



Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 9/21/2020

School/Department: Sebastian River Middle

Action Step # and Description: 2.6 MTSS Framework
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Explanation of Evidence: MS Outlook email invitation of MTSS meeting (invited members: 3 Administrators, 3 School Counselors, School Psychologist, Homeless Advocate, Student Success Coach, Resource Specialist.) Invitation also includes agenda for first meeting which was to review the purpose of MTSS as a school-based Problem Solving Team, to examine the students who were placed on MTSS during the 2019-20 school year and setting action plans and follow up dates for these students.

Results of Action Taken: Our weekly meetings are set for each Wednesday morning from 8:30-9:55 when all relevant members can be in attendance. We have developed a shared document which lists all students currently on the MTSS consideration list and where they are in the MTSS process. Any member of the team can access the roster of students.

Reflection: We have assigned roles to members of our team for various tasks to streamline documentation gathering and information sharing.

Holmes, Michele

Subject: MTSS/RTI/Problem Solving Team

Location: Racine's office or MS Teams

Start: Wed 9/2/2020 8:30 AM

End: Wed 9/2/2020 9:55 AM

Recurrence: (none)

Meeting Status: Meeting organizer

Organizer: Holmes, Michele

Required Attendees: Racine, Todd; Ward, Kelly; Sultaire, Gina; Taglione, Marie; Beckum, Jo; Sarrasin, Clarelle; Boissonneault, Paul

Optional Attendees: Micket, Alejandrina

Categories: SRMS Meetings

Agenda:

- Review/update on [students from SY 19-20](#) (click link to view list)
- New students?
- Problem Solving Team's role
- Incorporating Culturally Responsive Teaching into our Problem Solving Process

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School District of Indian River County Indian River Multi-Tiered System of Supports Problem Solving Team Roles Worksheet Sebastian River Middle School



Role	Responsibilities 2020-21	Assigned Staff Member
Facilitator (should not also be the Recorder)	Guides the team through the problem-solving process, ensures active participation of all team members, ensures clarification and summarization occurs, leads team consensus building.	Tier 1: Michele Holmes, AP Tier 2: Todd Racine, Principal Tier 3: Clarelle Sarrasin, RS
Co-Facilitator	In the absence of the facilitator, fulfills the responsibilities of the facilitator.	Tier 1: Todd Racine, Principal Tier 2: Michele Holmes, AP Tier 3: Michele Holmes, AP
Case Manager (Tier 3 only)	Intakes documentation for student cases, maintains student case files, intakes and opens student referrals for Tier 3 supports, enters new Tier 3 cases into FOCUS, serves as point person for MTSS questions and sends questions to appropriate team members.	Tier 3: Clarelle Sarrasin, RS
Data Manager-Academics	Maintains and supplies student performance and progress monitoring data related to academics to the problem-solving team, coaches, teachers and staff on academic data collection.	Tier 1: Student's assigned School Counselor Tier 2: Student's assigned teachers Tier 3: Student's assigned School Counselor
Data Manager-Behavior	Maintains and supplies student performance and progress monitoring data related to behavior to the problem-solving team, coaches, teachers and staff on behavioral data collection.	Tier 1: Michele Holmes, AP Tier 2: Ken Brown, SSC Tier 3:
Meeting Organizer	Organizes and maintains calendar for school problem solving efforts (Tier 1, Tier 2, and Tier 3), invites participants to meetings (provides at least 1-week prior notice, except in extenuating circumstances).	Tier 1: Gina Sultaire, SC Tier 2: Gina Sultaire, SC Tier 3: Clarelle Sarrasin, RS
Recorder	Summarizes and records meeting notes, ensures time limits are followed by the team.	Tier 1: Gina Sultaire, SC Tier 2: Gina Sultaire, SC Tier 3: Clarelle Sarrasin, RS

Culturally Responsive Observation Checklist

Culturally Responsive Content

- ☐ Lesson connects to the local community, balances contemporary and historical content, and/or includes other local tribal knowledge.
- ☐ Lesson concepts are contextualized in a scenario or problem that is relevant and significant to local tribal community(s)/culture(s).
- ☐ Content is practical, with potential benefits to local tribal community(s).
- ☐ Content reflects respect for Indigenous science knowledge, Western science knowledge, and multiple worldviews
- ☐ Content is presented from a holistic perspective, addressing relationships, interactions, and/or cycles.
- ☐ Lesson addresses the responsible and ethical use of science and technology.
- ☐ Content is inclusive and accurate, with no stereotype or bias. (by omission, defamation, imbalance, generalization, etc.)
- ☐ Cultural content is significant and designated as appropriate for sharing in classrooms by local tribal communities. (Content is not presented as a sidebar, extension or novelty; is not taboo or offensive)

Choose an item. Overall extent to which **content** is relevant, responsive and respectful to students' cultures and learning preferences:

Culturally Responsive Pedagogy

- ☐ Mentor apprentice observational learning method is employed. (e.g., modeling or demonstration, adult to student or student to student).
- ☐ Collaborative work and social construction of knowledge is encouraged.
- ☐ Private practice before public demonstration of proficiency is supported. Teacher does not unexpectedly single out students to respond or demonstrate proficiency.
- ☐ Lesson requires practical application of knowledge by students to answer relevant questions or solve problems.
- ☐ Elders, tribal professionals, family and/or other community members hold significant roles in classroom curriculum and instruction.
- ☐ Lesson is experiential, utilizing natural and authentic contexts.
- ☐ Instructional time is flexible and adequate time is available for individual student's learning needs.
- ☐ Lesson provides time for and encourages student reflection and metacognition.
- ☐ Methods integrating creativity and art are used to support student learning (symbols, metaphors, storytelling, visual arts, music, etc.).
- ☐ Multiple sensory formats and resources are used to teach and represent content (aural, visual, kinesthetic, etc.).
- ☐ Meaningful and frequent assessments, including alternative forms of assessment, are used to inform instruction, support student learning and assist students in monitoring their learning. (e.g, oral presentation, artwork, storytelling, problem based assessment, performance assessment, practical use of tools and resources, technology use).

Choose an item. Overall extent to which **instructional methods** are responsive and respectful to students' cultures and learning preferences:

Culturally Responsive Classroom Environment

- ☐ Classroom is student centered, allowing students choice and power sharing and supporting the development of self-regulated learners; hierarchies are minimized.
- ☐ Classroom interactions show appreciation and respect for diverse cultures, differing perspectives, life experiences, values, and norms. (between adults/students and students/students)
- ☐ Teacher's disposition is personable, caring, warm, humorous, respectful, and supportive, not authoritarian, formal and/or rigid.
- ☐ Teacher is discrete in communications with individual students. (in addressing behavior, offering assistance, giving praise, etc.)
- ☐ Classroom community is safe and respectful, not risky for students' dignity and self-esteem.
- ☐ Access to resources is equitable, providing all students with ample opportunities to use them as needed.
- ☐ Teacher demonstrates high expectations for all students.

Choose an item. Overall extent to which **classroom environment** responsive to students and their cultures, and supportive of their learning.