



Huntington Union Free School District

MTSS Plan *2025-2026 School Year*

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Multi-Tiered Systems of Supports (MTSS)

Introduction

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 the 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 services available to students as outlined by grade level for:

- 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. This additional instruction will supplement the regular classroom instruction and/or student support services.

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 and through use of screening instruments, additional 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 MTSS and Academic Intervention Services Plan is designed to support students in meeting the New York State learning standards.

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
- Northwell
- DASH

Academic Supports

Tier 1

All students will receive core instruction in the Into 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 2 or Tier 3 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 and 1)
- c) iReady Assessment (grades 2 and 3)
- d) Into 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. Per CR Part 154, ENL services are general education services and are not considered MTSS services. If students require intervention in reading or math, those services may be provided in addition to their integrated and stand-alone ENL services.
- 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 Services Provided

1. The classroom teacher will use scientifically-based research strategies that promote academic improvement for those students at Tier 1 being monitored. The reading and/or math support 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, Leveled Literacy Intervention, and/or Number Worlds, which are scientifically-based research programs.

2. 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.

Tier Transition/Exit Criteria

The classroom teachers and support staff 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.

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
 - Participation in Community 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
- Building-specific PBIS plans
- 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
- Northwell
- DASH

Academic Supports

Tier 1

All students will receive core instruction in the Into 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) Into Reading Program Assessments, Reveal Math Assessments.
- 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. Per CR Part 154, ENL services are general education services and are not considered MTSS services. If students require intervention in reading or math, those services may be provided in addition to their integrated and stand-alone ENL services.
- 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 Services Provided

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 intensive reading services of READ 180, 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 1-2 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 3-5 days per week for 40 minutes per day.
3. 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.

Tier Transition/Exit Criteria

The classroom teachers and support staff 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
- Northwell
- DASH
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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. Per CR Part 154, ENL services are general education services and are not considered MTSS services. If students require intervention in reading or math, those services may be provided in addition to their integrated and stand-alone ENL services.
- 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 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 Services Provided

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 intensive 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. Student progress is continually monitored by his/her classroom teacher(s), support staff 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.

Tier Transition/Exit Criteria

The classroom teachers and support staff 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.

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
 - Community Circles
 - 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
- Northwell
- DASH

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 2 or Tier 3 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. Per CR Part 154, ENL services are general education services and are not considered MTSS services. If students require intervention in reading or math, those services may be provided in addition to their integrated and stand-alone ENL services.

- 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.

Ninth 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 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 Services Provided

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 to 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. Student progress is continually monitored by his/her classroom teacher(s), support staff 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 support services 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.

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:

- a) Classroom performance and/or teacher recommendation
- b) The results from classroom, final exam and Regents assessments
- c) 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.

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. Per CR Part 154, ENL services are general education services and are not considered MTSS services. If students require intervention in reading or math, those services may be provided in addition to their integrated and stand-alone ENL services.
- 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 Services Provided

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 to 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. Student progress is continually monitored by his/her classroom teacher(s), support staff 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.