

## Tiered Systems of Support - Collaboration Phase: Tier 2 Meeting Agenda/Protocols

### PURPOSE

The purpose of this agenda is to help educators create structure and enhance the effectiveness of Tier 2 meetings. The discussion protocols help to ensure student plans are holistic, with thoughtful supports in place.

### DIRECTIONS:

Use the agenda and subsequent discussion protocols as examples of how a Tier 2 meeting could be structured to ensure effective collaboration and support students' holistic and integrated needs. This agenda should be provided to members prior to the Tier 2 meeting. **Note:** *The time delineations within the agenda are only suggestions.*

### Sample Tier 2 Agenda

Tier 2 Agenda (40 min.)	
<b>Welcome (2 min.)</b>	<b>Team Roles</b> ( <i>assigned prior to meeting</i> )
<ul style="list-style-type: none"> <li>State meeting objectives and agenda items</li> <li>Review team roles for the meeting</li> <li>Revisit team norms</li> </ul>	Facilitator: _____ Note Taker: _____ Timekeeper: _____
<b>Student Referral &amp; Presentation Protocol (25 min.)</b>	
<b>Student Presentation (8 min.)</b>	
1. Teacher shares the following reflections and data: <ul style="list-style-type: none"> <li>Reason for referral (<i>Concerns about the student, indicators of need</i>)</li> <li>Reflection on the student's context (<i>Relationship with adult, description of the learning environment, relevant schoolwide context, teacher areas of growth, etc.</i>)</li> <li>Other relevant student data</li> </ul> 2. Team members ask clarifying and reflection questions (use <i>Collaboration Phase Guiding Questions</i> )	
<b>Goal Setting (7 min.)</b>	
3. Analyze referring individual's reflection and relevant student data 4. Determine 1-3 realistic goals	
<b>Intervention Support Planning (10 min.)</b>	
5. Consider interventions or supports in the following areas: <ul style="list-style-type: none"> <li><input type="checkbox"/> Environment</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Skill development</li> </ul> 6. Identify person(s) responsible and determine review date	
<b>Progress Monitoring (10 min.)</b> ( <i>This section only applies when you are discussing student as part of a review meeting</i> )	
<ul style="list-style-type: none"> <li>Restate goal(s)</li> <li>Review fidelity of implementation</li> <li>Share student progress</li> <li>Determine necessary revisions to goals and interventions</li> <li>Record status of plan and determine review date</li> </ul>	
<b>Next Steps (3 min.)</b>	
Determine students for the next meeting	

## Sample Discussion Protocols

### Tier 2 Goal Setting (7 min.)

#### Brainstorm:

- All team members individually review the student referral data and consider possible goals for the student, based on the presentation.\*

\* Schools can decide what works best for them. They can prepare multiple copies of the data so that each team member has their own copy, or the group can pass the artifacts and data around during the review period and take notes.

#### Share Out:

- Going around in a circle, each team member shares 1-2 possible goal(s) for the student. Team members may simply agree if a similar goal has been stated. The referring teacher listens to ideas and discussion to absorb and process possible goal(s).
- The referring teacher synthesizes goal suggestions and adds their perspective.

#### Set Goals:

- All team members discuss goal suggestions, narrowing down to what is most pertinent and realistic.
- The referring teacher selects 1-3 goal(s) for the student, ensuring they are positively framed, time bound and measurable.
- The note taker records goal(s) on the *Student Support Plan* and reiterates the final decision to the team.

### Tier 2 Intervention Support Planning (10 min.)

#### Brainstorm:

- All team members individually consider possible supports that may be provided to the student to meet agreed-upon goals, in the areas of:
  - ☐ Supportive environment
  - ☐ Developmental relationships
  - ☐ Integrated skills and mindsets
- Team members might also consider how the caregiver, community supports, and/or outside mental health partnerships may be leveraged, if relevant.

#### Share Out:

- Going around in a circle, each team member shares 1-2 possible support(s) for the student. The referring teacher listens to ideas and discussion, to absorb and process possible support(s).
- The referring teacher synthesizes support suggestions and adds their perspective.

#### Select Intervention Support(s):

- All team members discuss support suggestions, narrowing down to what is most pertinent and realistic.
- The referring teacher selects supports for the student, including identifying the person responsible for implementation.
- Progress monitoring plans are developed.
- The note taker records support(s) and progress monitoring plans on the *Student Support Plan* and reiterates the final decision to the team
- The team determines a review date.