TURNAROUND FOR CHILDREN

Tiered System of Supports - Collaboration Phase: Team Roles and Responsibilities Guidance *(Before, During and After the Meeting)*

PURPOSE

The purpose of this tool is to provide clarity on the roles and responsibilities needed to conduct an effective T2 or T3 meeting. Unlike team membership, these roles can shift and planning for these roles in advance will yield more effective and efficient meetings. There is also guidance on steps to take before, during and after a meeting to support creating a structure that works for your teams.

DIRECTIONS:

Discuss and share this tool with all members of your Tier 2 and Tier 3 teams to support providing clarity on roles and functions needed to conduct an efficient meeting. Determine a process for how roles will be filled and by whom. Use the Before, During, After Meeting Guidance to create a structure that can be implemented with fidelity.

Team Roles

See below for the recommended roles for conducting efficient Tier 2 and Tier 3 team meetings.

Tier 2 and Tier 3 Roles		
Meeting Role	**Suggested Responsibilities**	**Examples of Team Members**
Facilitator	Person who leads or facilitates the discussion and planning Person who is responsible for designing (and following) the meeting agenda	Lead teacher or grade-level/department lead [Tier 2 only] Intervention specialist Clinical support staff School leader
Note Taker	Person who is responsible for taking meeting minutes and documenting the *Student Support Plan*	Any team member
Timekeeper	Person who ensures the meeting is running according to the schedule, proactively alerts facilitator to keep pace	Any team member
Care Manager [OPTIONAL]	Person assigned to the referring teacher to support intervention implementation and to monitor fidelity of implementation	Any member of the team or school who has a positive relationship with the teacher **and** the referred student

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Before, During, After Meeting Team Guidance and Suggestions

Before Meeting

- ☐ Determine the cadence of **Tier 2 meetings** (ideally weekly) – consider creating recurring calendar invites
- ☐ Determine the cadence of **Tier 3 meetings** (ideally no less than 1-2 monthly meetings) – consider creating recurring calendar invites
- ☐ Referral forms submitted to lead facilitator of Tier 2 or Tier 3 meeting
- ☐ Facilitator creates agenda (Tier 2 or Tier 3) and assigns roles (timekeeper, note taker etc.), and shares agenda with team members prior to the meeting
- ☐ Families and community agencies notified in advance of **Tier 3 meetings** (see *Caregiver Letter and Stakeholder Letter)*
- ☐ Determine process for housing referral information, meeting agendas, Student Support Plans and shared data tracker (this would ideally be stored electronically in a Google Form or Office 365 Form or other secured platforms)
- ☐ Connect with (or develop a sustainable process for) leadership or relevant staff member to ensure teacher coverage **(Tier 3 meetings)**
- ☐ Teachers gather/prepare data they need to bring to the meeting, flagging highlights or most relevant pieces (refer to *Data Collection Checklist*) to include teacher reflection log/notes and actions taken to support student in classroom and schoolwide environment, relationships and skill development
- ☐ Facilitator ensures data is easily accessible via links or printed copies to expedite meeting discussions

During Meeting

- ☐ Team members are present and operating within roles, while abiding by established group norms
- ☐ Facilitator transitions the team through each component of the agenda, based on the time allotments
- ☐ All members have access to and follow the agenda
- ☐ Timekeeper monitors the pace of the discussion
- ☐ For each student case, the referring individual walks through the referral form/protocol with team members, presenting data artifacts for team members to refer to during the discussion
- ☐ The goals, interventions and progress monitoring plan should all be discussed and documented on the *Student Support Plan* by the note taker
- ☐ A review meeting should be scheduled after each student is discussed
- ☐ Shortly after development of the plan, the teacher is offered support as needed to execute on the type of support(s) being implemented

NOTE: Using these protocols during a meeting allow for a more timely, targeted discussion about students, resulting in a more productive meeting. This allows for increased time and space for reflecting, and equitable contribution time for development of a holistic plan.

After Meeting

- ☐ Note taker sends details of the *Student Support Plan* to team members (and caregivers) within 24-48 hours
- ☐ Team members review *Student Support Plan* to check for next steps regarding implementation as indicated on the plan
- ☐ Facilitator or care manager ensures all post-meeting activities are fulfilled and participants have clarity of tasks, including selected progress monitoring tools, data trackers, schedules for consultation with staff, etc.
- ☐ Teacher meets with student to discuss goals and the supports that will be provided (as appropriate for the student's age)
- ☐ Teachers and stakeholders will monitor and document implementation progress to share back with the team on the review date

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