Response to Intervention

Resource Manual
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Acknowledgements

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Central Administration
Woodhull Intermediate
Flower Hill
Washington Primary
Central Administration
Southdown Primary
Southdown Primary
Washington Primary
Jefferson Primary
Washington Primary
Woodhull Intermediate
Jefferson Primary
Woodhull Intermediate
Washington Primary
Woodhull Intermediate
Administration
Southdown Primay
Jefferson Primary
Washington Primary
Southdown Primary
Central Administration
Jefferson Primary
Flower Hill
Flower Hill
Flower Hill
Southdown
Woodhull Intermediate
Woodhull Intermediate
Central Administration

Special Thanks

Administrative Interns
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Introduction to RTI

Response to Intervention (RTI) is an organized way to provide intervention resources efficiently. It allows schools to provide high quality instruction and interventions that is matched to the needs of each student. RTI allows educators to provide more intensive, individualized support to struggling learners. It is a diagnostic system that provides evidence for any learning delays or disabilities if students are not progressing with their peers. This includes frequent progress monitoring and application of student data. RTI uses a systematic approach that applies strategies and targeted instruction.

Federal Basis

According to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), schools are authorized to use scientific, research-based intervention methods in order to determine a student’s eligibility for special education services.

RTI is considered one of these methods. It is a scientific, research-based intervention system. It provides a framework for identifying and matching best instructional practices to individual student needs.

This works in tandem with the No Child Left Behind Act of 2001 (NCLB). If a child consistently fails to progress academically despite research based classroom interventions, the child can become federally eligible for special education services.

State Basis

By July 1, 2012, every school district in New York State must have an RTI process implemented for Kindergarten through Grade 4 in reading.

RTI is one of NYS’s criteria for determining whether a student has a learning disability and is thereby, eligible for special education services. A student’s underachievement must not be due to:

- Limited English proficiency
- Lack of appropriate reading instruction
- Lack of appropriate math instruction

RTI data can be used to determine student’s disability and help educators pinpoint how students can overcome learning difficulties.

RTI Vision Statement

RTI is the school district’s model to improve systems of support for struggling learners. It is the school’s initiative to ensure that all general education students are receiving the most effective academic instruction and behavioral interventions.
Benefits of RTI

This is a means to help quickly and reliably identify the learning difficulties that can put students at risk for educational failure. RTI can improve communication between school and home by sharing researched based data so teachers and parents can confer and collaborate on a frequent basis about a student’s progress.

RTI Essential Components

- Early identification of individual student needs
- Research-based, scientifically validated instruction methods, and interventions
- Screening, diagnostics, and progress monitoring in order to inform instruction and intervene when necessary.

Every RTI program must contain the following

- An assessment plan that is comprehensive
- Resources that are organized into tiers
- High quality professional development
- Data collected to be used for the purpose of documentation and evaluation

Parent Involvement in RTI

Involving parents at all phases is a key aspect of a successful RTI process (Appendix A). Parent support of their child’s education increases the likelihood of success. A summary of home-school collaboration research lists the demonstrated benefits of these partnerships for not only students, but for teachers and parents (Esler, Godber & Christenson, 2002).

Schools should provide parents with written information about its RTI program and be prepared to answer questions about the RTI processes (Appendix B). When parents are made aware of the whole process and then are notified that their child is in need of intervention, they understand this means extra help for their child. It is highly recommended that parents be notified about the need for Tier 2 and/or Tier 3 interventions (Appendix C&D). A formal parent notification letter of student’s inclusion in Tier 2 or 3 intervention programs should be made, and in fact, the parent should be considered for inclusion during the problem solving process. A Student RTI Team conference is held as a student’s involvement in RTI increases. Decisions related to tier placement or the nature of individual progress monitoring will be made by the “Team.” At the Team meeting, the teacher providing the intervention shares on-going progress monitoring information. The parent can be instrumental in intervention planning as a team member.

Because RTI is a method of delivering the general education curriculum for all students, written consent is not required before administering universal screening, CBMs, and targeted diagnostic assessments within a multi-tiered RTI system when these tools are used to determine instructional need. However, when a student fails to respond to increasingly intensive Tier 2 and Tier 3 interventions and the decision is made to evaluate a student for special education eligibility, written consent must be obtained in accordance with special education procedures.
TIER Description

Tier I
General education setting: Teachers can deliver instruction to all students. For those students scoring in the below-average range, teachers should immediately begin documenting and using evidence based strategies in the classroom to support these students. This would typically consist of small group re-teaching, additional drills in math or reading fluency and/or comprehension skills.

*Are routine classroom modifications enough to help students achieve academic progress?*

Tier II
If a student fails to progress with Tier 1 interventions in place, a student will be moved to Tier II interventions. Interventions are more individualized, focusing on the individual needs of a struggling learner. This is more intensive instruction in a small group setting outside the classroom.

*Will an individualized plan to intervene in a general education setting move the student up academically to a level of their peers?*

Tier III
Most intensive academic support: This is for students with chronic and severe academic delays or behavioral issues. This is typically in an inclusion setting.

*What types of ongoing supports does this student need to facilitate the greatest success?*
Huntington Response to Intervention Flowchart

Response to Intervention Flowchart

Universal Screening
Fall

SBIT Data Review
4x per year [?]

TIER 1
Classroom Intervention Strategies
(Progress Monitoring by classroom teacher until the next benchmark)

{+} Progress
Continue to progress monitor through the next benchmarking period.

{-} Progress - 4 data Points or student who was average, but...

Winter Benchmark

SBIT Data Review
4x per year [?]

TIER 1
Small Group (in-class) Intervention

TIER 2
Small Group (pull-out) Intervention

TIER 3
Small Group Intervention

SBIT Data Review
4x per year [?]
Position Statement for Referral to Tier 2

- AIMSweb data will be reviewed by the team (i.e. SBIT) after each of the 3 benchmarking windows (Fall, Winter, Spring) and/or testing periods as indicated on the testing calendar (Appendix G).
- Any student who scores below the 25th percentile based on the national AIMSweb norms will be flagged as requiring further review and a TIER I form completed (Appendix E).
- All convergent data will be reviewed to determine the level of support/intervention needed and the frequency of progress monitoring. Students will be activated for strategic monitoring (which occurs monthly) on AIMSweb when their benchmarking scores are between the 10th and 25th percentile. When below the 10th percentile on AIMSweb benchmarking measures, weekly or bi-weekly progress monitoring should be conducted. Convergent data will be used to determine Tier 2 interventions.
- If AIMSweb scores are not below 25th percentile but other data available shows significant delay, diagnostic testing (such as the MAZE in grades 2 through 6) should be completed by the building Reading Specialists(s). If convergent data confirms teachers suspension of academic delays, then progress monitoring should begin on a monthly basis for that student.
- Decisions on whether a student should receive Tier 2 interventions will be made based on data and input from the classroom teacher and other support staff who have knowledge of that student’s performance or lack thereof.
- Data on students receiving Tier 2 interventions will be reviewed quarterly, or as needed, by the grade level team (Instructional Support Team [IST]) to determine level of intervention needed.

Definition of Interventions to be used at Tier 2

- Small group instruction with focus on specific skill area/need.
- Direct Instruction by trained professional in area of need and in specific intervention.
- Interventions that are researched-based and evidence-based for specific area of need, as found on specific websites such as Intervention Central.org, or FCRR or in books and other resources.
- Title I services
- After-school tutoring
- Summer School
- The district will determine specific research-based instructional strategies to be used at each grade level across the district.
Position Statement for Referral to Tier 3

There are two ways a child could be referred for Tier 3 interventions: (1) when classroom data and interim assessments, including AIMSweb, along with the IST’s determination that a need exists for intensive interventions; or (2) when progress monitoring data indicates little progress is being made with a current intervention.

1) For students who are NOT receiving interventions outside of Core Curriculum:
   a. AIMSweb data will be reviewed by the team (i.e. IST) after each of the 3 benchmarking windows (Fall, Winter, Spring).
      o Any student who scores below the 10th percentile based on national norms will be flagged for further review.
      o All convergent data will be reviewed to determine accuracy of AIMSweb data. If all data indicates significant delays, weekly progress monitoring will be initiated, with a minimum of monthly reviews.
      o Intense interventions will be initiated either in small group or in 1:1 setting focusing on area of skill deficit.

2) For students receiving interventions in addition to Core Curriculum:
   a. Progress monitoring data will be reviewed periodically. (AIMSweb or other appropriate, identified measure) If data shows no change or minimal change in progress, a change in intervention is necessary.
      o If the student is in need of intervention at a level of intensity and frequency that is greater than most of the other students, Tier 3 intervention is indicated.
      o If student needs moderate intervention, similar to what was previously in place, child may remain in Tier 2.
      o For Tier 3, weekly progress monitoring should be initiated with frequent review; monthly at a minimum.
      o Interventions at Tier 3 will be initiated either in small group or 1:1 setting.

Definitions of Interventions to be used at Tier 3

- Small group or 1:1 instruction with focus on specific skill area/need.
- Direct instruction by trained professional in area of need and in a specific intervention.
- Interventions that is research-based and evidence-based for specific area of need, as found on specific websites such as Intervention Central.org, or FCRR or in books and other resources.
Reading, Writing and Math Interventions

The district will determine specific research-based instructional strategies to be used at each grade level.

Appendix
Appendix A: Parent Input to Support Team

Huntington Intervention System (HIS)
Parent Input to Support Team

Student: ___________________________ Date of Birth: ___________________________

School: ___________________________ Teacher: ___________________________

Parent/Guardian: ____________________ Home Phone: ___________________________

Father Work/Cell Phone: _______________ Mother Work/Cell Phone: _______________

Address: ____________________________

I am requesting that ____________________ be referred to the HIS School Support Team

for review of the educational program. The review is requested because [please include behaviors
observed at home, academic strengths/weaknesses noted during homework completion, strategies
tried to correct the problem at home and in conjunction with the classroom teacher(s)]:

________________________________________

Has the classroom teacher indicated concerns about your child’s academic performance?

☑ Yes ☐ No If yes, please list:

________________________________________

What classroom instructional strategies do you think would help your child?

________________________________________

Has your child had any previous evaluations through any school system or private provider?

☑ Yes ☐ No If yes, does the school have a copy of that evaluation? ___________________________

Who did the evaluation?

________________________________________

Please describe any significant factors (developmental, medical, or situational) you feel may impact this
student’s ability to benefit from the current educational program:

________________________________________

Signature: ___________________________ Date Received by School: ___________________________

(Parent/Guardian Signature)

- Note: The HIS Support Team will review your concerns about your child and make suggestions, if appropriate.

B:\RTI Framework.HUSD.2011\letters\FORM C.docx
Appendix B: Letter to Parents Introducing RTI

Letter to All Parents
<SCHOOL LETTERHEAD>

Parent Information Letter
Introducing Response to Intervention (RTI)
2011 – 2012 School Year

To All Huntington Parents/Guardians:

The Huntington Union Free School District believes in providing the highest quality of education for our students. This letter is to provide you with information about a new three-tiered instructional approach we are using to meet this goal, referred to as Response to Intervention (RTI) which is now part of federal educational law.

For RTI, all students will participate in the core curriculum, with three levels (tiers) of interventions for students who demonstrate at-risk skills in general academics or behavior. Each tier provides additional support beyond the core curriculum. All students will be tested three times a year to measure their progress to determine if they are performing at grade-level. Behavioral expectations will also be monitored on a regular basis throughout the year.

- **Tier One** – Teachers will use different strategies within the core curriculum to address all student educational needs.
- **Tier Two** – Based on progress data, students who are unsuccessful in Tier One will be provided supplemental research-based interventions matched to their needs. The RTI team, an instructional support team, will track the student’s progress, and parents will receive ongoing progress data.
- **Tier Three** – Students who continue to struggle in Tier Two will receive more intensive interventions at this level. Parents will receive ongoing progress data. After Tier Three implementation, students who continue to display limited progress may then be considered for further evaluation and services.

Our school is excited to take part in this process to improve educational outcomes for all students. As always, do not hesitate to contact your child’s teacher or myself if you have questions or concerns.

Principal
Appendix C: Tier 2 Parent Letter

Tier II Parent Letter
<SCHOOL LETTERHEAD>

Parent Notification Letter
Response to Intervention (RTI) – Tier 2 Referral

Date: ________________

Dear Parent/Guardian of ____________________________,

As part of district-wide efforts to improve student achievement, all Huntington Union Free School District students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in reading, writing, math, and/or behavior. This system of providing intervention based on individual student needs is called Response to Intervention (RTI).

On the universal screening, your child did not meet the expected range for his/her grade level for the ☐fall ☐winter ☐spring benchmark assessment. To better meet your child’s needs, our school will begin providing your child with supplemental and/or small group instruction in the following area(s): ☐ reading ☐ math ☐ writing ☐ behavior. Your child will be involved in a level of RTI referred to as Tier 2, which is best described as a level of intervention in which teacher(s) use different instructional strategies and/or interventions with your child. The teacher(s) track your child’s progress over time to monitor his/her success, and you will be periodically notified about your child’s performance.

If you have any questions about this process, please do not hesitate to contact the school.

Respectfully,

RTI Team Member

B:\RTI Framework\HUFSD.2011\Letters\FORM E.docx
Appendix D: TIER 3 Parent Letter

Parent Notification Letter
Response to Intervention (RTI) – Tier III Referral

Date: ____________________

Dear Parent/Guardian of ____________________,

As part of district-wide efforts to improve student achievement, all Huntington Union Free School students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time. Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in reading, writing, math, and/or behavior. This system of providing intervention based on individual student needs is called Response to Intervention (RTI).

Earlier this year, your child did not meet the expected range for his/her grade level for one of these benchmarks, and was referred to Tier II supplemental intervention and/or small group instruction in the following area(s):

□ Reading □ Writing □ Math □ Behavior.

Your child’s teacher(s) have monitored his/her success, and the obtained data indicates the need for more intensive intervention, referred to as Tier III. Using these more intensive interventions, the teacher(s) track your child’s progress over time to monitor his/her success, and you will be periodically notified about your child’s performance.

If you have any questions about this process, please do not hesitate to contact the school.

Respectfully,

__________________________
RTI Team Member

B:\RTI Framework\HUFSD.2011\Letters\Form H.docx
Appendix E: Tier 1 Intervention Record

HUNTINGTON UNION FREE SCHOOL DISTRICT
Response to Intervention
Tier 1 Intervention Record For 20th Percentile and Below

Student Name ____________________________ Date ____________________________
Teacher ____________________________ Grade ____________________________
Check ALL that apply: □ Spec Ed □ ELL (□OSIFE □New Arrival □Beginner □Intermediate □Advanced □FOEP)

Screening – School Year __________

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<th>Date of Screening</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
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Additional Data

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| Days Absent per Quarter    | 4 ³⁄₄ | 6 ³⁄₄ | 3 ³⁄₄ | 4 ³⁄₄ |

Tier 1 Strategies – select strategies implemented (Work in Progress)

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<td>Based on student readiness levels</td>
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<td>Additional practice activities with immediate and specific feedback</td>
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<td>Extra time completing assignments/assessments</td>
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<tr>
<td>Study guides, organizers</td>
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<td>Student graphs weekly progress</td>
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16 | Page
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<tr>
<th>Parental Involvement</th>
<th>Intensity (minutes per day) and Frequency (times per week) of intervention:</th>
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**Summary of Student Response to Intervention (attach AIMSweb chart):**

**Recommendation (select one):**
- Discontinue Progress Monitoring
- Continue Progress Monitoring
- Refer to Tier 2

**Reason:**

**Date Letter Sent to Parent:**

**Classroom Instructor Signature** ___________________________ **Date** __________

**Administrator Signature** ___________________________ **Date** __________
### Appendix F: Tier 2 Intervention Record

#### HUNTINGTON UNION FREE SCHOOL DISTRICT
Response to Intervention
Tier 2 Intervention Record

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
<th>Teacher</th>
<th>Grade</th>
</tr>
</thead>
</table>

| Screening | | | |
| Date of Screening | Passed | Failed | Passed | Failed | Passed | Failed |
| Hearing/Vision | | | | | | |
| Date of Screening | | | | | | |
| Reading | Math | Reading | Math | Reading | Math |

| AIMSweb Score | | | |
| AIMSweb Percentile Score | | | |

| Additional Data | | | |
| Date | Reading | Math | Reading | Math | Reading | Math |
| Progress Report | | | | | | |
| STAR | | | | | | |
| G-KIDS | | | | | | |
| Days Absent per Quarter | | | | | | |

**Tier 2 Intervention Goal:**

---

**Check Research-based Strategy Implemented:**

- [ ] Accelerated Reader
- [ ] Harcourt E-book
- [ ] Leap Pad
- [ ] SRA
- [ ] Accelerated Math
- [ ] Other: ____________________________

**Summary of Intervention Results (attach AIMSweb chart):**

---

**Recommendation:**

- [ ] Return to Tier 1
- [ ] Continue Tier 2*
- [ ] Refer to Tier 3*

**Date Letter Sent to Parent:**
*RTI Team meeting required to continue Tier 2 or refer to Tier 3.

RTI Instructor Signature ______________________________ Date ______________________

Administrative Signature ______________________________ Date ______________________

Parent Signature ______________________________ Date ______________________
# Huntington Union Free School District
## Office of Curriculum and Instruction
### Elementary Assessments

## Appendix G: Testing Calendar 2012-2013

<table>
<thead>
<tr>
<th>Test</th>
<th>Date of Test</th>
<th>Scoring Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter 1</strong></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Universal Screening Winter Benchmark</td>
<td>September 10 - 31, 2012 Grades K – 6 AIMSweb for Reading and Math</td>
<td>October 29 – Primary October 30 – Primary November 1 – Grade 5 November 2 – Grade 6</td>
<td>• AIMSweb data should be entered by Oct. 4&lt;br&gt;• Progress Monitoring will commence by Oct. 4 Mrs. Berner will contact each building principal to discuss grades/time/location of scoring. Principals will arrange for substitute coverage.</td>
</tr>
<tr>
<td>Treasures Quarterly/Unit Test based on Unit 1</td>
<td>October 25 – 26, 2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SBIT – Week of November 13** – Building Principals should schedule building based meetings with SBIT to review testing data and to schedule individual/team meetings to review student progress with classroom teachers.

<table>
<thead>
<tr>
<th>Test</th>
<th>Date of Test</th>
<th>Scoring Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter 2</strong></td>
<td></td>
<td>Dec 3rd; 3rd/4th Grade Early Schools Dec 4th; 3rd/4th Grade Late Schools Dec 5th; 5th Grade Dec 6th; 6th Grade Dec 7th; 2nd Grade</td>
<td>Mrs. Robinette will contact each building principal to discuss details related to scoring. Principals will arrange for substitute coverage.</td>
</tr>
<tr>
<td>Math Assessment Grades 2-6</td>
<td>Week of Nov. 28th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Screening Winter Benchmark</td>
<td>January 7 -31, 2013 Grades K – 6 AIMSweb for Reading and Math</td>
<td>January 28 – Primary January 29 – Primary January 30 – Grade 5 January 31 – Grade 6</td>
<td>• AIMSweb data should be entered by February 6&lt;br&gt;• Progress monitoring continues with adjustments based on winter benchmark Mrs. Berner will contact each building principal to discuss grades/time/location of scoring. Principals will arrange for substitute coverage.</td>
</tr>
<tr>
<td>ELA Practice Test 2 days to mirror Day 1 and Day 2 Spring exam</td>
<td>January 23 - 24, 2013 Grades 3 – 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SBIT – Week of March 4** – Building Principals should schedule building based meetings with SBIT to review testing data and to schedule individual/team meetings to review student progress with classroom teachers.
### Quarter 3

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasures Quarterly/Unit Test Based on Unit 3</td>
<td>February 7 – 8, 2012 Grades 3 – 6 February 11 – Primary Grades 6 Mrs. Berner will notify building principals about scoring details.</td>
<td></td>
</tr>
<tr>
<td>Math Practice Test 3 days to mirror Spring exam</td>
<td>February 27,28, 29 Grades 3 - 6 March 4th; 3rd /4th Grade Early Schools March 5th; 3rd /4th Grade Late Schools March 7th; 5th Grade March 8th; 6th Grade Mrs. Robinette will contact each building principal to discuss details related to scoring. Principals will arrange for substitute coverage.</td>
<td></td>
</tr>
<tr>
<td>NYS English Language Arts Assessments</td>
<td>April 16, 17, 18, 2013 Grades 3 – 6 Test Administration Make-up Dates Friday, April 19 – Tuesday, April 23 Scoring Dates: April 19 – May 1, 2013</td>
<td></td>
</tr>
</tbody>
</table>

**SBIT - Week of May 6** – Building Principals should schedule building based meetings with SBIT to review testing data and to schedule individual/team meetings to review student progress with classroom teachers. Consider TIER placements and appropriate interventions for students in grades 1 – 5 for September 2013.

### Quarter 4

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screening Spring Benchmark</td>
<td>May 1 – June 1, 2013 Grades K – 6 AIMSweb for Reading and Math N/A • AIMSweb data should be entered by June 18 • Progress monitoring continues with adjustments based on spring benchmark.</td>
<td></td>
</tr>
<tr>
<td>Treasures Quarterly/Unit Test Based on Unit 5</td>
<td>May 9 - 10, 2013 Grades 3 – 6 May 13 – Primary May 14 – Primary May 15 – Grade 5 May 16 – Grade 6 Mr. Berner will notify building principals about scoring details.</td>
<td></td>
</tr>
<tr>
<td>Math Assessments Grades 2-6</td>
<td>Week of May 28th</td>
<td>June 3rd; 2nd Grade June 4th; 3rd /4th Grade Early Schools June 5th; 3rd /4th Grade Late Schools June 6th; 5th Grade June 7th; 6th Grade Mrs. Robinette will contact each building principal to discuss details related to scoring. Principals will arrange for substitute coverage.</td>
</tr>
</tbody>
</table>

**SBIT - Week of June 10** – Building Principals should schedule building based meetings with SBIT to review testing data and to schedule individual/team meetings to review student progress with classroom teachers. Consider TIER placements and appropriate interventions for students in grades 1 – 5 for September 2013.

* Prior to NYS ELA/Math tests leaving the district, all booklets and scan forms will undergo a quality control check. To achieve this huge undertaking for all elementary schools and the middle school in a timely and efficient manner, all student teachers assigned to your buildings will be asked to report the Rotunda at Jack Abrams to assist on May TBD (ELA) and TBD (Math).
Appendix H: TIER 2 Behavior Intervention Plan

Huntington Intervention System (HIS)
Tier 2 Behavior Intervention Plan

Student: ___________________________ Date: ___________________________

School: ___________________________ Teacher: ___________________________

I. Target Behaviors
This student is expected to improve behavior in the following operationally-defined area(s):

a. ___________________________________________

b. ___________________________________________

c. ___________________________________________

II. Instruction & Skill Development
Before implementing the following plan, the student will receive training/modeling on behavioral expectations for these goals (i.e., what the behavior looks like & sounds like), followed by explanation of the positive reinforcement system (i.e., what rewards can be earned for appropriate behavior) and the correction techniques (i.e., the consequences that will be utilized for inappropriate behavior).

Additional notes: ___________________________________________

III. Positive Reinforcement System
Compliance with specified behaviors will result in earning frequent positive reinforcement.

Description: ___________________________________________

IV. Correction Techniques
Steps to follow to correct inappropriate behavior:

Description: ___________________________________________

V. Personnel Responsibilities

<table>
<thead>
<tr>
<th>Personnel Assigned:</th>
<th>Responsibilities:</th>
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</thead>
<tbody>
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</tbody>
</table>


VI. Data Collection

Documentation System:

Goals:

Graph:
Appendix I: TIER 3 Behavior Intervention Plan

Huntington Intervention System (HIS)

Tier 3 Behavior Intervention Plan

Student: ________________ Date: ________________

School: ________________ Teacher: ________________

I. Target Behaviors

This student is expected to improve behavior in the following operationally-defined area(s):

a. __________________________________________

b. __________________________________________

c. __________________________________________

II. Instruction & Skill Development

Before implementing the following plan, the student will receive training/modeling on behavioral expectations for these goals (i.e., what the behavior looks like & sounds like), followed by explanation of the positive reinforcement system (i.e., what rewards can be earned for appropriate behavior) and the correction techniques (i.e., the consequences that will be utilized for inappropriate behavior).

Additional notes: __________________________________________

III. Positive Reinforcement System

Compliance with specified behaviors will result in earning frequent positive reinforcement.

Description: __________________________________________

IV. Correction Techniques

Steps to follow to correct inappropriate behavior:

Description: __________________________________________
V. Personnel Responsibilities

<table>
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<tr>
<th>Personnel Assigned</th>
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</tbody>
</table>

VI. Data Collection

Documentation System: __________________________

Goals: __________________________

Graph: __________________________