

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.

For more information please contact:

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Or

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Reading Specialist



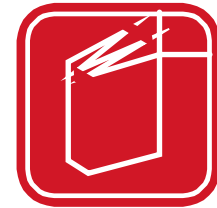
Greeneville City Schools

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)
2008-2009**



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Greenville 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?

RTI is a multi-step process of providing educational support and instruction to children who are struggling learners. Individual children's progress is monitored, and results are used to make decisions about further instruction and intervention. RTI is most commonly used in addressing problems with reading and math, but it can also be used in other areas. The RTI process is flexible and designed by school districts to meet the needs of their students.

What does the RTI process look like?

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

- In Tier I, all students receive high quality curriculum and instruction in the regular education classroom. The teacher assists all learners.
- In Tier II, the school provides interventions to students who need more support than they are receiving from the general curriculum.
- In Tier III, students are given individualized instruction.

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 given to all students. 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 with which they struggle. Research-based interventions are teaching strategies or methods that have been proved to be effective in helping children learn. There are many different kinds of interventions and instruction that can happen in the classroom, outside the classroom or in small groups.

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 observations, tests, and other 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.

RTI in Greenville City Schools

For the 2008-2009 school year, the RTI process will be implemented in reading and language arts for Kindergarten through second grade. Universal screenings will be given four times a year. STAR Early Literacy will be one of the universal screenings given. The core curriculum will be the Scott Foresman Reading Street text book. Each nine-week marking period, teachers and school RTI teams will look at data to identify which students are struggling and need targeted assistance. If your child needs additional support, you will be informed. Specific interventions will be used in Tier II and Tier III. A specially trained interventionist will work with children in Tier III.