



**Response to Intervention/Kentucky System of Interventions
District Procedural Guidelines
Grades Preschool-12**

The Butler County School's Response to Intervention System (RTI) provides the structures needed for closing achievement gaps, ensuring readiness to learn, and guiding students smoothly from preschool through post-secondary transitions that lead to learning success. It is a multi-tier system of support (MTSS) that focuses on continuous progress for students.

Using universal screening data is used to identify student learning and behavioral needs and guides interventions. The RTI process supports higher academic achievement through a focus on research based interventions for all students in both academic and behavioral areas. Butler County Schools supports the philosophy underlying the RTI initiative, which aims to provide effective intervention services to students as soon as they begin to demonstrate poor acquisition of literacy or math skills and social/emotional difficulties.

Definition of RTI:

Response to Intervention/Kentucky System of Interventions is a state and federally mandated system of tiered, research-supported interventions designed to address the needs of low-achieving regular education students. RTI must be implemented with fidelity before a student suspected of having a mild disability, in particular, a Specific Learning Disability can be referred for a Multidisciplinary Team evaluation. Students suspected of other mildly disabling conditions, such as Emotional Behavior Disorder, Other Health Impaired, Developmental Delay or Mild Mental Disability, must also participate in the RTI process.

Butler County Schools endorses the following statements regarding RTI:

- Butler County Schools endorses that the purpose of an RTI framework is to provide a pathway to proficiency.
- Butler County Schools endorses a 3-Tier RTI model where Tier I addresses instruction in the core curriculum, Tier II provides intervention services to targeted students a



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minimum of twice per week and Tier III provides more intensive intervention services to targeted students of at least three times per week.

- Butler County Schools does not endorse or mandate particular intervention strategies or programs. Rather, Butler County Schools requires that each school staff review their school's student achievement data, school needs, school resources and develop a specific plan of intervention services to address the needs of their school's low achieving students. However, any intervention strategy or program implemented must meet state and federal guidelines requiring research evidence to demonstrate program effectiveness. Intervention programs or strategies must also be implemented with fidelity according to the implementation procedures outlined by the program developers.

Although each school will develop an RTI program that works best for their students, all Butler County schools are expected to adhere to the following district guidelines.

Universal Screener Assessment

All Butler County schools will administer the Measures of Academic Performance (MAP) assessment to all students in grades K through 12 three times per year (fall, winter, spring), and preschool will use TS GOLD three times per year.

Reporting to Parents

Student MAP scores or TS Gold results will be sent to all parents following each universal assessment. Parents/guardians will be notified in writing when their child is placed in RTI or moves Tiers. The letter to parents needs to be signed and returned to school to be placed in the student's RTI file. RTI progress monitoring will be sent home bimonthly and parents will be able to contact the building coordinators about concerns or help understanding the data that was sent home.

Cut-Score Criteria for Identifying Tier II and Tier III Students

Each school must determine a cut score based on percentile on MAP performance in reading, writing, and math. Students falling at or below the determined percentile must be targeted for Tier II or Tier III intervention services. Exceptions: 1) students whose low MAP score is considered invalid and teacher(s) have documentation of higher achievement, 2) students who



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score below the cut score on the MAP but then score at grade level on a progress monitoring benchmark assessment (EX: AIMSweb), and 3) students receiving special education services in the targeted area.

It is recommended that schools consider setting their cut-score criteria somewhere between the 10th and 25th percentile in reading and/or math on the MAP assessment. Cut score determinations should be made based on consideration of the number of students scoring within the criterion range in conjunction with the availability of tier II and III staff personnel available to provide intervention services to additional students.

Preschool RTI Interventions

Tier 1

- Students in the preschool classroom that scored above their cutoff score for their chronological age on Brigance Screening
- No concerns with deficits in developmental areas that would require more intensive interventions beyond Tier 1
- Student will receive Preschool teacher instruction
- When rescreening RTI students, it is good practice to check student Brigance scores of Tier 1 students to see if cutoff score has increased since initial screening, if it has, check student score against it (if a student scored high, his/her score could continue to be above the new cutoff) if his/her score is below new cutoff, rescreen to ensure student is progressing with skills (if student scores below the new cutoff, they may need to move to Tier 2 interventions)

Tier 2

- Student scored below cutoff score (**14 points or less**) for his/her chronological age on Brigance Screening and demonstrates concerns in one or more of the developmental areas



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- RTI Folder will be used to progress monitor, a copy for classroom teacher and one that will go home. Preschool teacher will train parents on interventions and data collection
- Student will receive **interventions 1 x weekly at home and 1x weekly at school**
- After **4 weeks** of interventions and data collection, analyze data and determine progress made to guide next steps for student
- Rescreen student after **6 weeks** of intervention and data collection
- If minimal progress was made and still below initial cutoff score for chronological age consider if moving to Tier 3 would be best for this student
- If some progress has been made and student is above initial cutoff but below new cutoff score, student may need to continue in Tier 2 or move to Tier 3 (take into account progress you see in classroom and with skills)

Tier 3

- Student scored below cutoff score (**15 points or more**) for his/her chronological age on Brigance Screening and demonstrates concerns in one or more of the developmental areas
- RTI folder will be used to progress monitor, a copy for classroom teacher and one that will go home and be used. Preschool teacher will train parents on interventions and data collection
- Student will receive interventions **1 x weekly at home and 2 x weekly at school**
- After **4 weeks** of interventions and data collection, analyze data and determine progress made to guide next steps for student
- Rescreen student after **6 weeks** of intervention and data collection
- If minimal progress was made and student is still below initial cutoff score, possible referral for special education evaluation may be necessary
- If some progress has been made and student is above initial cutoff score but below new cutoff score, student may need to continue Tier 3 or need a possible referral for special education evaluation. **The Educational Evaluator can screen with another developmental screener to help determine next steps if more data would help guide next



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steps for student. ** Remember to examine your progress data and what you see in the classroom to help guide what might be best for student.

Behavior RTI

- Social-emotional and adaptive screenings require an additional screening to be administered
- If student demonstrates social-emotional and/or adaptive/self-help concerns by either your observation or parent concerns, administer the Brigance parent report and teacher report screenings
- Below average scores (see page 108 in Brigance Screen III Manual) may indicate a need for Tier 2 interventions, if several points from the below average range, student may need to begin Tier 3 interventions. Consider what student demonstrates in the classroom. The higher the frequency, intensity and duration of the behaviors, may indicate Tier 3 interventions are needed
- Bethie can help with intervention planning for these students if needed and/or behavior charts as part of the intervention plan or data collection.
- RTI intervention time period is **6 weeks** and intervention frequency for Tier 2 or 3 will be followed the same as other areas **Tier 2=1 x weekly at home, 1 x weekly at school**
Tier 3= 1 x weekly at home, 2 x weekly at school (note if child has behavior chart/reward system or visual schedule, this would be used daily at school and home for consistency)
- After **4 weeks** of intervention and data collection, analyze data and determine progress made to guide next steps for student
- After **6 weeks**, rescreen student with social-emotional and/or adaptive/self-help screening
Educational Evaluator can administer another screening for these areas if the extra data is necessary to help guide decision making for student
- If student is in Tier 2, and has increased in progress and screening scores, consider continuing Tier 2 interventions
- If student has made minimal to no progress consider moving to Tier 3 interventions (if not receiving already)



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- If student is already in Tier 3, and made minimal progress and continues to demonstrate high frequency of unwanted behaviors, a special education referral may be necessary

Note: Special education students can receive Tier II and Tier III intervention services in areas for which they are not eligible for special education services. For example, an SLD student receives special education services only in reading decoding/fluency but scores below the cut score in math. He/she should then receive intervention services in math.

Staffing

Tier II and tier III intervention programs shall consist of staff that meet qualifications for providing reading, writing, math instruction and behavior interventions. Classified staff implementing intervention services shall be under the direct supervision of a Certified Interventionist.

Schedule for Progress Monitoring

Each Tier II and Tier III student must have his/her progress monitored a minimum of one time every other week in reading, math, writing and behavior. However, schools can choose to conduct more frequent progress monitoring for some or all of their Tier II and Tier III students.

Progress Monitoring Tools

Butler County Schools currently utilizes the AIMSweb program for student progress monitoring. AIMSweb includes brief, Curriculum-Based Measurement (CBM) probes in reading fluency, reading comprehension, math computation, math applications, and written expression. Any staff member who will administer and score AIMSweb CBM probes must have training in probe administration and scoring. Any staff member who will input or manage data using the AIMSweb program must have AIMSweb program training. Preschool will use CBM that have been created for each area of concern: fine motor, gross motor, cognitive, social/emotional

Staff Involvement in AIMSweb Progress Monitoring

Each school must identify an AIMSweb School Manager. Only the School Manager will be allowed to set up class lists and teacher/interventionist lists in the AIMSweb program. Only the School Manager will add new students, inactivate students, transfer students within the district and conduct end-of-year procedures in the AIMSweb program.



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Each school must identify which staff members will conduct CBM progress monitoring probes and input students' scores in the AIMSweb program. These staff members may include regular education teachers and/or interventionists.

Preschool Progress Monitoring Measures

Preschool children ages 3–5 (30–66 months), general outcome measures target developmental, functional, and early academic skills. Progress monitoring measures for preschool will measure the identified impaired skills as determined by the Brigance Screener. Progress monitoring will need to be completed weekly on preschool RTI students. If parents/guardians help with interventions and progress monitoring, the student's preschool teacher will train the parent/guardian on how to obtain the needed data.

Standard for Dismissal from RTI:

Option 1: Any student who achieves an AIMSweb progress monitoring probe score at or above the 50th percentile for his/her grade level across a minimum of 4 consecutive probes is eligible to be dismissed from tiered services.

Option 2: Any student who achieves benchmarks for exiting from research-based intervention program is eligible to be dismissed.

Option 3: Any student who reaches the 50th percentile on the next MAP test is eligible to be dismissed.

Note: A positive but not exact correlation exists between AIMSweb CBM data and MAP scores. Thus, a student who makes significant progress with AIMSweb should also show MAP gains but is not required to earn a MAP score at or above the 50th percentile before being dismissed from tiered services. Preschool students will be rescreened with the Brigance and scores will be assessed along with RTI data to see if the student needs to be exited, continue in intervention, move intervention or referred for testing.



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Standard for Movement to Tier II from Tier III

Any student receiving Tier III services who achieves an AIMSweb progress monitoring probe score at or above the 25th percentile for his/her grade level across a minimum of 4 consecutive probes is then eligible to be returned to Tier II services until he/she meets dismissal benchmarks.

Standard for Movement to Tier III

When 4 consecutive data points fall below the student's goal line, the intervention should be modified or the student should be considered for movement to Tier III intensive services.

School RTI Team

Each school should establish a school RTI Team. This team will review RTI data to determine students for possible inclusion in Tier II services, monitor AIMSweb progress monitoring data to determine student movement among the tiers, and make decisions regarding dismissals and special education referral. It is recommended that this team meet at regular monthly intervals to review student progress. It is recommended that interventionists serve on this committee, in addition to support staff such as DoSE, school psychologists, educational evaluator, school counselor, principal or vice principal.

Criteria for Special Education Referral

A student must accrue a minimum of 10 progress monitoring data points (5 data points in Tier 2 and 5 in Tier 3) before he/she can be considered for referral for a Multidisciplinary Team (MDT) evaluation or special education referral. A student must have received Tier III services prior to being referred for an MDT evaluation. (Intervention services should continue during the evaluation process).

Note: Students can cycle through the RTI program more than once. For example, a student may score below the cut-score in first grade and receive Tier II services, make progress, and be dismissed but then score below the cut-score again in fourth grade and re-enter Tier II services.

Emergency Option for Accelerating Tier Progression

The school academic RTI team has the prerogative to accelerate a student's progression through the tiers (such as eliminating Tier II services or shortening the duration in Tier II and/or Tier III) for individual students. However, it is expected that this option will only be used in extreme and unusual situations.



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Multidisciplinary Team Evaluation Referrals

The RTI Team will need to meet and determine if and when a student should be referred for an MDT evaluation. Passing vision and hearing, and motor screening scores must be obtained for the student prior to any setting a date for an ARC meeting or getting permission for testing a student for special education placement. He/she should also receive communication screening from the school's speech/language therapist, unless already receiving speech services or has passed a prior speech screening.

The RTI Team must ensure completion of these documents:

Determination of Student Representation form and Referral form.

Determination of Student Representation form: This form should be completed by the regular education teacher to identify who should be invited to the ARC meetings. If the child's parents are divorced and share joint custody, both parents' names and addresses must be listed and both parents must be invited to ARC meetings. If the child lives with a person other than the parent, an attempt must be made to contact the parent and have him/her sign the *Authorization for Appointment of a Representative for Educational Decisions* form. Both the parent and the person they have authorized as the student's educational representative would need to be invited to ARC meetings. If the parent cannot be located, then a surrogate educational representative will need to be appointed and trained by the DoSE or School Counselor. If a legal guardianship has occurred, a copy of the court order must be obtained prior to the ARC meeting. If the child is in foster care, the Director of Special Education should be consulted immediately.

Referral form: Either the RTI Team or the student's teacher should complete this form, which includes documentation of the type, frequency and duration of intervention services. Progress monitoring data (i.e., AIMSweb charts) should be attached.



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MDT Evaluation Results

If a student receives an MDT evaluation and is determined to qualify for special education services, his/her RTI services end at the point he/she enters special education and an IEP has been created for the student and parents/guardian has agreed for special education placement. If a student receives an MDT evaluation and is determined to not qualify for special education services, he/she should continue to receive RTI services.

Parent/Guardian Participation

Parent/Guardian consent is not required for students to receive RTI services. However, each parent of each targeted student must be notified in writing of the intervention services proposed for their child and given the option to notify the school in writing if they do not want their child to participate. Parents must also be notified in writing whenever a student is moved from Tier II to Tier III services, from Tier III to Tier II, or dismissed from RTI services. Parents/Guardians must have progress monitoring data sent home bimonthly.

If a parent/guardian requests a MDT evaluation before their child has received the district's minimum duration of intervention services and completes and submits a Referral form, an ARC meeting should be held to review the student's progress and the referral request. The ARC can choose one of these four options:

- 1)Accept the evaluation referral due to evidence that the student has not responded positively to interventions. The student must have both Tier 2 and Tier 3 intervention data to review.
- 2)Deny an evaluation due to evidence indicating that the student is NOT suspected of having a disability (i.e., students responded positively to interventions or data exists indicating there is not a need for intervention).
- 3)Put the decision to evaluate the student on hold until sufficient data from Tier 2 and Tier 3 can be collected to determine if the student has or has not responded positively to interventions.



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Transfer Students

For students who transfer within the district, the AIMSweb School Manager should transfer that student's data to his/her new school. For students who transfer out of the district, the AIMSweb School Manager should print out the student's last progress monitoring chart(s) and RTI letters sent to parents/guardians and place them in the student's cumulative record, to be copied and sent to his/her new school. For students not being monitored using AIMSweb, progress monitoring data should also be placed in the permanent file.

For students who transfer into the district without RTI intervention data, they may become candidates for intervention services based on the next MAP test. Transfer students' classroom progress should be monitored and if teachers see a need for possible intervention before the next scheduled MAP test, they should request that an AIMSweb benchmark assessment be completed by the RTI Team. For students who transfer into the district with RTI intervention data, the RTI Team will need to review the data and determine the most appropriate plan of services for such students.

Additional Areas of Concern - Documentation of Interventions – Student/Staff Support Team

The procedures outlined above address academic skills only. However, students can be found eligible for special education services to address skill deficits in areas such as communication, motor development, and adaptive behavior/self-care. MDT evaluations cannot include assessment in these areas without documentation of interventions and student failure to make adequate progress in skill development in these areas. The Butler County Schools behavior RTI plan needs to be used for RTI services and placement decisions. Each school's PBIS team will receive the behavior data of students needing a MDT referral and the team will determine if enough RTI data is present to determine a MDT referral. The behavioral data needs to be sent to the Director of Special Education to review before an ARC is scheduled.

Therefore, each school must also be prepared to address referrals for students with concerns beyond reading or math. The RTI Team should develop an intervention plan to address these concerns. If a student is suspected of having a moderate disability such as Autism or Functional



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Mental Disability, or a physical disability, such as Visual Impairment, Hearing Impairment, or an Orthopedic Impairment, the RTI team will have the right to accelerate the student's progress through interventions, but must plan and monitor an intervention program for the student prior to a referral for evaluation. A minimum length of six weeks of interventions is recommended. This shorter period of time for interventions should only be considered in extreme situations.

Behavioral Concerns

Butler County Schools has also developed guidelines for implementing Behavior Response to Intervention. Students demonstrating both academic and behavioral difficulties may need to have both an academic intervention plan and a behavior intervention plan.