

Multi-Tiered System of Supports- Teaming Structures

Team	Membership	Level of focus	Purpose	Meeting Frequency
District Level MTSS Team	<ul style="list-style-type: none"> District Administrators (Super, Assistant Super, DPP, Transportation, DAC, DOSE, C&I) School Administrators District MTSS/PBIS Coordinator District behavior specialist Family Resource/Nurse/Mental Health/School Psych/ School Counselor 	<ul style="list-style-type: none"> MTSS Framework Tier 1/Universal Tier 2/Supplemental Tier 3/Intensive 	<ul style="list-style-type: none"> Develop and implement district action plan Create and implement district MTSS plan for Academics/Behavior(PBIS)/School Mental Health Evaluate implementation and effectiveness of MTSS model Analyze monthly Academic, Behavior, Integrated School Mental Health Data districtwide Build capacity in schools 	Monthly/ Quarterly
School Level MTSS Team	<ul style="list-style-type: none"> Principal Counselors Grade level/content area representatives Specialists/Student services representative District Representative 	<ul style="list-style-type: none"> School capacity School-wide level: ALL students Tier 1/Universal Tier 2/Supplemental Tier 3/Intensive 	<ul style="list-style-type: none"> Develop and implement school-wide MTSS plan Coordinate and manage integrated MTSS model including evidence-based interventions Evaluate implementation, fidelity and effectiveness of Tier 1 by analyzing academic, behavior, school mental health data Evaluate implementation, fidelity and effectiveness of Tier 2 and Tier 3 interventions/accelerations 	Monthly
Grade Level/ Content Area MTSS Team	<ul style="list-style-type: none"> Principal/Curriculum Coach/Counselor Grade-level teachers Content Area Teachers Support staff/classroom paraprofessionals 	<ul style="list-style-type: none"> ALL grade level students Students receiving evidence-based interventions/ accelerations 	<ul style="list-style-type: none"> Collect and review grade level universal screening data and diagnostic assessment Collaborate and implement grade level integrated behavior and academic practices such as intervention groupings and evidence-based intervention 	Monthly/Quarterly/as Universal Screening Data is available
Student Intervention Team	<ul style="list-style-type: none"> School administrator or Counselor Classroom teacher Interventionist/Specialists Family members 	<ul style="list-style-type: none"> Individual student strengths and areas of growth 	<ul style="list-style-type: none"> Set individual student goals Choose appropriate evidence-based interventions Review student progress monitoring data 	4-8 weeks as determined by the district guidance

Chart adapted from: McIntosh, K. & Goodman, G. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York, NY: The Guilford Press.