

Students

SUBJECT: PROVISION OF INTERPRETER SERVICES TO PARENTS WHO ARE HEARING IMPAIRED

The Board assures parents or persons in parental relationship who are hearing impaired the right to meaningful access to school initiated meetings or activities pertaining to the academic and/or disciplinary aspects of their children's education. School initiated meetings or activities are defined to include, but are not limited to, parent-teacher conferences, child study or building-level team meetings, planning meetings with school counselors regarding educational progress and career planning, suspension hearings or any conferences with school officials relating to disciplinary actions. The term "hearing impaired" shall include any hearing impairment, whether permanent or fluctuating, which prevents meaningful participation in District meetings or activities.

Parents or persons in parental relationship shall be notified of the availability of interpreter services to be provided at no charge, provided that a written request is made to the School District within fourteen (14) days of the scheduled event. Exceptions to the time frame request may be made for unanticipated circumstances as determined by the principal/designee. The District shall also notify appropriate school personnel as to the terms and implementation of this policy.

If interpreter services are requested, the District shall appoint an interpreter for the hearing impaired to interpret during the meeting or activity. The District will arrange for interpreters through a District- created list or through an interpreter referral service. The District shall also develop interagency agreements, as appropriate, to ensure that interpreters are provided for eligible parents or persons in parental relationship when District students attend out-of-District schools or programs.

In the event that an interpreter is unavailable, the District shall make other reasonable accommodations which are satisfactory to the parents or persons in parental relationship. Examples of what constitutes reasonable accommodations in the event an interpreter cannot be located may include, but are not limited to, the use of:

- a) Written communication, transcripts, notetakers, etc.; and
- b) Technology, such as: a decoder or telecommunication device for the deaf, assistive listening devices, and closed or open captioning.

Education Law Section 3230

8 New York Code of Rules and Regulations (NYCRR) Section 100.2(aa)

Section 504 of the Rehabilitation Act of 1973, 29 United States Code Section 794 et seq.

The Americans with Disabilities Act, 42 United States Code Section 12101

Adoption Date: 01/27/2025
10/26/2020

SUBJECT: RESPONSE TO INTERVENTION (RtI) PROCESS

Response to Intervention (RtI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's regulations, the District has established administrative practices and procedures for implementing District-wide initiatives that address an RtI process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RtI services pursuant to Commissioner's regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The District has established procedures for identifying students with learning disabilities that use a research-based RtI process prior to, or as part of, an individual evaluation to determine whether a student has a learning disability. An RtI process is required for all students in grades kindergarten through grade 4 suspected of having a learning disability in the area of reading. RtI cannot be utilized as a strategy to delay or deny a timely initial evaluation of a student suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

Minimum Requirements of District's RtI Program

The District's RtI process will include the following minimum requirements:

- a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's regulations, means scientific, research-based reading strategies that may include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension;
- b) Screenings will be provided to all students to identify those who are not making academic progress at expected rates;
- c) Each building will specify grade levels and the related number of screenings each year;
- d) Scientific, research-based instruction to support student need with increasingly intensive levels of interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
- e) Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;

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SUBJECT: RESPONSE TO INTERVENTION (RtI) PROCESS

- f) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; and
- g) Each building will have an RtI Data Team that may include but are not limited to school psychologists, RtI/AIS teachers, general education teachers and administrators;
- h) Parents/guardians will be notified when the student requires an intervention beyond that provided to all students in general education;

Structure of RtI Program

The District's RtI program will consist of three (3) tiers of instruction to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

The RTI Data Team, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math providers, counselors, designated administrators, and other individuals deemed appropriate by the District, will be available for each building or grade level classification to address the implementation of the District's RtI process.

The RtI Data Team responsibilities will include, but are not limited to, the following:

- a) Determining the level of interventions and student performance criteria appropriate for each tier of the RtI model;
- b) Analyzing information and assessments concerning a student's progress and making educational decisions about changes in goals, instruction, or services;
- c) Determining whether to make a referral for special education programs or services.

Criteria for Determining the Levels of Intervention to be Provided to Students

- a) Grades K-4 will follow their criteria based on multiple measures including but not limited to benchmark assessments, progress monitoring, and teacher recommendations. This data will be used to determine the appropriate tier and/or support within the tier, or referral to special education.
- b) Refer to RtI District Manual for further information.

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SUBJECT: RESPONSE TO INTERVENTION (RtI) PROCESS**Types of Interventions**

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

It is expected that use of the tiered level of instruction will be based on each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring. Multiple strategies may be tried within the same tier of service before moving to a more intensive tier of support.

Tier One Instruction

Tier One instruction is provided to all students in the general education setting. The use of scientific,-research-based instruction in the areas of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two Level of instruction.

Tier Two Instruction

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being "at risk" and who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies designed to supplement Tier One interventions provided to all students in the general education setting.

Tier Two instruction consists of computer based intervention and/or instruction by staff such as reading and math teachers, related service providers, and paraprofessionals as determined by the RtI Data Team.

At the conclusion of Tier Two instruction, the RtI Data Team will review the student's progress and make a determination as to whether Tier Two interventions should be maintained, modified, the student returned to the general education classroom if satisfactory progress is shown, or referred for Tier Three instruction.

Progress monitoring on a continuous basis is an integral part of Tier Two and the student's response to the intervention process will determine the need or level of further intervention services and/or educational placement.

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SUBJECT: RESPONSE TO INTERVENTION (RtI) PROCESSTier Three Instruction

Tier Three instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student, and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier Two level. Tier Three instruction may include longer periods of intervention program and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier Three instruction will be provided by staff, as determined by the RtI Data Team, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the CSE.

Progress monitoring on a continuous basis is an integral part of Tier Three and the student's response to the intervention process will determine the need or level of further intervention services and/or educational placement.

Amount and Nature of Student Performance Data to be Collected

The RtI Data Team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. This data collection will reflect the tiered level of intervention provided to the student.

Student performance data will also be used to review the District's RtI program and make modifications to the program as deemed necessary.

Manner and Frequency for Progress Monitoring

RtI Data Team will monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team will consult with the student's teacher(s) and determine if further adjustments must be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress will be an ongoing part of the RtI program from the initial screening to completion of the RtI process as applicable. Parents may also request information regarding their child's progress.

Fidelity measures are in place to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance and rate of improvement data will be reviewed at the completion of the instructional period or intervention process.

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

NA-2 POLICY SECOND READS

2025

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Students

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SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS

Staff Development

All staff members involved in the development, provision, and/or assessment of the District's RtI program, including both general education and special education instructional personnel, will receive appropriate training necessary to implement the District's RtI program. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

34 CFR §§ 300.309 and 300.311

Education Law §§ 3208, 4002, 4401, 4401-a, 4402, and 4410

8 NYCRR §§ 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

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03/22/2021

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

NA-2 POLICY SECOND READS

2025

7213

Students

SUBJECT: DETERMINATION OF CLASS RANK

A numeric grading system is used and grades are available on the web-based student management system.

Weighting and Class Ranking System

Lewiston-Porter High School has a weighted ranking system in place. Weighted courses include Honors, College Level and Advanced Placement, with a weighting factor of 1.10.

All courses are used to determine class rank. Both an unweighted and weighted average will appear on the high school transcript, along with an unweighted and weighted class rank. These are computed at the end of the junior/eleventh grade year for college reporting purposes.

Procedure for Determining Valedictorian and Salutatorian

Valedictorian and Salutatorian will be determined after the seventh semester (after the first semester of twelfth grade). The student with the highest weighted average is the valedictorian. The student with the second highest weighted average is salutatorian. Should a tie occur, the student with the most credits is valedictorian and the student with the second highest number of credits will be salutatorian.

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

NA-2 POLICY SECOND READS

2025

7221

Students

SUBJECT: PARTICIPATION IN GRADUATION CEREMONIES AND ACTIVITIES

Any student who has satisfactorily completed all graduation requirements will be permitted to participate in the graduation ceremony and all related graduation activities of their graduating class subject to certain exceptions. Students may be prohibited from participating in the graduation ceremony or related graduation activities as a consequence of violating the District's *Code of Conduct*.

The District permits any student to participate in the graduation ceremony and all related graduation activities of their high school graduating class, if the student has been awarded a Skills and Achievement Commencement Credential or a Career Development and Occupational Studies (CDOS) Commencement Credential, but has not otherwise qualified to receive a Regents or local diploma. While permitted to participate, these students are not required to participate in the graduation ceremony or related graduation activities of their high school graduating class. For purposes of this policy, a student's high school graduating class is the twelfth-grade class with which they entered into ninth-grade.

The District will provide annual written notice of this policy and any related procedures to all students and their parents or guardians.

Education Law § 3204(4-b)
8 NYCRR § 100.2(oo)

Adoption Date: 01/27/2025
10/26/2020

Students

SUBJECT: DIPLOMA OR CREDENTIAL OPTIONS FOR STUDENTS WITH DISABILITIES

The District will provide students with disabilities appropriate opportunities to earn a diploma or non-diploma high school exiting credential in accordance with Commissioner's regulations. Students with disabilities may be eligible for one or more of the following:

Diploma Options

- a) Regents Diploma, including with honors, an advanced designation, a career and technical education endorsement, and/or any other designation or endorsement.
- b) Local Diploma, including with any endorsement.

Existing Credentials Options

- a) Career Development and Occupational Studies (CDOS) Commencement Credential, which may be earned as a supplement to a Regents or local diploma or as a student's only exiting credential.
- b) Skills and Achievement Commencement Credential.

Specific requirements and detailed information for each diploma and non-diploma high school exiting credential are specified in the Commissioner's regulations and various guidance materials issued by the New York State Department of Education.

8 NYCRR §§ 100.1, 100.2, 100.5, and 100.6

NOTE: Refer also to Policies: #7220 - Graduation Requirement
#7221 - Participation in Graduation Ceremonies and Activities
#7641 - Transition Services

Adoption Date: 01/27/2025
10/26/2020

2025

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Students

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SUBJECT: ADVANCED COURSEWORK**Overview**

The District acknowledges that advanced coursework can foster academic excellence, enhance critical thinking skills, and prepare students for college and career success. In light of the potential benefits and opportunities, the District is committed to offering a variety of advanced coursework options.

For purposes of this policy, "advanced coursework" means any middle, high school, or college level honors, gifted, accelerated, advanced placement, international baccalaureate, dual enrollment, or concurrent-enrollment course, or a course that would offer the ability for a student to earn college credit and/or an industry recognized certification.

Types of Advanced Coursework

The District offers a variety of advanced coursework options, including but not limited to:

a) Accelerated Coursework for Eighth Grade Students

Eighth grade students have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, world languages, art, music, career and technical education subjects or science courses. Using written criteria, the Superintendent or designee will determine whether an eighth grade student has demonstrated readiness to take high school courses.

By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the state intermediate learning standards in each subject area in which they are accelerated.

Credit may be awarded upon successful completion of an accelerated course and passing related examinations if certain conditions are satisfied.

b) Advanced Placement (AP)

Advanced Placement examinations afford students the opportunity to earn credit or advanced standing in many colleges and universities. The College Board administers a variety of AP examinations in May of each year. The District will determine a student's readiness for enrollment in any AP class.

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LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

NA-POLICY SECOND READS

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SUBJECT: ADVANCED COURSEWORK

c) Dual Credit for College Courses

Students who have demonstrated readiness for college-level courses and meet all necessary prerequisites may matriculate at any college that has a cooperative agreement with the District. Collegiate opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. The administration will review and approve any college courses before they are taken during the school day.

Notification

By June 1 of each school year, the District will annually notify students and parents of the benefits and opportunities within the District of participating in advanced courses. This notification will be provided electronically or by mail. This notification must also be posted on the District website.

Notification of advanced coursework must be provided to all students in every grade beginning in either grade 5 or one grade prior to the first year that advanced coursework is offered by the District, whichever grade comes first.

This notification will include:

- a) The benefits of participating in advanced courses;
- b) A description of the advanced courses offered by the District in middle and high school and how to prepare for and enroll in them;
- c) A description of the advanced courses to be offered by the District in the following school year; and
- d) A description of the academic and non-academic support the District provides to help students succeed in advanced courses, as well as any financial assistance available to reduce or eliminate any costs associated with participation in advanced courses, including, but not limited to, related fees, supplies, and assessments.

Education Law Section 817
8 NYCRR Section 100.2(11)(2) and 100.4(d)

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