

# **Academic Intervention Services (AIS) Policy**



**Gilboa-Conesville Central School**

Approved by the Board of Education August 2019

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## **I. Definition of Academic Intervention Services (AIS)**

Academic Intervention Services (AIS) are additional instruction and supports for identified students in grades K-12. Supplementing the general education curriculum or regular classroom instruction, AIS may include student support services such as guidance, counseling, and study skills if needed to address barriers to improved academic performance. AIS is mandated by the New York State Department of Education (NYSED) as per Section 100.2 of the Commissioner Regulations. NYSED requires AIS for students who are at risk for not meeting the NYS learning standards in English language arts, mathematics, social studies, and/or science or who are at risk for not gaining the knowledge and skills needed to meet or exceed proficiency on NYS tests. AIS is also required for eligible students with disabilities and English Language Learners in addition to their special education or English as a Second Language instruction along with accommodations and supports.

AIS is provided to students in small groups within or outside of the regular classroom by support services faculty. Instruction is differentiated to meet students' individualized learning needs. Students' progress is monitored and documented throughout the AIS process. Progress monitoring ensures that students receive targeted academic support and helps to determine if services are no longer necessary.

## **II. Eligibility for Academic Intervention Services**

Multiple measures are used to ascertain which students require AIS. All students in grades K-8 are screened quarterly, beginning in the first three weeks of the school year to identify those who need additional support in reading and mathematics. The screening tool is iReady, an online program that provides grade-level norms for reading and mathematics as well as norms in reading and mathematics subskills and concepts:

### Reading

Vocabulary  
Comprehension – Literature  
Comprehension – Informational  
Phonological Awareness  
High Frequency Words  
Phonics

### Mathematics

Algebra and Algebraic Thinking  
Number and Operations  
Geometry  
Measurement and Data

Another criterion that establishes eligibility for AIS is teacher recommendations. Recommendations are based on observations and student performance on class assignments, tests, and homework. Additional measures for AIS eligibility may include student or parent report.

### Grades 3-12

Students in Grades 3-8 are assigned AIS if their performance is below the median scale score between Level 2 and Level 3 on the NYS ELA and Mathematics Assessments. In Grades 9-12, students get AIS if they fail a NYS Regents Exam.

Students receiving Response to Intervention (RTI) Tier 2 or 3 services may forgo AIS if the RTI services match the student's core academic needs. See the Gilboa-Conesville Central School RTI Policy for additional information.

### **III. The AIS Process**

Classroom teachers, support services faculty, administrators, and consultants review iReady and NYS Assessment data as they become available to identify students who perform below grade-level proficiency levels. Teacher recommendations and student or parent reports, if applicable are considered in conjunction with testing data. Students may first qualify for AIS at any point in the school year.

An AIS Referral Form is completed for each student identified for AIS and is submitted to the principal for review. Parents are promptly informed by letter that their child has been selected for AIS and services begin shortly after. Short delays in receiving academic and support services may occur because of a student's schedule and academic needs.

Students may require AIS in one or more subject area, i.e., ELA, math, science, social studies. Within any of these subjects, students might need overall support or assistance in just one or more subcategory. For example, one student might need AIS in vocabulary and high frequency words while another student requires additional support in all reading subskills as well as in writing. The length and frequency of AIS is dependent on the individual student's needs.

AIS teachers engage in ongoing progress monitoring to evaluate students' academic growth. They communicate weekly with classroom teachers to share observations of students' development as well as instructional strategies. The principal is informed if there are any concerns, which would lead to a team meeting with parents to plan the next steps in student support.

#### **IV. Communication with Families**

Parents are informed by letter if their child requires AIS prior to the start of services. This communication includes the academic weakness/es, how the student was identified, the services to be provided, and the name of the AIS teacher/s. Parents are sent two copies of the letter, one to sign and return to the school.

Academic Intervention Services (AIS) Summary Reports are sent to parents quarterly and more frequently if requested. Parents typically meet with AIS teachers during Parent-Teacher Conferences, which are held twice a year. At any point, parents can schedule a meeting their child's AIS and classroom teachers.

When Academic Intervention Services are no longer indicated, parents are informed by letter. This notice includes the criteria for ending services.

Families are invited to attend an annual Title I Parent Meeting held each September in which AIS is discussed along with other support services.

Appendix A



**Academic Intervention Services (AIS)  
Referral Form**

Date \_\_\_\_\_

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

Grade/Class \_\_\_\_\_

Referring Educator \_\_\_\_\_

**Criteria for Referral:** (Include date of assessment and score)

NYS Assessment \_\_\_\_\_

NYS Regents Exam \_\_\_\_\_

iReady Assessment \_\_\_\_\_

Teacher Recommendations:

Observation

Classwork

Homework

Exams

Describe: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Report

Student Report

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Approved

Not Approved

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix B  
AIS Parent Letter Template



*Gilboa-Conesville Central School*

132 Wyckoff Road • Gilboa, New York 12076-9703  
607-588-7541 • FAX 607-588-6820

Jack Etter, Superintendent  
Thomas Cervola, Principal

Date \_\_\_\_\_

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

This letter is to inform you that your child is in need of Academic Intervention Services (AIS). This determination was based on:

- NYS Assessment \_\_\_\_\_
- NYS Regents Exam \_\_\_\_\_
- iReady Assessment \_\_\_\_\_
- Teacher Recommendations \_\_\_\_\_
- Parent Report \_\_\_\_\_
- Student Report \_\_\_\_\_

As a result, your child will receive assistance based on his/her academic needs in the following subject(s):

\_\_\_\_\_  
\_\_\_\_\_

The goal of this additional academic support is to help your child succeed academically. Academic support will be provided in the regular classroom or an AIS Room. Your child will be monitored throughout the AIS process to determine whether additional support is still needed. You will receive quarterly reports regarding your child's progress. Below is your child's AIS teacher(s).

AIS Provider: \_\_\_\_\_ Subject: \_\_\_\_\_

AIS Provider: \_\_\_\_\_ Subject: \_\_\_\_\_

Two copies of this letter are enclosed. Please return one signed copy to the school's main office and keep the other copy for your records.

Sincerely,

Thomas Cervola  
Principal

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I understand that my child will receive Academic Intervention Services (AIS).

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_



Appendix C  
**Exit Letter to Parents**



*Gilboa-Conesville Central School*

132 Wyckoff Road • Gilboa, New York 12076-9703  
607-588-7541 • FAX 607-588-6820

Jack Etter, Superintendent  
Thomas Cervola, Principal

Date \_\_\_\_\_

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

Your child is has made significant progress in Academic Intervention Services (AIS) and no longer requires services in \_\_\_\_\_.

This determination was based on the following data:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We will continue to monitor your child's academic performance in class and on NYSED assessments, if applicable. If at any future time AIS is indicated for your child we will inform you. Please do not hesitate to reach out to your child's teachers should you have any questions.

Two copies of this letter are enclosed. Please return one signed copy to the school's main office and keep the other copy for your records.

Sincerely,

Thomas Cervola  
Principal

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I have received notification that my child be receiving AIS services in this school year.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_