

The Board of Education, in its commitment to provide an educational program which meets individual student needs, recognizes the importance of Academic Intervention Services (AIS)/Compensatory Education. The Board therefore directs the Superintendent of Schools to oversee the development, maintenance and evaluation of an AIS/Compensatory Education program coordinated and articulated with the developmental program. The program will specifically address the needs of students who must be provided AIS/Compensatory Education as a result of test scores on state-required tests (in compliance with the Regulations of the Commissioner), and may address the needs of other educationally disadvantaged students.

To determine student eligibility for federal and state programs, the Superintendent or his/her designee will design appropriate student assessment procedures. Assessment shall be a collaborative effort involving parents, regular classroom teachers, guidance and special education personnel. Students who are receiving AIS will be eligible for such services until they are performing at an appropriate level.

All transferring students and new entrants shall be screened to determine their need for AIS. A student may be eligible for remediation based on test scores received from the district in which the student was previously enrolled. If a student is eligible for AIS, he/she will be assigned to an appropriately certified teacher qualified to provide instruction in the area for which remediation is required.

Actual Academic Intervention Services will vary in approach, but will focus on common instructional objectives. Student sessions with certified faculty will be scheduled during the school day; however, faculty members may be available outside of the regular school day to provide time for help, instruction, and make-up work. Teachers are encouraged to involve parents, community volunteers, paraprofessionals and student peers whenever possible.

Teachers shall coordinate AIS with the student's regular classwork and homework load. Program goals shall include regular coordination of the curriculum across grades and between grade levels, based upon a core curriculum.

AIS shall be evaluated yearly. Evaluation shall be based on norm-referenced test scores, other objective student outcomes, and district approved assessments. When seeking to improve programs, the Superintendent or his/her designee shall research effective program models used by other districts in New York State and nationally. Such models shall be adapted to District resources and needs.

In addition, the District shall seek all applicable state and federal funding to improve its AIS.

Notification of District eligibility procedures. The District shall post on its website a description of the District-developed procedures for determining which students are eligible for academic intervention services, as specified in state regulations.

Cross-ref: 4200, Curriculum Development
4326, Limited English Proficiency Instruction

Ref: 8 NYCRR §§100.1(g); 100.2(r); 100.3(b); 100.4(d)(e)
20 USC §6301 (Every Student Succeeds Act of 2015)

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