

Table 4.1 Districtwide Interventions for Identified Data Elements

Tier 2 (K–8)	Data Element	Intervention
Attendance: Unexcused Absences (K–8)	<ul style="list-style-type: none"> • 3 unexcused absences • 7 unexcused absences • 10 unexcused absences 	<ul style="list-style-type: none"> • School sends letter 1 • School sends letter 2 • School counselor attends School Attendance Review Team (SART) meeting for purposes of consultation and problem solving • School counselor provides intervention(s) with students and/or families, as identified in SART meeting • School sends letter 3 • Principal holds SART meeting (school counselor may or may not attend, depending on need)
Behavior (K–8)	<ul style="list-style-type: none"> • 3 or more office discipline referrals • In- or out-of-school suspension 	<ul style="list-style-type: none"> • School counselor collaborates with administrator and provides pre-intervention survey to determine the appropriate intervention • School counselor meets with grade-level teams to strategize and select appropriate interventions • School counselor provides small group for students who are an appropriate fit • School counselor holds a post-suspension (re-engagement) meeting with student individually • School counselor provides Tier 2 service(s) for students who are not receiving small group support
Report Card: Work Habits (K–5)	<ul style="list-style-type: none"> • 2 or more <i>Ns</i> (out of a total of 4) each quarter 	<ul style="list-style-type: none"> • School counselor meets with grade-level teams to strategize and identify appropriate interventions • School counselor provides small group for students who are an appropriate fit
Report Card: Social Skills (K–5)	<ul style="list-style-type: none"> • 2 or more <i>Ns</i> (out of a total of 4) each quarter 	<ul style="list-style-type: none"> • School counselor meets with grade-level teams to strategize and identify appropriate interventions • School counselor provides small group for students who are an appropriate fit
Course Failures (6–8)	<ul style="list-style-type: none"> • 2 or more <i>Fs</i> in a core class (end of each grading period) 	<ul style="list-style-type: none"> • School counselor facilitates large group intervention workshop, during which students create an academic plan (e.g., Tiger Talk, described in Chapter 3, page 51) • School counselor reviews academic plan with student • Student completes progress monitoring with teacher • School counselor sends parent letter home • School counselor facilitates a small group for students who still have 2 or more <i>Fs</i> at the next grading period after the workshop (who are an appropriate fit) • School counselor provides a referral to other in- or out-of-school resources, as appropriate