

MTSS-B District Community Leadership Team Guidance



What is a District Community Leadership Team (DCLT)?

The DCLT serves as the district-wide MTSS-B planning and implementation team. The DCLT uses MTSS-B fidelity data to inform the development of strategic goals that support implementation of MTSS-B at both district and school levels. DCLTs need sufficient time and resources, appropriate representation from school and community partners, and wide decision-making authority to be effective.

Benefits of a strong DCLT include:

1. The ability to blend and braid funding
2. Opportunities to learn about and leverage existing services
3. Exposure to multiple perspectives on the experience of children and youth
4. Increased opportunity for sustainability of activities and programming
5. A more supportive and positive environment for the community's children, youth, and families

What are the primary functions of the DCLT?

With expert facilitation from an MTSS-B coach, the DCLT serves the following key functions to establish and lead district-wide MTSS-B implementation:

1. Assess the status of any current tiered prevention frameworks (e.g. PBIS, MTSS), school mental health programs, and social-emotional and behavioral initiatives and determine opportunities for alignment and integration using an initiative inventory, staff utilization review, and examination of risk and protective factor data.
2. Establish a common mission, including a crosswalk of existing mission statements with MTSS-B values and core features, prioritization of areas of need and emphasis for the statement, and drafting of a new mission statement if needed.
3. Establish routines and procedures including processes for comprehensive/universal screening, requests for assistance, evidence-based practice selection, and monitoring of fidelity and outcomes.
4. Develop strategic/action planning, including professional development, training, and coaching; selection of demonstration schools; and development and finalization of collaborative agreements (MOUs) with partner agencies.
5. Engage in an annual strategic planning process, using community and district data profiles and MTSS-B fidelity data to determine ongoing areas of strength and weakness in MTSS-B implementation and prioritize district/community-wide goals to address needs and gaps.



Who are the typical members of a DCLT?

With expert facilitation from an MTSS-B coach, the DCLT serves the following key functions to establish and lead district-wide MTSS-B implementation:

- District-level administrator(s): *Superintendent/Asst Superintendent, Student Services Director, Dir. of Student Wellness*
- Community-based mental health administrator(s): *Executive Director, Children's Director*
- Administrator(s) from other key child-serving agencies: *Executive Directors or equivalent*
- School-level administrator(s): *Principal(s)*
- Grant/funding-related administrator(s): *Project Director/Manager(s)*
- Behavioral/mental health provider(s): *School and community mental health provider(s)*
- Board member(s): *School, community mental health board member(s)*
- Regional Public Health Network: *Prevention Coordinator*
- Family & youth leaders: *Parent/family and student/youth leaders (as developmentally appropriate)*
- Other school-level professionals: *Classroom teacher, school team lead*

What kinds of expertise does the DCLT need?

The DCLT needs the following types of skills and expertise to function effectively:

- MTSS-B: Interconnected Systems Framework, School Mental Health, Positive Behavioral Interventions & Supports
- Implementation science
- Planning, facilitation/coaching, and project management
- School operations across grades and programs
- Student academic and behavior patterns/data (e.g., attendance, grades, suspensions, expulsion, placement in restrictive settings, universal screening data, school climate)
- Social emotional learning and student wellness
- Family and student engagement
- Mental health
- Public health
- Community data (e.g., suicidal ideation/attempts, hospitalizations, child welfare contacts, juvenile justice interactions)

What operating procedures should the DCLT establish?

The following procedures will help DCLT meetings run smoothly and efficiently:

- Designate team roles – such as facilitator, minute taker/recorder, time keeper, data compiler – and identify back-ups for each role
- Establish a regular meeting schedule
- Set team norms around expectations for participation, communication, listening, and decision-making
- Adopt a typical agenda-setting process
- Develop clear protocols for managing confidentiality of sensitive data
- Select a data-driven problem-solving process for the team, such as the Team-Initiated Problem Solving (TIPS) process ([Horner et al., 2015](#))