

Cairo-Durham Central School District  
RTI & Academic Intervention Services Plan

2022-2024



# **Cairo-Durham Central School District**

## **District Mission**

The Cairo-Durham Central School District, in partnership with the community, is committed to creating multiple learning pathways that empower all students to maximize their individual potential and become leaders in their local and global communities.

## **District Vision**

The Cairo-Durham Central School District will provide a collaborative and engaging environment that is committed to the educational excellence of each individual student. By fostering high expectations and creating educational leaders, we will be recognized regionally and across the state as an exemplary school system.

## **District Goals**

- I. Increase student cohort completion rate to 95% by June 2024
- II. Improve social/emotional health and well-being of students district-wide by decreasing negative behaviors as measured by a 20% reduction of referrals in the following categories: insubordination, disruption of education, and disrespectful to staff member for middle/high school and hands-on behavior, engaging in unsafe behavior, and disruption of education for elementary school.
- III. Improve proficiency level on state assessments (3-8 ELA and Math, Science, and Regents Exams)
- IV. Increase the number of students reading at grade level in K-8 to 70% based on I-Ready ELA scores.

## **Overview**

### **Cairo Durham Central School District Response to Intervention**

The New York State Department of Education (NYSED) established a regulatory framework that focuses on providing students with a tiered system of supports prior to a student being classified as a student with a disability ([www.nysut.org](http://www.nysut.org)). This tiered system, known as *Response to Intervention* "...is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions about an individual student" (NASDSE, 2006),

*RTI programs are defined under general school requirements; and Part 200, where RTI is included in special education regulations as one method for the identification of a student with a learning disability.*

Cairo Durham Central School District is committed to focusing on the "whole child" and meeting the individual needs of all students enrolled in grades Pre K -12. Cairo-Durham CSD has adopted a schoolwide, data-driven, multi -tiered system of support to assist students in multiple areas.

Cairo Durham's RTI framework consists of 3 levels (Tiers) of support. Students are placed in various tiers as a result of district wide screening assessments, teacher recommendations, and the results of progress monitoring data throughout the year. At each Tier, research-based instructional methods are provided by qualified professionals in order to target specific skills. Once placed in a Tier, progress is monitored and recorded on a regular basis. As skills improve and goals are met, students move to a less intensive instructional setting. If no or minimal progress is observed over a certain amount of time, students receive more intensive instruction.

In the following pages, Cairo Durham has outlined its comprehensive RTI plan which includes the following requirements under New York State.

- *screenings applied to all students*
- *instruction matched to student needs*
- *repeated assessments of student achievement*
- *application of student information to make educational decisions*
- *and notification to parents;*
- *school district selection of a specific structure and its components;*
- *staff knowledge and skills needed to implement an Rtl program;*

- *use of RTI data in determining if a student has a learning disability.*

([www.nysed.gov](http://www.nysed.gov))

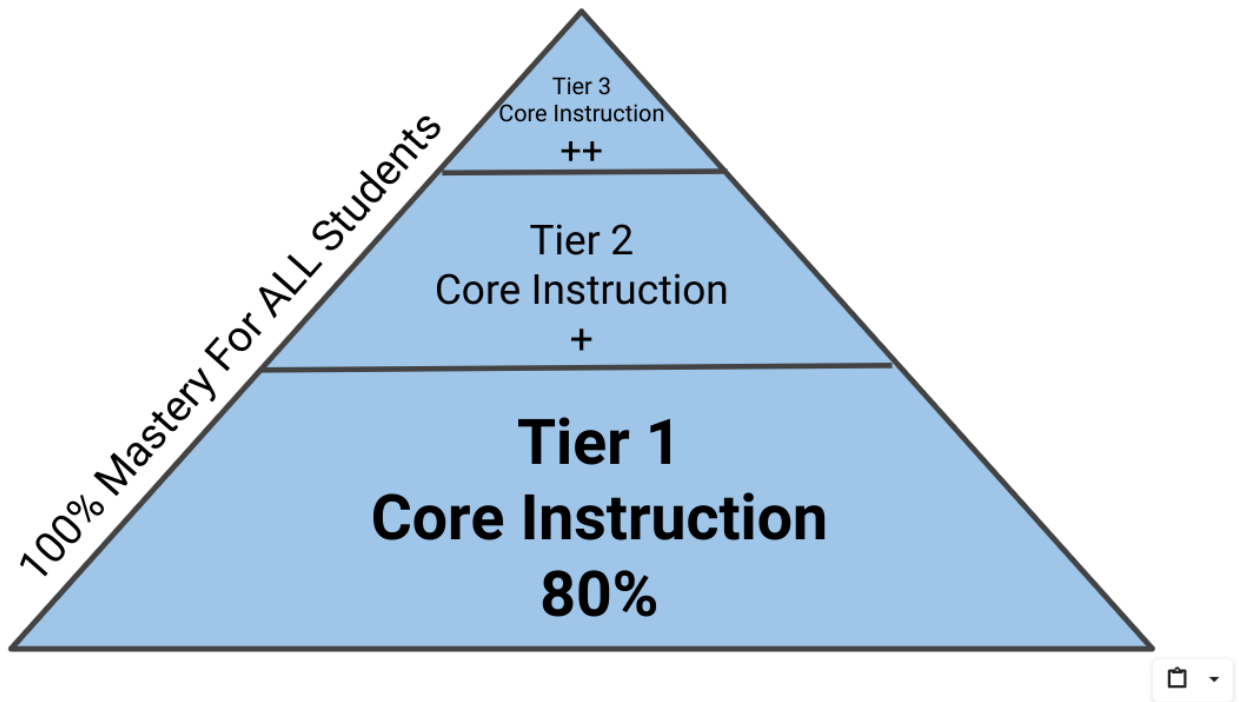
Cairo Durham's RTI Plan incorporates the essential principles of multi-tiered systems of support as described in New York State's *Every Student Succeeds Act* (ESSA) in which instruction/interventions are provided beyond academics. These areas include social work, attendance, and behavior. This system reinforces our district's belief that the Cairo Durham Team provides each child with the level and type of support needed to be successful across all areas of development.

## Cairo-Durham Elementary School AIS Plan

### Overview:

Cairo-Durham Elementary School

***We believe that all students will master grade level standards with 100% mastery. We believe that our students may need various levels of support to achieve this goal.***



## Building-Wide Universal Screeners

The following universal screeners will be utilized:

- i-Ready
- Fountas and Pinnell
- Really Great Reading Phonics Screener
- Local Benchmarks

After screeners are given, teachers will analyze the results to determine which area of need a student requires intervention in. Additional diagnostics will be used to determine skills that will be progress monitored.

K-5 AIS/RtI Overview: ELA/Math			
	Tier 1 (Core)	Tier 2 (Strategic)	Tier 3 (Intensive)
<b>Definition</b>	Comprehensive core curriculum including differentiated, responsive ELA/Math instruction/strategies in the general classroom setting.	Additional, supplemental instruction and strategies targeted to specific student needs to support core instruction.	Specifically designed and/or customized ELA/Math instruction intended for students who have significant gaps in essential skills.
<b>Focus</b>	All Students. Meets the best needs of at least 80% of all learners.	For students identified as not meeting the standards and who have not responded to Core Instruction. Typically 5-15% of learners.	For students with marked difficulties in math and/or ELA who have not responded adequately to Tier 1 and tier 2 instruction. Typically 1-5% of learners.
<b>Providers</b>	Classroom Teachers	Classroom teachers, or other professionals	AIS teachers, special education teachers, or other professionals
<b>Setting</b>	Classroom	Occurs in small groups within the classroom	Outside of the classroom, ie. AIS/Resource Room
<b>Grouping</b>	Whole class and small groups	Small groups in the classroom, 4-6	Small group, 1-3
<b>Time / Frequency</b>	Instruction of all students daily	Additional 15-30 minutes per day	Additional, 40-60 minutes per day
<b>Instruction</b>	District core curriculum, school wide initiatives Essential Standards	Explicit, systematic instruction, small group	Individualized, explicit, systematic, targeted instruction.
<b>Assessment</b>	<b>Universal screeners:</b> F&P, iReady, Phonics, Standards mastery, local benchmarks	<b>Progress Monitoring of identified targeted skill(s) occurs weekly</b>	<b>Progress Monitoring of identified targeted skill(s) occurs weekly*</b> Identified by Instructional Support Team

[RTI Flow Chart](#)

GRADE	ASSESSMENTS USED TO DETERMINE ELIGIBILITY		ENTRY CRITERIA	EXIT CRITERIA
K	Early Literacy Profile (September) Quarterly Benchmark			
1 2 3 4 5	ELA	Really Great Reading Phonics Screener	<b>Tier II</b> Mild Moderate  <b>Tier III</b> Significant Severe Emerging	Gradual transition from Tier III services as student reaches Tier II criteria. Student will continue to receive Tier II in classroom
		Fountas and Pinnell	<b>Tier II</b> one grade level below  <b>Tier III</b> two or more grade levels below	Gradual transition from Tier III services as student reaches Tier II criteria. Student will continue to receive Tier II in classroom
		I-Ready ELA	<b>Tier II</b> one grade level below  <b>Tier III</b> two or more grade levels below	Gradual transition from Tier III services as student reaches Tier II criteria. Student will continue to receive Tier II in classroom
	MATH	I-Ready Math	Tier II one grade level below  Tier III two or more grade levels below	Gradual transition from Tier III services as student reaches Tier II criteria. Student will continue to receive Tier II in classroom
		Weekly formative assessments	Score of 1 or 2	Score of 3 or 4

## **Cairo Durham Elementary School Instructional Support Team (IST)**

**Purpose:** The purpose of the Instructional Support Team is to collaborate with teachers in developing interventions for student needs. The Instructional Support Team will meet to review the progress of data and goals set by the team to ensure students are progressing towards individual and school-wide goals.

### **Meetings:**

- Meetings will occur at the request of the classroom teacher after 6 weeks of data have been collected.
- Meeting will continue on 6 week cycles based on student progress

### **Personnel Present at Meetings:**

- Core Teacher(s) of student(s) being reviewed
- AIS provider(s)
- Psychologist
- Administrator (Assistant Principal)
- Social Worker/Counselor (optional)
- Special Education teachers (as applicable to student meetings)
- Parent (present at meeting 2 and up)

### **Step 1 (Tier 1)**

Six weeks of data needed to highlight concern/need for IST.

*What challenges / concerns do you have about the student? How do you know? (data / evidence)*

Examples of data include:

- Running Records
- Math formative assessments
- IXL/Reflex
- Really Great Reading Playground
- Phonological Awareness Survey
- Phonics Diagnostics
- Informal behavior checklists

If Tier 1 screeners indicate insufficient data for a student, a diagnostic will be given to determine a targeted skill.

The classroom teacher will:

- Confer with case manager (IEP or 504 student) if applicable to discuss area of concern
- Utilize their GLT for content area ideas and strategies during PLC times
- Identify the learning need through a diagnostic in the area of concern
- Determine 1 or 2 interventions to meet that need.
- Implement the intervention(s) for 6 weeks.
- Use progress monitoring to collect 6 weeks of data.
- Record progress.

Classroom teachers can reach out to Instructional Coach, AIS Providers, Team Leaders, and/or Counseling Staff if support is needed in this process.



### **Step 2 (Tier 1 review of progress-possible submission of IST form)**

After 6 weeks of intervention services, providers will review progress data to determine effectiveness of the current intervention/strategies:

- **If intervention(s) are effective:** If the targeted goal is met or the student is moving towards meeting the goal(s), then adjust interventions accordingly (i.e. change, continue, decrease, implement additional interventions to help students succeed faster). The classroom teacher will continue to strategically monitor student progress.
- **If intervention(s) are not effective:** If no positive change in data after 6 weeks, [submit IST form](#).

### **Step 3 (IST Meeting)**

- Parent is informed that the meeting is taking place.
- Intervention Team meets to discuss student, all supporting documentation needs to be available at the meeting, minutes are taken, goals are created and an action plan is developed. A six-week follow-up meeting date is scheduled. Parent notification letter is sent home for any Tier 3 supports.
- Implement the intervention(s) as identified in the SMART goal(s) from the Intervention Support Team meeting.
  - Teachers/staff providing the intervention(s) track student progress to report out at the 6-week follow-up meeting.
- Teacher invites parent to IST meeting 2.

### **Step 4 (Follow Up)**

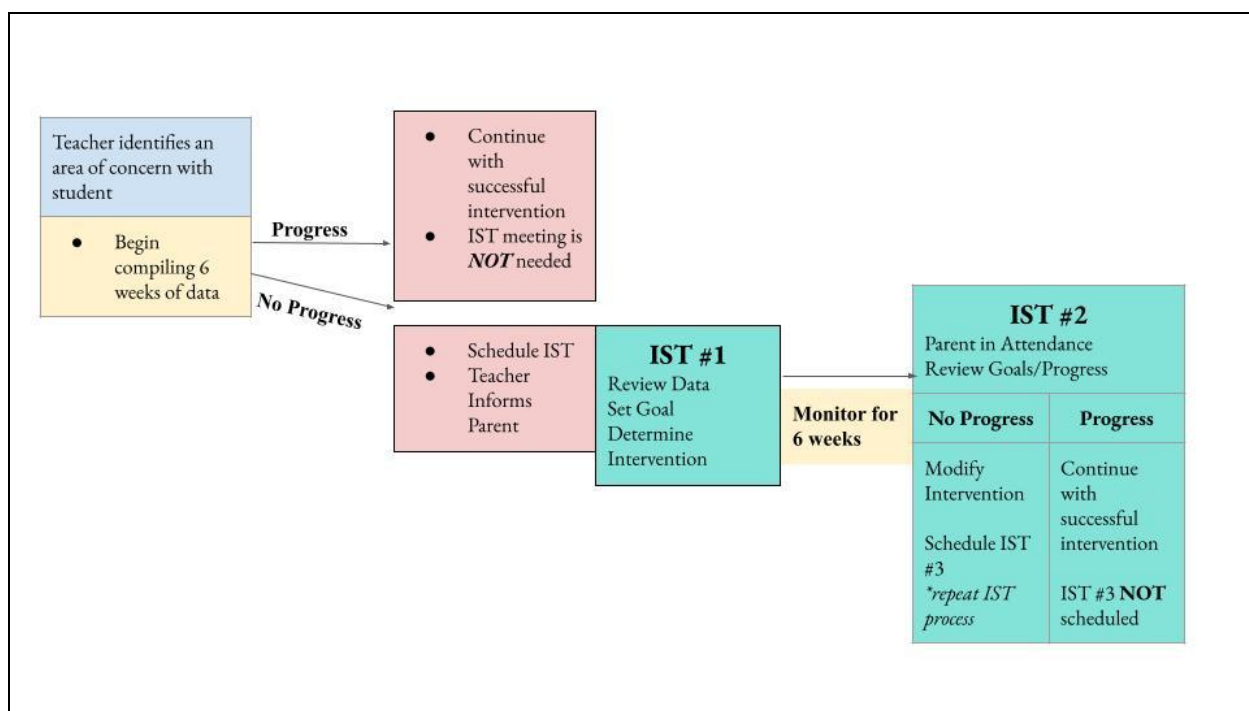
- Continue interventions for 6 weeks, using agreed upon tracking tool from IST meeting to determine effectiveness of the current intervention/strategies and student progress.
- **If intervention(s) are effective:** If the targeted goal is met and the student is moving towards meeting the goal(s), review with Instructional Support Team at IST #2. The classroom teacher will continue to strategically monitor student progress. IST #3 not needed.
  - Be sure to send appropriate parent notification for any discontinuation of Tier 3 intervention services.
- **If intervention(s) are not effective:** Meet with the Instructional Support Team at IST #2 to review data and modify goals and interventions as needed. Schedule IST #3.
  - **If progress is adequate** but more progress needs to be made to obtain grade level proficiency, continue Tier 2 interventions with agreed monitoring frequency until student reaches proficiency target for grade level. Intervention strategies may be adjusted along the way to continue to meet student need.
  - **If expected progress is NOT made** the Intervention Team meets to discuss student progress, all supporting documentation needs to be available at the meeting, minutes are taken, goals and action plan is modified. A six-week follow-up meeting date (IST #3) is scheduled.
    - Implement the intervention(s) as identified in the SMART goal(s) from the Intervention Support Team meeting.
    - Teachers/staff providing the intervention(s) track student progress to report out at the 6-week follow-up meeting.
    - Teacher invites parent to IST meeting 3.

## ***INSTRUCTIONAL SUPPORT TEAM MINUTES FORM***

### **Reminders:**

1. Students must be brought to the Instructional Support Team as they “move through tiers,” however, waiting for a meeting should not preclude a child from receiving the appropriate services at a time of need.
2. Data/evidence of student performance and response to intervention should be collected regularly and reviewed every 6 weeks (i.e. at grade level meetings, Instructional Support Team meetings, coaching meetings, and any other data-related meetings, etc.).
3. With the addition or removal of Tier 3 pull out services, a notification letter needs to be sent home to parents.

Referral to the Instructional Support Team is not an immediate path to a CSE referral; however, it is a **required** step along the way.



*IST Process Flowchart*

# Cairo-Durham Elementary School

## AIS Progress Monitoring

Student Name \_\_\_\_\_ Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Teacher Name \_\_\_\_\_

- ☐ Math
- ☐ ELA
- ☐ Social/Emotional /Behavioral

Overarching Theme/Focus						
Target Goal						
Assessment Tool	Pretest or Screener Start of Quarter	Data Point #1	Data Point #2	Data Point #3	Data Point #4	Posttest (or other assessment to gauge any growth)
<b>MATH</b>  <input type="checkbox"/> iReady <input type="checkbox"/> IXL <input type="checkbox"/> Reflex <input type="checkbox"/> CBM <input type="checkbox"/> Other:						
<b>ELA</b>  <input type="checkbox"/> iReady <input type="checkbox"/> IXL <input type="checkbox"/> Running Records <input type="checkbox"/> CBM <input type="checkbox"/> Other:						

## Social/Emotional/Behavioral

Overarching Focus (i.e. Problem-behavior defined)						
Target Goal						
Assessment Data	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<input type="checkbox"/> Duration (how long is the behavior occurring?) <input type="checkbox"/> Frequency (How often?)						
Interventions/Tools	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<input type="checkbox"/> Zones <input type="checkbox"/> Second Step <input type="checkbox"/> Check and Connect <input type="checkbox"/> Motor Lab <input type="checkbox"/> Small Group Counseling <input type="checkbox"/> Sensory Path <input type="checkbox"/> Lunch Bunch <input type="checkbox"/> Rewards Plan <input type="checkbox"/> Break Escape Plan <input type="checkbox"/> Other:						

Comments: \_\_\_\_\_

\_\_\_\_\_

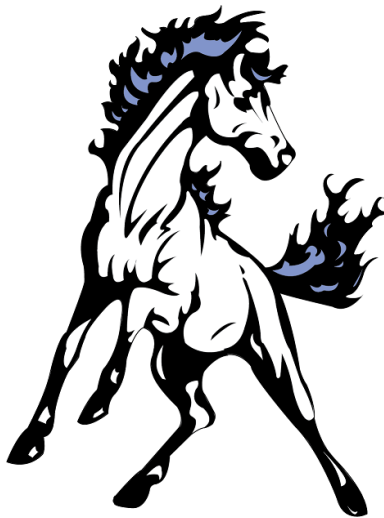
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Cairo-Durham Middle School

Academic Intervention Services (AIS)/Response to  
Intervention Plan

2022-2024



Grades 6-8 AIS/RtI Overview: ELA/Math			
	Tier 1 (Core)	Tier 2 (Strategic)	Tier 3 (Intensive)
<b>Definition</b>	Comprehensive core curriculum including differentiated, responsive ELA/math instruction/strategies in the general classroom setting.	Additional, supplemental instruction and strategies targeted to specific student needs to support core instruction.	Specifically designed and/or customized ELA/math instruction intended for students who have significant gaps in essential skills.
<b>Focus</b>	All Students. Meets the best needs of at least 80% of all learners.	For students identified as at risk for not meeting the standards and who have not responded to Core Instruction. Typically 5-15% of learners.	For students with marked difficulties in math who have not responded adequately to Tier 1 Instruction and/or Targeted Intervention(s). Typically 1-5% of learners.
<b>Providers</b>	6-8 ELA/Math Teacher	6-8 ELA/Math Teacher, AIS provider, Special Education Teacher, Other Qualified Staff	AIS provider, Special Education Teacher, Other Qualified Staff
<b>Setting</b>	General Education Classroom	General Education Classroom, AIS provider classroom, Special Education Teacher classroom, or other appropriate setting	AIS provider classroom, Special Education Teacher classroom, or other appropriate setting
<b>Grouping</b>	General Education Classroom; Grouping appropriate for implementing high-quality instruction including small and whole group work.	5-10 students	1-5 students
<b>Time / Frequency</b>	42 minutes / day	42 additional minutes, 2-3 times per week  Reviewing exit criteria on quarterly basis	ELA: Foundations reading class and 42 additional minutes / day, 2-3 times per week MATH: Specifically designed AIS classes (of 5 students or less)
<b>Instruction</b>	Includes ample opportunities to practice ELA/math.	Additional explicit instruction and support for core understandings.	Individualized, explicit, systematic, focused instruction.
<b>Assessment</b>	Quarterly internal benchmarks; I-Ready Benchmarks 3x/year; State	Progress Monitoring at least 1x every 2 weeks	Progress Monitoring at least 1x every week

	Assessments; Internal grades		
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GRADE	ASSESSMENTS USED TO DETERMINE ELIGIBILITY		ENTRY CRITERIA	EXIT CRITERIA
Gr. 6 - 8	ELA	NYS ELA Assessment (Internal grades utilized when previous year's assessment data not available)	Below the median scale score between a level 2/partially proficient and a Level 3/proficient	Proficient
		iReady	Below Proficiency	Proficiency
		Internal quarterly benchmarks	Less than 65%	Above 65%
	Math	NYS Math Assessment (Internal grades utilized when previous year's assessment data not available)	Below the median scale score between a level 2/partially proficient and a Level 3/proficient	Proficiency
		i-Ready	Below Proficiency	Proficiency
		Internal quarterly benchmarks	Less than 65%	Above 65%

## **Cairo Durham Middle School**

### **MTSS Team**

**Purpose:** The MTSS Team is the mechanism in place to ensure the success of all students. As part of our system-wide RtI process, students who are struggling to meet grade level expectations in the general classroom in areas such as reading/literacy, mathematics, and/or learning behaviors should be brought to the MTSS Team for review. Through a collaborative look at student performance, student attendance, and student social/emotional well-being, an intervention plan will be developed to address targeted student needs. Student response to the interventions will be tracked and reviewed regularly to determine the progress being made, allowing for adjustments to the intervention plan as necessary.

#### **Meetings:**

- The Child Study Team will meet weekly to discuss student referrals, to track student progress, and to proactively address student needs.
- Additionally, an initial CST Meeting will occur within two weeks of each referral and a follow-up will occur every 90 days thereafter.

#### **Personnel Present at Meetings:**

- Core Teacher(s) of student(s) being reviewed
- AIS provider(s)
- Psychologist
- Principal
- Social Worker
- Special Education teachers (as applicable to student meetings)
- Parent (present at student meetings)

#### **Process for Reviewing Student Progress for “New” (not currently identified as Tier 2/3) Students**

##### **Step 1 (Tier 1)**

If Tier 1 data indicates insufficient progress for a student, the classroom teacher will meet with their grade-level team (GLT) including all appropriate support staff (OT/PT/Speech/Psych, AIS Math, AIS Reading etc.). If student currently has an IEP or 504, the process will also include case managers. The classroom teacher will:

- Utilize their GLT for content area ideas and strategies.
- Identify the learning need and further assess if needed.
- Determine 1 or 2 interventions to meet that need.
- Write a measurable goal.
- Implement the intervention(s) for 4 weeks.
- Conduct weekly progress monitoring to determine effectiveness of intervention(s).
- Record progress.

##### **Step 2 (Tier 1 continued)**



After 4 weeks of intervention services, providers will review multiple sources of data to determine effectiveness of the current intervention/strategies:

- **If intervention(s) are effective:** If sufficient progress has been made for the student to meet or is moving towards meeting the goals, then adjust interventions accordingly (i.e. change, continue, decrease, implement additional interventions to help students succeed faster). The classroom teacher will continue to strategically monitor student progress.
- **If intervention(s) are not effective:** If sufficient progress is not made, select additional interventions to implement or begin referral process. Once a minimum of 2 to 3 interventions are implemented with limited or no success, then the teacher should refer the student to the Child Study Team to review data and discuss possible movement to Tier 2/3.

### **Step 3 (MTSS Team Referral)**

1. Teacher uses the “pre-MTSS screener” to ensure appropriateness of referral.
2. Teacher contacts the Intervention Team Organizer.
3. Academic team meets to fill out the **MTSS Referral Form**.
4. Referral Form is sent to the Intervention Team Organizer.
5. Intervention Team Core meets weekly to review case load and supporting documentation and schedule the Intervention Team meetings about students.

### **Step 4 (MTSS Team Meeting)**

1. Parent is contacted about the meeting taking place.
2. MTSS Team meets about student(s), all supporting documentation needs to be available at the meeting, minutes are taken, and an action plan is developed and a follow-up meeting is planned. Parent notification letter is sent home for any Tier 2/3 support.
3. Friday after the meeting a follow-up reminder with the action steps is sent out to all applicable staff.
4. Teachers/staff providing the intervention(s) track student progress using the Follow Up Form and prepare document for the 90-day follow-up meeting.
5. Teachers/staff providing the intervention(s) send the completed Follow Up Form to the Intervention Team Organizer ahead of the follow-up meeting.

### **Step 5 (Tier 2/3 Intervention)**

- Implement the intervention(s) as identified in the SMART goal(s) and **MTSS Referral Form** from the Intervention Team meeting.
- Conduct progress monitoring to determine effectiveness of intervention(s) and record data.
- Continue interventions for 9-30 weeks (with check-ins after 5 weeks), using multiple sources of data to determine effectiveness of the current intervention/strategies and student progress.
  - **If sufficient progress is made, revisit the data with the Intervention Team** to determine student’s discontinuation of Tier 2 services. Students who are returned to solely Tier 1 are progress monitored by the classroom teacher. Be sure to send appropriate parent notification for any discontinuation of Tier 2/3 intervention services.
  - **If progress is adequate** but more progress needs to be made to obtain grade level proficiency, continue Tier 2 interventions with bi-weekly monitoring until student

reaches proficiency target/benchmark for grade level. Intervention strategies may be adjusted along the way to continue to meet student need.

- **If expected progress is NOT made** and student needs further intervention, select additional intervention strategies to implement with 6-8 week data collection and progress monitoring periods or refer back to the **Intervention Team** for additional discussion. Multiple intervention strategies **should** be explored and/or data collected at Tier 2 before a referral for Tier 3 intervention. Continue to document weekly student progress data on the Intervention Referral Form and/or the need for additional interventions. Be sure to send appropriate parent notification for any change from Tier 2 to Tier 3 intervention services.

**Reminders:**

1. Students must be brought to the MTSS Team as they “move through tiers,” however, waiting for a meeting should not preclude a child from receiving the appropriate services immediately.
2. Data/evidence of student performance and response to intervention should be collected regularly and reviewed every 4 weeks (i.e. at grade level meetings, , Child Study Team meetings, coaching meetings, and any other data-related meetings, etc.).

Referral to the MTSS Team is not an immediate path to a CSE referral, however, it is a necessary step along the way.

Dotan Schips (do we still use this?)  
Principal

***Pre-MTSS Screener***

Student Name:

Team:

Date:

According to the latest i-Ready Math diagnostic, how many grade levels below is the student?	0	1	2	3	4	More than 4
Do the student's i-Ready scores reflect his/her academic ability for math?	Strongly Disagree		Disagree		Agree	Strongly Agree
Is the student currently enrolled in AIS Math?	No			Yes		
According to the latest i-Ready Reading diagnostic, how many grade levels below is the student?	0	1	2	3	4	More than 4
Do the student's i-Ready scores reflect his/her academic ability for reading?	Strongly Disagree		Disagree		Agree	Strongly Agree

Is the student currently enrolled in AIS ELA?	No				Yes	
The student is motivated to improve academically.	Strongly Disagree		Disagree		Agree	Strongly Agree
How many core classes is the student currently failing?	0	1	2	3	4	More than 4
How many absences does the student currently have?	Less than 5		5 – 10		11 – 15	More than 15
How many times has the parent been contacted regarding student concerns? (E-mails, Phone Calls, Team Meetings ...)	0	1		2		More than 2

Please reach out to a MTSS team member if you have any questions. Completed checklists should be reviewed by GLTs and forwarded to Danielle Lacitignola in the middle school main office.

## ***INSTRUCTIONAL SUPPORT TEAM MINUTES FORM***

Team Members Present:

*Name*

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Taryn Clark  
Dotan Schips  
Krissy Westfall  
Karen Drossel

*Title*

General Education Teacher(s)  
Special Education  
AIS Teacher  
Counselor  
School Psychologists  
Building Principal/Chairperson  
School Counselor  
School Social Worker

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Step 1. Summarize Student's Strengths and Possible Motivators:
<ul style="list-style-type: none"><li>•</li></ul>
Step 2. What is the Present Concern? Why is it Occurring?
<ul style="list-style-type: none"><li>•</li></ul>
Step 3. Summarize Parent Concerns Regarding Behavior and Academics:
<ul style="list-style-type: none"><li>•</li></ul>
Step 4. What Can We Do to Address the Concern? What are Identifiable Goals for the Student?
<ul style="list-style-type: none"><li>•</li></ul>
Step 5. Select an Intervention and Establish Implementation Details:
<p>Intervention Description:</p> <p>Frequency:</p>

Duration:
Progress Monitoring Method:
Step 6. If Necessary, Establish Date for Plan to be Reviewed (typically 4-8weeks):
Date of Review:

Chairperson's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WHO GETS THIS PLAN VIA E-MAIL:

- ☐ Social Worker
- ☐ Nurse
- ☒ Team Contact Teacher
- ☒ Principal
- ☒ School Counselor
- ☒ Psychologists
- ☐ Other:
- ☒ IST file

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Appendix

Parental Letters



Cairo Durham Central School District  
Cairo, NY 12413

Date: \_\_\_\_\_

Dear Parent or Guardian of \_\_\_\_\_:

The purpose of this letter is to provide you with the written notification required to inform you that your child, \_\_\_\_\_, in grade \_\_\_\_\_ will be receiving Response To Intervention(RTI) Services in the area(s) of \_\_\_\_\_.

The New York State Education Department has mandated that schools provide Academic Intervention Services (AIS) to assist students in meeting the New York State Standards in English Language Arts, Mathematics, Social Studies, and Science. These standards will be assessed at various grade levels during your child's educational career.

Based upon observation and analysis of \_\_\_\_\_ performance, \_\_\_\_\_ has been identified as a student who could benefit from supplemental services at this time.

The Intervention Services to be provided to your child include:

	Frequency	Interventionist
ELA		
Math		
Social Studies		
Science		
Social Work		
Attendance		

Behavior		
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The following interventions/strategies will be used to support your child:

Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Please note that your child's progress will be monitored regularly. You will receive quarterly reports to inform you of your child's progress, and a written letter of notification when your child meets the criteria necessary to exit AIS.

Please feel free to contact me if you have any questions or if you require any additional information.

Your continued engagement and participation is both respected and appreciated.

Sincerely,

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Principal  
Cairo-Durham \_\_\_\_\_  
518.622.3231





Cairo Durham Central School District  
Cairo, NY 12413

Date: \_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_

As a result of providing AIS services, we are pleased to inform you that \_\_\_\_\_ has met the required criteria required in the area(s) indicated below and will no longer require these services.

Standard Area	Intervention Service	Reason (s)	End Date	Comments

As always, we value and encourage your involvement and partnership.

If you have any questions, please feel free to contact me.

Thank you for your continued interest and attention to your child's education.  
Sincerely,

\_\_\_\_\_  
Principal  
Cairo-Durham \_\_\_\_\_



Cairo Durham Central School District  
Cairo, NY 12413

Date: \_\_\_\_\_

To the Parent or Guardian of: \_\_\_\_\_

As you are aware, your child has been receiving AIS services in the area of \_\_\_\_\_ . A requirement of these services is for the district to monitor your child's progress on a regular basis and provide "data based documentation of the student's achievement at reasonable intervals..." (www.nysed.gov).

The classroom teacher and I have reviewed your child's performance and have documented his/her progress below.

Intervention	Standard Area	Start Date	Progress

As always, we value and encourage your involvement and partnership as we work collaboratively to support \_\_\_\_\_.

If you have any questions or concerns, please feel free to contact me at any time.

Sincerely,

AIS Provider  
Cairo Durham Central School



Cairo-Durham High School



Cairo Durham Central School District  
Cairo, NY 12413

Date: \_\_\_\_\_

Dear Parent or Guardian of \_\_\_\_\_:

The purpose of this letter is to provide you with the written notification required to inform you that your child, \_\_\_\_\_, in grade \_\_\_\_\_ will be receiving Response To Intervention(RTI) Services in the area(s) of \_\_\_\_\_.

The New York State Education Department has mandated that schools provide Academic Intervention Services (AIS) to assist students in meeting the New York State Standards in English Language Arts, Mathematics, Social Studies and Science. These standards will be assessed at various grade levels during your child's educational career.

Based upon observation and analysis of \_\_\_\_\_ performance, \_\_\_\_\_ has been identified as a student who could benefit from supplemental services at this time.

The Intervention Services to be provided to your child include:

	Frequency	Interventionist
ELA		
Math		
Social Studies		
Science		
Social Work		
Attendance		

Behavior		
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The following interventions/strategies will be used to support your child:

Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Area: \_\_\_\_\_

Intervention/strategy: \_\_\_\_\_

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Please note that your child's progress will be monitored regularly. You will receive quarterly reports to inform you of your child's progress, and a written letter of notification when your child meets the criteria necessary to exit AIS.

Please feel free to contact me if you have any questions or if you require any additional information.

Your continued engagement and participation is both respected and appreciated.

Sincerely,

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Principal  
Cairo-Durham  
518.622.3231



Cairo Durham Central School District  
424 Main St.  
Cairo, NY 12413

Date:

To the Parent/Guardian of:

As a result of providing AIS services, we are pleased to inform you that \_\_\_\_\_ has met the required criteria required in the area(s) indicated below and will no longer require these services.

Standard Area	Intervention Service	Reason (s)	End Date	Comments

As always, we value and encourage your involvement and partnership.

If you have any questions, please feel free to contact me.

Thank you for your continued interest and attention to your child's education.

Sincerely,

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Principal  
Cairo-Durham  
518.622.3231





Cairo Durham Central School District  
424 Main St.  
Cairo, NY 12413

Date: \_\_\_\_\_

To the Parent or Guardian of: \_\_\_\_\_

As you are aware, your child has been receiving AIS services in the area of \_\_\_\_\_ . A requirement of these services is for the district to monitor your child's progress on a regular basis and provide "data based documentation of the student's achievement at reasonable intervals..." (www.nysed.gov)

The classroom teacher and I have reviewed your child's performance and have documented his/her progress below.

Intervention	Standard Area	Start Date	Progress

As always, we value and encourage your involvement and partnership as we work collaboratively to support \_\_\_\_\_.

If you have any questions or concerns, please feel free to contact me at any time.

Sincerely,

AIS Provider  
Cairo Durham Central School

