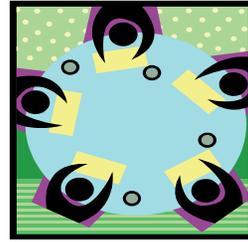


Who Delivers Service

Certified teachers employed by the school district serve as AIS teachers. For students receiving **low-intensity** services, this may be the classroom teacher. A student's classroom progress may be monitored and recorded, or the student may receive help from the classroom teacher before or after school. A secondary student, especially, may be scheduled for extra help from his or her social studies or math teacher if test results indicate that this would result in success on a state assessment.



For **moderate** or **high intensity** service, a student would more likely be scheduled for a pull-out time from the classroom or a study hall during the day. Instruction would be provided by a teacher certified in the area of remediation, i.e., a reading specialist would provide reading instruction, a certified math teacher would deliver math remediation. At the high school level, the student might be enrolled in a repeat semester of a course taught by a certified content specialist to prepare to retake a Regents examination.



LANCASTER CENTRAL SCHOOLS
LANCASTER, NY

The District Advisory Council

Parents of students receiving AIS support are invited to join the District Advisory Council. The DAC is a mandatory component of the No Child Left Behind legislation and the Title grants that the district receives from the federal government.

The DAC meets five to six times per year and provides a forum for both learning about district programs and providing the district with a parent perspective about families' experiences with instruction in our schools. For further information, call the Curriculum Office at 686-3206.



District Advisory Council
Curriculum Office
686-3206

Lancaster Central School District
177 Central Avenue
Lancaster, NY 14086



ACADEMIC INTERVENTION SERVICES

(AIS) is designed to help students achieve the NYS Learning Standards. This is accomplished through additional instruction that supports the general curriculum or by addressing barriers to improved academic performance.



Academic Intervention Services

Parent Communication

When a student first exhibits academic difficulty, the classroom teacher should be in contact with the parent. Telephone conversations, written notes, report cards and/or parent conferences are examples of typical forms of communication that would have been used prior to referral to the AIS team. The classroom teacher or counselor should alert the parent when the child is going to be referred to the AIS team.

If AIS support is recommended, the parent will receive a letter to that effect. This communication will provide pertinent information about the reasons for referral and the services to be provided. During the school year, AIS progress reports are provided to parents on a quarterly basis. The parent is also notified in writing when the child is recommended for continued services in the next grade level or if services are recommended to be discontinued.



Referrals to AIS

Individual teachers refer students to an AIS team consisting of the principal, remedial staff and support personnel. The team examines the reasons a student is not performing at expected levels and studies the student's previous classroom performance, as well as test results.



Depending on grade these include reading math tests, locally-prepared grade level reading, writing and/or math tests, commercially-published reading, writing and/or math tests, or state assessments. At the elementary and intermediate levels, particular attention is paid to student performance on the New York State Assessments in English Language Arts, Mathematics, Science and Social Studies. At the high school level, results on the required Regents examinations also determine whether a student receives AIS support.

How Instruction is Delivered

AIS can take the form of a pull-out program, whereby students leave the classroom to work with the teacher in a small group; or it can be a push-in program, whereby the teacher comes into the classroom and provides extra support for classroom lessons.

Levels of Service

When information about a student is collected, the level of service he or she needs is determined by the AIS team.



Low-intensity service means that the student may be seen only once a week or is simply monitored through checks with the classroom teacher.

Moderate-intensity service means that the student may be seen by the AIS teacher two or three times per week.

High-intensity service might require instruction four or five times per week.