RTI and the Law
NCLB - the components of RTI
underscored in the No Child Left Behind
Act (NCLB) focus on accountability for
results and include:

High Quality Instruction - the underlying assumption is that all children are receiving reading and math instruction provided by a highly qualified teacher and that the instruction is differentiated within the classroom to meet the broad range of student needs.

Research-Based Instruction - the reading instruction reflects the accumulation of research on how children learn to read and how teachers assist struggling readers.

Universal Screening - tools such as Curriculum Based Measurement (CBM) probes or direct assessment are used to identify levels of proficiency for each student in essential academics. The results allow for review of both group and individual performance on specific skills. Snap shots of student progress usually occur at least three times a year.

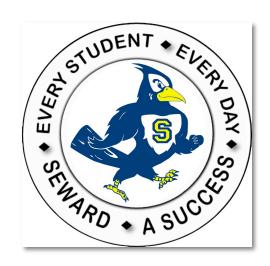
Early Intervention and progress
monitoring during interventions decisions are made in the early grades for
the provision of targeted interventions
that are carefully structured and designed
and are in addition to the core
educational program. Monitoring of the
success of interventions is frequent and
data that indicates substantial lack of
progress signals the need for additional
intensive instruction across more
substantial blocks of time.

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School District of Seward

Division of

Special Services

Student Assistance Team / Response to Intervention Process

School District of Seward 410 South Street Seward, NE 68434 (402) 643-4906



What is the Program?

Seward Schools Student
Assistance Team / Response to
Intervention (SAT/RTI) process provides
a framework for assisting students
whose educational performance and/or
behavioral performance seem to be
interfering with academic success.

The process is designed for use by staff who, after making the normal day to day adjustments in the student's learning materials and environment, determines that their efforts have not been successful in helping the student.

SAT/RTI is considered a general education initiative and the process is also a pre-requisite to special education evaluation and meets the requirements for the Student Assistance Team as outlined by Rule 51, Nebraska Department of Education.



Problem-Solving Approach

The focus of the SAT/RTI process is to provide support for students who are experiencing difficulties in the classroom as well as for staff members who are working to assist students to become successful in the regular education environment through a problem-solving team approach.

Within the School District of Seward, the SAT/RTI teams are typically made up of the building principal, school psychologist, general education teacher(s), reading teacher, math teacher, and the school counselor, when applicable.

The purpose of the building SAT/RTI teams is to: 1) assess teacher's concerns about student academic and/or behavioral difficulties, 2) identify student strengths, interests and talents, 3) review baseline data that has been collected, 4) set projected outcomes and methods of measuring progress, 5) design specific intervention plans, 6) review and monitor intervention plans, and 7) develop a plan to communicate plan/results with student's parents.

It should be noted that the process and delivery of interventions may vary building. to building.



Types of Date Considered in the SAT/

SAT/RTI teams need to analyze a wide range of data in order to develop an effective intervention plan. Examples of the data included but are not limited to:

- **◆**Report Cards
- *Standardized Test Results
- ◆Informal Assessments
- *Teacher/Parent/Student Rating Scales
- **♦**Classroom Work Samples
- *Screening Data
- **♦**Curriculum-Based Measurement
- *Classroom Observation
- ◆Behavioral Logs
- *Disciplinary Referrals
- ◆Attendance Data