

Stamford Central School follows the NYS Education Department guidelines for Title I/AIS Complaint Procedures.

Please follow this link to find the procedures.

New York State Education Department Link for:

[Written Complaint and Appeals Procedures for Title I
\(www.p12.nysed.gov/accountability/T1/complaintappeals.htm\)](http://www.p12.nysed.gov/accountability/T1/complaintappeals.htm)

Stamford Central School

Academic Intervention Services (AIS) Policy

Adopted by the SCS Board of Education June 2008

Definition of Academic Intervention Services

Academic instructional services are intended to supplement regular classroom instruction and help students achieve New York State Learning Standards. Additional instruction can be in the form of extra time for focused instruction and/or increased student-teacher instructional contact time. AIS will also provide students support services needed to address barriers to their academic performance. These interventions may include school guidance, counseling, services to improve attendance, coordinating services provided by other agencies and study skills.

Parent Communication

Letters will be sent home to all parents whose children meet the entry criteria for AIS explaining the program and its benefits. A meeting regarding this placement will be made available upon the parents' request in which we can discuss the student's performance, the need for services, the services being offered, how the student will be monitored and the criteria that must be met for exiting the program. In addition, quarterly progress reports will be provided to parents in regards to their student's progress. If it is determined that the student is no longer in need of AIS the parents will be notified in the same manner.

Eligibility for Academic Intervention Services

AIS services will be directed towards those students who are at risk of not achieving State standards or have scored below the designated performance levels on State assessments. For those grades where there is not State assessment multiple measures will be utilized to identify students at risk.

The following criteria will be used in determining student eligibility:

- Standardized Testing such as DIBELS (strategic to intensive), Woodcock Johnson, TPRI
- Terra Novas (6 months – 1 year below grade level)
- Score at or below a 2 on ELA or Math State exams
- Score at 70% or below on Regents exams
- Local Final exams at 70% or below
- Report card grades at 75% or below
- Teacher, counselor, staff, administrator, psychologist, speech/language therapists, school psychologist or parent recommendation
- Classroom performance (class work, participation, homework)
- Attendance records
- Child Study Team Recommendation
- Other student records, reports, evaluations including discipline records, mobility issues, health-related issues, family issues
- Diagnostic Assessments
- Student transcripts (for those students transferring in)

Types of AIS that may be provided:

- Structured Study Halls
- Co-teaching/ team-teaching to reduce student/teacher ratio
- Small group or one-on-one instruction in addition to class room instruction
- Computer assisted instruction
- Letters from Principal to parents regarding attendance problems
- Remedial Math / English
- Peer tutoring/mentoring
- Gear – Up
- Counseling sessions
- Progress monitoring (for those students not in need of additional instruction)
- Parent contact (meeting, phone call, email)

Personnel to provide AIS

- Classroom teacher
- Instructional support teacher
- Special education teacher
- ESL teacher
- Psychologist
- Guidance counselor
- School nurse
- An administrator

Certified Licensed Teaching Assistant (under the supervision of a certified teacher)

Scheduling AIS

The number of scheduled periods per week, duration of these period, and degree of individualization will be determined in response to the needs of the student. A student's schedule may be adjusted to provide adequate time for AIS during the school day, as placement of students in educational programs during the regular school day will remain the responsibility of the school.

However, such services will be provided in a manner that does not diminish instructional time to a degree that may prohibit a student from achieving the State Learning Standards in any area required for graduation. To this end, the school may postpone, but not eliminate, particular courses required for graduation.

Services may start at any time, but must commence no later than the semester following a determination that such services are needed. At the high school level, AIS cannot be postponed until students are scheduled for a course in which AIS is needed.

The classroom teacher in collaboration with the AIS provider will monitor the student's progress so that the intensity of scheduling can be adjusted when necessary. If the student's needs cannot be met successfully through AIS then the necessary steps will be taken to begin the referral process for Special Education classification.

AIS for Special Education Students

Academic intervention services should be provided to students with disabilities on the same basis as non-disabled students, and the need for such services will be determined in the same manner. AIS is to be provided in addition to, and must not supplant, the special educational services. Due to the classification of AIS as a general education service, it should not be indicated on the individualized education program (IEP) and the CSE cannot recommend that a student with disability receive AIS.

However, appropriate accommodations and supports must be provided when AIS is implemented for students with disabilities to assure that these students benefit from AIS. For example if a student's IEP indicates that a specific adaptive material, assistive technology device, or curriculum modification is to be provided, then these same accommodations or supports must be provided when AIS is delivered. For this reason staff members providing AIS must have access to the student's IEP.

AIS and Title I

AIS shall be used in collaboration with Title I services so as to support student needs by increasing the support services, or time in intervention programs. The AIS provider and Title I teacher will work together in order to help maximize student success.

Requirements for Terminating AIS

- Standardized Testing such as Terra Novas, DIBELS, Peabody, Woodcock Johnson, TPRI
- Score at or above a 3 on ELA or Math 4, 7, 8 State exams

- Score at 71% or above on Regents exams
- Local Final exams at 71% or above
- Report card grades at 80% or above
- Teacher, counselor, staff, administrator, psychologist, speech/language therapists, school psychologist recommendation
- Classroom performance indicators (class work, participation, homework)
- Attendance records
- Child Study Team Recommendation
- Other student records, reports, evaluations including discipline records, mobility issues, health-related issues, family issues
- Diagnostic Assessments

Responsibilities of School Personnel

Principal

- Notifying parents of student enrollment in AIS
- Oversee the AIS program

Guidance

- Schedule in AIS for students who meet criteria
- Supply AIS providers with the following:
 - students scoring a 1 or 2 on state assessments
 - new students entering the district
 - students failing courses at the end of each quarter

AIS Provider

- Document instruction and progress
- Attend meetings with classroom teachers, administration, and parents to discuss student progress and needs
- Provide quarterly reports to parents and guidance

Classroom Teacher

- Refer struggling students to guidance and/or AIS provider
- Work with AIS provider to best meet the needs of the student

Document progress of student in the classroom