

**What if I think my child needs special education?**

RTI does not replace the special education process. If at any time parents become concerned that their child needs special education, please contact your child's teacher or the school special education teacher. In addition to the information gathered during the RTI process, other forms of evaluation must occur to determine if a child is eligible for special education and a parent's written consent is required.

**Here are a few ways parents can support what their child is doing in school:**

- Make reading an everyday habit at home
- Communicate with your child's teacher
- Monitor and assist with homework assignments
- Ask for regular monitoring reports if you are concerned
- Share your child's successes
- Learn more about the curriculums and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child

**Talk to your child's teacher or principal for more information about how RTI is being implemented in your child's school.**

**Please contact:  
Suzanne Bryant, Assistant Director of Instruction, (bryants@gcschools.net) for more information on RTI for Reading and Math.**



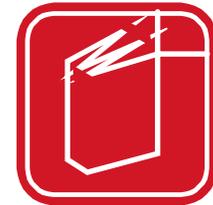
**Greeneville City Schools  
The Greeneville City School system does not discriminate on the basis of race, color, national origin, sex, disability or age.**

**Reference: A Parent Advocacy Brief written by the National Center for Learning Disabilities (NCLD) and New Hampshire Parent Information Center**

**Greeneville City Schools**

**A Family Guide to Response to Intervention (RTI)**

**Grades K-12**



**Dr. Jeffrey Moorhouse  
Director of Schools**

---

**PO Box 1420  
129 W. Depot Street  
Greeneville, TN 37744-1420  
(423) 787-8000  
(423) 638-2540 fax  
[www.gcschools.net](http://www.gcschools.net)**

Greeneville City Schools is committed to helping all children succeed. We have many ways to help children who are struggling to learn and need additional supports to be successful. Response to Intervention (RTI) is one form of support.

### **What is RTI?**

A multi-tier delivery system that uses a data-driven problem-solving model to identify specific student need and match appropriate instructional strategies.

In Tennessee, the Response to Instruction and Intervention (RTI<sup>2</sup>) Initiative is a component of TNCORE. The TNCORE implementation plan has three legs with student achievement at the center:

- Assessment alignment and transparency
- Instructional materials and curriculum
- Quality training and meaningful support

### **What does the RTI process look like?**

The RTI process has three tiers. Each tier provides differing levels of support.

- In Tier I, (Universal Core Instruction/Intervention) all students receive research-based, high quality, general education instruction that incorporates ongoing universal screening and ongoing assessment to inform instruction.
- In Tier II, (Targeted Intervention) interventions implemented when assessment indicates that a student

is not making adequate gains from universal instruction alone. They are generally smaller group interventions designed to meet the specific needs of a student and his/her peers with similar needs.

- In Tier III, (In addition to Tier 1 and Tier II) these students have received Tier II interventions and have not made significant progress or they are more than 1.5 grade levels behind or below the 10<sup>th</sup> percentile and require immediate research based intensive interventions in their specific area(s) of deficit. These students are progress monitored bi-weekly using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

### **What are the key components of the RTI process?**

The key component to any RTI process is all children receive high quality curriculum and instruction in the regular classroom (Tier I).

Another component of any RTI process is that the school conducts universal screenings. Universal screenings review the progress of all students through academic screenings. Universal screenings help schools identify students who may need more support or other types of instruction.

As a result of universal screenings, students may be identified as needing targeted assistance (a Tier II level of support) in addition to the high quality instruction they are receiving in Tier I. Research based interventions are used to support students in the area they are struggling. Research based interventions are teaching strategies or methods that have been proved to be effective in helping children learn.

Another key component to the RTI process is progress monitoring. Progress monitoring is a way for teachers to take a snapshot of how children are doing on a specific skill. It shows how well the intervention is working. It includes formal and informal assessments. Progress monitoring helps determine whether an intervention is successful or needs to be changed.

When the child meets goals, the intervention is no longer needed and the child continues to receive support from the general education curriculum. When progress monitoring shows that a child is not responding to the intervention, another approach or intervention may be tried. However, when a higher level of support is needed, children are given individualized instruction which further focuses on the supporting skills they need to be successful learners (Tier III). This individualized support may include a referral for special education.

