

**Mississippi Department of Education  
Office of Curriculum and Instruction**

**Frequently Asked Questions (FAQs)**

**Response to Intervention (RtI)  
Three-Tier Model of Instruction  
Teacher Support Team (TST)**

**TABLE OF CONTENTS**

**I. General RtI/TST Information.....1**

**II. Mississippi Student Information System (MSIS).....1**

**III. Documentation/Forms.....3**

**IV. TST Meetings.....4**

**V. Interventions.....5**

**VI. Progress Monitoring.....9**

**VII. Special Education Concerns.....9**

**VIII. State Assessment Concerns.....13**

**IX. RtI Materials.....13**

**X. Age of Student.....13**

**XI. Grades.....14**

**XII. Alternative School and After-School Programs.....14**

## I. General RtI/TST Information

Q 1 What is RtI? How can I learn more about RtI?

A 1 RtI stands for Response to Intervention. The Mississippi Department of Education (MDE) has developed an *RtI Procedural and Technical Manual* to describe in detail best practices based on the research for the implementation of RtI. **Note:** The *TST Manual* will be replaced by the *RtI Procedural and Technical Manual* to better streamline all procedures. More information on RtI can be found at <http://www.mde.k12.ms.us/ips/rti>.

Q 2 Should only those students who fail be referred to the TST for Tier 3 interventions?

A 2 No. This is not a “wait to fail model.” Once Tier 1 instruction is determined not to be successful, students are to receive supplemental instruction or strategic intervention in the classroom (Tier 2). If data support that the supplemental instruction or strategic intervention is not working, then the student should be referred to the TST prior to failing.

Q 3 Can a kindergarten student be referred to the TST since the RtI manual only addresses grades 1-12?

A 3 Yes. The manual does not include kindergarten because it is based on State Board Policy 4300 requiring that students receive intervention. Mississippi does not require students to enroll in kindergarten – only that districts provide kindergarten. All kindergarten students receiving Tier 3 interventions must be pulled into the MSIS Intervention Screen by the district using the referral to TST process.

Q 4 Do English Language Learner (ELL) students receiving ELL services go through the TST process?

A 4 ELL students should go through the process if they have been unsuccessful at Tiers 1 and 2 (with the ELL services).

## II. MSIS

Q 5 How should the school handle a student who enters into Tier 3 late in the school year and there isn’t enough time to assess whether or not the intervention has been successful? Because the Tier 3 intervention will carry over to the next school year, when should the date be entered into MSIS?

A 5 The Intervention Screen is set up to allow data entry for the current school year only. If the intervention carries over to the next school year due to the student

entering Tier 3 at the end of the year, the district will need to indicate an overlap of school years. The MDE suggests entering the data at the end of the current school year and enter the information (if needed) again at the start of the next school year.

Q 6 How should the TST address automatically populated students who do not need Tier 3 interventions?

A 6 If a student who automatically populates the MSIS screen has been successful or is currently successful, the TST may elect to monitor progress in the classroom (Tier 1) through normal assessment criteria – classroom grades, progress reports, etc. – WITHOUT prescribing interventions. The decision to do so should be documented by the TST. The TST needs to be sure there is data to support that the student does not need intensive intervention(s). The TST also needs data to support the integrity or effectiveness of Tier 1. If the student is successful at Tier 1, enter intervention was a success in the Intervention Screen. If the student is unsuccessful at Tier 1, implement Tier 2 interventions. If the student is successful at Tier 2, enter intervention was a success in the Intervention Screen. If the student is not successful at Tier 2, implement Tier 3 interventions. The school will have 18 weeks from the date of referral to indicate a decision in the Intervention Screen.

Q 7 How should the district add students who should have populated the MSIS Intervention Screen?

A 7 Add students into the screen from the school level. A Three-Tier Model MSIS Screen Presentation PowerPoint that provides instructions on the data entry process is available on the website at <http://www.mde.k12.ms.us/ips/rti>.

Q 8 How should students be reported in MSIS if they have automatically populated and interventions provided were not successful or effective due to inadequate attendance?

A 8 Once the TST determines that a student's attendance is resulting in poor results with the intervention process, the TST should document the lack of progress as being attendance related and begin an intervention to deal with the lack of attendance. On the MSIS screen, there will be indication that an intervention was tried (the original intervention) and was not successful. Once a behavioral intervention for attendance is prescribed, that intervention will override the previous entry for that student.

**Note:** MSIS will only allow one intervention per year per student; therefore, each subsequent intervention overrides the previous intervention in the system. The TST should document the intervention history.

Q 9 Do students who scored Minimal on the Mississippi Curriculum Test, Second Edition (MCT2) need to be in Tier 2 or Tier 3?

A 9 Students who scored Minimal on the grade 3 or grade 7 MCT2 Language Arts or Mathematics tests are automatically referred to the TST per State Board Policy 4300. For those students, the TST should evaluate the evidence to determine what is most appropriate for the student. For example, is there evidence that the student received quality Tier 1 instruction? If not, is there evidence that the student is receiving quality Tier 1 instruction now? What progress is the student making? The TST should consider whether the student needs Tier 2 intervention or Tier 3 intervention only if the data indicate the student has not been successful in Tier 1. Remember that the TST should also be evaluating the integrity of the implementation of the interventions in addition to the student's progress. If the TST determines that a student needs Tier 3 interventions, the student must be entered in the Intervention Screen.

While students scoring Minimal at other grade levels are not referred to TST by State Board Policy, schools may want to look at the data on these students too and make a decision about what these students need in order to help them make progress toward Proficient performance.

Q 10 What should be indicated in MSIS if a high school student at Tier 3 drops out of school?

A 10 When the intervention procedure sees a dropout or a withdrawal code for a student, the procedure will remove the student from the screen. The users do not have to indicate any information on the Intervention Screen.

### **III. Documentation/Forms**

Q 11 What forms are mandated in the three-tier process?

A 11 There are no “mandated” forms for the process. Suggested forms provided by the MDE include data that are indicative of the information necessary to prescribe a successful intervention. They were developed to drive the intervention process in a sequential manner. Districts may utilize any format to streamline the process that includes all the student demographic and performance data required for effective interventions. The MDE model forms can be found at <http://www.mde.k12.ms.us/ips/rti>.

Q 12 May the general academic teacher maintain copies of TST information for students? Does the MDE require the teacher to sign the Statement of Confidentiality?

A 12 The Statement of Confidentiality is a recommended form. General academic teachers are entitled to access any relevant educational information for students in

their class. Keeping copies of a student's records that are also provided to the TST would not be contrary to the agreement.

Q 13 How do districts address students who no longer need Tier 2 interventions and are now successful at Tier 1? How long should the district continue to document at Tier 1? Is there a process for closing out the TST process?

A 13 Students who progress to grade level are exited from the Tier 2 intervention process and their progress should be monitored to assure on-level performance for an additional 5 weeks to ensure the student's performance is maintained. If the student maintains the performance, then the student should be monitored through universal screening with all students. If the student does not maintain on-level performance, the Tier 2 supplemental instruction or strategic/targeted intervention should be re-implemented for another 10 weeks. During this time, some consideration should be made about how to fade out the Tier 2 supplemental instruction or strategic/targeted intervention while maintaining the progress.

Q 14 If a student is in the Tier 3 process, should the Tier 3 information be included in a cumulative folder when sent to another school district?

A 14 MDE suggests that districts keep cumulative folders and TST files separate. It is recommended that information that is documented on the TST Recommendation Form and Instructional Intervention Documentation Sheet for Tier 3 be provided with the cumulative folder.

#### **IV. TST Meetings**

Q 15 Does the principal have to attend every TST meeting?

A 15 The principal or the principal's designee must be present at every meeting in order to approve decisions that involve personnel, placement of staff, assignments, allocation of resources, and other issues involved in getting the most from existing resources.

Q 16 What is the district's responsibility when a student has completed the TST component, has been referred to the Multidisciplinary Evaluation Team (MET), and has been recommended for a comprehensive assessment, but does not qualify for special education services?

A 16 The TST should review the new data from the assessment process and prescribe a program of instructional interventions for the student.

Q 17 When should parents be informed of the TST process?

A 17 All parents should be informed of the district's process for the three-tier instructional model. Districts should stress that the intent is to assist students in

being successful in the general education classroom. Parents should be notified at the start of Tier 2. Parents should also be notified at the start of Tier 3. After the initial meeting in which the student's data is reviewed, the parent should be informed of the intervention plan. The parent should be invited to subsequent progress monitoring meetings. Minimally, parent/family meetings to discuss the intervention and progress should be documented at Tier 3.

Q 18 Can special education personnel serve as members of the Teacher Support Team?

A 18 State Board Policy 4300 requires a three-tier instructional model designed to meet the needs of every student. State Board Policy 4300 states that special education personnel should not have primary responsibility for TST. The TST is a function of general education. A special education teacher may serve on the TST if he or she has some specific area of expertise in the interventions that are prescribed for an individual student on a case by case basis. Special education personnel could be involved in a consultative role if needed.

Q 19 Do TST meetings for the students who automatically populate the MSIS intervention screen have to be conducted within 20 days of the school year? Do the TST meetings for students who are referred to the TST (students who do not automatically populate) have to be conducted within 20 days of the referral to TST date?

A 19 Students who automatically populate the MSIS intervention screen have to be referred to the TST within the first 20 days of the school year. TST meetings for students referred by a teacher or parent should be conducted within 20 school days of the referral to TST date.

Q 20 Is it possible to obtain TST data on the usage of TST in each school district, usage in individual schools, and patterns of usage by categories of academic and behavior?

A 20 Data can be obtained using the TST work area code which provides data by district and school. Data cannot be obtained on the number of students being served because it is a non-teaching code that is not associated with students.

## **V. Interventions**

Q 21 Must a student receive Tier 2 intervention before receiving Tier 3 intervention?

A 21 No. A student can enter Tier 3 directly (without entering Tier 2 first) if the school can demonstrate through multiple data sources that the student has severe discrepancies in academic and/or behavioral performance.

Q 22 What determines the length of a Tier 2 or Tier 3 intervention?

A 22 The length of the intervention is determined by the intervention design and research. The length, duration, and intensity of the intervention are based on the research, not on an administrative decision. The TST needs to document how they determined the length, duration, intensity, and other components of the intervention.

Q 23 Are there mandated timelines for Tier 2 and Tier 3?

A 23 There are no mandated timelines for Tier 2; however, it is recommended that at least 10 weeks of supplemental instruction or strategic/targeted intervention be implemented with progress monitoring twice a week.

In accordance with State Board Policy 4300, after a referral to the TST is made at Tier 3, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s), the TST must conduct a documented review of the intervention to determine success of the intervention. No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention is successful. If the intervention(s) is determined to be unsuccessful and there is documentation to support that the intervention was implemented with integrity, then the student will be referred to the Multidisciplinary Evaluation Team (MET) for a comprehensive assessment.

Q 24 How many minutes are required for Tier 2 and Tier 3 interventions?

A 24 The length of an intervention is determined by the design of the intervention (i.e., based on the research) and the grade level of the student. Teams may set requirements for specific types of interventions that are used with students needing that type of intervention (example: minimum of one 15-minute session in addition to regular reading instruction for students in grades K-3). Specific commercial programs supported by scientifically based research may require prescribed times for intervention activities. Teams should utilize the programs as recommended for maximum effectiveness.

Q 25 What should be used to develop interventions at Tier 2 and Tier 3? Does the MDE recommend a list of suggested interventions, websites, or books? What are the recommendations of MDE for interventions for Kindergarten?

A 25 There are many software packages, manuals for intervention, remediation packages and programs available. Intervention resources can be found at <http://www.mde.k12.ms.us/ips/rti>. Any resource, strategy, program, etc., should specifically address the need for the intervention. Some criteria that should govern what is used are as follows:

- Is the strategy/program designed to meet the specific need?
- Has it been effective as an intervention for the need?
- Can it be replicated with available resources in the school?

The TST should monitor selected programs closely with data to ensure effectiveness. The TST may have to try more than one program before finding the one that produces desired results.

Q 26 Does the Tier 3 intervention have to be provided by an outside professional, or can the classroom teacher provide Tier 3 interventions?

A 26 Tier 3 students receive intensive interventions in addition to Tier 1 instruction. Therefore, it may be difficult for the general classroom teacher to provide Tier 3 interventions. Instructional interventions at Tier 3 should be prescribed by the TST, monitored by the TST, and evaluated by the TST. The TST also designates who will provide the intervention. If the classroom teacher is designated, the principal, as head of the TST, should ensure that the classroom teacher is given sufficient planning and implementation time to properly administer the intervention. As a reminder, Tier 3 students receive intensive interventions in addition to Tier 1 instruction.

Q 27 Can extended time on a test be used as an intervention?

A 27 No. Extended time on a test is not an intervention. This is considered an ordinary classroom accommodation.

Q 28 Is retention considered an intervention?

A 28 No. Retention is not an intervention.

Q 29 Does a student remain at Tier 2 forever if the supplemental instruction or strategic/targeted intervention is the only way the student can be successful?

A 29 Generally, if a student is making progress, the intervention should not be abruptly removed. If a student meets the intervention goal, it should be determined whether to alter the intervention towards more independence or keep the intervention in place. The purpose of the intervention is to allow the student an avenue to be successful in the classroom.

Q 30 What is the required intervention timeline when a student needs multiple interventions?

A 30 The intervention timeline is determined by the design of the intervention and the accompanying materials should dictate the intervention timeline. If an intervention is designed to be implemented everyday for 30 minutes for a specified number of weeks, then that is what should be done.

There is nothing in the policy stating that interventions for all academic and behavioral problems must be implemented at the same time, just that the academic/behavioral problems must be addressed. There are some interventions that can remediate other areas without having to conduct an intervention for each of the areas of concern. The TST should monitor progress to determine if the student is making adequate progress in all areas of concern.

The TST should also consider three key questions for intervening with a student:

1. Is there an intervention that would allow for a domino effect in that there would be one intervention that might have an effect on the other areas?
2. Would one intervention have a greater impact on the student than other interventions?
3. Is there an intervention that would create “behavioral momentum” such that the child feels more successful with one intervention and the success carries into other areas?

Q 31 Are all students who populate the MSIS intervention screen automatically given Tier 3 interventions?

A 31 No. All students who populate the screen are referred to the TST. The TST analyzes multiple sources of student data and determines, based on the data, whether these students should remain in Tier 1 (quality classroom instruction) or should be prescribed interventions at Tier 2 or Tier 3. The intervention screen information must be completed for all students populating the screen or the district will be out of compliance.

Q 32 Must a student receive Tier 2 intervention in **every skill** before entering Tier 3?

A 32 No. If the lowest skill demonstrates no progress, then the student should not have to do an intervention in a higher standard or skill if it is related to the lower skill. For example, a student may be identified as deficient in decoding, reading, comprehension, etc. If the student cannot read or decode, an intervention in comprehension is not necessary.

Q 33 If a student is only displaying a deficit in one area, does the TST have to do an intervention in other areas before submitting a request for a comprehensive evaluation to the Multidisciplinary Evaluation Team (MET)?

A 33 No. If a student has a deficit in mathematics, for example, and the data indicate the student does not have a deficit in reading, then the TST does not have to conduct an intervention in reading before requesting a comprehensive evaluation. Further assessment or evaluation can be conducted as part of the comprehensive evaluation if the MET believes an assessment or evaluation in other areas, such as reading, is warranted.

Q 34 If a student has both academic and behavioral concerns, can the TST decide to intervene in one area and monitor progress in the other area?

A 34 Yes. If the first intervention remediates the second concern, then an intervention in the other area is not warranted. However, the TST MUST demonstrate that the second concern has been remediated through progress monitoring data.

## **VI. Progress Monitoring**

Q 35 How often should progress monitoring be used at Tier 2 and Tier 3?

A 35 Because a trendline must be determined from the established baseline, twice a week is recommended. At a minimum, there should be one assessment per week. The TST needs data for a minimum of 5 weeks in Tier 2. It is recommended to conduct Tier 2 intervention(s) for at least 10 weeks with two evaluation periods (i.e., at 5 weeks and then again at 10 weeks). For Tier 3, the TST needs data for 6-8 weeks to determine an accurate trendline.

Q 36 When progress monitoring an intervention, specifically Tier 3 interventions, does the teacher/interventionist have to use the same progress monitoring assessment throughout the entire intervention period?

A 36 The progress monitoring assessment should be based on the intervention being used.

## **VII. Special Education Concerns**

Q 37 Should a child who is initially ruled Developmentally Delayed (DD) or Language/Speech (L/S) be required to go through the tier process before changing their eligibility ruling?

A 37 No. School districts cannot discontinue the provision of special education and related services and replace them with only general education interventions for the purposes of (1) determining whether the child continues to be a student with a disability under the Individuals with Disabilities Education Act (IDEA) and/or (2) identifying the student's educational needs. If, during the reevaluation process, the IEP Committee determines that special education and related services are necessary to address the educational needs of the student due to a disability, the student should continue to be a child with a disability under IDEA. The IEP Committee must then determine the appropriate eligibility category. If at any time the IEP Committee has information to support a decision that general education interventions alone are sufficient to meet the child's educational needs, then the committee should rule the child ineligible.

Q 38 A student is successful at Tier 3 and the TST determined that the student needs Tier 2 interventions. However, the student begins to struggle and regress. Is the school required to conduct another 18 week intervention before referring the student to the MET? Also, should all requests for special education evaluations go first to the TST?

A 38 The TST exists to help all students be successful in general education and to prevent the inappropriate identification of students for special education. However, the TST and Child Find procedures should not hinder or unduly delay the appropriate identification of students with disabilities. The TST should not be the only avenue to, nor the gatekeeper for, Special Education.

If there is a request for a comprehensive evaluation to determine the child's eligibility for special education, a Multidisciplinary Evaluation Team (MET) must consider the request within the timelines outlined in State Board Policy 7219. Parents must receive Procedural Safeguards and Written Prior Notice (WPN) which indicates the MET's decision to evaluate or refusal to evaluate and the reason(s) for their decision. These are the duties of the MET, not the TST.

When considering whether a learning disability exists, the MET must consider documentation that appropriate instruction has been delivered using research-based practices delivered by qualified personnel, verify that data-based decisions have been made using frequent progress monitoring, and assure the parent has received information throughout the intervention period. The RtI and TST processes can be used to accomplish these evaluation objectives as part of the pre-referral process.

Q 39 Can the MET refuse to evaluate a student due to insufficient information presented by the TST?

A 39 If a student does not make adequate progress after an appropriate period of time when provided appropriate instruction (State Board Policy 7219, §300.309), parental consent for a comprehensive evaluation must promptly be requested following the procedures and timelines in State Board Policy 7219, §§300.301-300.311. If the MET suspects a student has a disability, the RtI process cannot be used to delay the evaluation.

The RtI process described in §300.309 of State Board Policy 7219 for determining the existence of a Specific Learning Disability (SLD) can occur either pre-referral or as part of the comprehensive evaluation. In the pre-referral process, the intervention would be under the direction of the TST, a general education team, for the purpose of enabling student success in general education. When implementing interventions as part of the comprehensive evaluation process for the purpose of determining eligibility for SLD, members of the MET can be involved in the design, implementation, progress monitoring,

documentation, observations, and parent updates, following parental consent for evaluation.

Q 40 Are Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) required as part of the pre-referral process for students who are potentially eligible under IDEA as students with Emotional Disabilities (EmD)?

A 40 Pre-referral interventions are designed to enable students to be successful in general education. While it is ideal for FBAs to be conducted and BIPs to be implemented pre-referral, there are no federal regulations or State Board policies requiring these specific assessments and interventions before a child suspected of a disability is referred for a comprehensive evaluation. The MET has an obligation to conduct an evaluation of a child suspected of a disability in a timely manner. If the MET decides an FBA and/or a BIP is necessary to inform the team's decision and the FBA or BIP was not offered as part of the pre-referral information, the MET is obligated to conduct an FBA and write a BIP as part of the special education evaluation process.

Q 41 Can a child be ruled eligible for special education services in areas for which Tier 3 interventions were not conducted?

A 41 Interventions in every area of eligibility are not required by federal regulations or state policies. The MET must rule out lack of appropriate instruction in reading and math as the determinant factor and prove adverse educational impact. The MET might determine through assessment that an area warrants additional evaluation. Even if an intervention was not implemented in a particular area (such as reading), the MET could determine a reading disability and/or an educational need in reading to be addressed on the IEP. However, the MET will need to explain the apparent inconsistency between the TST and MET findings.

Q 42 Can students with special education rulings receive interventions through the tier process?

A 42 Students with a special education ruling receive services as outlined on their Individualized Education Plan (IEP). If the IEP Committee has decided the general education classroom is the least restrictive environment, the student should receive interventions necessary to enable them to succeed in that environment.

Q 43 Does a student with only speech/language difficulties go through the TST process?

A 43 No. There are no universal screeners for speech or language difficulties, nor do instruments exist that are designed for frequent progress monitoring for speech or language. Research-based interventions for language/speech difficulties by qualified personnel inherently require special education and related services.

- Q 44 Should a student receive interventions in all problem areas before proceeding with a Language/Speech only evaluation?
- A 44 No. Every evaluation should be a comprehensive evaluation. Comprehensive evaluations must rule out lack of appropriate instruction in reading and math as the determinant factor, determine adverse educational impact, identify **all** of the student's educational needs, and determine the appropriate eligibility category(ies). "L/S only evaluations" are generally not comprehensive enough to accomplish all of the purposes of the comprehensive evaluation. "L/S only evaluations" are not referenced in federal regulations or in state policies. If the student is experiencing other educational difficulties in addition to language/speech problems, the intervention process can be carried out as part of the pre-referral process or as a component of a comprehensive evaluation.
- Q 45 If a student who was in Special Education is no longer eligible for Special Education Services but is still in need of additional support, should the student go directly to the TST?
- A 45 The TST should review data to determine where the student should receive supports in the tier process.
- Q 46 How should the TST address students who did not qualify for Special Education or 504 programs, and are still failing with Tier 3 intervention? How long should the students remain in Tier 3? How many times can the students go back through the process and test for Special Education?
- A 46 If the student does not qualify for Special Education services, then it was determined that a disability does not exist. If a planned intervention at Tier 3 was not successful in meeting the child's needs, another instructional intervention should be implemented to attempt to meet the child's needs. Continue to keep documentation of interventions.
- Q 47 Is it written anywhere in the guidelines, policies, etc., that a student must repeat a grade before being tested for a disability?
- A 47 No. There is no policy or requirement that a student must fail or repeat a grade before being tested for a disability.
- Q 48 Is written parental consent required prior to conducting a Functional Behavioral Assessment (FBA) for an individual child?
- A 48 When conducting a Functional Behavioral Assessment (FBA), one must first consider the purpose of the FBA. If an FBA is used to assist in the determination of whether an individual child is a child with a disability and the nature and extent

of special education and related services that the child needs, it is considered an evaluation requiring informed, written parental consent.

For a nondisabled child for whom school personnel do not suspect a disability, if the purpose of the FBA is to address a behavioral concern of the child in order to determine appropriate instructional strategies for curriculum implementation, it shall not be considered to be an evaluation for eligibility for special education and related services. However, it is suggested as a best practice, that written parental consent be obtained in this situation. This decision will be made at the local level and should be based upon local board policy.

It is critical that school personnel communicate with parents whenever academic or behavioral concerns are present. School personnel must notify parents of the specific concerns, involve parents in the decision-making process regarding interventions and, if necessary, the consideration of an FBA to address behavioral difficulties.

### **VIII. State Assessment Concerns**

Q 49 Some students may need accommodations in order to be successful on State tests. Are accommodations allowed on the State assessments?

A 49 Allowable accommodations may be permitted for students with disabilities under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), students with disabilities under Section 504, and students with a temporary physical disability (after receiving approval from the Office of Student Assessment). The student's IEP or 504 Plan must specify the needed accommodations for State testing. Refer to the MDE Office of Student Assessment website at <http://www.mde.k12.ms.us/ACAD/osa/index.html> for a manual of allowable accommodations for students with an IEP or 504 Plan. All students are allowed scratch paper on the Math MCT2 and Algebra I Subject Area Test.

### **IX. RtI Materials**

Q 50 Are school districts required to use the *RtI Procedural and Technical Manual*?

A 50 No. The purpose of the *RtI Procedural and Technical Manual* is to provide guidance to school and school district staff as they implement RtI. Currently the manual is not mandated by the MDE.

### **X. Age of Student**

Q 51 If a student is currently failing several courses, does the MDE expect each teacher to do the Tier 3 interventions in each deficit area?

A 51 No. Tier 1 instruction is implemented by the classroom teacher. Tier 2 interventions can be implemented by the classroom teacher or intervention specialist either in the classroom or a lab or an individualized setting depending on the resources available in the school. Tier 3 interventions are additional focused activities prescribed by the TST. These interventions are designed to be intensive in nature and specialized to address the cause of failure. The student was probably referred to the TST due to failing a number of courses. Data could very well indicate that the problem is in reading. If there is a reading problem requiring the intensive instruction in Tier 3, resources available in the school should be used to develop the proper intervention. This might be a Title I reading course, a computer-based reading instructional program, or intensive one-on-one work with an intervention specialist. The TST determines the intervention, who will be responsible for doing the intervention, where the intervention will take place, how often the student will participate, and when the intervention will occur. It is probable that the TST will want content area teachers to utilize Tier 2 interventions developed by the TST specifically for the content areas while the student is also receiving Tier 3 intervention in reading.

## **XI. Grades**

Q 52 How would having interventions in place impact grading, promotion, and retention? For example, if teachers include the grades on materials that students are completing during the intervention process, the student will occasionally have a high enough average to pass for the school year. The student will NOT have mastered all of the objectives for the grade, but will have the required 70 to pass. Should the teacher note on the report card that the student is working below grade level or is in the intervention process?

A 52 Promotion should be based on the district policy for performance. If a student is making progress with the interventions and passes the current grade level, the TST may determine that the interventions should remain in place for the next grade level. It is entirely possible (and highly probable) that some students may make progress with an intervention but that the rate of progress may not be sufficient to meet the goal within the academic year. The TST should be able to see the rate of progress (by reviewing data) and inform parents well in advance that the student, although progressing, may not meet grade level criteria. The district determines the information that should be noted on the report card.

## **XII. Alternative School and After-School Programs**

Q 53 How should the district handle a student who automatically populated the MSIS intervention screen if the student is at the alternative school? How can the staff at the home school provide interventions? How should this be addressed in the TST records and in MSIS?

A 53 A school cannot refuse to provide interventions due to state board policy. Tier 3 interventions are done outside the class and should be provided where the student is physically located. State board policy indicates that alternative and vocational students must have their records maintained by the home school. Since alternative and vocational schools cannot own students in MSIS, the home school has to send data on the student each month in the Monthly Student Data (MSD) file. The home school should complete the data on the intervention screen and document that the alternative school will provide the interventions.

Q 54 How should the TST at the home school handle interventions for Tier 3 students who may be sent to the alternative school for 6 weeks?

A 54 If a student went to the TST at the home school, the alternative school TST should provide assistance as outlined by the home school TST. The home school should document that the alternative school will provide the interventions.

If a student is not referred by the home school TST but is referred by the alternative school TST, the home school TST should provide assistance as outlined by the alternative school TST upon the student's return.

Q 55 Can after-school programs or after-school tutorials be used to provide Tier 3 interventions?

A 55 An after-school program or after-school tutorial could be a means to provide interventions, provided the following conditions are met:

- The intervention during the after-school time is provided by appropriately licensed and/or qualified staff and is designed to address the student's individual deficit;
- The intervention is research based;
- The implementation of the intervention is monitored both for fidelity of implementation AND effectiveness; and
- The student's participation in the after-school program or tutorial is not prevented or limited due to transportation, the student's after-school activities (e.g., athletics, music, etc.), or for family reasons. If the student cannot participate in the after-school program due to one or more of these reasons, then the intervention **MUST** be provided during the regular school day. That is, the student's lack of intervention received cannot be due to the after-school program and any limits the student might have for participation in an after-school program.