

AIS MEETING MINUTES

FEBRUARY 18, 2005

Members in Attendance: Karen Signor, Tom Blass, Jennifer Hammond-King, Nancy Ebel, Ed Ostapczuk, Liz Schembri, Gail Sloane, Jane Ebaugh

Members Absent: None

The following are the ideas that were generated from our brainstorming/visioning process. They are organized according to the categories that we assigned them after the list was generated.

Coordination:

- 1) Coordination of AIS services K-12, including the possible use of IEP Direct/AIS Direct software.
- 2) AIS programs are currently coordinated by teachers (elementary level) and building principals (all levels).
- 3) There should be more “root cause” analysis of student needs.
- 4) Need diagnostic and testing information to follow students from elementary to middle school and high school.

Personnel:

- 1) Provision for student who are not reading at grade level at high school.
- 2) Dedicated support service /AIS teachers with classrooms and supplies at Middle School and High School.
- 3) AIS teaching should be a teaching assignment with planning time, not a duty.
- 4) A reading teacher is needed at the Middle School. All students below proficiency should work with the reading teacher for additional instruction.
- 5) We need to provide AIS services in science and social studies at all levels (beginning with fifth grade).

Eligibility:

- 1) We need to be prepared for the impact of off-year testing in 3rd, 5th, 6th, and 7th grade on the number of students who will require AIS (will likely be a higher number of students).
- 2) Service all students at 45th percentile or below (Those who are at risk of not meeting standards).

Support for Teachers and Parents:

- 1) More reading training for classroom teachers.
- 2) Parent outreach/education including courses for parents.

Supplies:

- 1) Computer technology resources (Plato program)
- 2) AIS Direct program

Provision of Services:

- 1) We need to define monitoring service.

- 2) There should be two levels of AIS.
 - a. for homework, practice, study skills (structured study hall)
 - b. for skill deficiencies, remediation (utilizing subject area teachers and dedicated AIS providers)
- 3) There should be flexibility in grouping. Heterogeneous grouping vs. ability grouping. (being able to incorporate both models in a class / subject area)
- 4) AIS programs need components that address the “whole child”: emotional, social and academic needs (support services)
- 5) Before and after school programs, including homework support for students who are failing.
- 6) Exploration of pre-K and kindergarten programs.