

ACADEMIC INTERVENTION SERVICES



**GENERAL BROWN SCHOOL DISTRICT
DEXTER, NEW YORK**

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DEFINITION

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

- Additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- Student support services needed to address barriers to improve academic performance

The intensity of such services may vary, but must be designed to respond to student needs as indicated through the State assessments results and/or the district-approved procedure that is consistent throughout the district at each grade level.

Academic Intervention Services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

Review of the Commissioner's Academic Intervention Services (AIS) Regulations and Guidelines

Districts and schools are accountable for the following:

- Board of Education-approved District AIS Plan by July 1, 2000
- District AIS Plan is to be revised every two years, beginning with July 1, 2002

- Purpose of the mandate and plan are to serve students not performing at the proficiency level (determined on an annual basis by State Education) on State exams and/or not passing Regents examinations in five required subject areas
- District must approve a uniformly applied procedure for identifying students in need of AIS

Intensity of services must be designed to respond to student needs based on State assessment results and/or district-adopted, uniform procedure for each grade and subject across the district.

Additional instruction means provision of extra time for focused instruction and/or increased student-teacher instructional contact time to help students achieve the NYS Learning Standards, perform at the proficiency level (level 3 or above) on State exams, and pass Regents examinations in five subject areas.

Support services examples which do not include direct academic instruction:

Attendance problems
Health-related issues

Discipline problems
Nutrition-related issues

Family-related issues
Mobility / transfer issues

Relationship of AIS and Special Education:

- Academic Intervention Services are provided to students in addition to the core curriculum. Administration of these services should not supplant the core curriculum instruction not any Special Education Services.
- Academic Intervention Services are general education services and will not be indicated on the student's IEP.
- The Committee on Special Education cannot recommend a student for AIS.
- Academic Intervention Services shall be made available to students with disabilities on the same basis as nondisabled students

Required Provision for Academic Intervention Services:

- All services are to be provided by qualified, appropriately-certified professional staff
- All services are to be described with related intensity levels
- Assessments used for AIS determination are to be described with the multiple measures and benchmarks identified for each grade and subject area
- Notice to parents of student participating in AIS includes summary of academic intervention services, reason student needs such services, and consequences of not achieving expected performance levels
- Parental notices are to be in the native language of the family
- Schools will maintain an AIS record on each student served
- Schools are to report the student's AIS progress at least once each quarter during the regular school year

SCHEDULING OPTIONS FOR AIS INSTRUCTION

- **Co-teaching**: Where one or more additional staff are scheduled (daily or a few times per week depending upon the intensity of service needs) to teach with the regular classroom teacher so additional help is given to AIS students
- **In Class Small Group Approach**: Following the instructional time, a small group of identified students are provided additional instruction by another certified teacher, typically a reading or math support teacher; other students continue to work with the classroom teacher
- **Additional Class or Period**: Instruction should be jointly planned by the classroom teacher and the AIS support teacher to mutually address the needs of the identified student and to coordinate instructional content and approaches

Academic Intervention Program

Academic Intervention Services are required by NYS Commissioner's Regulations 100.2 (ee) for students who score below designated performance levels on State assessments, or who are at risk of failing to meet State standards.

Title I and AIS Programs

Title I schools may include science and social studies programs provided that ALL students requiring ELA and Math services are served first.

Title I / AIS and the Annual Program Information Report

The District will keep records that indicate the number of students served and which standard areas. This data will be transmitted as part of the annual Program Information Report for Title I schools.

Determining when a Student can be Discontinued from Title I / AIS Programs

Students may be discontinued from AIS / Title I Program services when they

- Achieve the designated performance level on the next State assessment; or
- Meet the criteria established for acceptable performance on multiple measures in the district-approved procedure that indicates that the student has met or is likely to meet the State learning standards.

Comprehensive District Education Plans (CDEPS)

If a district follows the program of services outlined in the AIS district description to implement Title I services, the programs are one and the same. However, all federal requirements pertaining to Title I programs must also be met:

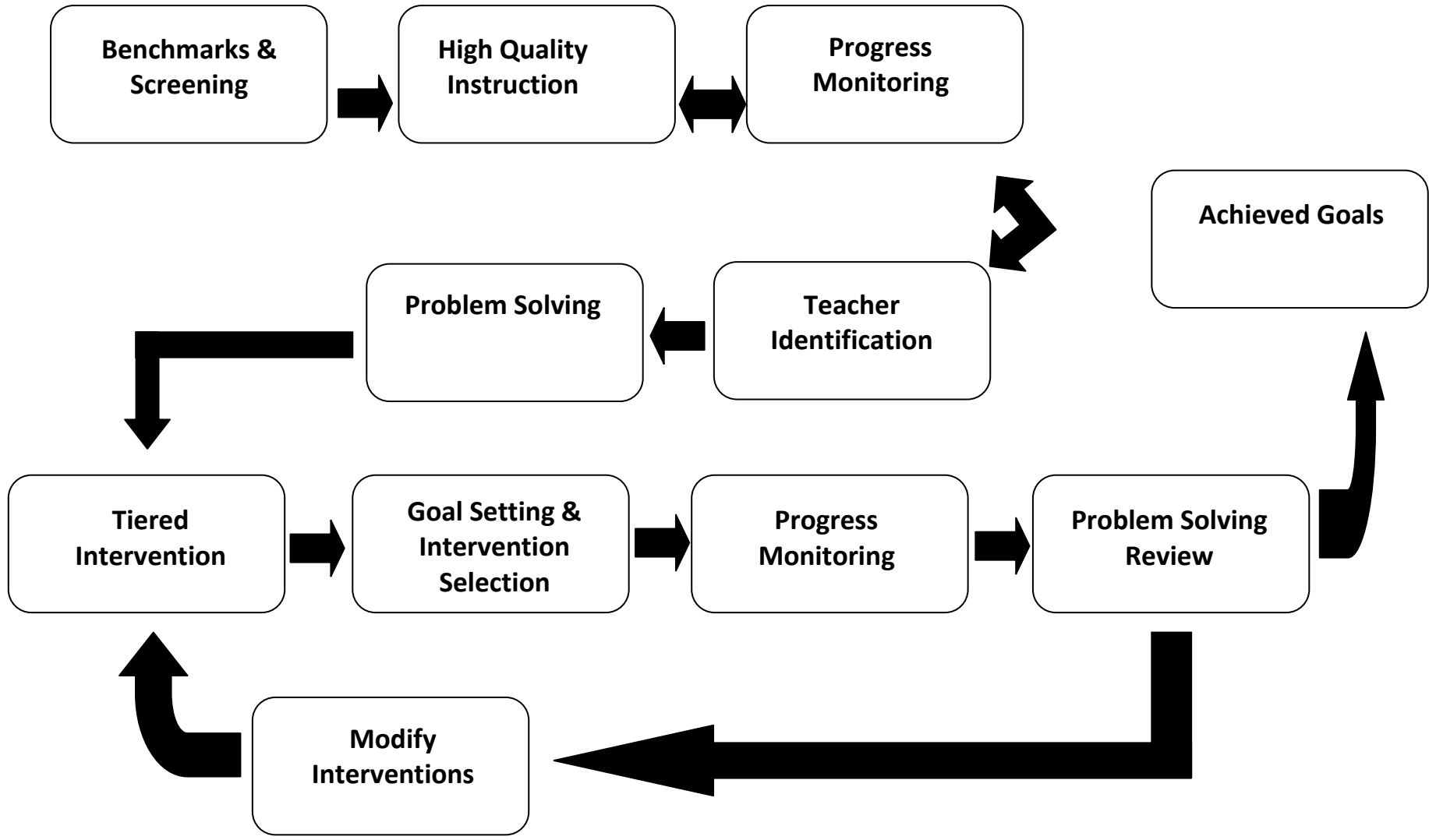
- Submission of an application and application supplement to SED for approval
- Parent Involvement Policy / School Parent Compact
- Inclusion of service for migrant, homeless, neglected, delinquent, nonpublic students
- Poverty criteria for allocation of funds
- Building plans for school wide schools
- Program reporting

*Title I funds supplement the amount of funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in such programs and do not supplant such funds.

**AIS services require additional instructional time and / or support services beyond the instruction that would pertain to students not receiving AIS.

*****Special Education (IDEA)** funds cannot be used for AIS services for students with disabilities.

K-12 RTI/AIS Initiative
What does RTI/AIS need to look like?



K-12 Academic Intervention Identification Criteria

K-3

Meet at least one of the following criteria:

- Critical Score on the Universal Screenings or Curriculum Based Measures (CBMs) as administered as part of the district RTI program
- A failing grade in Language Arts or Math for two consecutive quarters
- Poor scores on screening for new students
- Records indicating services at previous schools
- Scored below established proficiencies on local benchmarks (2nd and 3rd grades only)

4-6

Meet at least one of the following criteria:

- Below the critical score on the NYS ELA and/or Math assessments
- Critical Score for Oral Reading Fluency on the Universal Screenings or Curriculum Based Measures (CBMs) as administered as part of the district RTI program (4th grade only)
- A failing grade in Language Arts or Math for two consecutive quarters
- Poor scores on screening for new students
- Records indicating services at previous schools
- Scored below established proficiencies on local benchmarks

7-8

Meet at least one of the following criteria:

- Below the critical score on the NYS ELA and/or Math assessments
- Scored below established proficiencies on local benchmarks
- Records indicating services at previous school

9-12

- A failing score on a required Regents Exam for graduation (failing to meet the state standard)
- Scored below established proficiencies on local benchmarks
- Below the critical score on the NYS ELA and/or Math assessments (Grade 9 only)
- Records indicating services at previous schools

AIS Checkpoints and Assessments

Universal Screenings and Curriculum Based Measures (CBMs)

- Kindergarten-4

ELA and Math local benchmark assessments

- Grades 2-10

NYS Assessments

- Grades 3-12

Delivery of Services, K-6:

At the elementary level, Academic Intervention Services are administered by highly qualified staff. Certified reading teachers provide support in the area of English Language Arts, typically as part of reading instruction. Instruction is made congruent to that occurring in the classroom in terms of both content and approach. Students who require support in other content areas are also serviced, especially where difficulties with reading and writing impact on performance in core academic subjects.

All teachers, including reading-certified teachers, serve as Response to Intervention (RTI) specialists for K-12 students. Working one-on-one or with small groups, interventions are put in place and the progress of these students is monitored accordingly.

Teacher Assistants (who hold NYS “Common Branch” Teacher Certification) function similarly, under the direction of the teachers from whose classrooms the children are being “pulled.” They may adopt a co-teaching posture or assist with small groups.

Delivery of Services, 7-12

At the secondary level, Academic Intervention Services are administered by highly qualified staff. Certified teachers provide support in the areas of English Language Arts and mathematics.

AIS services can be provided as an additional class to the students’ schedules or in the form of a co-teaching model where additional staff members work with the regular classroom teacher so that additional academic assistance can be given. Lessons are designed to improve a student’s skills in relation to the New York State Learning Standards.

Teacher Assistants (who hold NYS “Common Branch” Teacher Certification) function similarly, under the direction of a teacher. In most cases the Teacher Assistant works with a subject area specialist in a co-teaching situation.

Student Exit Criteria

Teachers may recommend a student exit AIS services by providing a combination of the following evidence:

Elementary:

- Scoring above minimum on a NYS Assessment
- Scoring proficiency on local benchmarks or universal screenings
- Sustained improvement in grades

Secondary

- Scoring above minimum on a final/NYS Regents exam
- Scoring proficiency on local benchmarks
- Sustained improvement in grades

Storage and Maintenance of Records, K-12

The following Academic Intervention Services records will be stored in the Curriculum Office:

- Referral Form
- Entrance letter
- Exit letter (if applicable)
- Quarterly progress reports sent home to parents
- Monthly instructional notes

*Records will be kept until successful completion of the 8th grade assessment, or until the student graduates.