



Multi-Tiered System of Supports

MULTI-TIERED SYSTEM OF SUPPORTS – ROLES AND RESPONSIBILITIES 2018 – 2019

Teams	Functions	Members	
<p>School-Based Leadership Team (SBLT)</p>	<p>The SBLT problem solves academic and behavioral system concerns that arise at the universal (Tier 1) school-level based on multiple (FSA, BAS, FAIR, BSA, discipline, attendance) sources of data</p> <ul style="list-style-type: none"> ▪ Develop school-wide procedures and processes for MTSS implementation ▪ Evaluate instructional effectiveness at school level ▪ Review school-wide data and makes decisions ▪ Analyze problems at multiple levels within the school ▪ Monitor instructional effectiveness at all tier levels ▪ Manage data and accountability systems ▪ Communicate school-level data and systemic concerns to CPST and case managers ▪ Plan professional learning and trainings 	<p>Required:</p> <ul style="list-style-type: none"> □ Principal □ Assistant Principal(s) □ Instructional Coach(es) □ Guidance Director □ Behavior Specialist □ ESE Specialist □ Teacher Leader(s) <p>Additional Members:</p> <ul style="list-style-type: none"> □ School-based Liaisons □ District Support Staff (MTSS/RtI, PBIS, SEL, Elementary & Secondary Learning) 	
<p>Collaborative Problem-Solving Team (CPST)</p>	<p>The CPST problem solves academic and behavioral concerns that arise at content area, grade-level, and across all tiers with emphasis on the targeted (Tier 2), and intensive (Tier 3) interventions and supports</p> <ul style="list-style-type: none"> ▪ Arrange problem-solving meetings, at a minimum twice (2x) a month ▪ Build relationships with colleagues, parents, students ▪ Ensure research, evidenced-based instructional practices are implemented with fidelity ▪ Identify and inventory curriculum, materials, resources and tools ▪ Collaboratively develop flexible groupings of students with common needs ▪ Maintain communication with instructional staff, leadership team, and parents on student progress ▪ Design a process for progress monitoring, data collection, and data analysis at each tier level ▪ Provide coaching support on curriculum programs and progress monitoring tools to instructional staff 	<p>Required:</p> <ul style="list-style-type: none"> □ Principal and/or Principal Designee □ MTSS/RtI Contact □ Parents and Guardians □ Instructional Coach(es) □ Guidance Director/School Counselors □ ESE Specialist □ Psychologist □ Social Worker □ Behavior Specialist □ District Support Staff (MTSS/RtI, PBIS SEL) 	<ul style="list-style-type: none"> □ Team Leaders □ Grade Level Chairs, Department Chairs (CM) □ Teacher/Interventionist <p>Additional Members:</p> <ul style="list-style-type: none"> □ SLP □ School-based Liaisons (Equity, PBIS, SEL) □ Community Liaison □ Family Counselors □ School Nurse □ Outside agencies □ Students
<p>MTSS (RtI and PBIS) Case Manager Teams</p>	<p>The MTSS Case Managers (Instructional Coaches, Grade-level, Department Chairs, Team Leaders, Guidance/School Counselors, Behavioral Support Personnel) problem solve academic and behavioral concerns across content area, grade-level, classroom-level and all tiers in conjunction with the interventionist and parent</p> <ul style="list-style-type: none"> ▪ Lead teams collaborative problem-solving meetings ▪ Lead review of academic or behavioral concerns to determine the root cause at the classroom-level ▪ Review progress monitoring data at regular interval to inform instruction, interventions, and supports. ▪ Monitor implementation and fidelity of intervention delivery ▪ Document strategies, referrals and intervention plans in District system (BASIS) ▪ Seek and utilize coaching supports ▪ Maintain communication with parents on student progress 	<p>Required:</p> <ul style="list-style-type: none"> □ Administrator (Principal Designee) □ MTSS/RtI Contact □ Instructional Coach(es) □ Team Leaders (Case Managers) □ Department Chairs (Case Managers) □ Teachers/Interventionist □ Educational Support Personnel <p>Additional Members:</p> <ul style="list-style-type: none"> □ Guidance Director/School Counselors □ Behavior Specialist □ ESE Specialist □ District Support Staff (MTSS/RtI, PBIS SEL) 	

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Member	Responsibilities
Principal	<ul style="list-style-type: none"> ▪ Oversees MTSS implementation in the building ▪ Attends MTSS/RtI meetings ▪ Selects MTSS/RtI administrator designee ▪ Selects MTSS/RtI school-level contact ▪ Examines data and instructional practices at the Universal/Tier 1 level ▪ Monitors fidelity of instruction and intervention implementation ▪ Communicates MTSS/RtI to families and community
Administrator Designee	<ul style="list-style-type: none"> ▪ Schedules for CPST meetings and ensures all relevant personnel are in attendance ▪ Determines professional development needs as related to MTSS/RtI ▪ Facilitates problem solving through the use of school wide data to guide instructional decisions. ▪ Makes decisions regarding professional development for relevant staff-based trends, patterns, and student outcomes ▪ Designs school-wide implementation process, progress monitoring protocols, and data collection procedures ▪ Monitors fidelity of instruction and intervention delivery
School-based MTSS (RtI and PBIS) Contact	<ul style="list-style-type: none"> ▪ Facilitates the CPST meetings ▪ Serves as liaison between school and district ▪ Disseminates MTSS/RtI content, materials, and resources ▪ Assists in scheduling the CPST meetings and ensures all relevant professionals are in attendance ▪ Calls meeting to order, introduce team members, review purpose of meeting, summarize problem areas, lead team in problem solving ▪ Supports the referring teacher through the RtI process ▪ Consults with School-Based Leadership Team (SBLT) and school staff regarding MTSS needs ▪ Assists in school-wide implementation process, progress monitoring protocols, data collection and data analysis procedures ▪ Records strategies, supports, and tiered plans in District system (BASIS) ▪ Engages parents within the MTSS/RtI process
School Counselor	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Provides relevant background information and serves as a liaison for children and families ▪ Provides behavioral and social-emotional strategies, interventions and supports for classroom groups and in small groups ▪ Consults with School-Based Leadership team (SBLT) and school staff regarding MTSS needs
ESE Specialist	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Contributes expertise in academic, behavioral, and social-emotional strategies, interventions and supports ▪ Supports the CPST through the individual evaluation process ▪ Consults with School-based Leadership team (SBLT) and school staff regarding MTSS needs
Instructional Coaches	<ul style="list-style-type: none"> ▪ Attends CPST meetings as indicated by the area of concern or target area ▪ Supports the referring teacher/interventionist throughout the RtI process ▪ Inventories instructional intervention programs, tools and resources at each tiered level ▪ Assists in observing students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data. ▪ Assists with design and implementation of processes for progress monitoring and data collection ▪ Provides professional development and training on intervention programs, progress monitoring assessments, and data collection ▪ Pulls data reports as needed and presents during meetings ▪ Ensures that appropriate data are provided prior to CPST meeting ▪ Consults with School-based Leadership team (SBLT) and school staff regarding MTSS needs
All Instructional Staff	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Provides high-quality standard based instruction and interventions with fidelity ▪ Implements selected schoolwide evidenced-based practices with fidelity ▪ Collects data on effectiveness of Tier 1, Tier 2 and Tier 3 interventions (progress monitoring) ▪ Collaborates with the CPST to determine interventions and supports ▪ Implements strategies, supports, and plans for small group and individual students ▪ Documents strategies, supports, and plans in District system (BASIS) ▪ Ensures that appropriate data are provided before CPST meeting ▪ Continuously engage and inform parents of student progress
School Psychologist	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Contributes expertise in data interpretation and analysis, progress monitoring, and effective problem solving. ▪ Administers diagnostic screening assessments to further define the nature of concern and potential strengths and weaknesses ▪ Assists in observing students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data. ▪ Assists in designing interventions matched to student need, based on data ▪ Assists with identification of appropriate interventions and progress monitoring ▪ Consults with School-based Leadership team (SBLT) and school staff regarding MTSS needs ▪ Provides consult and support to school throughout the problem-solving phases

District MTSS (RTI and PBIS) Instructional Facilitator	<ul style="list-style-type: none"> ▪ Attends CPST meetings in accordance with technical assistance or direct support guideline ▪ Provides MTSS leadership and support ▪ Ensures RTI process and procedures are implemented with fidelity ▪ Models problem-solving across all levels and tiers ▪ Collaborates with school-level MTSS Administrator Designee and MTSS Contact ▪ Consults with School-based Leadership team (SBLT) and school staff regarding MTSS needs ▪ Provides technical assistance to building level teams (CPST, grade-level, department) ▪ Facilitates school-based professional learning
School Social Worker	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Assists administrators and staff to understand the familial, cultural and community components of students' responses to instruction, learning and academic success ▪ Evaluates student progress specific to behavioral, emotional, and mental health concerns and the effects on academic progress ▪ Serves as community liaison to ensure adequate and appropriate resources for students and families in need ▪ Assists with crisis response for students in critical need (e.g. suicide ideation, self-harm, family crisis, homelessness) ▪ Consults with administration and school staff regarding MTSS needs
Speech Language Pathologist (SLP)	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Explains the role that language and speech plays in curriculum, assessment, and instruction, as a basis for appropriate program design ▪ Provides expertise in language and speech ▪ Administers language and speech assessments ▪ Consults with administration and school staff regarding MTSS needs
Parents or Guardians	<ul style="list-style-type: none"> ▪ Attends RtI meetings at the first sign of concern ▪ Provides helpful information about the child's background and developmental history ▪ Works with the child at home

Collaborative Problem-Solving Team Roles

Facilitator	<ul style="list-style-type: none"> ▪ Facilitates and leads team(s) in the process of data-base problem solving at all levels. Maintains order and fidelity, while ensuring consensus amongst team members
Coordinator	<ul style="list-style-type: none"> ▪ Schedules meetings, reserves meeting location, arranges coverage for classroom teachers, and notifies all team members of scheduled meetings. Ensures parents and guardians were informed and invited
Case Manager/Data Manager	<ul style="list-style-type: none"> ▪ Reviews strategies supports and intervention plans, progress monitoring data and fidelity prior to meeting. Assist in interpreting and analyzing data
Recorder	<ul style="list-style-type: none"> ▪ Maintains documentation in District system (BASIS) during the facilitation of meetings. Documents and communicates meeting content, outcomes, and task to team members at all levels
Time Keeper	<ul style="list-style-type: none"> ▪ Monitors the time allocated to each stage of the meeting and ensures adherence to agreed-upon agenda