



Individual Student Who Has Not Been Found Eligible for SPED Services

When inputting an entry regarding a specific student who has not been found eligible for special education services, the list of topics to select includes IAT/RTI. Below is the help text that you will see on the data form to help you determine when to select this topic option.

IAT/RTI-Intervention Assistance Team/Response-To-Intervention

Select this option if you attended a meeting focused on individual student support, especially for students who are struggling academically, behaviorally, or functionally. These meetings are typically student-specific and involve developing and reviewing targeted intervention strategies based on the student's response to instruction. The IAT/RTI process may lead to a referral for special education evaluation if sufficient progress is not made.

Example: A school-based meeting to discuss a student's reading (and/or behavior) challenges and plan next steps for intervention.

Why are IAT and RTI combined here?

IAT and RTI are closely connected processes used to support students who need additional help. Both involve problem-solving teams, data-based decision making, and targeted interventions. While RTI focuses on how students respond to instruction over time, IAT is often the team that reviews this data and plans next steps. Because they are often used together in schools, we've combined them into one option to simplify reporting.

Why is MTSS not included here?

MTSS meetings at the school level are usually system-focused. Individual student discussions may occur within MTSS when data indicates a need for more intensive support. If the meeting is primarily about one student, it's more appropriate to categorize it as an RTI or IAT meeting.



School-based Team Meeting

You will notice the help text below has been added to the data form to help you to determine when to select which type of meeting. Meetings related to MTSS/I-MTSS should be documented here.

Intervention Assistance Team (IAT)

Select this option if you attended a meeting focused on the Intervention Assistance Team process as part of a school-wide or district-wide discussion about how IAT is implemented. These meetings may include reviewing how teams are formed, how referrals are made, and how interventions are tracked across the school or district. *Example: A district meeting to evaluate the effectiveness of IAT procedures across schools.*

Multi-Tiered System of Supports (MTSS/I-MTSS)

Select this option if you attended a meeting focused on the school-wide framework for supporting all students through academic and non-academic instruction. I-MTSS meetings typically involve collaborative leadership, data-based decision making, and tiered supports (core, targeted, and intensive) designed to meet the needs of all students including those exceeding grade-level expectations. These meetings may include discussions about universal screening, progress monitoring, and system-level planning for instruction and intervention. *Example: A district-wide planning meeting to align supports across schools or review MTSS implementation fidelity.*

Response to Intervention (RTI)

Select this option if you attended a meeting focused on the RTI framework, including how it is structured and used across the school or district. This may include discussions about tiered supports, progress monitoring systems, and data-based decision-making practices at the system level not just for individual students. *Example: A school team meeting to refine RTI protocols and improve consistency across grade levels.*

Can I select more than one?

Yes. If appropriate, you may select more than one (for example: selecting IAT & RTI). If you have questions about whether this is appropriate, please email cete-parentmentor@osu.edu.