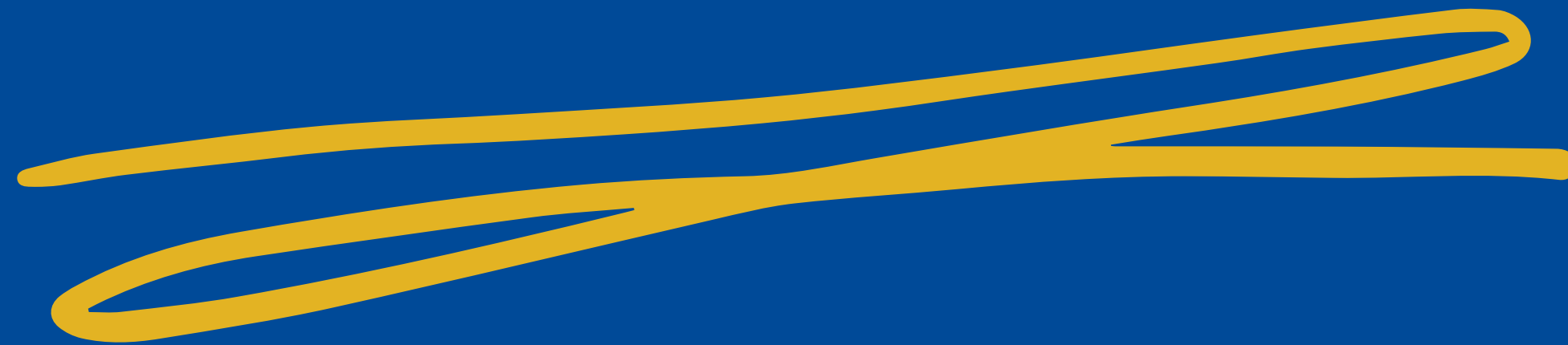HUDSON CITY SCHOOL DISTRICT
OFFICE OF SCHOOL IMPROVEMENT

All About AIS

A Guide to Academic Intervention Services

What is AIS?

Academic Intervention Services help students who are struggling to achieve the New York State learning standards in English Language Arts and Mathematics in grades K-12. AIS services include extra instructional time and other supports to help students achieve success in meeting the learning standards.

There are two ways a student becomes eligible for AIS:

First, the school district determines that the student is at risk of not meeting state standards. Class achievement, standardized tests, and teacher recommendations are used.

Second, if a student receives a score of a 1 or a 2 on the New York State Assessments or Regents exams in ELA or Math, AIS is mandated for a minimum of ten weeks.

AIS services are partially funded through federal Title I allocations that the District receives every school year. Title I funds allow the District to improve basic programs operated by each school. The Title I program provides financial assistance to schools with high numbers or high percentages of low-income children to help ensure that all children meet challenging state academic standards.

ESEA Section 1118(c) POLICY INVOLVEMENT- Each school served under this part shall —
(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
(2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
(4) provide parents of participating children —
(A) timely information about programs under this part;
(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
(5) if the school wide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Parental Notification & Involvement

Parents and guardians always receive written notification when a child is recommended to receive AIS. Written notification is also sent when services are no longer needed. Parents and guardians can expect the following:

- An opportunity, at least twice a year, for a meeting with the student's regular classroom teacher, the AIS teacher, and any other pertinent staff.

- An opportunity to meet your child's AIS teacher at Meet the Teacher Night

- Trimester/Quarterly progress reports during the school year. The first quarter report will be in the form of an outline of goals specific to the needs of the student. Such reports will provide information regarding student performance while receiving AIS.

- Information on ways to work with your child at home and monitor his/her progress.

What Should You Look for In an AIS Program?

• AIS is based on a variety of pieces of information, including tests and student work that identify specific student needs.

• The AIS and classroom teachers know what each student must learn to meet the Common Core and New York State Learning Standards.

• Students who are receiving AIS are grouped with students who have similar educational needs.

• Students are evaluated periodically to determine if AIS should be adjusted or ended.

• AIS includes multiple approaches to learning that strengthen a student's skills and strategies.

• Students learn organization and problem-solving strategies, including how to respond to questions requiring critical thinking skills.

• AIS is scheduled in addition to the core program.

• A variety of materials and resources are used.

AIS Services K – 8

Classroom:

Children experiencing difficulty will receive extra support in the classroom, directly from the classroom teacher.

Those needing additional support will receive one of the following with a reading teacher:

95 Percent Group

An extensive phonics intervention program that is designed to provide targeted instruction on specific skills.

Rewards

Rewards is a research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multisyllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level content-area text.

AIS Services K – 8

Wilson Reading

Wilson Reading is a highly-structured remedial program that directly teaches the structure of the language to students who have been unable to learn with other teaching strategies, or who may require multisensory language instruction.

Other Small Group/Individual Instruction

Sometimes children are not quite ready for a formal program and will receive support in a math or reading group working individually or in a small group with a reading or math teacher on specific areas of weakness.

Other Supports

Students in the after-school program may participate in one of many programs that provide extra help, usually with a mentor, a buddy reader, or in a small group.

What Are Some Ways That I Can Help My Child to Be Successful?

• Encourage your child to read daily or work on math skills using their IXL software. Studies show that the more students read, or are read to, the more fluent they will become. Include non-fiction in the reading diet. Explore the local library for math concept books.

• Develop vocabulary – Have conversations about your child's day. Ask questions about what they are learning in school. Have a word wall at home with math concepts.

• Ask Questions!

Have questions?

Please contact your child's classroom teacher