



Frequently Asked Questions (FAQs)

Office of Elementary Education and Reading

Student Intervention Services



MULTI TIERED SYSTEM OF SUPPORTS

TABLE OF CONTENTS

I. State Board Policy Part 3 Chapter 41: Intervention Rule 41.1	
Intervention.....	3
II. Mississippi Student Information System (MSIS).....	3
III. Documentation/Forms.....	4
IV. TST Meetings.....	5
V. Interventions.....	6
VI. Progress Monitoring.....	7
VII. Special Education Concerns.....	7
VIII. Alternative School and After-School Programs	8

I. State Board Policy Part 3 Chapter 41: Intervention Rule 41.1 Intervention

- 1. What is the purpose of the intervention policy and how can I learn more about it?** The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. Click the following link for more information

<http://mdereports.mdek12.org/policy/Manual/Chapter%2041/Rule%2041.1.pdf>

- 2. Should only those students who fail be referred to the TST for Tier 3 interventions?** 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 the data supports that the supplemental instruction or strategic intervention is not working, then the student should be referred to the TST prior to failing.
- 3. Do English Learner (EL) students receiving EL services go through the TST process?** Yes, EL students should go through the TST process if they have been unsuccessful at Tiers 1 and 2 (with the EL services).
- 4. Are districts required to administer a universal screener for students in Kindergarten through 3rd grade?** Yes, all students in Kindergarten and grades 1 through 3 must be administered the state-approved screener within the first 30 days of school, to be repeated at mid-year and at the end of the school year. Schools may opt to use additional screening tools if desired, but ~~please note that~~ the state approved screener is required.

II. MSIS

- 5. What is the purpose of the MSIS intervention screen?** The screen is used to identify and track students referred to the teacher support team (TST).
- 6. Are districts/schools required to enter Tier 3 students in the referral window of the intervention screen if they did not automatically populate?** Yes, students who did not populate but are referred to TST and placed in Tier 3 must be manually entered into the intervention screen. You will pull these students into the MSIS intervention screen at the district/school level. You will not pull in Tier 1 and Tier 2 students.
- 7. Once students are populated, or manually entered on the intervention screen, how long do they remain on the list?** The students will remain on the screen for the duration of the current school year.

- 8. How should the TST address automatically populated students who do not need Tier 3 interventions?** 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.
- 9. Can a student be removed from the MSIS intervention screen?** Students are not removed from the intervention screen once they have been populated or manually entered. However, written documentation should be recorded for justification purpose if the school/district is audited. The written documentation can be presented to the auditor as evidence of compliance for the students that are listed as noncompliant on the intervention screen.
- 10. How should the district add students to the MSIS Intervention Screen?** The students should be added manually using the intervention referral option on the intervention screen.
- 11. How should students be reported in MSIS if they have automatically populated and interventions provided were not successful or effective due to inadequate attendance?** If the TST determines that a student's lack of attendance has resulted in poor intervention progress, 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.
- 12. What should be indicated in MSIS if a high school student at Tier 3 drops out of school?** 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

- 13. What forms are mandated in the three-tier process?** School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.
- 14. How do districts address students who no longer need Tier 2 interventions and are now successful at Tier 1?** 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 through classroom assessments 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.

- 15. 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?** Yes, refer to the intervention state board policy.
<http://mdereports.mdek12.org/policy/Manual/Chapter%2041/Rule%2041.1.pdf>

IV. TST Meetings

- 16. Does the principal have to attend every TST meeting?** Yes, the school principal as the school's instructional leader or the principal's designee shall serve as the TST chairperson. The designee may not be an individual whose primary responsibility is special education.
- 17. What is the school's responsibility when a student has completed 16 weeks of Tier 3 intervention, 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?** The TST should review the new data from the assessment process and prescribe a program of instructional interventions for the student. Tier 3 interventions may continue.
- 18. When should parents be informed of the three-tier process?** 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.
- 19. Can special education personnel serve as members of the Teacher Support Team?** 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.
- 20. Do TST meetings for the students who automatically populate the MSIS intervention screen have to be conducted within 20 days of the school year?** Yes, students who automatically populate the MSIS intervention screen have to be referred to the TST within the first 20 days of the school year and complete the screen accordingly.
- 21. 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?** After a referral is made, the TST must develop and begin implementation of an intervention within two weeks.

V. Interventions

22. Must a student receive Tier 2 interventions before receiving Tier 3 interventions? 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.

23. Does the MDE recommend a list of suggested interventions, websites, or books? There are many programs, manuals for intervention, and remediation packages available. 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?
- Is it evidence-based according to Every Student Succeeds Act (ESSA) guidelines?

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.

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

25. Can extended time on a test be used as an intervention? No. Extended time on a test is not an intervention. This is considered an ordinary classroom accommodation.

26. Is retention considered an intervention? No. Retention is not an intervention.

27. Is there a specific time limit that a student may remain in Tier 2? No, if the student is found to be successful due to interventions or supplemental instruction then that student may remain in Tier 2 as long as they are being successful. The goal of the Tier 2 intervention is for the student to perform on grade level and be successful in the classroom.

28. 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)? 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.

- 29. Can a parent opt their child out of intervention supports?** While there are opt-out provisions for students who are being recommended for special education services under the Individuals with Disabilities Education Act (IDEA), nothing in State Board Policy 41.1 appears to authorize a parent to “opt out” of interventions. Also, please note that SBE Policy 41.1 is written in mandatory terms (“shall” and “must” as opposed to “may” or “in their discretion”).

VI. Progress Monitoring

- 30. How often should progress monitoring be used at Tier 2 and Tier 3?** According to the MTSS documentation packet it is recommended to progress monitor Tier 2 bi-weekly and Tier 3 weekly.
- 31. 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?** The progress monitoring assessment should be based on the intervention being used and it must be aligned to the deficit area to ensure that growth is being monitored effectively.

VII. Special Education Concerns

- 32. If a student is successful at Tier 3 and the TST determines that the student can be moved to Tier 2 interventions, and then the student begins to struggle and regress and a request is made for a comprehensive evaluation. Is the school required to conduct another 16 week intervention before referring the student to the MET?** 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.
- 33. 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)?** Pre-referral interventions are designed to enable students to be successful in general education. While it is recommended best practice 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.

- 34. Is written parental consent required prior to conducting a Functional Behavioral Assessment (FBA) for an individual child?** 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.

If an FBA is used to assist in determining whether a child has a disability and the child is in need of a comprehensive evaluation then it would require informed, written parental consent.

- 35. Can students with special education rulings receive interventions through the tier process?** 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.

- 36. 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?** The TST should review data to determine where the student should receive supports in the tier process.

- 37. How should the TST address students who did not qualify for Special Education or 504 programs, and are still failing with Tier 3 intervention?** 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. A student may be re-evaluated again after one year.

VIII. Alternative School and After-School Programs

- 38. How should the district handle a student who automatically populated the MSIS intervention screen if the student is at the alternative school?** The home school will notify the alternative school immediately. The home school should complete the data on the intervention screen and document that the alternative school will provide the interventions.

39. 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? 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.

40. Can after-school programs or after-school tutorials be used to provide Tier 3 interventions? 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 evidence-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.