

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

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Student Assistance Team /
Response to Intervention
Process

School District of Seward

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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 Data Considered in the SAT/RTI Process

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