

Tier 2 Process

Before First Meeting at Tier 2:

Assign a case manager to the student at your monthly MTSS grade level meeting. The Case Manager will be a General Education teacher who has direct contact with the student and firsthand knowledge of their academic and behavioral needs.

Case Manager sets up conference with parent

Complete invitation to Tier 2 meeting with a specific day and time. Make a copy of invitation for your records and send home invitation.

Invite your grade level administrator, teammates, and other support staff as needed (Counselor, ESL, Social Worker, Speech, Dean of Students).

Document every phone attempt

First Meeting at Level 2:

- Complete section on the Learner, Action Plan, and set short and long term goals for the student. Document research based interventions to address one or two specific skills or behaviors.
- Set a follow-up meeting four to six weeks later to determine effectiveness of interventions.
- Make sure a copy of Tier 2 documentation is provided to parent and keep a copy for teacher records. (The copy for parent can be given at the end of the meeting or within 3 days of meeting.)
- All documentation, including meeting invitation, and Tier 2 paperwork should be placed in student's Module 2 folder.

Before Next Teacher/Parent Meeting:

- After time interval has passed, complete Evaluate/ revise plan section on Tier 2 documentation.
- After reviewing the data, if you anticipate moving the student to Tier 3, notify Mrs. C (Academic Interventionist) and/or Mr. Flore (Behavioral Interventionist). Mrs. C or Mr. Flore will schedule all Tier 3 meetings.
- If not moving student to Tier 3, complete invitation to Tier 2 meeting with a specific day and time. Make a copy of invitation for your records and send home invitation.
- Invite your grade level administrator, teammates, and other support staff as needed (Counselor, ESL, Social Worker, Speech, Dean of Students).

Second Meeting Between Teacher/Parent:

- Document every phone attempt on Parent and Teacher Participants Log Documentation.
- Teacher/parent make decisions about the research based interventions that were in place. **Do the interventions need to:**

Continue - If research based interventions are effective (student will remain at Tier 2).

Be Modified - If research based interventions can be modified to increase effectiveness (student will remain at Tier 2).

Be Discontinued - If interventions were successful and are no longer needed, document these interventions results. Teacher/parent will need to decide if: (1) Can all interventions be discontinued? or (2) Does student require a less intensive amount of intervention? If the decision is #2, then the student would continue to be monitored through Tier 1 documentation.

Move to Tier 3 - If student does not appear to be responding to research based interventions, student may require more intensive interventions to be successful (student will move to Tier 3).

Consider for Section 504 Eligibility - Students who have a documented medical condition in which it impacts their ability to access the general education curriculum; then a Section 504 Accommodation Plan may be developed for them

What Paperwork to Complete If Student Remains at Tier 2:

- A follow-up meeting needs to occur four to six weeks after the second meeting with parent.
- Continue to document parent participation either in person or by phone conference.
- Each time a teacher meets with a parent to discuss a student at Tier 2, make sure that the Tier 2 plan is updated under the "Evaluate and Revise Plan" section.