

Tier 2 -3 Team: Roles and Responsibilities

I. Who is involved and what are the roles?

The MTSS T2-3 team is comprised of school personnel who are versed in the multidisciplinary needs of the whole child; academic, special needs, medical, behavioral, personal, social and emotional.. It is therefore recommended that the SEL, nurse, teachers and administrator participate. School counselors support students for behavioral, social, emotional and academic needs, and are the point persons for behavioral health and crises so they are required to be a lead on this team.

Role of the MTSS T2-3 Team:

- Meet at least **twice a month to ensure fidelity**
- Analyze data to determine level of intervention needed, strategies to implement, student response/progress and next steps
- Refer to appropriate level of intervention
- Review referrals made by teachers.

Administrator Role:

- Attend MTSS T2-3 meetings (or appoint administrative designee)
- Conduct (or appoint facilitator of) data chats with all staff
- Determine professional development needs related to MTSS/Tier 2-3 and provide opportunities for staff to attend
- Provide adequate time during the school day for MTSS T2-3 meetings
- Ensure fidelity of the process; is there an MTSS T2-3 Team and are they meeting regularly
- Consult with team on proposed interventions
- Collaborate with team and district personnel to identify strategies, materials and resources for interventions
- Endorse Targeted Tier 2 Counseling Group and Curriculum and Fidelity of Implementation
- Endorse Tier 3 school-based behavioral health and ensure fidelity of referral and collaborative support of student
- Foster restorative relationship building with students

School Counselor Role:

- Team Coordinator/Facilitator
- Facilitate MTSS T2-3 team meetings
- Support teachers in Tier 2 behavior planning as Case Manager

- Provides input to teachers on developing interventions and on progress monitoring tools for Tier 2 behavior plans
- Serve as resource person for referrals to appropriate community and mental health agencies
- Serve as liaison between school, family, student and community
- Ensures fidelity of implementation
- Build relationship with students and families that are restorative and compassionate
- For Tier 3 planning:
 - Collaborate with parent/guardian, student, teacher, and other entities who interface with student to better understand student needs and develop strategies.
 - Complete all necessary data collection and screening methods
 - Develop Tier 3 behavior plans| implement or ensure its implementation, monitor and document student progress
 - Bring concerns to MTSS T2-3 meeting, Office of Prevention and Intervention, Principal, as appropriate

Teacher Role:

- Intervention Provider
- Provide quality Core instruction and classroom management
- Build relationship with students that are restorative and compassionate
- Identify students not making adequate progress
- Collaborate with the team to determine next steps
- Complete all necessary data collection, screening methods and input forms
- Collaborate with parent/guardian, student receiving the intervention, and other adults who interface with student to better understand student needs and develop strategies.
- Develop Tier 2 behavior plans
- Implement interventions with fidelity
- Monitor and document student progress
- Review interventions and progress monitoring data at MTSS meetings
- Bring back any concerns to MTSS T2-3 Team
- Bring students with imminent harm to counselor immediately and notify principal (follow Behavior Emergency Protocol and Suicide Prevention Policy 253)

Parent/Guardian Role:

- Provide relevant home/community information
- Provide relevant medical/social information
- Provide relevant behavioral/behavioral health information
- Collaborate with school personnel to develop interventions
- Support reinforcement interventions as appropriate at home
- Attend meetings related to their child
- Ask questions about the status of interventions and student progress
- Share status of interventions done at home and student progress at home
- Engage with community partners/providers as recommended or referred by school staff

Student Role:

- As possible, help teachers, counselors, parents, other adults who provide support understand needs and concerns and insights into the behavior:
 - Why it occurs
 - What could help it decrease
 - What adults can do to help
 - What has or has not worked in the past
 - What is reinforcing/motivating
- Ask for help or support

Additional Team Member Role:

Other members of the team could include nurse, SEL, climate manager, dean, special education teacher, related service providers, or district support personnel

- Attend MTSS T2-3 meetings as available and appropriate
- Contribute information regarding methodologies and strategies
- Provide data interpretation as needed
- Assist development of interventions in area of expertise
- Provide input developing interventions in area of expertise
- Assist intervention evaluation, progress monitoring fidelity and effectiveness
- Provide intervention support for classroom teachers
- Provide professional development