**Tier II Procedures**

1. The Tier II team will consist of the classroom teacher, the interventionist (if other than the classroom teacher), and any other members who can contribute valuable information. The parent must be invited (make sure to document invitation, or conversation if parent cannot attend). Examples of other members and reasons for attendance could be a speech pathologist for a student whose problem is decoding and who has a speech impediment; a counselor for a student who is disengaged; or a staff member in charge of attendance improvement for a student who has many absences.
2. The classroom teacher sets up the meeting to discuss the completed referral, inviting the necessary people.
3. The Tier II team meets to:

* Review the referral information, including the screening results, progress data, available test results, and the written summary and analysis of Tier I interventions.
* Discuss whether other problems (absences, illness, medication, family problems, etc.) were factors which prevented success with interventions and how these problems can be addressed.
* Use and complete the Team Problem Solving Plan Form to help in decision-making.
* Determine whether the student will receive Tier II interventions. If so:
  + Choose appropriate interventions and any work to send home if appropriate.
  + Decide who will provide the interventions and where the instruction will take place.
  + Make decisions regarding frequency, duration, and amount of time for interventions to be conducted.
  + Make the decision regarding how frequently progress will be monitored (but must be at least twice monthly).
  + Make the decision regarding next meeting date to discuss progress data.
  + Document decisions on Tier II Intervention Plan form.

1. The classroom teacher communicates the above information to the parents, if not attending the meeting.
2. The person providing the interventions monitors progress as determined by the team. Any member of the team may call a meeting before scheduled if he or she sees a problem or an adjustment that needs to be made in the intervention plan. If so, the Tier II team meets, as decided, to review progress data, and make any needed changes to the plan. If parent does not attend, the classroom teacher will send information regarding progress and any decisions made in the meeting to keep them informed.

1. The Tier II team meets at the end of the chosen duration to make decisions listed at the bottom of the Tier II Intervention Plan form. At this point, if it is decided that the student needs to be referred for Tier III, the team completes the written summary and analysis for Tier II and the Tier III Referral section of the Referral Form, sets a meeting date for the Tier III team to meet, and decides on negotiable Tier III team members (see Tier III Procedures). The classroom teacher provides this information to the parents (if not in attendance) and encourages them to attend the Tier III referral meeting. The teacher also informs new team members of the meeting date to discuss the Tier III referral.