

Multi Tiered System of Student Support

Haldane Central School District



HALDANE
CENTRAL SCHOOL
DISTRICT

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Introduction

The mission of the Haldane Central School District is to prepare all students to succeed in an ever-changing global society. In pursuit of this mission, the district believes that instruction should be authentic, challenging, and rigorous and elicit the most critical skills and dispositions from students. These skills and dispositions, referred to as the Haldane Essentials are: critical thinking, problem solving, communication, growth mindset, emotional intelligence and wellness.

The district has established a multi-tiered system of supports (MTSS) to provide a differentiated level of support for struggling students. This framework enables the professional staff to assess a student's response to instruction and intervention (RtI) and make decisions on how to adjust academic intervention services (AIS) and/or social and emotional supports (SEL) provided within their school day. This approach is aligned to the NYS Commissioner's regulation, 100.2.ee.

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MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

The multi-tiered system of supports (MTSS) is a framework that defines tiered supports provided to students who are struggling to meet academic and/or social, emotional standards. The framework is implemented within a school-based student support model. Various screening tools are used to determine student needs. Multiple measures are used to monitor student progress and adjust supports.

In the Haldane Schools, the MTSS model includes several components that are integrated to form a system that provides targeted support for all students as they strive to achieve the Haldane Essentials.

The left side of the MTSS framework defines the academic supports available through the district Response to Intervention (RtI) model and Academic Intervention Services (AIS.) The right side of the MTSS framework defines the supports available through the district Social and Emotional (SEL) options.

<i>Academics (RtI/AIS)</i>	<i>Multi-Tiered System of Supports (MTSS)</i>	<i>Social and Emotional (SEL)</i>
Differentiated large and small group instruction and universal interventions for all students.	Tier 1 Typically effective for 80-85% of students	Explicitly taught social and emotional behaviors within all settings of the school environment.
Targeted academic interventions for students who are not making adequate progress with Tier 1 instruction and universal interventions.	Tier 2 Typically needed for 10-15% of students	Targeted social and emotional interventions for students who are not making adequate progress with Tier 1 instruction and universal interventions.
Intensive interventions for students who are not responding to Tier 2 targeted interventions	Tier 3 Typically needed for 1-5% of students	Intensive interventions for students who are not responding to Tier 2 targeted interventions

Additional detail for the Response to Intervention, Academic Intervention Services, and Social Emotional components of the Multi-Tiered System of Supports are defined in the next section.

RESPONSE TO INTERVENTION (RTI)

New York State regulations define Response to Intervention (RtI) as a school district's process to determine individual students' response to high-quality, research-based curriculum, instruction, and assessment practices. Student performance on state, district and classroom assessments are used to make educational decisions about individual students. The tiers of the framework are intended to define a path to close achievement gaps for all students, including; students at-risk, students with disabilities, and English Language Learners, by preventing smaller learning problems from becoming insurmountable gaps.

Within the Response to Intervention (RtI) process, students who are identified as needing additional services to support their academic progress are considered for Academic Intervention Services (AIS.)

Academic Intervention Services (AIS)

New York State regulations require school districts to provide Academic Intervention Services (AIS) to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the New York State Next Generation Learning Standards. This instruction is supplemental to the general curriculum, and regular classroom experiences. This level of support falls within Tiers 2 and 3 of the Response to Intervention structure. Academic Intervention Services shall be made available to students with disabilities on the same basis as nondisabled students.

High Quality, Research-Based Curriculum, Instruction, and Assessment Practices

A critical factor to student success is high quality, research-based curriculum, instruction and assessment practices. Curriculum and instructional resources are reviewed regularly. When appropriate, instructional resources are piloted, and assessment data is analyzed to determine the impact on student learning. Research-based instructional practices are utilized to support student access to and success with the learning outcomes for a grade level or course. Professional learning is aligned to faculty goals.

Formative assessment practices are used throughout the learning process and summative assessments are administered to capture evidence of student knowledge and skill at critical points. These measures, along with state and district approved standardized assessments are used to monitor student progress. Referral to the school-based Student Support Team is made when there is evidence that the instruction and intervention require adjustment.

Another factor to student success is the positive, collaborative relationships between students, faculty and families. There is a significant focus on this factor within the Haldane school community. On-going dialogue among all stakeholders ensures that student needs are communicated, and steps are taken to address barriers to student success.

Referral Process

A referral may be initiated by faculty or a parent/guardian. Faculty may submit a referral packet to the Student Support Team including data from Tier 1 interventions and samples of classroom work. A parent/guardian may request a review by the Student Support Team by submitting a letter to the building principal.

The review process is implemented at the school level. Recommendations are developed and specific actions are identified. Individuals responsible for those actions and a timeline for review are established. The Student Support Team will include administration, teachers familiar with the work of the child, related service providers, clinical staff, and teachers who provide Academic Intervention Services (AIS).

Students are exited from support services upon demonstration of adequate progress. The range of services available for academic and social and emotional support, and the means for assessing student progress are defined in the next section.

Each building will have a team to review building data at the change of marking periods. This data could include report cards, standardized assessments, AIS assessments, and/or classroom data. This team may refer a student to the Student Support Team to discuss the data or recommend a student be exited from support if growth is demonstrated.

Eligibility Criteria

In the Haldane Central School District, students are eligible for support services if they are not making adequate progress toward the learning goals defined by the discipline standards in the core academic areas or if they are at risk for meeting the proficiency standards of the NYS assessments or if they are not meeting behavioral expectations. Specific eligibility criteria are included in the appendices.

Exit Criteria

In the Haldane Central School District, students are exited from support services based on a demonstration of appropriate progress toward meeting the grade level learning and behavioral goals and expectations using progress monitoring data, classroom performance and recommendations from the Student Support Team. Specific exit criteria are included in the appendices.

Parent Notification

The school will notify parents of students who require support services prior to the start of services.

Sample parent letters are included in the appendices. Parents will be notified when the services are no longer needed.

Parents will receive communication regarding a student's progress directly from the service provider during the normal progress report and report card procedures.

Additional communication may be provided as warranted by the situation. Parents are encouraged to remain in contact with the classroom teacher and the service providers regarding the student's progress.

Appendix A: Range of Services

Academic Supports

Haldane Elementary School (Grades K-5)		
Academic Supports	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> Classroom based whole and small group differentiated instruction Reading and math workshop models including teacher guided groups and stations 	<ul style="list-style-type: none"> NYS Assessment Performance (Grades 3, 4 & 5) NWEA Measures of Academic Progress in Reading and Mathematics Classroom Assessment Observation Leveled Reading Assessments
Tier 2	<ul style="list-style-type: none"> Literacy intervention delivered by teacher 3 times per week for 20-30 minutes Mathematics intervention delivered by a teacher or a teaching assistant 3 times per week for 20-30 minutes in Grades 4 & 5. Clinical services delivered by Physical, Occupational and Speech & Language therapists. 	<ul style="list-style-type: none"> NYS Assessment Performance (Grades 3, 4 & 5) NWEA Measures of Academic Progress in Reading and Mathematics Assessment in the Fountas & Pinnell Leveled Literacy Intervention System Classroom Assessment Progress monitoring data Observation Leveled Reading Assessments
Tier 3	<ul style="list-style-type: none"> Literacy intervention delivered by a teacher 4 days per week for 30-60 minutes Mathematics intervention delivered by teacher or teaching assistant 4 days per week for 30-60 minutes Clinical services delivered by Physical, Occupational and Speech & Language therapists Special Education Services 	<ul style="list-style-type: none"> NYS Assessment Performance (Grades 3, 4 & 5) NWEA Measures of Academic Progress in Reading and Mathematics Assessment in the Fountas & Pinnell Leveled Literacy Intervention System Classroom Assessment Progress monitoring data Observation Leveled Reading Assessments

Haldane Middle School (Grades 6-8)		
Academic Supports	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> Classroom based whole and small group differentiated instruction Reading and math workshop models including teacher guided groups and stations Daily extra-help with classroom teachers during 10th period. Haldane Encourages Achievement, Research and Teamwork (HEART Program) provides after school tutoring opportunities for all students in Grades 7-12. Teacher, mentor or peer support in specific subjects. 	<ul style="list-style-type: none"> NYS Assessment Performance NWEA Measures of Academic Progress in Reading and Mathematics Teacher Created Assessments Observation
Tier 2	<ul style="list-style-type: none"> Literacy intervention delivered by a content area or special education teacher every other day in a "stand-alone" class. Mathematics intervention delivered by a content area teacher every other day in a "stand-alone" class Clinical services delivered by Physical, Occupational and Speech & Language therapists. 	<ul style="list-style-type: none"> NYS Assessment Performance NWEA Measures of Academic Progress in Reading and Mathematics Assessment in the Fountas & Pinnell Leveled Literacy Intervention System Individual Teacher Assessment Progress monitoring data
Tier 3	<ul style="list-style-type: none"> Clinical services delivered by Physical, Occupational and Speech & Language therapists Special Education services 	<ul style="list-style-type: none"> NYS Assessment Performance NWEA Measures of Academic Progress in Reading and Mathematics Assessment in the Fountas & Pinnell Leveled Literacy Intervention System Individual Teacher Assessment Progress monitoring data

Haldane High School (Grades 9-12)		
Academic Supports	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> • Classroom based whole and small group differentiated instruction • Daily extra-help with classroom teachers during 10th period. • Haldane Encourages Achievement, Research and Teamwork (HEART Program) provides after school tutoring opportunities for all students in Grades 7-12. Teachers, mentors or peer support in specific subjects. 	<ul style="list-style-type: none"> • NYS Assessment Performance including Regents Examinations • Local Midterm and End of Course Assessments • NWEA Measures of Academic Progress in Reading and Mathematics (Grades 9-11) • Teacher Created Assessment • Teacher Documentation
Tier 2	<ul style="list-style-type: none"> • Intervention delivered by content area teachers in the following settings: Math Lab sections, AIS class • Building level services delivered by Physical, Occupational and Speech & Language therapists. 	<ul style="list-style-type: none"> • NYS Assessment Performance including Regents Examinations • Local Midterm and End of Course Assessments • NWEA Measures of Academic Progress in Reading and Mathematics (Grades 9-11) • Teacher Created Assessment • Teacher Documentation • Screening and Observations • Progress monitoring data
Tier 3	<ul style="list-style-type: none"> • Intervention delivered by content area teachers in the following settings: Math Lab sections, AIS class • Clinical services delivered by Physical, Occupational and Speech & Language therapists • Special education services 	<ul style="list-style-type: none"> • NYS Assessment Performance • NWEA Measures of Academic Progress in Reading and Mathematics • Assessment in the Fountas & Pinnell Leveled Literacy Intervention System • Individual Teacher Assessment • Teacher Documentation Progress monitoring data

Social Emotional Supports

Haldane Elementary School (K-5)		
Social and Emotional Supports	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> • Teacher developed classroom or individual behavior supports/strategies • Informal clinical consult with counselors or related service providers • Whole-class discussions with clinician • SEL instruction delivered in collaboration with teachers 	<ul style="list-style-type: none"> • Observation • Records Review • Teacher anecdotal notes
Tier 2	<ul style="list-style-type: none"> • Group and individual sessions facilitated by Clinicians • Behavior consultation • Mediation provided by counselors • Short-Term Social skills groups • Short-Term support groups • DBT-informed groups 	<ul style="list-style-type: none"> • Monitoring of informal goals • Classroom observation • Running records of behavioral data • Progress monitoring data • Rating Scales/Screeners when recommended by CST
Tier 3	<ul style="list-style-type: none"> • Group and individual sessions facilitated by guidance counselor, social worker or school psychologist. • IEP Mandated Counseling • Dialectical Behavior Informed counseling • Outside referrals 	<ul style="list-style-type: none"> • Monitoring of IEP goals • Teacher and clinician observation • Running records of behavioral data • Progress monitoring data • Evaluation when recommended by the Committee on Special Education (CSE)

Haldane Middle School (Grades 6-8)		
Social and Emotional Supports	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> ● School Level Positive Behavior Intervention Support at Haldane Middle School (TRUE Blue) ● 6th grade Guidance Class ● Lunch Groups ● Teacher developed classroom or individual behavior supports/strategies ● Informal clinical consult ● Whole-class discussions with clinician when need arises 	<ul style="list-style-type: none"> ● Observation ● Records Review ● Teacher anecdotal notes
Tier 2	<ul style="list-style-type: none"> ● Group and individual sessions facilitated by Clinicians ● Behavior consult ● Mediation provided by counselors ● Short term Support Groups ● DBT-informed groups 	<ul style="list-style-type: none"> ● Monitoring of informal goals ● Classroom observation ● Running records of behavioral data ● Rating Scales/Screeners when recommended by CST ● Progress monitoring data
Tier 3	<ul style="list-style-type: none"> ● Group and individual sessions facilitated by guidance counselor, social worker or school psychologist. ● IEP Mandated Counseling ● DBT-informed counseling ● Outside referrals and consultation 	<ul style="list-style-type: none"> ● Monitoring of IEP goals ● Teacher and clinician observation ● Running records of behavioral data ● Progress monitoring data ● Evaluation when recommended by the Committee on Special Education (CSE)

Haldane High School (Grades 9-12)		
Social and Emotional Supports	Range of Services	Assessment of Student Progress
Tier 1	<ul style="list-style-type: none"> ● Code of Conduct ● Acceptable Use Policy ● Classroom behavior plans/strategies ● Informal clinical consult ● Whole-class discussions with clinician when need arises ● Red Ribbon Week/Random Acts of Kindness Week 	<ul style="list-style-type: none"> ● Observation ● Records Review ● Teacher running records
Tier 2	<ul style="list-style-type: none"> ● Group and individual sessions facilitated by Clinicians ● Behavior consult ● Mediation provided by counselors ● DBT-informed groups 	<ul style="list-style-type: none"> ● Monitoring of informal goals ● Classroom observation ● Running records of behavioral data ● Rating Scales/Screeners when recommended by CST ● Progress monitoring data
Tier 3	<ul style="list-style-type: none"> ● Group and individual sessions facilitated by guidance counselor, social worker or school psychologist. ● IEP Mandated Counseling ● DBT-informed counseling ● Outside referrals 	<ul style="list-style-type: none"> ● Monitoring of IEP goals ● Teacher and clinician observation ● Running records of behavioral data ● Progress monitoring data ● Evaluation when recommended by the Committee on Special Education (CSE)

Appendix B: Entrance and Exit Criteria

Entrance Criteria

If your child falls below in more than one area and is not responding to Tier I interventions in the classroom your child will be referred to the Student Support Team.

	NWEA Reading Fall 1	NWEA Reading Winter 1	NWEA Reading Spring 1	NYS ELA Test 2	Reading Level Dec	Reading Level March	Reading Level June	Course GPA	NWEA Math Fall 1	NWEA Math Winter 1	NWEA Math Spring 1	NYS Math Test 2	Required Fluency 3
K	124.43	134.50	141.03	NA	<2	<3	<4		127.06	138.19	145.08	NA	Add/subtract within 5
1	143.27	152.64	157.21	NA	<6	<10	<16		147.62	157.59	163.22	NA	Add/subtract within 10
2	157.16	166.15	170.08	NA	<20	<24	<28		162.06	171.06	175.98	NA	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	169.97	177.76	180.85	NA	<30	<34	<38		175/03	182.59	186.97	NA	Multiply/divide within 1002 Add/subtract within 1000
4	179.89	186.25	188.52	592	<40	<40	<50		185.15	191.15	194.95	593	Add/subtract within 1,000,000
5	188.10	193.24	195.01	593	<50	<50	<60		193.94	198.82	202.05	595	Multi-digit multiplication
6	193.71	197.83	199.33	601	<60	<60	<70	Two or more Core Classes <65	198.63	202.91	205.41	598	Multi-digit division Multi-digit decimal operations
7	197.69	200.88	201.98	596	<70	<70	<80	Two or more Core Classes <65	202.80	206.08	208.13	598	Solve $px + q = r$, $p(x + q) = r$
8	200.97	203.83	204.79	599	<80	<80	NA	Two or more Core Classes	205.98	208.79	210.35	599	Solve simple 2×2 systems by

								<65					inspection
9	199.88	201.79	202.37	593	NA	NA	NA	<75 in ELA/SS <75 Algebra I Regents	206.60	208.61	209.40	603	
10	203.55	205.10	205.31	NA	NA	NA	NA	<75 in ELA/SS <75 Geometry Regents	208.84	210.60	211.17	NA	
11	205.80	206.84	206.21	NA	NA	NA	NA		211.11	212.58	212.60	NA	
12	204.48	202.64	201.25	NA	NA	NA	NA		211.42	210.24	209.56	NA	

Exit Criteria

If your child has been receiving Academic Intervention Services and is now within the range of one or more of the following assessments your child's services will be reviewed to determine their need for continuing to receive this service.

	NWEA Reading Fall 1	NWEA Reading Winter 1	NWEA Reading Spring 1	NYS ELA Test 2	Reading Level December	Reading Level March	Reading Level June	Course GPA	NWEA Math Fall 1	NWEA Math Winter 1	NWEA Math Spring 1	NYS Math Test 2	Required Fluency 3
K	124.43	134.50	141.03	NA	2	3	4		127.06	138.19	145.08	NA	Add/ subtract within 5
1	143.27	152.64	157.21	NA	6	10	16		147.62	157.59	163.22	NA	Add/ subtract within 10
2	157.16	166.15	170.08	NA	20	24	28		162.06	171.06	175.98	NA	Add/ subtract within 20 Add/subtract within 100 (pencil and paper)
3	169.97	177.76	180.85	NA	30	34	38		175/03	182.59	186.97	NA	Multiply/ divide within 100 2 Add/ subtract within 1000
4	179.89	186.25	188.52	592	40	40	50		185.15	191.15	194.95	593	Add/ subtract within 1,000,000
5	188.10	193.24	195.01	593	50	50	60		193.94	198.82	202.05	595	Multi-digit multiplication
6	193.71	197.83	199.33	601	60	60	70	Passing Core Subjects ≥ 65	198.63	202.91	205.41	598	Multi-digit division Multi-digit decimal operations
7	197.69	200.88	201.98	596	70	70	80	Passing Core Subjects ≥ 65	202.80	206.08	208.13	598	Solve $px + q = r$, $p(x + q) = r$
8	200.97	203.83	204.79	599	80	80	NA	Passing Core	205.98	208.79	210.35	599	Solve simple 2×2

								Subjects ≥65					systems by inspection
9	199.88	201.79	202.37	593	NA	NA	NA	Grade of 75+in ELA/Math plus teacher recom- mendation	206.60	208.61	209.40	603	
10	203.55	205.10	205.31	NA	NA	NA	NA	Grade of 75+ in ELA/Math plus teacher recom- mendation	208.84	210.60	211.17	NA	
11	205.80	206.84	206.21	NA	NA	NA	NA		211.11	212.58	212.60	NA	
12	204.48	202.64	201.25	NA	NA	NA	NA		211.42	210.24	209.56	NA	

¹ One standard deviation below the 2020 norms provided by NWEA MAP Growth Assessments

² Based on the cut score from the 2019 assessment and the state changes each year that the test is administered

³ For additional information on fluency please review:

<https://www.engageny.org/sites/default/files/resource/attachments/ccssfluencies.pdf>

Appendix C: Parent Notification

Below are parent notification letters in both English and Spanish.



Date:

Dear Parent or Guardian of **<Student Name>**,

The Haldane Central School District is committed to supporting the progress of all students. Additionally, the New York State Education Department has mandated that schools provide Academic Intervention Services to students who are at risk of not meeting NYS Learning Standards. We provide these services through a Response to Intervention model that matches students' academic and/or behavioral needs to tiers of support.

This letter is intended to inform you that, at this time, your child is recommended to receive additional support within the Response to Intervention model at Haldane **(Elementary Middle High)** School. This recommendation is being made by the **Student Support Team**. The team, which includes your child's teacher(s), has reviewed the following information in making their recommendation:

- o
- o
- o

It has been determined that your child would benefit from the following additional services:

Service	Description	Provider

Progress will be monitored and reviewed every 6 to 8 weeks and you will be informed accordingly if changes to the services are recommended. At any time, you may request an update by contacting your child's teacher or the service provider.

Please note that, as the parent or guardian, you have the right to request a referral to the Committee on Special Education. However, the district must follow a Response to Intervention process before considering the possibility of an educational disability that would require special education services.

Thank you in advance for your support. Please contact the provider listed above if you would like more information on the service or your involvement in this recommendation.

Sincerely,



Fecha:

Estimado padre o tutor de **<nombre del estudiante>**,

El Distrito Escolar Central de Haldane está comprometido a apoyar el progreso de todos los estudiantes. Además, el Departamento de Educación del Estado de Nueva York ha ordenado que las escuelas brinden Servicios de Intervención Académica a los estudiantes que corren el riesgo de no cumplir con los Estándares de Aprendizaje del Estado de Nueva York. Brindamos estos servicios a través de un modelo de Respuesta a la Intervención que combina las necesidades académicas y / o conductuales de los estudiantes con los niveles de apoyo.

Esta carta tiene la intención de informarle que, en este momento, se recomienda que su hijo reciba apoyo adicional dentro del modelo de Respuesta a la Intervención en la escuela Haldane (**primaria, secundaria, secundaria**). Esta recomendación la hace el Equipo de apoyo estudiantil. El equipo, que incluye al maestro (s) de su hijo, ha revisado la siguiente información al hacer su recomendación:

-
-
-

Se ha determinado que su hijo se beneficiaría de los siguientes servicios adicionales:

Servicio	Descripción	Proveedor

El progreso será monitoreado y revisado cada 6 a 8 semanas y se le informará en consecuencia si se recomiendan cambios en los servicios. En cualquier momento, puede solicitar una actualización comunicándose con el maestro de su hijo o el proveedor de servicios.

Tenga en cuenta que, como padre o tutor, tiene derecho a solicitar una derivación al Comité de Educación Especial. Sin embargo, el distrito debe seguir un proceso de Respuesta a la Intervención antes de considerar la posibilidad de una discapacidad educativa que requiera servicios de educación especial.

Gracias de antemano por su apoyo. Por favor, comuníquese con el proveedor mencionado anteriormente si desea obtener más información sobre el servicio o su participación en esta recomendación.

Atentamente,