

## **DISTRICT PROCEDURES FOR RESPONSE TO INTERVENTION IN THE NANUET PUBLIC SCHOOLS**

The Nanuet Public School District offers an array of intervention strategies and services for students who demonstrate insufficient progress toward state standards. The district supports a prevention model in which all regular education interventions should be exhausted before a student is considered for special education classification as a child with a disability. In such a ***Response to Intervention*** model, three levels of support should exist prior to special education, as follows. Research-based programs, i. e. with significant data/evidence to substantiate their effectiveness, should be utilized. The methodologies, duration, mode of delivery, and actual student attendance must be considered when servicing at-risk students. Such information shall be reported to the Committee on Special Education (CSE) whenever referrals are made.

**Tier 1** interventions are those provided in the general education setting by classroom teachers. Solid core instructional and behavioral programs are critical. Tier 1 interventions may include differentiation of instruction and behavioral management systems, adjusted to the unique learning needs of students in the class. Instruction and progress are informed by program assessments, curriculum-based measures, standardized tests, and state assessments. Use of flexible groups, leveled reading materials, alternative methodologies, differentiation of students' products and assessments, accommodations for processing speed, and individualized behavioral plans may be among the strategies employed in the classroom. Progress monitoring is used to inform student progress and instructional effectiveness. Data is kept to analyze growth and adjust instruction. Approximately 70 - 80% of a school's population should have their educational needs met at this level.

**Tier 2** interventions encompass specific interventions for small groups of students, including pull-out programs and services for targeted instruction. Small group and individualized interventions are provided by appropriately qualified professionals using evidence-based methodologies. Such professionals may include reading and math remedial specialists, speech and language therapists, O. T.'s on an informal basis, ESL staff, Consultant Teachers and/or school counselors. Groups may be run in the classroom and/or in alternate instructional spaces or therapy areas. Ongoing student and program assessments are undertaken to inform instruction, monitor student progress, and assess the effectiveness of chosen instructional methods. Progress monitoring generally occurs at least monthly. Approximately 10 – 20% of a school's population may receive this level of intervention.

**Tier 3** interventions are additional targeted interventions provided by educational specialists, generally for students classified for special education services. These may include any of the components of Tier 1 and Tier 2 and may be provided in both integrated and segregated settings. Progress monitoring often takes place at least every other week. This level of intensive service may need to be available for approximately 5 – 10% of a school's population.

### **REFERRAL FOR SERVICES**

Building-level Response to Intervention Teams typically determine the level and intensity of services for individual students. Students may be referred to building level teams by staff, parents, and/or outside agencies and providers. Each team engages in a strength-based

analysis of student functioning. Subsequently, a plan of action is developed with provisions for monitoring the effectiveness of selected interventions over a specific amount of time. Plans are shared with parents/guardians and may include strategies for carry-over at home. Program assessments are conducted so that performance data drives instructional and behavioral planning.

## **RTI OPTIONS IN THE NANUET SCHOOLS**

The following interventions are available to students in the Nanuet schools as RTI options. Services are intended to be preventive in nature and are accessible to all students who warrant them. Programs are typically developed and offered based upon the needs of targeted students during any given school year.

### **BUILDING LEVEL GENERAL EDUCATION SUPPORTS**

- ❖ 504 accommodations
- ❖ Assessment accommodations
- ❖ Behavior management plans
- ❖ Differentiated content area materials and leveled reading materials
- ❖ Environmental accommodations (e. g. adaptive seating, amplification systems, etc.)
- ❖ ESL/ELL services
- ❖ Family Resource Center Programs
- ❖ High level core instructional programs across grades and content areas
- ❖ Incentives
- ❖ Individual and/or group counseling
- ❖ Instructional interventions and/or accommodations, push-in/pull-out
- ❖ O. T. consultation
- ❖ Partnership programs with outside providers (e. g. Network of Rockland)
- ❖ Periodic progress reports (e. g. daily, weekly, etc.)
- ❖ Remedial ELA
- ❖ Remedial math
- ❖ Sensory diets
- ❖ Social skills groups
- ❖ Speech and language services
- ❖ Targeted ELA classes

### **EXTENDED DAY AND YEAR OPPORTUNITIES**

- ❖ After-school enrichment programs
- ❖ AIS academies for NYSTP preparation
- ❖ Breakfast programs
- ❖ CANDLE counseling program
- ❖ Extra help
- ❖ Family Resource Center Programs
- ❖ Homework clubs
- ❖ Social skills programs
- ❖ Summer enrichment

## **DECLASSIFICATION SUPPORT SERVICES**

It is important to note that in this *Response to Intervention* model, students may also access the aforementioned range of Tier 1 and Tier 2 services upon declassification by the CSE or by the Committee on Preschool Special Education (CPSE). Targeted interventions may continue to support their learning needs, as determined by building level teams in conjunction with their parents/guardians. This may include assessment accommodations for as long as essential to school functioning, as determined by building-level teams.