



Huntington Union Free School District

Response to Intervention/MTSS Plan *2023-2024 School Year*

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Introduction

In July 2016, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations, which requires districts to provide Academic Intervention Services to students scoring below the state designated performance level on state assessments and/or who may be at risk of not achieving the New York State learning standards.

Academic Intervention Services (AIS) (CRR100.2) are services designed to assist students to achieve the New York State learning standards in English/Language Arts and mathematics in grades K-12, and science in grades 4-12. These services are provided to students as follows:

- Additional instruction that supplements the regular classroom instruction and/or
- Student support services needed to improve academic performance

Eligibility for Academic Intervention Services/Response to Intervention:
Commissioner's Regulations 100.2 (ee)(1), (2), and (3); and 100.2(ee)(7) and 100.2(ii)

Students eligible for AIS or RtI, including those with disabilities and/or limited English proficiency, are:

- those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, science and the AIMSweb Plus and/or iReady benchmark assessments in grades K-8
- those at risk of not meeting State standards as indicated through the district-adopted or district-approved procedure, including those K-3 students who lack reading and math readiness
- English Language Learners who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets

The intensity of such support may vary, but must be designated to respond to students' needs as indicated through State assessment results and/or the district-approved procedure identified for each grade level.

We have incorporated SEL into our RtI model and moving forward and according to state guidance we will use the term MTSS/RtI throughout the plan. MTSS stands for Multi-Tiered Systems of Supports and a brief description is included below.

MTSS: GENERAL INTRODUCTION

Multi-Tiered System of Supports (MTSS) is a comprehensive, school-wide model that provides academic and behavioral support to at-risk students. MTSS organizes school instructional and intervention resources into three ascending levels, or 'Tiers'. When students display significant academic or behavioral/social-emotional deficits, they are

matched to appropriate MTSS intervention. Any students who fail to respond to intervention at a particular Tier are advanced to a more intensive Tier to ensure that they receive timely, targeted, and effective support. Decisions to move students up and down the MTSS Tiers are made using objective, fair, and reliable data sources.

MTSS: ACADEMICS

MTSS for academics provides a continuum of support for learners who underperform or are struggling in school. Students with emerging academic delays can receive Tier 1 intervention support directly from their classroom teacher. Learners with more serious deficits in school skills may be placed in Tier 2 reading or math small-group interventions to identify and address off-grade-level skill gaps. Students who fail to respond to lesser academic interventions are referred to the Tier 3 MTSS Problem-Solving Team, which develops intensive, individualized intervention plans. Students are assigned to Tier 1, 2, or 3 interventions based on objective data sources, including school-wide screeners and classroom instructional information.

MTSS: BEHAVIOR

MTSS for behavior/social-emotional learning teaches positive behaviors—and also provides targeted assistance to any students with significant behavioral and/or mental-health needs. The starting point for MTSS-behavior is the general-education classroom, where teachers explicitly teach and reinforce expected behaviors. Students with more substantial social/emotional or behavioral needs are assigned to school-wide Tier 2 interventions such as skills groups or mentoring programs. Those students who present with intensive behavioral or emotional challenges are brought to the Tier 3 MTSS Problem-Solving Team, which can conduct Functional Behavioral Assessments (FBAs) and develop individualized intervention plans. Students are assigned to Tier 1, 2, or 3 behavioral intervention based on objective data sources, including teacher referrals and office disciplinary referrals.

In accordance with state guidelines, a district plan has been created that establishes the Academic Intervention and RtI/MTSS available to students as outlined by grade level. The district plan services are:

- Push-in/pull-out instruction
- After School and/or Summer support programs
- Differentiated instructional strategies
- Small group support classes
- Supportive Reading/Corrective or Horizons/Leveled Literacy Intervention/Double Dose Foundations/Just Words/READ 180/Number Worlds
- Labs/extra help/tutorial classes

As determined by the building professionals, additional Academic Intervention and RtI/MTSS services may be provided to any student individually or in small groups. These additional services may include, but are not limited to:

- Psychological services

- Nursing services
- Counseling services
- Social Work services
- Support with attendance issues

Students may receive one or a combination of the services outlined. In each situation, student progress is monitored. This information will be tracked as students move from one level to the next. Throughout this process, the schools will regularly communicate with parents.

The following Response to Intervention/MTSS and Academic Intervention Services Plan is designed to support students in meeting the New York State learning standards.

RtI/MTSS

Academic and Social Emotional

Primary Schools (Grades K-3)

Social Emotional Supports

Tier 1

Social and emotional supports at Tier 1 are preventative and proactive. All students will receive core instruction through the Harmony Social Emotional Learning Program, a Collaborative for Academic, Social, and Emotional Learning (CASEL) select evidence-based program providing instruction in social and emotional competencies in school. All students will be screened through the Universal Screener, the BEISY Brief externalizing and internalizing screener, by the end of November.

- All students' academic and behavioral progress will be reviewed three times per year during the School Based Intervention Team (SBIT) process.
- All students will have access to the following supports provided by the district:
 - Welcome Committees
 - Erin's Law Presentations
 - Parent Liaisons
 - Parent Engagement Activities
 - Access and support provided by school counselors, social workers, and psychologists
 - Positive Behavioral Interventions and Supports (PBIS)
 - School-wide Assemblies

Tier 2

All students that are identified through the SBIT Process, Instructional Support Team (IST) Process or through mandates related to IEP and 504 Plans, will have additional access to the following Tier 2 level supports.

- Small group support provided by school counselors, social workers, and/or school psychologists
- Parent/Teacher/Student Communication/Conference
- Behavior Support Plans with a focus on PBIS

Tier 3

All students that are identified through the SBIT Process, IST Process or through mandates related to IEPs and 504 Plans, will have additional access to the following Tier 3 level supports.

- Individual and/or small group support provided by school counselors, social workers, and psychologists
- Home Visits as needed

Primary Schools (Grades K-3)

Academic Supports

Tier 1

All students will receive core instruction in the Journeys Reading Program, Foundations Phonics Program and Reveal Mathematics Program.

Tier 2/Tier 3

The following criteria are used to determine a student's eligibility to receive TIER II or TIER III Services:

Kindergarten, first, second or third grade students are identified based upon the following assessments:

- a) Classroom performance and/or teacher recommendation
- b) AIMSweb Plus Assessment (grades K-1)
- c) iReady Assessment (grades 2 and 3)
- d) Journeys Reading Program Assessments, Reveal Math Assessments

English Language Learners in first, second, or third grade are identified based upon the following:

- The above-mentioned criteria
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.
- Ensure that the language(s) used for assessments and interventions matches the language(s) used for core instruction.

Intervention (RtI) Services Provided

The following RtI Services are available to primary level students:

1. The classroom teacher will use scientifically-based research strategies that promote academic improvement for those students at TIER I being monitored. The reading and/or RtI Math staff may provide support to students in the form of push-in/pull-out instruction, which includes the use of resources such as the Horizons, Guided Reading, Wilson Language Foundations Double Dose, Levelled

Literacy Intervention, and/or Number Worlds, which are scientifically-based research programs.

2. English Language Learners will receive instruction as per Part 154 regulations.

Student response to intervention is monitored through AIMSweb Plus on a weekly or bi-weekly basis to ensure students are making improvements in ELA and/or math. This information will be shared with the academic support staff at the intermediate schools.

Exit Criteria

The student will be exited from the program if the following criteria are satisfied:

- The classroom and academic support teachers will collaborate to determine if the student is eligible to be exited from the program based on the data from various sources and anecdotal evidence that supports movement from one Tier to the next.

Intermediate Schools (Grades 4-6)

Social Emotional Supports

Tier 1

Social and emotional supports at Tier 1 are preventative and proactive. All students will receive core instruction through the Harmony Social Emotional Learning Program, a CASEL select evidence-based program providing instruction in social and emotional competencies in school. All students will be screened through the Universal Screener, the BEISY Brief externalizing and internalizing screener, by the end of November.

- All students' academic and behavioral progress will be reviewed three times per year during the SBIT process.
- All students will have access to the following supports provided by the district:
 - Welcome Committees
 - Erin's Law Presentations
 - Parent Liaisons
 - Parent Engagement Activities
 - Access and support provided by school counselors, social workers, and psychologists
 - Exploration of Restorative Circles
 - Positive Behavioral Interventions and Supports (PBIS)
 - School-wide Assemblies

Tier 2

All students that are identified through the SBIT Process, IST Process or through mandates related to IEPs and 504 Plans will have additional access to the following Tier 2 level supports.

- Small group support provided by school counselors, social workers, and/or school psychologists
- Parent/Teacher/Student Communication/Conference
- Behavior Support Plans
- PBIS plans such as check in/check out
- Friendship groups provided by school counselor
- Mentoring program

Tier 3

All students that are identified through the SBIT Process, IST Process or through mandates related to IEPs and 504 Plans will have additional access to the following Tier 3 level supports.

- Individual targeted and/or small group support provided by school counselors, social workers, and psychologists
- Home Visits as needed
- Referral to Family Service League School Satellite Program

Intermediate Schools (Grades 4-6)

Academic Supports

Tier 1

All students will receive core instruction in the Journeys Reading Program and Reveal/Glencoe Mathematics Program.

Tier 2/Tier 3

The following criteria are used to determine a student's eligibility to receive Tier 2 or Tier 3 Services:

Fourth, fifth and sixth grade students are identified based upon the following assessments:

- a) Classroom performance and/or teacher recommendation.
- b) AIMSweb Plus Assessment
- c) iReady Diagnostic Assessment
- d) Journeys Reading Program Assessments, Reveal Math Assessments/Glencoe Assessments (grade 6).
- e) Results from the NYS Grade 3-5 ELA and Math Assessments.
- f) The student who has not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either Tier 2 or Tier 3 services from the prior year.

English Language Learners in fourth, fifth, or sixth grade are identified based upon the following:

- The above-mentioned criteria

- The student whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.
- Ensure that the language(s) used for assessments and interventions matches the language(s) used for core instruction.

Fourth, fifth and sixth grade students

- who score below the designated performance levels on NYS ELA and Mathematics Assessments may be considered for interventions at Tier 2 or Tier 3 if other data, such as classroom performance and iReady and AIMSweb Spring benchmarks, support such placement.
- whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
- who have not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either Tier 2 or Tier 3 services.

Intervention (Rtl) Services Provided

The following Academic Intervention Services are available to intermediate level students:

1. The academic support staff provides services to identified students in grades 4-6 in the form of pull-out/push-in instruction.
2. The intense reading services of READ 180, System 44, Leveled Literacy Intervention, Just Words and Corrective Reading will be provided to students who qualify based on a placement test. READ 180 is provided 5 days a week for two 40-minute periods. Leveled Literacy Intervention, Just Words, and Corrective Reading services are provided to students five days a week for a minimum of 40 minutes in a small group. Number Worlds is provided 2 days a week for 40 minutes per day.
3. English Language Learners will receive instruction as per Part 154 regulations.

Student response to intervention is monitored through AimsWeb Plus on a weekly, bi-weekly or monthly basis to ensure students are making improvements in ELA and/or math. This information will be shared with the academic support staff at the intermediate schools.

Exit Criteria

A student's movement back a Tier will occur if the following criteria are satisfied:

- The classroom, ENL and academic support teachers will collaborate to determine if the student is eligible to move to either Tier 2 if in Tier 3; or from Tier 2 to Tier 1 if the data from various sources and anecdotal evidence supports movement from one Tier to the next.

Middle School (grades 7-8)

Social Emotional Supports

Tier 1

All students will receive core instruction through Advisory Program and will be screened through the Universal Screener, the BEISY Brief externalizing and internalizing screener, by the end of November.

- All students' academic and behavioral progress will be received three times per year during the SBIT process. Additionally, selected students identified through the screener or through concerns brought forward by school personnel will be monitored and followed by the school's mental health team on a weekly basis.
- All students will have access to the following supports provided by the district:
 - Erin's Law
 - Parent Liaisons
 - Parent Engagement Activities
 - Access and support provided by school counselors, social workers, and psychologists
 - Restorative Circles
 - Positive Behavioral Interventions and Supports (PBIS)
 - School Wide Assemblies
 - Instruction in Substance Abuse and Prevention
 - Instruction in mindfulness and calming techniques

Tier 2

All students that are identified through the SBIT Process, IST Process or through mandates related to IEPs and 504 Plans will have additional access to the following Tier 2 level supports.

- Small group support provided by school counselors, social workers, and/or school psychologists
- Parent/Teacher/Student Communication/Conference
- Therapy Dogs
- Behavior Support Plans
- Mentoring Program
- Positive reinforcement Plans
- Friendship Club (targeted social skills group)

Tier 3

All students that are identified through the SBIT Process, IST Process or through mandates related to IEPs and 504 Plans will have additional access to the following Tier 3 level supports.

- Individual targeted and/or small group support provided by school counselors, social workers, and psychologists
- Home Visits as needed
- Referral to Family Service League School Satellite Program

Middle School (grades 7-8)

Academic Supports

Tier 1

All students will receive core instruction in ELA and Math 7 for grade 7 students.
All students will receive core instruction in ELA 8 and Algebra for grade 8 students.

Tier 2/Tier 3

The following criteria are used to determine a student's eligibility to receive Academic Intervention Services:

Seventh and eighth grade students are identified based upon the following assessments:

- a) Classroom performance and/or teacher recommendation
- b) iReady Assessments
- c) Classroom assessments
- d) Results from the NYS Grades six and seven ELA and Math Assessments.
- e) The student who has not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either Tier 2 or Tier 3 services from the prior year.

English Language Learners in seventh or eighth grade are identified based upon the following:

- The above-mentioned criteria
- The student whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.
- Ensure that the language(s) used for assessments and interventions matches the language(s) used for core instruction.

Seventh and eighth grade students

- who score below the designated performance levels on NYS ELA and Mathematics Assessments may be considered for interventions at Tier 2 or Tier 3 if other data, such as classroom performance and iReady and AIMSweb Spring benchmarks support such placement.
- whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
- who have not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either Tier 2 or Tier 3 services.

Intervention (RtI) Services Provided

The following Academic Intervention Services are available to middle level students:

1. The academic support staff provides services to identified students in grades 7-8 during scheduled periods within the students' schedule, which include ELA and Math lab two to three times per week for 42 minutes per session.
2. The intense reading services of READ 180 will be provided to students who qualify based on a placement test. READ 180 is provided 5 days a week for two 42 minute periods. Leveled Literacy Intervention is also provided to students 5 times per week for 42 minutes per session, for those who require this level of support. Number Worlds is provided 5 days a week for 42 minute sessions, for those who require this level of support.
3. English Language Learners will receive instruction as per Part 154 regulations.

Student progress is continually monitored by his/her classroom teacher(s), AIS service provider, guidance counselor and the building principal to ensure students are making the expected progress given the level of services being provided to them.

Exit Criteria

A student may exit AIS at the middle school level after successfully achieving proficiency on the next regularly scheduled NYS assessment in English Language Arts and/or Math and/or performance in their English and/or math class.

Huntington High School

Social Emotional Supports (grades 9-12)

Tier 1

All students will receive core instruction through grade level assemblies and presentations by guest speakers and/or high school staff, and will be screened through the Universal Screener, The Brief Internalizing and Externalizing Screener, by the end of

November. Additionally, selected students identified through the screener or through concerns brought forward by school personnel will be monitored and followed by the school's mental health team on a weekly basis.

- All students' academic, social emotional, and behavioral progress will be reviewed by members of the high school administration, departmental supervisors, teachers and/or roster teachers, and school support staff.
- All students will have access to the following supports provided by the district:
 - Erin's Law
 - Parent Liaisons
 - Parent Engagement Activities
 - Access and support provided by school counselors, social workers, and psychologists
 - Mentoring Club
 - Natural Helpers Club
 - Mindfulness Club
 - Restorative Circles Exploration/pilot
 - School Wide Assemblies and Presentations

Tier 2

All students that are identified through the weekly mental health team meetings and through mandates related to IEPs and 504 Plans will have additional access to the following Tier 2 level supports.

- Small group support provided by school counselors, social workers, and/or school psychologists
- Home Visits as needed
- Peer mediation/mediation by staff
- Restorative Practices- Huntington Youth Court and HHS Protocols
- Referral to Family Service League Satellite Program

Tier 3

All students that are identified through the mental health team meetings and through mandates related to IEPs will have additional access to the following Tier 3 level supports.

- Individual targeted and/or small group support provided by school counselors, social workers, and psychologists
- Team meetings with parents/students/teachers
- Home Visits as needed
- Peer mediation/mediation by staff
- Restorative Practices- Huntington Youth Court and HHS Protocols

Huntington High School

Academic Supports (Grade 9)

Tier 1

All students will receive core instruction in ELA and Math dependent upon their completion of ELA 8 and Algebra 1 in grade 8, in addition to the following:

- Grade 9 Team meetings daily
- ENL Team meetings daily
- Quarterly review of report cards
- Periodic Counselor review of student caseload

Tier 2/Tier 3

The following criteria are used to determine a student's eligibility to receive Academic Intervention Services:

Ninth grade students are identified based upon the following assessments:

- a) Classroom performance and/or teacher recommendation
- b) The results of the grade 8 iReady data
- c) The results from eighth grade benchmark assessments
- d) Results from the NYS Grade Eight ELA and Math 8/Algebra Assessments.
- e) The student who has not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either TIER II or TIER III services from the prior year.

Tier 2 and 3:

- Math/English Support Classes
- Meetings with School Counselor and/or other support staff
- Team Meetings with parent/student

English Language Learners in ninth grade are identified based upon the following:

- The above-mentioned criteria
- The student whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.
- Ensure that the language(s) used for assessments and interventions matches the language(s) used for core instruction.

Grade 9 students

- who score below the designated performance levels on NYS ELA and Mathematics Assessments may be considered for interventions at Tier 2 or Tier 3 if other data, such as classroom performance and other assessment data support such placement.

- whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
- who have not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either Tier 2 or Tier 3 services.

Intervention (RtI) Services Provided

The following Academic Intervention Services are available to high school students:

1. The academic support staff provides services to identified students in grade 9 during scheduled periods within the students' schedule which include ELA (Foundations) and Math lab two-three times per week for 41 minutes per session. Reading support is also an option for students who require more intensive services.
2. Reading services will be provided to students who qualify based on teacher recommendation/results of grade 8 assessments and a review of students' academic performance by the high school reading staff. Reading services are provided to students five days a week for a minimum for 41 minutes in a small group.
3. English Language Learners will receive instruction as per Part 154 regulations.

Student progress is continually monitored by his/her classroom teacher(s), AIS service provider, guidance counselor, ENL teacher and the building principal to ensure students are making the expected progress given the level of services being provided to them.

Exit Criteria

A student may exit AIS at the high school level after successfully achieving proficiency on the next regularly scheduled NYS assessment in English Language Arts and/or Math and/or performance in their English and/or math class.

Huntington High School

Academic Supports (Grades 10-12)

Tier 1

All students will receive core instruction in core courses dependent upon their completion of prerequisite courses, in addition to the following:

- Grade 10 Team meetings daily
- ENL Team meetings daily
- Quarterly review of report cards
- Periodic Counselor review of student caseload

Tier 2/Tier 3

The following criteria are used to determine a student's eligibility to receive additional support in ELA (Foundations) as well as math support classes:

Tenth through Twelfth grade students are identified based upon the following assessments:

- f) Classroom performance and/or teacher recommendation
- g) The results from classroom, final exam and Regents assessments
- h) The student who has not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either TIER II or TIER III services from the prior year.

Identified students will be eligible to receive the following additional supports:

Tier 2:

- Math/English Support Classes
- Team Meetings with parent/student
- Meetings with School Counselor and/or other support staff
- Grade 12- At Risk Senior intervention meetings – Deans, APs, Principal
- Grade 12- At Risk Senior Parent Meetings – Counselors, APs, Principal

Tier 3:

- Math/English Support Classes
- Team Meetings with parent/student
- Meetings with School Counselor and/or other support staff
- Grade 12- At Risk Senior intervention meetings – Deans, APs, Principal
- Grade 12- At Risk Senior Parent Meetings – Counselors, APs, Principal
- Grade 12- 1:1 support sessions with At Risk Seniors and content area teachers

English Language Learners in tenth through twelfth grades are identified based upon the following:

- The above-mentioned criteria
- The student whose second language is English is identified based upon his/her performance on the New York State ESL Achievement Test (NYSESLAT).
- Review of the amount and type of ENL instruction (integrated and stand-alone) that the student has received and is currently receiving, as well as, growth on their NYSITELL/NYSESLAT proficiency levels.
- The amount and type of home language instruction the student received in the past and is currently receiving in the school, if applicable.
- Ensure that the language(s) used for assessments and interventions matches the language(s) used for core instruction.

Intervention (RtI) Services Provided

The following Academic Intervention Services are available to high school students:

4. The academic support staff provides services to identified students in grades 10-12 during scheduled periods within the students' schedule which include ELA (Foundations) and Math lab two-three times per week for 41 minutes per session. Reading support is also an option for students who require more intensive services.
5. Reading services will be provided to students who qualify based on teacher recommendation/results of classroom, final exam, and Regents assessments and a review of students' academic performance by the high school reading staff. Reading services are provided to students five days a week for a minimum for 41 minutes in a small group.
6. English Language Learners will receive instruction as per Part 154 regulations.

Student progress is continually monitored by his/her classroom teacher(s), AIS service provider, guidance counselor, ENL teacher and the building principal to ensure students are making the expected progress given the level of services being provided to them.

Exit Criteria

A student may exit AIS at the high school level after successfully achieving proficiency on the next regularly scheduled NYS assessment in English Language Arts and/or Math and/or performance in their English and/or math class.