**KY-ABRI University of Louisville**

**MTSS Teaming Structures**

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| **Team** | **Membership** | **Level of focus** | **Purpose** | **Meeting**  **Frequency** |
| **District Level MTSS Team** | * 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 | * MTSS Framework * Tier 1/Universal | * Develop and implement district action plan * Create and implement district MTSS plan for Academics/Behavior(PBIS)/School Mental Health(ISF) * Evaluate implementation and effectiveness of MTSS model * Analyze monthly Academic and Behavior Data districtwide * Build capacity in schools | Monthly/  Quarterly |
| **School Level MTSS Team** | * Principal * Counselors * Grade level/content area representatives * Specialists/Student services representative * District Representative | * School capacity * School-wide level: ALL students * Primary focus- Tier 1/Universal * Tier 2/3 | * Develop and implement school-wide MTSS plan including PBIS and ISF * Coordinate and manage integrated MTSS model including evidence based interventions * Evaluate implementation, fidelity and effectiveness of Tier 1 by analyzing academic and behavior data * Evaluate implementation, fidelity and effectiveness of Tier 2 and Tier 3 interventions/accelerations | Monthly |
| **Grade Level/**  **Content Area MTSS Team** | * Principal * Grade-level teachers * Content Area Teachers * Support staff/classroom aides | * ALL grade level students * Students receiving interventions/   accelerations | * 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** | * School administrator or Counselor * Classroom teacher * Interventionist/Specialists * Family members | * Individual student | * 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.