

---

Michigan's Multi-Tiered System of Supports Technical Assistance Center  
August 2026 – Version 1.0

---

## Multidisciplinary Team (MDT) Operating Procedures

This document will assist a Multidisciplinary Team (MDT) in establishing team meeting norms and effective team structures. It can also be used to orient new team members.

Date Approved:

### MDT Team Members:

| Name | Title/Position | MDT Role | Contact Information |
|------|----------------|----------|---------------------|
|      |                |          |                     |
|      |                |          |                     |
|      |                |          |                     |
|      |                |          |                     |
|      |                |          |                     |
|      |                |          |                     |

Table for listing MDT Team Member names, title/position, MDT role, and contact information.

*Note: Standing team members attend all meetings. Additional team members may be called upon during individualized planning: parents/guardians, classroom teachers, and related service providers (e.g., occupational therapists). These members offer important expertise and perspectives but are unnecessary for all team meetings.*

### Meeting Frequency: Weekly

**Team purpose:** The MDT attends to, coordinates, and is accountable for students' access to intervention supports by bringing together people with diverse expertise to benefit a student or group of students, implementing an intervention system, monitoring the system and student progress, and making data-based decisions. The MDT plays a key role in achieving district goals by attending to, coordinating, and being accountable for student access to academic and behavior intervention supports.

### The team is responsible for the following:

- Coordinate the administration of assessments, including placement, diagnostic, and progress-monitoring assessments, and analyze data for the advanced tiers.
- Establish an Intervention Platform and provide placement and grouping for students needing Tier 2 intervention.

- Identify and monitor academic and behavior interventions that result in requisite student growth.
- Design Group and Individualized Intensive Intervention Supports at Tier 3 and ensure that they are updated to reflect adaptations to the intervention instruction.
- Provide support and coaching for interventionists.

### **Team Meeting Norms:**

*Record your team's 3-5 agreed-upon meeting norms.*

- 1.
- 2.
- 3.
- 4.
- 5.

### **Team Meeting Roles**

*Identify individuals who will take on the following roles:*

| <b>Role</b>                                                                                                                                                            | <b>Team Member(s)</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Facilitator:</b> Prepares the meeting agenda, distributes agenda prior to meeting, and facilitates the meeting.                                                     |                       |
| <b>Note Taker:</b> Keep written documentation of key discussion points, decisions, and next steps in the meeting agenda.                                               |                       |
| <b>Timekeeper:</b> Monitors time and prompts the facilitator and team when allocated time for an agenda item is almost finished.                                       |                       |
| <b>Implementation Plan Recorder:</b> Records action items on the implementation plan and records the status updates when the team reviews action items.                |                       |
| <b>Active Team Members:</b> Actively engaged in the meeting, participates in the discussion and decision making, and takes on action items in the implementation plan. |                       |

### **Decision-Making**

The MDT, with the input of grade-level teachers, makes decisions regarding:

- Intervention Groupings
- Choosing Tier 2/Standard Treatment Protocol Interventions from the district's Intervention Platform
- Determining implementation supports for interventionists

- Intervention placement assessments
- Individual progress-monitoring, goal setting, and determining which progress-monitoring measures will be used for students accessing intervention supports
- Intervention schedule suggestions to give to the Principal
- Inviting classroom teachers and families to a meeting focused on the individual students
- Develop Group and Individualized Intensive Intervention Plans
- Determining which grade level to pilot the intensification process before scaling up to all grade levels

### **Limits to Decision Making**

The Multidisciplinary Team does not have the decision-making authority to determine the following:

- Staffing
- School-wide master schedule
- Classroom Tier 1 instruction and curriculum resource decisions
- Availability of experts outside of the team for meetings
- MDT professional learning dates and times

### **Communication**

Identify the individual(s) responsible for facilitating two-way communication between the MDT and the identified group or team. If a group or team listed in the left-hand column does not exist, do not create it for this purpose. If there is another group or team that the MDT needs to communicate with two-way, add that group or team to the table.

| <b>Group or Team</b>                              | <b>MDT Team Member</b> |
|---------------------------------------------------|------------------------|
| School Leadership Team or School Improvement Team |                        |
| District Implementation Team                      |                        |
| Grade-Level Team: First Grade                     |                        |
| Grade-Level Team: Second Grade                    |                        |
| Interventionists                                  |                        |

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs