1. Defining Tier I, Tier II, Tier III interventions

* Tier I
	+ Core to support academics and behavior
	+ By and large, it’s our high-quality instruction that all students have access to
	+ Reaching 88.5% of the core (higher than what the research suggests)
* Tier II
	+ Tier II are students who aren’t already identified as having learning disabilities, don’t have SSPs, etc.
	+ These are the kids who are at mild risk of failure and need support, but major support
	+ These kids receive extra support that’s not part of the whole classroom, but also aren’t on IEP/SSPs.
	+ Goal is to have 10-20% of school population in Tier II
* Tier III
	+ Extensive intervention: 80-90% of students who receive Tier III interventions have a diagnosed learning disability or are receiving special educations

2. What resources/interventions do students currently have access to, if they are struggling?

* What services/interventions do we have right now that are outside of the core?
	+ Particularly caring staff (this is Tier I, part of our core that all students have access to)
		- Fulfill Gospel values and tendency of staff to “adopt” kids
	+ Academic Support
	+ Academic Strategies
	+ Jeanette is hired by GPY to help international students with their particular issues
	+ Modified math curriculum for freshman and sophomore (Algebra 1A and 1B)
	+ Staffings
	+ SSPs
	+ Credit recovery? (every student has access to this)
	+ Check in Check Out (CICO)
	+ Modified Schedule (less classes (on a 5-year plan), waive certain requirements for seniors so they can “get life figured out”, concussion related issues)
	+ Concussion SSPs
	+ Peer tutoring (with NHS students)
	+ “Mandatory” office hours
	+ Retreats (everyone has access to this)
	+ \*\*\*\*Seniors in Academic Support??
		- The hope is that Seniors are college ready, but if they’re not then we have an obligation to meet them where they’re at and intervene until they leave our doors.
		- Asking a Junior to leave Marist at the end of the spring? How much of it is resistance? How much of it is students who aren’t bought in to Marist?
* Do we have resources for parents? They are going to be an integral part of the SST.
* Most of the suggestions were thrown out by administrators and counselors. The teachers were relatively quiet.
	+ Difference between Tier I and Tier II/Tier III interventions
	+ There’s not clear communication about who is a Tier II and Tier III kid. Teachers don’t always know who to provide the extra services to. Lunch time conversations can be fruitful among teachers.
	+ It’s not the teacher’s job to figure out what tier a student is in. Teacher will bring a student to SST and the team will staff it from there.
* What have you tried in the classroom? (Seating chart, partnering them up with a strong peer, motivators, varied teaching strategies, etc.)
* How many of those Tier I interventions that were mentioned are more for middle school/freshman/sophomore students than upper level students?

**NEXT MEETING: What is our need? What can we provide within our resources? What do we do as teachers within the classroom?**