervention Services plan shall be reviewed biennially. The next review shall take place during the 2016-2017 school year.

**Record Keeping**
A record of the student’s performance on State assessments shall be kept as part of the student’s cumulative record.

A record of what Academic Intervention Services a student receives shall be a part of the student’s cumulative record.

A copy of the parent notification that a child is in need of Academic Intervention Services and when these services will be offered will be kept in the student’s cumulative record folder as well as a copy of the letter to the parent indicating that the child is no longer in need of these services.

**Parental Notification and Involvement**
The parent(s) or the person in parental relation to the student will be notified in writing by the principal of the school that the student attends that his/her child will be receiving AIS. This notification shall be provided in English and translated, when appropriate, into
the native language or mode of communication of the parent. The commencement of services notification will include:

- A summary of the Academic Intervention Services to be provided
- The reason the student needs such services
- Consequences of not achieving expected performance levels

Reports to parents will appear on the report card or a letter will be sent home indicating their child’s progress in the Academic Intervention Program.

New York State Education Law dictates that a school district has the authority and responsibility to place students in appropriate academic programs during the regular school day, and this includes placement in an academic intervention services program or RTI program.

Parents shall be notified in writing of the termination of Academic Intervention Services. Such notices shall be provided in English and translated when appropriate. Ongoing communication with school personnel shall be provided to parents of the students receiving Academic Intervention Services. They shall be provided with opportunities at least once a semester to meet with their child’s regular teacher and/or other appropriate staff as designated by the building principal.

All parents shall be made aware of an informational meeting held annually at their child’s school, at which an overview of the AIS Program will be presented. Parents of students receiving AIS will be invited to attend this meeting; however parents of any student in the school may also attend.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Initial Screening</th>
<th>Confirmation Screening</th>
<th>AIS Services</th>
</tr>
</thead>
</table>
| Kgn.  | ● Kindergarten Screening  
     ● Speech – Language  
     ● Gross Motor Skills  
     ● Fine Motor Skills  
     ● CSE Evaluation  
     ● STAR Early Literacy Benchmarking  
     ● Individualized diagnostic screening | ● Classroom Performance data  
     ● Instructional Support Team recommendation/data  
     ● NYSITELL  
     ● Student Home-Language survey  
     ● FUNDations Unit Assessments  
     ● Fountas and Pinnell Benchmark Assessment  
     ● Progress monitoring probes | The type and intensity of service will be determined based on individual need.  
Range of Services  
● Individualized Instruction  
● Small Group Instruction  
● Progress Monitoring  
● Extra Help  
● Differentiated Instruction  
● Push-in programs  
● Specialized intervention |

*Response to Intervention Guidelines as outlined in the West Babylon School District RtI Plan will be followed to determine placement in Reading services.*
<table>
<thead>
<tr>
<th>Grade</th>
<th>Initial Screening</th>
<th>Confirmation Screening (A minimum of two of the following must confirm findings of initial screening)</th>
<th>AIS Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>● Recommendation of Teacher/Administrator based upon classroom performance/data&lt;br&gt;● Fountas and Pinnell Benchmark Assessment&lt;br&gt;● Individualized diagnostic screening&lt;br&gt;● STAR Early Literacy Benchmarking&lt;br&gt;● Progress monitoring&lt;br&gt;● Math mid- and end-module assessments</td>
<td>● Classroom Performance data&lt;br&gt;● Instructional Support Team recommendation/data&lt;br&gt;● NYSITELL&lt;br&gt;● NYSESLAT&lt;br&gt;● FUNdations Unit Assessments&lt;br&gt;● Fountas and Pinnell Benchmark Assessment&lt;br&gt;● Progress monitoring probes</td>
<td>The type and intensity of service will be determined based on individual need. &lt;br&gt;<strong>Range of Services</strong>&lt;br&gt;● Individualized Instruction&lt;br&gt;● Small Group Instruction&lt;br&gt;● Progress Monitoring&lt;br&gt;● Extra Help&lt;br&gt;● Differentiated Instruction&lt;br&gt;● Push-in programs&lt;br&gt;Specialized intervention</td>
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</table>
| 2nd   | ● Recommendation of Teacher/Administrator based upon classroom performance/data<br> ● Fountas and Pinnell Benchmark Assessment<br> ● Individualized diagnostic screening<br> STAR Benchmarking in Reading and/or Math<br> ● Progress monitoring<br> ● Math mid- and end-module assessments | ● Classroom performance data<br> ● Instructional Support Team recommendation/data<br> ● NYSESLAT<br> ● NYSITELL<br> ● FUNdations unit assessments<br> ● Fountas and Pinnell Benchmark Assessment<br> ● Progress Monitoring | The type and intensity of service will be determined based on individual need.  

### Range of Services
- Individualized Instruction
- Small Group Instruction
- Progress Monitoring
- Extra Help
- Differentiated Instruction
- Push-in programs
- Specialized intervention

*Response to Intervention Guidelines as outlined in the West Babylon School District RtI Plan will be followed to determine placement in Reading services.*
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</tr>
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<tbody>
<tr>
<td>3rd</td>
<td>• Fountas and Pinnell Benchmark Assessment</td>
<td>• Classroom performance data</td>
<td>The type and intensity of service will be determined based on individual need.</td>
</tr>
<tr>
<td></td>
<td>• Recommendation of Teacher/Administrator based upon classroom performance data</td>
<td>• Instructional Support Team recommendation/data</td>
<td>Range of Services</td>
</tr>
<tr>
<td></td>
<td>• Individualized diagnostic screening</td>
<td>• NYSESLAT</td>
<td>• Individualized Instruction</td>
</tr>
<tr>
<td></td>
<td>• STAR benchmarking in Reading and/or Math</td>
<td>• NYSITELL</td>
<td>• Small Group Instruction</td>
</tr>
<tr>
<td></td>
<td>• Progress monitoring</td>
<td>• Fountas and Pinnell Benchmark Assessment</td>
<td>• Progress Monitoring</td>
</tr>
<tr>
<td></td>
<td>• Math mid- and end-module assessments</td>
<td>• Progress Monitoring</td>
<td>• Extra Help</td>
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</table>
| 4th   | ● Fountas and Pinnell Benchmark Assessment  
        ● Recommendation of Teacher/Administrator based upon classroom performance data  
        ● Individualized diagnostic screening  
        ● STAR benchmarking in Reading and/or Math  
        ● Progress monitoring  
        ● Math mid- and end-module assessments  | ● Classroom performance data  
        ● Instructional Support Team recommendation/data  
        ● NYSESLAT  
        ● NYSITELL  
        ● Fountas and Pinnell Benchmark Assessment  
        ● Progress Monitoring | The type and intensity of service will be determined based on individual need.  
Range of Services  
• Individualized Instruction  
• Small Group Instruction  
• Progress Monitoring  
• Extra Help  
• Differentiated Instruction  
• Push-in program  
• Specialized instruction (e.g. Wilson) |

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<th>AIS Services</th>
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</table>
| 5th   | ● Fountas and Pinnell Benchmark Assessment  
● Recommendation of Teacher/Administrator based upon classroom performance data  
● Individualized diagnostic screening  
● STAR benchmarking in Reading and/or Math  
● Progress monitoring  
● Math mid- and end-module assessments | ● Classroom performance data  
● Instructional Support Team recommendation/data  
● NYSESLAT  
● NYSITELL  
● Fountas and Pinnell Benchmark Assessment  
● Progress Monitoring | The type and intensity of service will be determined based on individual need.  

**Range of Services**  
- Individualized Instruction  
- Small Group Instruction  
- Progress Monitoring  
- Extra Help  
- Differentiated Instruction  
- Push-in program  
- Specialized instruction (e.g. Wilson)

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<thead>
<tr>
<th>Grade</th>
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<th>Confirmation Screening</th>
<th>AIS Services: I &amp; II</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th 7th 8th</td>
<td>● Student report card ● NYS ELS 4 rated at level 1 or 2● NYS ELA assessment performance rated at level 1 or 2● NYS Math Assessment performance rated at level 1 or 2● STAR benchmarking in Reading and/or Math● Math mid- and end-module assessments</td>
<td>● Teacher Recommendation based upon classroom performance ● Instructional Support Team recommendation/data ● Student report card ● Individualized diagnostic screening ● NYSESLAT ● Wilson screening</td>
<td>The type and intensity of service will be determined based on individual need</td>
</tr>
</tbody>
</table>

**ELA and/or Social Studies**
- ELA: 1-3 periods/Wk in Humanities Workshop for 40 Weeks: Reading Writing Support Service

**Math and/or Science**
- Math: 1-3 periods/Wk
- Math/Support Services for 40 Weeks Science Support Services

Summer School Performance Monitoring
<table>
<thead>
<tr>
<th>Grade</th>
<th>Initial Screening</th>
<th>Confirmation Screening</th>
<th>AIS Services</th>
</tr>
</thead>
</table>
| 9-12   | **English Language Arts**  
  ● NYS ELA assessment in Grade 8 level 1 or level 2  
  ● Fail English Regents  
  **Math**  
  ● NYS Math Assessment in Grade 8 level 1 or level 2  
  ● Fail Algebra Regents  |  
  • Report card grades  
  • Classroom performance  
  • Local final exams  
  • Other student records, reports, evaluations including, but not limited to discipline records, health related issues, mobility issues, family issues  
  • Attendance records  
  • Recommendations by classroom teacher, counselor, administrator, parent, school staff/Child Study Team  
  • NYSESLAT  |  
  • Summer School  
  • Reading-Writing Lab:  
    Level 1 - daily  
    Level 2 - alternating days  
  • Reading Support Services  
  • Extra Help  
  • Progress Monitoring  
  • Project Prepare |
| 9-12   | **Social Studies**  
  • Failing Global History Regents  
  • Failing U.S. History Regents  
  **Science**  
  • Not meeting proficiency on NYS Intermediate Level Science assessment  
  • Failing required Science Regents  |  
  • Report card grades  
  • Classroom performance  
  • Local final exams  
  • Other student records, reports, evaluations including, but not limited to discipline records, health related issues, mobility issues, family issues  
  • Attendance records  
  • Recommendations by classroom teacher, counselor, administrator, parent, school staff/Child Study Team  |  
  • Summer School  
  • Reading Lab with Social Studies:  
    Level 1 – Daily  
    Level 2 – Alternating Days  
  • Extra Help |
AIS Program in English Language Arts

Dear Parent/Guardian of: _________________________________________ Date: __________________

Based upon classroom performance and/or test scores, your child has been identified as a student in need of Academic Intervention Services (AIS) in the area of English Language Arts for this school year.

The New York State Education Department mandates schools to provide AIS to students believed to be in jeopardy of not succeeding on the New York State Assessments. It is important that your child meets the established New York State standards in English language arts, mathematics, social studies, and science. These standards will be assessed at various grade levels during your child’s elementary and secondary education. Academic Intervention Services are being recommended at this time to better prepare your child to meet these standards.

During this school year your child will receive AIS services to strengthen skills related to:

- [ ] Reading
- [ ] Listening
- [ ] Speaking
- [ ] Writing

The services will be provided by the teaching staff and will be congruent with your child’s grade level curriculum. Ongoing evaluation will help to determine your child’s specific needs and the level of intervention. The overall objective in providing AIS is to increase the likelihood that your child will be successful in meeting the New York State standards and high school graduation requirements.

Please feel free to call your child’s teacher if you have any questions.

Very truly yours,

Principal

Please sign below to indicate your acknowledgment of AIS services for your child, and return this letter to your child’s teacher. Thank you.

Child’s Name: __________________________________________

Signature of Parent/Guardian: __________________________________________
AIS Program in Math

Dear Parent/Guardian of:

_________________________________________  Date: ______________________

Based upon classroom performance and/or test scores, your child has been identified as a student in need of Academic Intervention Services (AIS) in the area of Math for this school year.

The New York State Education Department mandates schools to provide AIS to students believed to be in jeopardy of not succeeding on the New York State Assessments and/or meeting the New York State Standards. It is important that your child meets the established New York State standards in English language arts, mathematics, social studies, and science. These standards will be assessed at various grade levels during your child’s elementary and secondary education. Academic Intervention Services are being recommended at this time to better prepare your child to meet these standards.

During this school year your child will receive AIS services to strengthen skills related to:

☐ Computations
☐ Number Facts
☐ Word Problems
☐ Problem Solving

The services will be provided by the teaching staff and will be congruent with your child’s grade level curriculum. Ongoing evaluation will help to determine your child’s specific needs and the level of intervention. The overall objective in providing AIS is to increase the likelihood that your child will be successful in meeting the New York State standards and high school graduation requirements.

Please feel free to call your child’s teacher if you have any questions.

Very truly yours,

Principal

Please sign below to indicate your acknowledgment of AIS services for your child, and return this letter to your child’s teacher. Thank you.

Child’s Name: ______________________________

Signature of Parent/Guardian: ______________________________
AIS Program in Science

Dear Parent/Guardian of:

_________________________________________ Date: __________________

Based upon classroom performance and/or test scores, your child has been identified as a student in need of Academic Intervention Services (AIS) in the area of Science for this school year.

The New York State Education Department mandates schools to provide AIS to students believed to be in jeopardy of not succeeding on the New York State Assessments and/or meeting the New York State Standards. It is important that your child meets the established New York State standards in English language arts, mathematics, social studies, and science. These standards will be assessed at various grade levels during your child’s elementary and secondary education. Academic Intervention Services are being recommended at this time to better prepare your child to meet these standards.

During this school year your child will receive AIS services to strengthen skills related to:

- Understanding of science concepts
- Using science equipment

The services will be provided by the teaching staff and will be congruent with your child’s grade level curriculum. Ongoing evaluation will help to determine your child’s specific needs and the level of intervention. The overall objective in providing AIS is to increase the likelihood that your child will be successful in meeting the New York State standards and high school graduation requirements.

Please feel free to call your child’s teacher if you have any questions.

Very truly yours,

Principal

Please sign below to indicate your acknowledgment of AIS services for your child, and return this letter to your child’s teacher. Thank you.

Child’s Name: _____________________________________________

Signature of Parent/Guardian: _____________________________________________
AIS Program in Social Studies

Dear Parent/Guardian of:

_________________________________________ Date: __________________

Based upon classroom performance and/or test scores, your child has been identified as a student in need of Academic Intervention Services (AIS) in the area of Social Studies for this school year.

The New York State Education Department mandates schools to provide AIS to students believed to be in jeopardy of not succeeding on the New York State Assessments and/or meeting the New York State Standards. It is important that your child meets the established New York State standards in English language arts, mathematics, social studies, and science. These standards will be assessed at various grade levels during your child’s elementary and secondary education. Academic Intervention Services are being recommended at this time to better prepare your child to meet these standards.

During this school year your child will receive AIS services to strengthen skills related to:

- Understanding of social studies concepts

The services will be provided by the teaching staff and will be congruent with your child’s grade level curriculum. Ongoing evaluation will help to determine your child’s specific needs and the level of intervention. The overall objective in providing AIS is to increase the likelihood that your child will be successful in meeting the New York State standards and high school graduation requirements.

Please feel free to call your child’s teacher if you have any questions.

Very truly yours,

Principal

Please sign below to indicate your acknowledgment of AIS services for your child, and return this letter to your child’s teacher. Thank you.

Child’s Name: ____________________________________________

Signature of Parent/Guardian: ________________________________________
STUDENT NAME: _______________________________ SCHOOL: _______________________________

AIS PROVIDER: _______________________________ GRADE: _______ YEAR: __________

During the past trimester your child has received Academic Intervention Services (AIS) in the subject area checked above. A component of the AIS program is the monitoring of your child’s progress.

Below is a review of your child’s progress:

<table>
<thead>
<tr>
<th>SKILL DEVELOPMENT AND EFFORT</th>
<th>TRIMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>Demonstrating competency</td>
<td></td>
</tr>
<tr>
<td>Is improving</td>
<td></td>
</tr>
<tr>
<td>Needs to improve</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>PARTICIPATION</th>
<th>TRIMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>Attends regularly</td>
<td></td>
</tr>
<tr>
<td>Participates actively</td>
<td></td>
</tr>
<tr>
<td>Needs to improve</td>
<td></td>
</tr>
</tbody>
</table>

We encourage you to be involved with the AIS program by continuing to support your child’s learning at home. You can assist your child by checking homework on a nightly basis, providing your child a place to study, and keeping in contact with your child’s classroom teacher and AIS provider.

If you have any questions or concerns about this progress report, please contact your child’s AIS provider.