

Response to Intervention Plan
and AIS Services Plan

2022-2023

Lake George Jr/Sr High School

*To be reviewed every two years in accordance with District Policy 7616.

Table of Contents

Overview	
Introduction, Plan, Team	2
Response to Intervention	
Overview, Response to Intervention Defined, Legislative Background	3
Minimum of Requirements	4
Multi-Tiered Prevention Framework	6
Screening, Progress Monitoring, Multi-Level Prevention System	7
Multi-Tiered System of Supports	8
RTI at Lake George Junior Senior High School	9
Part 1: Academic	
Tier 1 Intervention: ELA and Math	9
Tier 2 Intervention: ELA and Math	10
Tier 3 Intervention: ELA and Math	13
Part 2: Social, Emotional, Behavioral, Executive Functioning	16
Part 3: Absenteeism	18
Assessment within RTI Framework	19
Progress Monitoring, Additional assessment: Diagnostic	20
Data-Based Decision Making	20
Determining Initial Risk Status	21
Determine Student Response to Intervention	22
LD Determination	23
Professional Development	23
Parent Notification	23
Academic Intervention Services	
Overview, Eligibility	24
Description of Services, Progress Monitoring	25
Criteria for Ending Services	25
Record Keeping, Parent Communication	26
Policy Compliance	26
Appendix	
Appendix A: RTI Flow Chart	28
Appendix B: Documentation for Determination of Eligibility of Suspected LD	29
Appendix C: NYSED Documentation of the Determination of Eligibility	33
Appendix D: Sample Parent Letters of Inclusion/Removal	35

OVERVIEW

INTRODUCTION

The Lake George Junior/Senior High School is committed to providing a personalized educational program to all students that meet their needs, abilities, interests and aspirations that empowers students to be lifelong learners, leaders, and global citizens. The Lake George Junior/Senior High School will pursue a comprehensive program of professional and curricular development to aid our faculty to create learning environments that meet the needs of their students.

PLAN

The following professionals serve on the Lake George Jr/Sr High School Response to Intervention Team and have been involved in the writing and planning of this Building Level Response to Intervention (RTI) Plan:

- Building level administrator
- RTI Coordinator
- Classroom teachers
- Special educators
- Members of the counseling department
- Curriculum Coordinators
- Others as deemed appropriate

TEAM

The Jr/Sr High School RTI Team at Lake George Central School District, under the supervision of the building level principal, is charged with ensuring the provision of the following actions relative to RTI:

- Academic and social emotional/behavioral screening
- Monitoring student progress at regular intervals
- Providing quality first instruction in Tier 1 that is research-based, differentiated and responsive to student needs
- Providing Tier 2, Tier 3 and Tier 4 (special education) interventions in accordance with this plan
- Evaluating data regularly to make informed decisions regarding goals, instruction and services and to alter frequency, intensity and duration of interventions in accordance with student needs
- Determining whether a referral to the Committee on Special Education is warranted

The RTI Team comprises the building level Principal, the RTI Coordinator, a teacher, a guidance counselor, and any other member that may have related expertise and/or direct knowledge of the student, including, but not limited to, additional teachers, mental health professionals, school nurse, school resource officer, etc.

RESPONSE TO INTERVENTION

OVERVIEW

Response to Intervention (RTI) functions as a significant educational strategy and framework designed to identify students who may be at-risk for substandard academic performance and intervene by providing supplemental interventions targeted to their learning needs. The overall purpose of RTI at Lake George School District is to provide quality, research-based, differentiated instruction in an effort to prevent academic difficulties.

RESPONSE TO INTERVENTION DEFINED

According to the National Center on Response to Intervention (NCRTI), response to intervention integrates assessment and targeted quality intervention within a multi-level prevention system to maximize student achievement. With RTI, schools use data to identify students at risk for unsatisfactory learning outcomes, monitor student progress regularly, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. RTI is intended to be a preventive and proactive process (NCRTI, 2010).

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.

LEGISLATIVE BACKGROUND

In September of 2007, the NYS Board of Regents approved multiple amendments to 8 NY Code of Rules and Regulations (NYCRR) that requires schools to establish an RTI policy and procedures for students in grades K-4 in the area of literacy. These amendments established a policy framework for RTI in regulations relating to school-wide screenings, minimum components of RTI programs, parent notification, and the use of RTI to identify students with learning disabilities. By adding Section 100.2(ii) to Part 100 of the Commissioner's Regulations it set forth minimum requirements for using a RTI process to determine a student's response to research-based intervention.

MINIMUM OF REQUIREMENTS

The Regents policy framework for RTI:

1. Defines RTI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction includes culturally and linguistically responsive instruction that privileges strengths of students from diverse backgrounds. Appropriate instruction in reading means scientific research-based reading methodologies that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. Appropriate instruction in mathematics instruction in problem-solving, arithmetic skill and fluency, conceptual knowledge, number sense and reasoning ability.
- **Behavioral Supports and Interventions:** Appropriate behavioral supports evidenced by a school-wide positive behavior system which reflects a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behaviors and increase academic performance.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student needs with increasingly intensive levels of targeted intervention** and instruction for 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.
- **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.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the RTI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RTI program**, including, but not limited to the:
 - criteria for determining the levels of intervention to be provided to students,
 - types of interventions,
 - amount and nature of student performance data to be collected, and
 - manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RTI program to take appropriate steps to ensure that staff has the **knowledge and skills** necessary to implement an RTI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RTI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RTI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

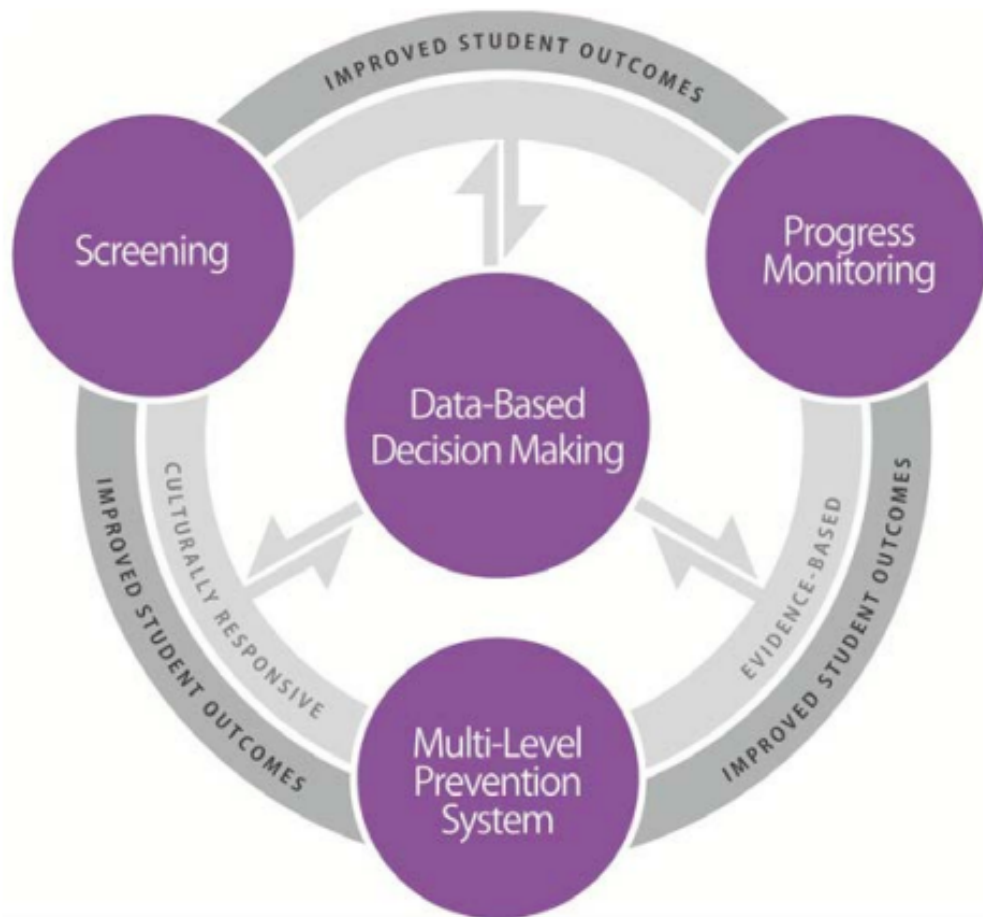
In addition to the above RTI requirements, regulations adopted by the Regents regarding screening of students with low state test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low state test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- An RTI process as described above will meet the requirements of Commissioner's Regulations of section 117.3 requiring each school district to develop a plan for the diagnostic screening of all new entrants and students with low test scores to ensure a student's progress toward meeting the State's standards.

RTI AS A MULTI-TIERED PREVENTION FRAMEWORK

Essential Components of RTI

Effective implementation of RTI includes a combination of high-quality responsive instruction, frequent and relevant assessment, and evidence-based interventions. Comprehensive school-wide RTI implementation will provide all students with the best opportunities to succeed in school and assist in identifying learning disabilities. The graphic below represents the essential components of RTI followed by more detailed descriptions of each component. This information is devised with guidance from NYSED and is public domain (www.rti4success.org).



Screening

Struggling students are identified by implementing a two-stage screening process. The first stage, universal screening, is a brief assessment of all students, conducted at the beginning of the school year, although many schools and districts use it two to three times throughout the school year. For students who score below the cut score on the universal screen, a second stage of screening is conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing or short-term progress monitoring to confirm a student's at-risk status. Screening tools must be reliable and valid and demonstrate diagnostic accuracy for predicting which students will develop learning or behavioral difficulties. New students will undergo a records review for screening purposes to evaluate at-risk status.

Progress Monitoring

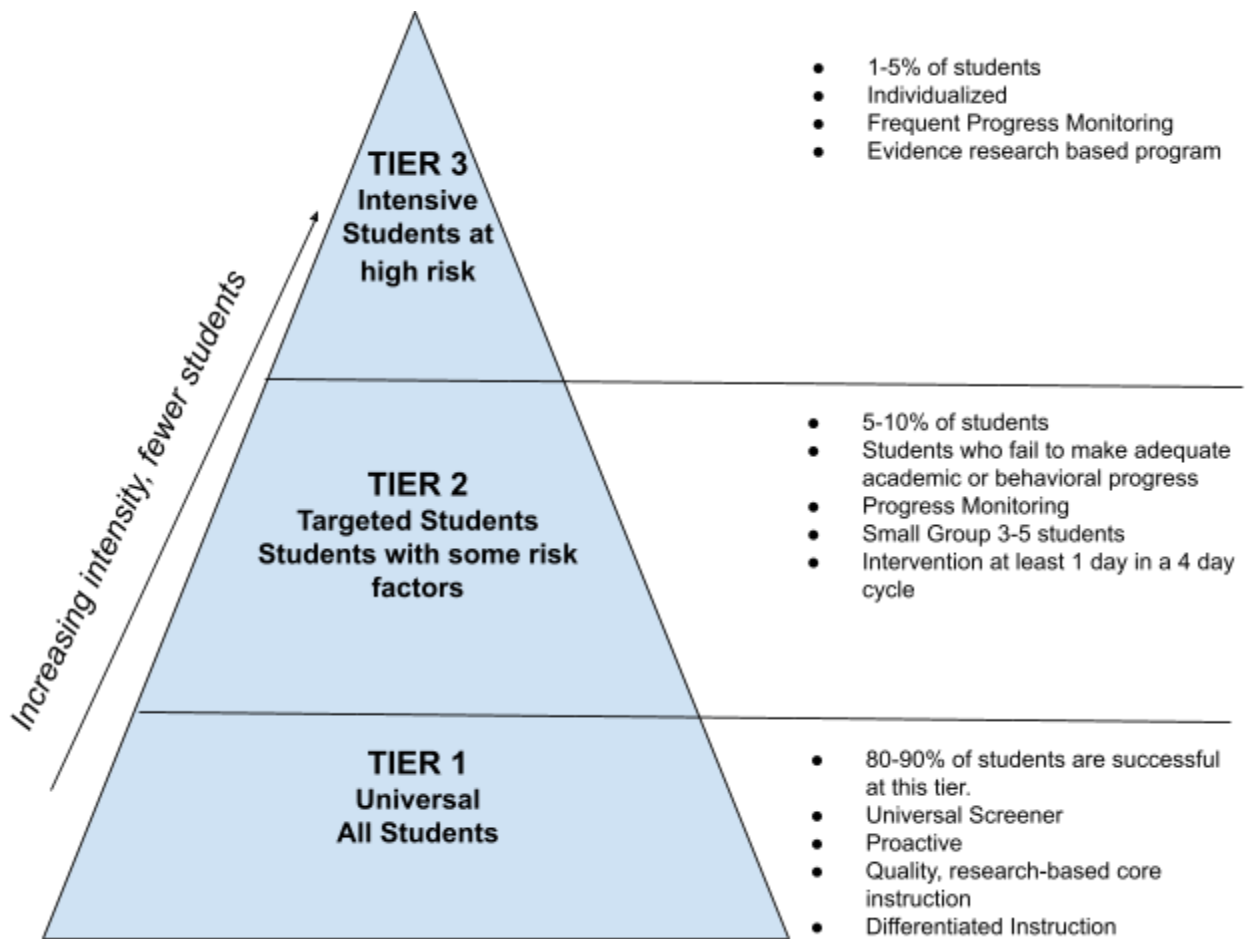
Progress monitoring is used to assess students' performance over time, quantify student rates of improvement or responsiveness to instruction, and evaluate instructional effectiveness. For the students least responsive to effective instruction, progress monitoring is used to formulate effective individualized programs. Progress monitoring tools must accurately represent students' academic development and must be useful for instructional planning and assessing student learning. In addition, in tertiary prevention, educators use progress monitoring to compare a student's expected and actual rates of learning. If a student is not achieving the expected rate of learning, the educator experiments with instructional components in an attempt to improve the rate of learning.

Multi-Level Prevention System

Classroom instructors are encouraged to use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity are provided. These interventions, which are in addition to the core primary instruction, typically involve small-group instruction to address specific identified problems. These evidence-based interventions are well defined in terms of duration, frequency, and length of sessions, and the intervention is conducted as it was in the research studies. Students who respond adequately to secondary prevention return to primary prevention (the core curriculum) with ongoing progress monitoring. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided.

Multi-Tiered System Of Supports

RTI serves as a multi-tiered prevention framework/model with increasing levels or tiers of instructional support. Within Lake George Central School District, a 4-tiered model is used, with Tier 4 being special education and not represented in this graphic. The graphic presented below provides a visual illustration of the District's RTI model. It is important to note that Tier 2 services complement and do not supplant Tier 1 instruction and Tier 3 may complement or supplant Tier 2. Movement within the tiers is also expected as instruction is responsive and evolving according to student need. Further information for each tier, specific to each building, appears in discrete building-specific documents.



RTI at Lake George Jr./Sr. High School

Part I: Academic

Our goal at Lake George Jr/Sr High School is to support students in all areas and remove barriers that prevent all students from reaching their full scholarly potential. Support teams, including general education teachers, are charged with providing interventions in increasingly intensive tiers, monitoring each student's progress and making educational decisions based on data collected.

Students are identified as being in need of academic support as a result of districtwide universal screenings and by observations of their classroom teacher, RTI Coordinator, school counselor, principal or parent. A digital referral system is in place. Any school personnel, coach and/or parent can use the digital referral form to refer a student for review by the RTI team.

Tier 1 Intervention: ELA and Math

Tier 1 is considered the primary level of intervention at Lake George Jr/Sr High School and always takes place in the general education classroom. Tier 1 involves appropriate evidence-based differentiated instruction delivered to all students in the general education class, which is delivered by qualified personnel. The following matrix provides details on the nature of Tier 1 at Lake George Jr/Sr School in terms of core program, frequency, duration, and location by grade level.

Lake George Jr/Sr High School Tier 1 Intervention - ELA					
Grade	Core Program	Interventionist	Frequency	Duration	Location
7-8	<ul style="list-style-type: none"> ● Explicit, research based instruction ● Culturally responsive instruction ● NYS Standards ● Scaffolding 	Certified highly qualified General education teachers	Daily	40 minutes	Lake George Jr./Sr. High School
9-12	<ul style="list-style-type: none"> ● Differentiated Instruction ● Academic Literacy ● Formative Screening ● Word identification ● Phonemic awareness ● Vocabulary Development ● Reading fluency ● Comprehension 	Certified highly qualified General education teachers	Daily or block on alternate days	40 minutes or 80 minutes	Lake George Jr./Sr. High School

Lake George Jr/Sr High School Tier 1 Intervention - Math					
Grade	Core Program	Interventionist	Frequency	Duration	Location
7-12	<ul style="list-style-type: none"> • Explicit, research based instruction • Culturally responsive instruction • NYS Standards Aligned Instruction • Scaffolding • Differentiated Instruction • Fact Fluency • Conceptual Development • Application Based 	Certified highly qualified General education teachers	Daily	40 minutes	Lake George Jr./Sr. High School

Procedure for Tier 1:

- Classroom teacher targets a specific skill(s) based on data that shows that the student needs additional support.
- Classroom teacher utilizes scientifically research-based strategies through differentiated instruction.
- Classroom teacher progress monitors/assesses as appropriate.
- If progress is being made, then continue to monitor the student in the Tier 1 classroom setting providing additional support as needed.
- If progress is not being made, then Tier 2 services may be warranted based on data.

Tier 2 Intervention ELA and Math

In Lake George Jr/Sr High School, Tier 2 includes small group, supplemental instruction. Supplemental instruction is provided *in addition to*, and not in place of the core instruction students receive in Tier 1. Instruction/interventions provided at this level/tier are designed to address the needs of the student relative to the learning process. Instruction is targeted, based on data collected from assessments and observation, responsive to student needs, and congruent with regular classroom instruction in terms of materials, content and language. Tier 2 interventions can occur within the regular classroom setting by the regular classroom teacher or with the support of an intervention specialist such as a consultant teacher or reading specialist or can be provided by those professionals in a separate location that suits the needs of the student. Tier 2 interventions at Lake George Jr/Sr High School are provided in a separate location.

Lake George Jr/Sr High School Tier 2 Intervention - ELA

	7th - 8th Grade	9th - 12th Grade
<i>Entrance Criteria</i>	<ul style="list-style-type: none"> • Not responsive to Tier 1 • Determined by Data Analysis including NYS exam scores, i-Ready scores, final exams, teacher recommendations • Score less than proficient as determined by SED on NYS State exam • Teacher Recommendation 	<ul style="list-style-type: none"> • Not responsive to Tier 1 • Determined by Data Analysis including NYS exam scores, final exams, teacher recommendations • Score less than proficiency (65%) on regents exam graduation requirement • Teacher Recommendation
<i>Providers</i>	<ul style="list-style-type: none"> • Classroom teacher • AIS Provider • Reading Specialist, Special Education Teacher • Other providers as deemed appropriate 	<ul style="list-style-type: none"> • Classroom teacher • AIS Provider • Reading Specialist, Special Education Teacher • Other providers as deemed appropriate
<i>Location</i>	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Classroom
<i>Group Size</i>	<ul style="list-style-type: none"> • 3-5 students 	<ul style="list-style-type: none"> • 3-5 students
<i>Frequency</i>	<ul style="list-style-type: none"> • no less than 1x/ week 	<ul style="list-style-type: none"> • no less than 1x/ week
<i>Duration</i>	<ul style="list-style-type: none"> • no less than 20 minutes 	<ul style="list-style-type: none"> • no less than 20 minutes
<i>Program Strategies</i>	<ul style="list-style-type: none"> • i-Ready Teacher ToolBox • Interactive reading strategies to improve writing and reading comprehension in narratives and texts in content areas • Fluency, vocabulary, decoding, phonemic awareness, spelling development • Instructional methods, content and level will be responsive to individual student needs 	<ul style="list-style-type: none"> • Interactive reading strategies to improve writing and reading comprehension in narratives and expository texts in content areas • Fluency, vocabulary, decoding, phonemic awareness, spelling development • Instructional methods, content and level will be responsive to individual student needs
<i>Progress Monitoring Tools</i>	<ul style="list-style-type: none"> • i-Ready Diagnostics • Classroom Assessments • Locally Developed Assessments 	<ul style="list-style-type: none"> • Classroom Assessments • Locally developed assessments
<i>Exit Criteria</i>	<ul style="list-style-type: none"> • Student performing at grade level on state assessments and local benchmarks • Teacher recommendation 	<ul style="list-style-type: none"> • Student performing at proficiency level on NYS regents exam or • Teacher recommendation

Lake George Jr/Sr High School Tier 2 Intervention - MATH

	7th - 8th Grade	9th - 12th Grade
<i>Entrance Criteria</i>	<ul style="list-style-type: none"> • Not responsive to Tier 1 • Determined by Data Analysis including NYS exam scores, i-Ready scores, final exams, teacher recommendations • Score less than proficient as determined by SED on NYS State exam • Teacher Recommendation 	<ul style="list-style-type: none"> • Not responsive to Tier 1 • Determined by Data Analysis including NYS exam scores, final exams, teacher recommendations • Score less than proficiency (65%) on regents exam graduation requirement • Teacher Recommendation
<i>Providers</i>	<ul style="list-style-type: none"> • Classroom teacher • AIS Provider • Special Education Teacher • Other providers as deemed appropriate 	<ul style="list-style-type: none"> • Classroom teacher • AIS Provider • Special Education Teacher • Other providers as deemed appropriate
<i>Location</i>	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Classroom
<i>Group Size</i>	<ul style="list-style-type: none"> • 3-5 students 	<ul style="list-style-type: none"> • 3-5 students
<i>Frequency</i>	<ul style="list-style-type: none"> • no less than 1x/ week 	<ul style="list-style-type: none"> • no less than 1x/ week
<i>Duration</i>	<ul style="list-style-type: none"> • no less than 20 minutes 	<ul style="list-style-type: none"> • no less than 20 minutes
<i>Program Strategies</i>	<ul style="list-style-type: none"> • Targeted Skill Development • i-Ready Teacher ToolBox • Mathematical Computation skills development • Application skill development • Content Vocabulary • Number Sense • Pre-Algebra Skills • Instructional methods, content and level will be responsive to individual student needs. 	<ul style="list-style-type: none"> • Mathematical Computation skills development • Application skill development • Fluency • Content Vocabulary • Number Sense • Pre-Algebra Skills • Instructional methods, content and level will be responsive to individual student needs.
<i>Progress Monitoring Tools</i>	<ul style="list-style-type: none"> • Targeted Skill Development (Pre-Assessment and Progress Monitoring Assessment) • i-Ready Diagnostics • Classroom Assessments 	<ul style="list-style-type: none"> • Classroom Assessments • Locally developed assessments • jmap resources
<i>Exit Criteria</i>	<ul style="list-style-type: none"> • Student performing at grade level on state assessments and local benchmarks • Teacher recommendation 	<ul style="list-style-type: none"> • Student demonstrating proficiency on NYS regents exam or locally developed benchmark • Teacher recommendation

Procedure for Tier 2

- Based on student data, Tier 2 services will be implemented.
- Parent Notification letter will be sent when the Tier 2 services are implemented.
- Intervention provider will implement scientifically research-based interventions based on student data to target specific skills.
- RTI Coordinator and general education teacher will progress monitor students in Tier 2 routinely to determine the level of progress.
- If progress is being made, continue to provide Tier 2 intervention services and monitor progress.
- If progress improves, student may be moved back to Tier 1.
- If progress is not being made, then Tier 3 services may be warranted based on data.

Tier 3 Intervention ELA and Math

Tier 3 is designed for those students who have been unresponsive to Tier 1 and 2 interventions or who demonstrate such significant needs that warrant intensive instruction or intervention. The following matrix provides details on the nature of Tier 3 at Lake George Jr/Sr High School in terms of program options, interventionist, frequency, duration, location, and group size. Instruction is targeted, based on data collected from assessments and observations, responsive to student needs, and congruent with regular classroom instruction in terms of materials, content and language.

Lake George Jr/Sr High School Tier 3 Intervention - ELA

	7th - 8th Grade	9th - 12th Grade
<i>Entrance Criteria</i>	<ul style="list-style-type: none"> • Not responsive to Tier 2 • Scores below grade level on formative and summative progress monitoring assessment tools • Expert teacher observation and recommendation 	<ul style="list-style-type: none"> • Not responsive to Tier 2 • Scores below grade level on formative and summative progress monitoring assessment tools • Expert teacher observation and recommendation
<i>Providers</i>	<ul style="list-style-type: none"> • Literacy Specialist 	<ul style="list-style-type: none"> • Literacy Specialist
<i>Location</i>	<ul style="list-style-type: none"> • Outside regular education classroom 	<ul style="list-style-type: none"> • Outside regular education classroom
<i>Group Size</i>	<ul style="list-style-type: none"> • No more than 3 	<ul style="list-style-type: none"> • No more than 3
<i>Frequency</i>	<ul style="list-style-type: none"> • Greater than Tier 2 	<ul style="list-style-type: none"> • Greater than Tier 2
<i>Duration</i>	<ul style="list-style-type: none"> • 20-40 minutes 	<ul style="list-style-type: none"> • 20-40 minutes
<i>Program Strategies</i>	<ul style="list-style-type: none"> • Instructional methods in this tier will be individualized and focused on need areas as determined by entry data including but not limited to diagnostic norm referenced testing such as those administered by the school psychologist, reading specialist or outside agencies if provided. Instructional content and level will be congruent with classroom content and responsive to individual needs. 	
<i>Progress Monitoring Tools</i>	<ul style="list-style-type: none"> • Assessment performed by reading specialist 	<ul style="list-style-type: none"> • Assessment performed by reading specialist

Lake George Jr/Sr High School Tier 3 Intervention - MATH

	7th - 8th Grade	9th - 12th Grade
<i>Entrance Criteria</i>	<ul style="list-style-type: none"> • Not responsive to Tier 2 • Determined by Data Analysis including NYS exam scores, i-Ready scores, final exams, teacher recommendations • Score less than proficient as determined by SED on NYS State exam • Teacher Recommendation 	<ul style="list-style-type: none"> • Not responsive to Tier 2 • Determined by Data Analysis including NYS exam scores, final exams, teacher recommendations • Score less than proficiency (65%) on regents exam graduation requirement • Teacher Recommendation
<i>Providers</i>	<ul style="list-style-type: none"> • Classroom teacher • AIS Provider • Special Education Teacher • Other providers as deemed appropriate 	<ul style="list-style-type: none"> • Classroom teacher • AIS Provider • Special Education Teacher • Other providers as deemed appropriate
<i>Location</i>	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • Classroom
<i>Group Size</i>	<ul style="list-style-type: none"> • no greater than 5 students 	<ul style="list-style-type: none"> • no greater than 5 students
<i>Frequency</i>	<ul style="list-style-type: none"> • Greater than Tier 2 	<ul style="list-style-type: none"> • Greater than Tier 2
<i>Duration</i>	<ul style="list-style-type: none"> • no less than 20 minutes and up to 40 minutes 	<ul style="list-style-type: none"> • no less than 20 minutes and up to 40 minutes
<i>Program Strategies</i>	<ul style="list-style-type: none"> • Instructional methods in this tier will be individualized and focused on need areas as determined by entry data including but not limited to diagnostic norm referenced testing such as those administered by the school psychologist, reading specialist or outside agencies if provided. Instructional content and level will be congruent with classroom content and responsive to individual needs. 	
<i>Progress Monitoring Tools</i>	<ul style="list-style-type: none"> • Targeted Skill Development (Pre-Assessment and Progress Monitoring Assessment) • i-Ready Diagnostics • Classroom Assessments • Locally Developed Assessments 	<ul style="list-style-type: none"> • Classroom Assessments • Locally developed assessments • jmap resources
<i>Exit Criteria</i>	<ul style="list-style-type: none"> • Student performing at grade level on state assessments and local benchmarks • Teacher recommendation 	<ul style="list-style-type: none"> • Student demonstrating proficiency on NYS regents exam or locally developed benchmark • Teacher recommendation

Procedure for Tier 3

- Based on student data, Tier 3 services will be implemented.
- Parent Notification letters will be sent when Tier 3 services are implemented.
- Intervention providers will implement scientifically research-based interventions based on student data to target specific skills.
- Interventions will be provided in addition to core instructional time.
- Tier 3-intervention providers will progress monitor students in Tier 3 more frequently.
- If progress is being made, continue to provide Tier 3 intervention services and monitor progress.
- If progress improves, students may be moved back to Tier 2 or 1.
- A student need not be required to go all the way through Tier 3 before being evaluated if evidence exists to suspect a disability and/or other long-term planning (504 plan, additional Tier 3 cycle).

Part II: Social, Emotional, Behavioral and Executive Functioning

At times, students may be at risk of not meeting learning standards due to social, emotional, behavioral or mental health issues, hereafter referred to generally as SEL. Students experiencing challenges in the area of SEL may struggle to focus, learn, develop relationships and attend school and classes regularly. Similarly, some students may also encounter challenges related to executive functioning (EF). Executive function is a set of mental skills that includes working memory, flexible thinking, and self-control. Challenges in this area make it difficult for students to focus, follow directions and handle emotions. Additional support may be required to assist these students. As with academic concerns, support teams are charged with identifying behaviors, social, emotional, mental health and other barriers to learning and implementing interventions that are responsive to student needs.

Students are identified as being in need of SEL and executive functioning support as a result of districtwide universal screenings and by observations of their classroom teacher, RTI Coordinator, school counselor, principal or parent. Similar to academic concerns, a referral system is in place. Any school personnel, coach and/or parent can use the digital referral form on the website to refer a student for review by the RTI team.

The intensity of service will be determined based upon individual need. Examples of service options in Lake George Jr/Sr High include:

- Classroom behavior planning
- Counseling
- Accommodations to the learning environment (preferential seating, quiet area, etc.)
- Modifications to the school day (scheduled breaks, daily check-ins, etc.)
- Behavior contracts
- Individual behavior plans
- Parent training and/or consultation

Tiers of Support for Social, Emotional, Behavioral, and Executive Functioning

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> ● Implementation of social emotional benchmarks and CASEL Framework ● Integration of SEL best practices into classroom ● Behavioral expectations set and maintained by Principal, Dean and classroom teachers ● Guiderooms: positive relationships built between staff and students ● Opportunities for student leadership and involvement in clubs and sports. (Cultivating student voice and engagement) ● Rock Solid ● Counseling department (access, consultation and referrals) ● Social Emotional Intervention Menu ● Executive Functioning Intervention Menu 	<ul style="list-style-type: none"> ● Intensify tier 1 supports ● Short term counseling (group or individual) ● Structured interventions as needed ● Home/community support for families as needed ● Outside psychological resources 	<ul style="list-style-type: none"> ● BIP/FBA Implementation ● IEP/504 Counseling ● Crisis intervention ● Intensive parent consultation and support ● Recommendation and/or psychological evaluation

Part III: Absenteeism

School attendance has a huge impact on a student’s academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely everyday and understand why attendance is so important for success in school and in life. Some absences are unavoidable due to health problems or other circumstances. However, when students miss too much school, regardless of the reason, it can cause them to fall behind academically and negatively impact their social emotional well-being. Students are more likely to encounter these problems if they are *chronically absent*. Chronic absenteeism is defined by the New York State Education Department as missing 10% or more school days.

Chronic absenteeism is not the same as truancy. Truancy relies only on unexcused absences and compliance with the school’s attendance policy or code of conduct. It is considered an obsolete means of improving attendance that often relies on punitive measures for students and families to ensure compliance. Chronic absenteeism, on the other hand, considers all absences regardless of the cause of the absence; illness, mental health placements, suspensions, vacations, etc. Absences for any reason decrease the valuable instructional time spent in the classroom.

Tiers of Support for Chronic Absenteeism		
Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> ● Monitor Data ● Develop school plan ● Engage students before and after school ● Guide Room Mentorship ● Personalized Outreach (phone calls home, letters, attendance records on report cards) ● Send letter indicating the importance of attendance, school policy ● Other interventions as deemed relevant 	<ul style="list-style-type: none"> ● Review attendance data biweekly for at risk students looking for patterns ● Send letter to students parents who exhibit chronic absenteeism alerting family of attendance concerns and explore what help may be needed ● Parent conference ● Ensure regular contact with family ● Set attendance goals with student and parents ● Other interventions as deemed relevant 	<ul style="list-style-type: none"> ● Identify, review and maintain attendance data records ● Continuation of tier 2 at great frequency, intensity, duration ● Home visits ● Consultation and preventive supports from our assigned Warren County probation officer ● Formal PINS Diversion services ● Connect student with positive supports and programming within and out of the school ● Ensure regular contact with family ● Work with families to avoid legal consequences ● Other interventions as deemed relevant

Assessment within an RTI Framework

An RTI framework uses a variety of assessments that are used to support decisions about a student’s at-risk status, response to instruction or intervention, and the nature of instruction. These include universal screening, progress monitoring, and diagnostic assessments. Each assessment type is used at different points within an RTI process for different purposes.

Universal Screening

Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills or behaviors. Screenings are conducted for the purposes of initially identifying students who are “at-risk” for academic failure and who may require closer monitoring, further assessment, or supplemental instruction. Lake George Jr.-Sr. High School uses the iReady program for grades K-8. Evidence of iReady’s psychometric accuracy can be found on the National Center on Intensive Intervention at American Institutes for Research by clicking this link [Intensive Intervention](#). The table presented below provides descriptive information regarding the universal screening procedures used at Lake George Jr./Sr. High School.

Lake George Jr./Sr. High School Screening Assessments			
Grades	Assessment(s)	Frequency	Screening Administrator
7-8	i-Ready Math i-Ready ELA	3 times/year	Core teachers, reading specialists, special educators, support staff, others as deemed qualified
7-8	State Exam Scores and Cut-Scores when available	Annually	
9-12	Regents Exams	Annually	
9-12	Local Final Exams	Annually	
7-12	TBD - as needed/relevant	3 times / year	
7-12	School Tool Attendance Reports	Monthly	Attendance Office, RTI Coordinator, Dean of Students

Progress Monitoring

Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and determine if there is a need to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.

Lake George Central School uses several tools that assist in monitoring student progress. Observations of student performance on these progress monitoring tools are used to determine a student's movement across the tiers by examining rate of progress and level of performance over time. Progress monitoring tools may include, but are not limited to:

- iReady Reading and iReady Math
- Teacher devised content specific probes
- Subtests
- Quizzes
- Reading checks
- Unit tests
- Weekly tests
- Attendance verification
- Various forms of qualitative and anecdotal data, etc.

Additional Assessment: Diagnostic

Screening and progress monitoring tools occasionally provide sufficient information to plan instruction, but most often they do not since they tend to focus on quick samples or snapshots of student performance as opposed to more in-depth information about a student's abilities. Assessments that are diagnostic in nature provide greater detail about individual students' skills and instructional needs. They provide educators with information that informs the "what to teach" and the "how to teach." They are typically administered to students who fall significantly behind an established benchmark or when such students have not demonstrated sufficient progress.

Data-Based Decision Making

A key component of an RTI framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Benchmark/screening assessments and progress monitoring data inform decisions relative to risk status, level and type of interventions needed to help individual students make progress. Within an RTI framework, two major decisions need to be made relative to student performance.

1. Which student's may be at-risk for academic failure?
2. How well is the student responding to supplemental, tiered instruction/intervention?

Determining Initial & Continued Risk Status

To determine which students may be at-risk, Lake George Jr/Sr High uses data obtained from a multi-step process of benchmarking and screening assessments as well as other sources to support data-based decision making.

The following table provides information about the nature of this determination process.

Lake George Jr/Sr. High School - Determining Who's At-Risk	
Primary Data Source:	May include: <ul style="list-style-type: none"> ● NYS ELA and NYS Math Assessments ● Regents Exams, ● iReady Reading and iReady Math Diagnostics ● School Tools Attendance data
Secondary Data Source:	May include: <ul style="list-style-type: none"> ● iReady Reading and iReady Math ● Teacher observations ● Informal assessments such as running records and other spelling, reading and writing assessments ● Classroom performance
Purpose:	<ul style="list-style-type: none"> ● Identify what students may be at risk ● Identify the level of intervention a student requires ● Provide preliminary information about the student's responsiveness to instruction at Tier 1
Who's Involved:	May include: <ul style="list-style-type: none"> ● RTI Coordinator ● Core English and Math teachers ● Interventionists ● Administrators ● Student support personnel (school counselors, social worker, nurse, school psychologist, etc.)
Frequency:	Student performance should be reviewed following each reporting period when aggregated data from progress monitoring can be reviewed and also when new screening data is available and whenever a referral is received.
Decision Options and Criteria:	Options may include: <ul style="list-style-type: none"> ● immediate placement into tier 1, 2 or 3 with appropriate frequency, intensity and duration as determined by data, placement into "at-risk" status indicating that no intervention is immediately required and student will be closely monitored in the general education setting for indications of need.

Determining Student Response to Intervention

Another key decision made is whether or not a student who is receiving supplemental instruction or intervention is making progress. Lake George Jr/Sr High makes use of progress monitoring data and other data sources, such as qualitative information to examine the student's level of performance and rate of progress over time. Using data, an informed decision about a student's response to intervention. The table presented below provides further information regarding the nature of this decision.

Lake George Jr./Sr. High School - Determining Student Response to Intervention			
Primary Data Source:	<ul style="list-style-type: none"> • iReady Reading and Math Diagnostic • NYS Regents assessments • Attendance Records • Classroom Observations (non-academic needs) 		
Secondary Data Source:	<ul style="list-style-type: none"> • Teacher observations • Teacher recommendation • Classroom performance • WRMT-III (or others as needed) • Unit tests • Teacher devised assessments • Disciplinary or behavioral data. 		
Purpose:	<ul style="list-style-type: none"> • Determine student's response to the intervention • Determine if the student is making progress towards grade level benchmarks • Determine the need for a less or more intensive intervention 		
Who's Involved:	<ul style="list-style-type: none"> • Classroom teacher • Interventionists • Others with related expertise or knowledge of the student 		
Frequency per Tier:	*The information in the table below indicates scheduled times for decision making. Decisions are also made on a case by case basis as determined by student needs regardless of scheduled times.		
	Tier 1	Tier 2	Tier 3
	Every 5 weeks (minimally 8x/yr)	Every 5 weeks (minimally 8x/yr)	Every 5 weeks (minimally 8x/yr)
Decision Options and Criteria:	Student services may result in movement within and between tiers. These options may include a: <ul style="list-style-type: none"> • Change in instructional delivery • Continuation of services as-is • Initial placement in Tier 2, Tier 3 • Increased frequency, intensity or duration within Tier 2, Tier 3 • A recommendation for a request for referral to the Committee on Special Education. 		

LD DETERMINATION

Effective on and after July 1, 2012, a school district must have an RTI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of Learning Disabled (LD), the CSE must determine that a student's academic underachievement is not due to the lack of appropriate instruction in reading or math. Lake George Central School is committed to providing all students the same process. Appendix B and C include SED information that is used for LD determination and documentation purposes.

PROFESSIONAL DEVELOPMENT

An effective Rtl model requires knowledge and skill in the provision of instruction; monitoring progress, including collecting and displaying performance data for evaluation; and evaluating students' trajectories of learning (the speed with which they acquire new skills) to determine the need for intervention. It also requires designing, implementing, and evaluating interventions in support of students whose trajectories of learning will not result in grade level achievement. Professional development is provided to instructional and supervisory staff in these areas.

Parents and family members are an essential part of an effective Rtl model. Lake George Elementary School will ensure that opportunities are available to provide parents with an overview of the Rtl process and its benefits, including an introduction of the model (e.g., the levels of intervention and what they comprise in terms of increasingly intensive interventions), the process by which decisions about intervention(s) will be made, the process for communication with families about student progress, their rights to refer their children to the Committee on Special Education (CSE) at any point, and how data from an Rtl process can be used as part of the process to determine if the student has a learning disability.

PARENT NOTIFICATION

At Lake George Jr./Sr. High School, parents are notified when their child requires an academic intervention beyond that provided to all students in the general education classroom. Notification is provided to parents when a change in services of any kind is indicated as a result of testing or recommendation. Parents will be notified via a letter that indicates:

- The nature of the intervention their child will be receiving
 - Type of intervention
 - Frequency
 - Duration
 - Interventionist
 - Location (if significantly different from regular setting)
- The amount and nature of student performance data that will be collected
 - Type of data
 - Screening tool
 - Review date of progress
- Strategies for improving the student's rate of learning
- Their right to request an evaluation for special education programs and/or services

Academic Intervention Services

OVERVIEW

Academic Intervention Services (AIS) are student support services, which supplement instruction provided in the general curriculum, and are designed to assist students in meeting proficiency with the New York State Next Generation Learning Standards. AIS are intended to assist students who have not met or who are at risk of not meeting the designated performance levels on State assessments in English Language Arts and Mathematics. There are two components of AIS:

- Additional instruction that supplements the general curriculum (regular classroom instruction) and/or
- Student support services needed to address barriers or skill development to improved academic performance.

The NYS Education Department defines additional instruction as the provision of extra time for focused instruction and/or increased student-teacher instructional contact time. The regulations also indicate that services may vary in intensity depending on the student's needs, but must be designed to respond to student needs as indicated through State Assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

ELIGIBILITY FOR AIS

Students eligible for AIS include:

- Students who are in grades 7-8 identified to receive AIS through a multi-step process.
 - First, all students performing below the median scale score between a Level 2 and Level 3 on the NYS ELA or Math state assessment shall be considered for AIS.
 - Second, upon identification of a student for consideration for AIS, the Junior/Senior high school will use a second standardized assessment, i-Ready. If a student scores below the local benchmark score/grade level the student will be considered for AIS.
 - Third, upon consultation with the previous year and current year general education teacher the student may be considered for AIS.
 - Finally, after the district considers a student's scores on multiple measures of student performance and consulting with teachers, the district determines whether the student is required to receive AIS.
- Students who are in grades 9 - 12 identified to receive AIS through a multi-step process.
 - First, any student who has failed a regents exam which is required for graduation is to receive AIS.
 - Second, any student who has historical data consisting of scores below state or local benchmark scores shall be considered for AIS.
 - Third, upon consultation with the student's teacher the student may be considered to receive AIS.

- Finally, after the district considers all measures of student performance and consulting with teachers, the district determines whether the student is required to receive AIS.
- Multiple measures will be used for determining eligibility for AIS which may include:
 - Classroom Based Measures
 - Standardized Tests:
 - iReady diagnostics
 - NYS 3-8 tests and Regents examinations
 - Recommendations from teacher, administrators, other school staff and parents
 - Review of classroom performance, universal screening and diagnostic scores, progress monitoring, report cards, NYS assessments, student records

DESCRIPTION OF SERVICES

AIS services will be provided by a NYS certified teacher during the regular school day. Students qualifying for AIS will exhibit varying levels of performance which requires a corresponding match in service allocation. Each student will receive services based on their performance on the assessments and individual assessment results. AIS services can vary in intensity: low, moderate, or high. AIS will occur at least once in a four day cycle and will be at least 20 minutes in length. AIS services will be conducted in small groups consisting of no more than 5 students.

PROGRESS MONITORING

Progress monitoring is used to assess student progress or performance in those areas in which there were identified deficits as being at-risk for not meeting standards. It is the method by which a teacher determines if a student is progressing at the expected rate from the instructional or intervention program. A student who is not responding adequately to Tier 1 instruction moves on to Tier 2 and increasingly intensive levels of intervention and instruction. Progress can be monitored by a variety of methods and should be short and easily administered by a classroom teacher, AIS provider, or another highly qualified teaching professional. The frequency of progress monitoring will vary by level of intervention and by the individual student's needs.

CRITERIA FOR ENDING SERVICES

Students may display significant progress while receiving AIS and therefore be eligible to discontinue intervention services. These students may either have the intensity of their AIS services reduced or terminated completely. Any potential changes in AIS services will be communicated with parents either through the principal, school counselor, AIS teacher, or classroom teacher to discuss the student's schedule. AIS services may be terminated if one of the following criteria have been met.

- Score on an appropriate standardized test determine that the student is meeting state standards
- Progress monitoring shows student has met established district benchmarks and would not be in jeopardy of scoring below proficiency on the next NYS assessment in that subject area

RECORD KEEPING

The AIS provider for each eligible student will maintain individual records. Each record will include:

- Assessment results which may include pre and post assessments
- Continuous evaluation summary sheets
- Log of work/skills completed during intervention block
- Samples of student work

The AIS teacher(s) record this information electronically when appropriate and keep it updated throughout the year.

PARENT COMMUNICATION

Parents and guardians will be notified in writing by the school principal that their child will be receiving AIS. This notification will be made in writing and will include a summary of the services being provided to the student including when the services will be provided. The reason(s) for AIS will be reviewed, and the consequences of not achieving state standards will be explained.

Parents will receive progress reports every 5 weeks of their child's progress. Parents will be invited to attend "Open House" and Teacher "Office Hour" at which the AIS teacher(s) will be available to discuss the intervention program.

Parents will be provided with information on ways they can become involved in working with their child, monitoring their child's progress, and working with teachers and other educators to improve their child's achievement.

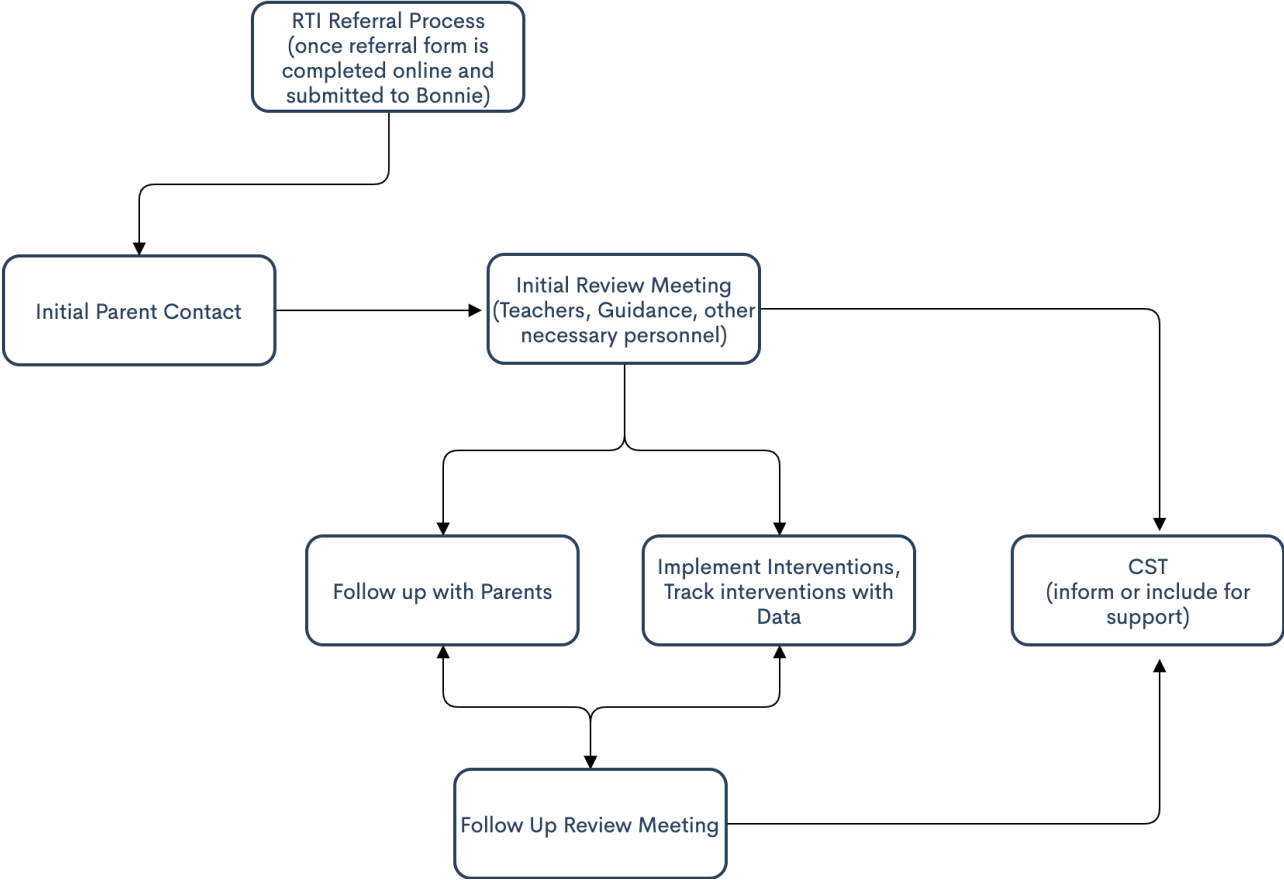
POLICY COMPLIANCE

This document follows appropriate/relevant district level policies and procedures.

APPENDIX

- **A:** RTI Process Flow Chart
- **B:** Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability
- **C:** Appendix B of NYSED Documentation of the Determination of Eligibility
- **D:** Sample Parent Letter of Inclusion/Removal

Appendix A



Appendix B

Documentation for the Determination of Eligibility for a Student Suspected of Having a Learning Disability

Criteria for Determining Learning Disability (LD)

NYS has established criteria for the CSE to use when determining if a student has a learning disability.

These criteria include consideration of data and instructional information obtained through an RTI process which provides important information to determine if a student needs to be referred for an individual evaluation to determine if the student has a learning disability. Effective on and after July 1, 2012, a school district must have an RTI process in place as it may no longer use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading.

In making a determination of eligibility for special education, the CSE must determine that underachievement of the student is not due to lack of appropriate instruction in reading (including the five essential components), mathematics or limited English proficiency. The data from RTI can help to document that the reason for a student's poor performance or underachievement is not due to lack of appropriate instruction or limited English proficiency. Along with other individual evaluation information, RTI data can yield important descriptive information about how children learn and why they may be having difficulties.

When determining if a student has a learning disability, the data from multiple sources indicates that the student, when provided appropriate instruction:

1. does not adequately achieve grade level standards in the areas of reading and/or mathematics;
and
2. (a) is not making sufficient progress toward meeting those standards when provided with appropriate instruction consistent with an RTI model;
or
(b) exhibits a pattern of strengths and weaknesses in performance and/or achievement relative to age or grade level standards as found relevant by the CSE;
and
3. has learning difficulties that are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

Process for Determining Learning Disability Using RTI Data

While the data collected through an RTI process may be used as part of a student's individual evaluation to determine if a student has a learning disability, it may not be the sole source of information to make this determination. A student suspected of having a learning disability must receive a comprehensive multidisciplinary evaluation. Consistent with section 200.4(b) of the Regulations of the Commissioner of Education, the individual evaluation must include a variety of assessment tools and strategies including a physical examination, a social history, other appropriate assessments as necessary, an individual psychological evaluation and an observation. The observation of the student can include information from an observation in routine classroom instruction done either prior to referral for an evaluation or after referral has been made.

The student-centered data collected and information on instructional strategies used throughout an RTI process provides important information to inform the CSE about the student's progress to meet age or State-approved grade-level standards. This data should include, but not be limited to:

- data that demonstrates that the student was provided appropriate instruction delivered by qualified personnel including research-based instruction in reading;
- progress monitoring data that describes how a student responded to particular interventions of increasing intensity;
- instructional information on a student's skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks; and
- evaluative data including CBM regarding a student's performance that is useful and instructionally relevant.

Written Report

The CSE must prepare a written report documenting the eligibility determination of a student suspected of having a learning disability which must include the basis for how the decision was made and, if the student has participated in an RTI process:

- the instructional strategies used,
- the student-centered data collected, and
- documentation that parents were notified when the student required an intervention beyond that provided to all students in the general education classroom, informing them about the amount and nature of student performance data that would be collected; the general education services that would be provided in the RTI program; strategies that would be used for increasing their child's rate of learning and the parents right to refer their child for special education services.

Appendix B provides NYS' model form for documentation of a learning disability eligibility determination.

Quality Indicators for Use of RTI Data in a Learning Disability Determination

- The determination of a student with a learning disability is based upon a comprehensive multidisciplinary evaluation.

- Data based on the student’s response to scientific-based intervention is used as part of the individual evaluation information to determine if a student has a learning disability.
 - The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity.
 - Student’s skill level and rate of learning relative to age/grade level standards or criterion-referenced benchmarks are considered.
 - Instructionally relevant evaluative data including curriculum-based measures regarding a student’s performance is considered.
- Student information from the RTI process provides data-based documentation on whether the student has made sufficient progress to meet age or State-approved grade-level standards in the area of the suspected disability.
- Teacher(s) providing RTI interventions participate in the CSE meeting to determine a student’s eligibility for special education.

Appendix C

Appendix B of NYSED Documentation of the Determination of Eligibility Documentation of the Determination of Eligibility for a Student Suspected of Having a Learning Disability

Section 200.4(j)(5) of the Regulations of the Commissioner of Education requires that the committee on special education (CSE) prepare a written report of the determination of eligibility of a student suspected of having a learning disability that contains a statement of the following information:

1. The CSE has reviewed the individual evaluation results for _____, which indicate that the student:
___ has a learning disability requiring special education services.
___ does not have a learning disability.
2. This decision was based on the following sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior in accordance with section 200.4(c)(1) of the Regulations:
3. The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning indicate:
4. The educationally relevant medical findings, if any, indicate:
5. To ensure that underachievement in a student suspected of having a learning disability is not due to lack of appropriate instruction in reading or mathematics, the CSE must, as part of the evaluation procedures pursuant to section 200.4(b) and (c), consider:
___ data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel.
AND
___ data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.
6. The CSE has determined, consistent with section 200.4(j)(3) of the Regulations, that:
___ the student does not achieve adequately for the student's age or to meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving;
AND
___ the student either does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention pursuant to section 100.2(ii);
OR
___ exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards or intellectual development that is determined by

the CSE to be relevant to the identification of a learning disability, using appropriate assessments consistent with section 200.4(b).

AND

___ the student's learning difficulties are not primarily the result of a visual, hearing or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

7. Complete this item if the student has participated in a process that assesses the student's response to scientific, research-based intervention.

___ The following instructional strategies were used and student-centered data was collected:

AND

___ Document how parents were notified about the amount and nature of student performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation for special education programs and/or services.

8. CSE Member Certification of the Determination of a Learning Disability:

The determination of eligibility for special education for a student suspected of having a learning disability must be made by the CSE, which must include the student's regular education teacher and a person qualified to conduct individual diagnostic examinations of students (such as a school psychologist, teacher of speech and language disabilities, speech/language pathologist or reading teacher). Each CSE member must certify in writing whether the report reflects his or her conclusion. If not, the member must submit a separate statement presenting his/her conclusions.

- **Signature of agreement page required.**

Appendix D



Dear Parents/Guardians of:

The New York State Education Department requires that our school provide additional instruction and support to students who have not met or are at risk of not meeting state standards on required New York State Regents Exam(s) and/or New York State ELA and Math Exams. At Lake George Jr/Sr High School we utilize various assessment results including New York State exams, iReady screening results, and classroom benchmark assessments to determine the need for Academic Intervention Services (AIS). These AIS classes are specifically designed to help students accelerate their learning to meet state learning standards. A lack of progress could result in not meeting learning standards.

To increase students' rate of learning and meet state learning standards, AIS classes:

- provide targeted instruction in a small group setting
- support the general curriculum classroom instruction, and
- assist students in meeting the New York State learning standards which may include services such as counseling, study skills, attendance support, etc..

These services are provided by qualified faculty members. You will receive progress updates about your student within this AIS class through our ten-week report cards and five-week progress reports.

There are two formal opportunities to learn about your child's AIS program and progress: Open House in the fall and Office Hours in June. In addition, at any time if you have any questions about your child's progress or program, or additional ways to support at home, please reach out to the service provider.

Based upon your child's performance on a NYS Assessment, classroom assessments, screening and/or teacher recommendation, your child will be scheduled for Academic Intervention Service class(es):

ELA

Your child will receive a new schedule in guideroom. Should your child no longer qualify for services you will be notified. Your child will no longer require services when any of the following performance levels are reached:

- Passing scores on the New York State ELA, Math or Regents exam(s)
- Meeting and/or exceeding our local standards of performance, and
- teacher recommendation

If you suspect your child is in need of special education services, please contact the Lake George Central School District CSE office at the High School. Should you have any further questions, please contact (518) 668-5452.

Sincerely,



Dear Parents/Guardians of:

The New York State Education Department requires that our school provides additional instruction and support to students who have not met or are in danger of not meeting state standards on required assessments. Academic Intervention Services (AIS) classes are specifically designed to help students increase their rate of learning and perform successfully on these assessments.

Based upon your child's performance on a NYS Assessment, classroom assessments, teacher recommendation and/or our i-Ready Assessment (a local in-school evaluative tool), we have determined they are no longer in need of Academic Intervention Services. Therefore, we have **REMOVED** your child from the following AIS class(es):

ELA

Students no longer require services when they reach any of the following performance levels:

- Passing scores on the New York State Regents exam(s) or New York State Middle Level Assessment
- Meet and/or exceed our local standard on benchmark assessment i-Ready or classroom assessments
- Teacher recommendation

You will be notified should your child qualify for services in the future, as your child will continue to be monitored through our RTI process. If you suspect your child is in need of special education services, please contact the Lake George Central School District CSE office at the High School. Should you have any further questions, please contact (518) 668-5456.

Sincerely,