District Process to Address Implementation Challenges

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Implementation challenges are obstacles that schools are unable to remove themselves and that prevent them from moving forward with implementation of MTSS. One of the functions of a District Implementation Team (DIT) is to understand and address challenges that impede the progress of teams. This document explains the (**Insert District name**) Process to Address Implementation Challenges and outlines the steps that will be taken from the point the challenge is communicated to the DIT to the point in which it has been confirmed that the challenge has been removed.

(**Insert District name**) will take the steps listed below to address implementation challenges. In the subsequent section, District Personnel to Address Implementation Challenges, you will find a table which lists the individuals with the level of decision-making authority required to remove challenges. When identified challenges require communication with individuals outside the DIT to be removed, a DIT designee will be assigned to communicate the challenge with the identified individual. This information is critical for initiating specific steps within this process.

Steps to Address Implementation Challenges

Step 1: "Implementation Challenges" is a standing agenda item on (**list names of teams who will have this as a standing agenda item**) meeting agendas, and the Implementation Challenges Log will be linked to all team agendas to prompt its use. When an implementation challenge is identified and needs to be communicated to the DIT, it is added to the Implementation Challenge Log under Step 1, along with the name of the individual or team who raised the challenge. The Implementation Challenges log is located (**include information about location of the Implementation Challenge Log**).

Step 2: The challenge log is reviewed and updated at monthly DIT meetings. When a new challenge is identified, the DIT uses the table in the District Personnel to Address Implementation Challenges to identify the type of challenge and the individual or group with the appropriate level of decision-making authority to remove the challenge. This information is documented under Step 2 in the Implementation Challenges Log. If the DIT is able to address the challenge, advance to Step 4.

Step 3: If someone outside the DIT is identified to remove the challenge, a DIT designee is assigned and documented under Step 3 in the Implementation Challenges Log. The DIT designee schedules a meeting to accurately describe the challenge and surrounding context if necessary.

If the DIT designee does not have direct access to the person with the appropriate level of decision-making authority, then the designee is assigned to speak with an alternate person recommended by (**insert DIT Executive Leader name**).

Step 4: Once the person or group with the appropriate level of decision-making authority understands the challenge, they will outline the subsequent steps that need to be taken to remove the challenge and the anticipated timeline for the steps to be completed.

Below is an example of what this could look like:

"It (should **or** should not) take long to remove this challenge. The steps that will need to be taken to address it include:"

1. Insert first step
2. Insert second step
3. Insert third step (etc.)

Understanding the incremental steps along the way will allow the DIT to plan their status updates in accordance with anticipated timelines for challenges to be addressed. It is possible it may take several months to remove a challenge. The specific steps identified and anticipated timelines will be communicated back to the DIT and documented under Step 4 of the Implementation Challenges Log.

Step 5: The DIT allocates time at the beginning of every meeting to provide a status update for any challenges (listed on the Implementation Challenges Log). The update includes a brief reminder of the challenge; identification of which steps (2, 3, 5, or 6) of the process the challenge is in given the process outlined by the district to remove a challenge. If the challenge has not been removed, there is an opportunity to determine if additional steps need to be taken.

Step 6: Once the challenge has been addressed, this information is provided to the DIT designee that initiated the communication of the challenge and is subsequently recorded under Step 6 of the Implementation Challenges Log. The DIT designee then communicates this information back to the group / team or individual that originally raised the challenge to the DIT using the linking communication protocol.

Step 7: One month following the removal of the challenge, the group / team or individual that originally raised the challenge to the DIT will be asked if the way in which the challenge was addressed has been sufficient. This means, the challenge was that was preventing the group / team or individual from being able to move forward with MTSS work has now been removed and work has been resumed. Results are documented under Step 7 of the Implementation Challenges Log.

Step 8: Once a challenge has been removed, it will be indicated as "busted" in column B of the Implementation Challenges Log and color-coded green to indicate it has been removed.

District Personnel to Address Implementation Challenges

(In the tables below select options that are applicable to your district and fill in appropriate names in the fields. Given your district's configuration and size, it is likely you might collapse decision types. It is important to remember to maintain enough clarity when describing the decision type so DIT members can accurately identify who is best equipped to address the challenge. Identify individuals with the highest level of decision-making authority, as well as others who may need to be involved in the decision.)

Funding

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals/Teams
Title I questions related to appropriate use of funds		N/A
Approval for use of any type of funds (excluding IDEA)		
Requests for flexible use of state or federal funds (requiring MDE approval)	MDE (OEII or OSE) Staff (add person name) would be the designee from district to initiate a request Determine if the request goes to the appropriate ISD leadership (e.g., superintendent or assistant superintendent) who in turn, makes the request on the district's behalf	

Special Education

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals/Teams
Learning Support Services (LSS)		

Curriculum, Instruction, and Assessment

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals/Teams
Secondary curriculum and instruction		
Science and Social Studies Curriculum and Instruction (PreK-12th Grade)		
Literacy and Math Curriculum (PreK-4th Grade)		
PK-12 Assessment		

Student Behavior

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals/Teams
Behavior Interventions and Code for Student Conduct		

Human Resources

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals/Teams
Personnel issues concerning general education staff		
Personnel issues concerning special education staff		

Technology

Decision Types	Person with Decision Making Authority	Involvement of Additional Individuals/Teams
Access to supports for district approved technology		