

# APPENDIX V – 308

In SY 2016-17, the District continued with the implementation of the Multi-Tiered System of Supports (MTSS) teams. Every school is required to form a MTSS team to monitor and review students in need of additional support and/or in jeopardy of dropping out of school. The MTSS team is comprised of the MTSS coordinator, a site administrator or designee, a counselor, a referring teacher and any additional support staff supporting the school (i.e., behavior specialist, behavior monitor, nurse and when available, student success specialist). Student Success Specialists participate in MTSS meetings at their assigned sites.

#### Roles and Responsibilities

##### School Administration (MTSS Administrator)

- Provide leadership and support to ensure the MTSS process is being implemented effectively on his/her school
- Assign a School Coordinator (Learning Supports Coordinator or Designee)
- PLC data review time built into the master schedule to analyze progress monitoring data
- Monitor the performance data on all students on his/her school
- Stay in communication with the School Coordinator (LSC or Designee) and teachers on student growth or lack of performance
- Train all staff on MTSS, PBIS, Restorative Practices, effective teaching strategies, required documentation, and school expectations
- Assign School Coordinator (principal w/ assistance of assistant principal, if available) to high-risk students)
- Collaborate with, guide, and direct School Coordinator
- Provide and maintain a supportive role during school MTSS meetings
- Encourage participation from all during MTSS meetings
- Verify consistent quality instruction and classroom behavior management are occurring prior to Tier 2 implementation
- Oversee process of documentation via district forms to ensure they are current
- Participate in MTSS Monthly Team meetings and at the end of each quarter conduct an analysis of the Discipline Data
- Use Classroom Environment Checklist to support best teaching practices
- Use School Administration Checklist and Staff Inventory to help guide you through the MTSS process.

##### MTSS Coordinator (or Designee)

- Assume a leadership role in training all staff on MTSS, PBIS, Restorative Practices, effective teaching strategies required documentation, and school expectations
- Be well-informed in allowable accommodations (per state and federal guidelines)
- Be a specialist in accessing alternative instructional strategies
- Investigate student needs and research possible intervention strategies to recommend
- Maintain MTSS Student log
- Collaborate with classroom teacher to develop Tier 1 intervention plan
- Collaborate with the MTSS team to develop Tier 2 & 3 intervention plan
- Monitor implementation of intervention plan (observation, data review, conference with teacher, etc.)
- Maintain documentation on district forms in student files (file meeting documents in student Cumulative folder after every meeting)
- Schedule and lead MTSS collaboration, review, follow-up, and individual meetings

- Collaborate with school administrator for Tier transition or special circumstances
- Coordinate/facilitate assessments for screening and progress monitoring
- Facilitate MTSS meetings for transition between Tiers and all Tier 3 follow-ups
- Assign a time keeper for MTSS school meetings
- Use Classroom Environment Checklist to support classroom teacher
- Facilitate MTSS monthly team meeting

#### Student Advocate (MTSS Team Member)

- Collaborate with classroom teacher and MTSS team to develop intervention plan
- Monitor implementation of intervention plan (observation, data review, conference with teacher, etc.)
- Maintain documentation on district forms in student files
- Present student information to MTSS team for collaboration, review, follow-up and other individual meetings
- Collaborate with MTSS team for Tier transition or special circumstances
- Coordinate the implementation of Tier 2 & 3 interventions
- Facilitate parent communication

#### Classroom Teacher

- Provide differentiation for all students
- Build relationships with student through PBIS and Restorative Practices
- Review and implement Classroom Environment Checklist (Danielson, domain 2) at the beginning of the year and throughout the year as needed.
- Review and implement School and Classroom Instructional Procedure Checklist (Danielson, domain 2)
- Determine specific needs of at-risk students within the context of cultural relevancy
- Collaborate with grade level PLC to disaggregate performance data and to identify at risk students
- Communicate concerns with parents (Danielson, domain 4), School Coordinator, Student Advocate and School Administrator
- Send Meeting Invitation Letter to parents
- Implement suggested Tier 1 strategies with fidelity over a period of time and document interventions on the MTSS Tier 1 Intervention and Data Collection Form (Danielson, domain 1,2,3,4)
- Conduct Progress Monitoring Assessments (Danielson, domain 1 & 4)
- Attend MTSS meetings
- Will enter intervention efforts for Tier 1 in Student Information System
- When considering a student for Tier 2 interventions classroom teacher will complete the following:
  - MTSS Meeting Preparation Form
  - MTSS Nurse Form: give to the school nurse to complete and attach to MTSS Meeting Preparation Form
  - Attach Tier 1 documentation (MTSS Tier 1 Intervention & Data Collection Form) to the MTSS Meeting Preparation Form
- Turn documents in to School Coordinator

#### Intervention Teacher

If available - Reading Specialist/Interventionist, Math Specialist/Interventionist, Writing Specialist/Interventionist.

- Input data onto appropriate forms for Tier 2 and Tier 3 interventions and progress monitoring. What do these forms look like?
- Communicate on a regular basis with classroom teacher, MTSS Coordinator, and parents about the progress of the students he/she serves
- Implement MTSS programs and materials with fidelity and intensity
- Disaggregate performance data after each district assessment is given
- Progress monitor student in his/her class on a weekly basis on skills taught
- Chart student's progress through progress monitoring and assessments Intervention documentation sheet
- Collaborate with MTSS School Team and Teachers on student entry and exit criteria

#### Other Support Staff

- *Student Success Specialist*
  - Provide small group academic and/or behavior interventions
  - Conducts home visits regarding academics, behavior, and/or truancy issue
  - Counsel and mentor students
- Para Professional/Teacher Assistant
  - Provide small group interventions
- *Curriculum Coach/Teacher Mentor*
  - Support teacher with creating and implementing appropriate student interventions
  - Support teacher with data analysis and documentation
  - Support teacher with areas marked "No" or "Partial" on Classroom Environment Checklist
- *Student & Family Support Liaison*
  - Work with school staff to create individualized plans
  - Support students with creating steps to achieve education goals
  - Provide support to teachers via consultation, resources or modeling
- *Counselor*
  - Provide small group interventions and/or 1:1 counseling
  - Support student and/or family in identifying community resources to support student and/or family
- *Dean of Students*
  - Collaborates with counselors and teachers regarding each student's discipline and educational needs and makes recommendations for changes as needed
  - Develops, recommends and provides alternative discipline strategies
  - Conduct home visits in regards to student's behavior problems and/or truancy issue
  - Counsel and mentor student
- Dropout Intervention Specialist (Middle & High School)
  - Monitors attendance, discipline, behavior, and grade reports to identify students at risk of dropping out
  - Compiles attendance reports, makes home visits to investigate cause for student's attendance problems.
  - Counsels at risk students and families regarding school and attendance
  - Designs and implements individualized intervention plans
  - Provides discipline behavior support to students and TUSD personnel utilizing restorative practices, intervention strategies, and advocacy
- Office Assistant/Attendance Technician
  - Informs Principal of students with high absence rates

- Completes and sends out to parents/guardians, attendance letters (Coordinate with School Coordinator)

Parents/Guardians

- Communicate needs with school personnel
- Maintain regular communication with classroom teacher
- Attend meetings as requested
- Participate in the problem-solving process
- Provide insight into the student's learning needs, styles, and preferences
- Ask questions to learn more about the intervention process, assessments, and curriculum being used with student