

1

00:00:00,060 --> 00:00:03,330

So here's question number one, when you hear the

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00:00:03,330 --> 00:00:08,170

acronym MTSS. What comes to your mind and what

3

00:00:08,170 --> 00:00:10,720

does that mean to you today? I know that it might

4

00:00:10,720 --> 00:00:13,780

look different from before, so help me understand

5

00:00:13,780 --> 00:00:17,170

how you came to the place where when you think of

6

00:00:17,250 --> 00:00:19,720

MTSS, this is what it looks like today.....Anybody?

7

00:00:37,220 --> 00:00:37,970

I guess I'll start.

8

00:00:40,420 --> 00:00:45,490

I do think that over the course of the years, with

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00:00:45,550 --> 00:00:49,230

my initial interaction with MTSS, I was trying to

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00:00:49,940 --> 00:00:54,790

understand how multiple levels play a role or

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00:00:55,060 --> 00:00:57,520

multiple levels of understanding, play a key role

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00:00:57,640 --> 00:01:01,900

in developing a common language for the purpose of

13

00:01:01,900 --> 00:01:04,660

helping the system, which is the school in this in

14

00:01:04,660 --> 00:01:07,810

this area, in this particular concept, helping the

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00:01:07,810 --> 00:01:10,690

school move forward. And I think as we were

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00:01:10,690 --> 00:01:13,000

learning about the different elements and aspects

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00:01:13,000 --> 00:01:16,810

of our own role in MTSS, I think my big

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00:01:17,920 --> 00:01:21,190

learning process has been developing and

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00:01:21,190 --> 00:01:24,370

understanding how every component of the school

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00:01:24,370 --> 00:01:27,830

plays a key role in moving this work forward.

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00:01:30,220 --> 00:01:31,180

That's where I am now.

22

00:01:34,120 --> 00:01:37,510

And I would like to add to I think as the school

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00:01:37,510 --> 00:01:43,000

begin to grow, there was a need for us to really

24

00:01:43,000 --> 00:01:46,960

think about how we we're documenting all of the

25

00:01:47,740 --> 00:01:52,030

elements that we organically were doing at the

26

00:01:52,030 --> 00:01:55,070

school so that when new people would come in

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00:01:55,090 --> 00:01:58,090

right, they would have access to the systems and

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00:01:58,090 --> 00:02:04,330

really understand what that should look like. And

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00:02:04,330 --> 00:02:06,850

the purpose of that. And also, I think,

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00:02:09,040 --> 00:02:13,420

set up teams that would support the process

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00:02:15,970 --> 00:02:22,660

of supporting the whole child and aligning our

32

00:02:22,660 --> 00:02:25,450

resources so that

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00:02:27,820 --> 00:02:31,570

we were maximizing our people power here, and I

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00:02:31,570 --> 00:02:39,420

think that. That has also allowed us to come

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00:02:39,510 --> 00:02:43,380

together to as well to make sure those systems are

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00:02:44,130 --> 00:02:47,430

not only documented but stronger, and especially

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00:02:47,430 --> 00:02:50,370

as we get we always have new staff here. So it's

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00:02:50,370 --> 00:02:56,040

important to have clarity around it. And I would, I

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00:02:56,040 --> 00:03:00,120

would also say that it's interesting, I honestly

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00:03:00,120 --> 00:03:02,910

have not thought about this, but I think about the

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00:03:03,180 --> 00:03:05,970

I mean, thinking about my own definition or my own

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00:03:05,970 --> 00:03:08,310

understanding of MTSS since we first

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00:03:08,310 --> 00:03:11,220

started, I'm like, wow, we've done a lot of growth

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00:03:11,460 --> 00:03:14,010

in this area. And it's really nice to be able to

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00:03:14,010 --> 00:03:17,410

reflect on that. And, you know, to to add to what

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00:03:17,780 --> 00:03:21,450

Francisco and Delia have mentioned, it's really around

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00:03:23,150 --> 00:03:26,870

ensuring that every single person on this campus

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00:03:26,870 --> 00:03:29,720

understands the reason why we work as a school,

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00:03:29,870 --> 00:03:32,420

like what is our overall goal? And really at the

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00:03:32,420 --> 00:03:34,220

end of the day is to ensure that we're serving

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00:03:34,220 --> 00:03:36,290

servicing all of our students, regardless of what

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00:03:36,290 --> 00:03:38,170

they're needed, is something that they need

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00:03:38,190 --> 00:03:41,180

substantial support with or minimal support with.

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00:03:41,180 --> 00:03:44,030

Every single child needs some type of support and

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00:03:44,030 --> 00:03:48,080

still being able to really collaborate with not

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00:03:48,080 --> 00:03:50,000

just the admin team. It's not just about the

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00:03:50,000 --> 00:03:52,550

decisions we make here, but also what are the what

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00:03:52,550 --> 00:03:54,440

is the teacher's input? What is the custodial

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00:03:54,440 --> 00:03:58,040

staff's input? How ow can the you know, the the counseling

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00:03:58,040 --> 00:04:00,680

department support is it is it's all of us really

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00:04:00,680 --> 00:04:03,620

working together in this kind of like creating

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00:04:03,620 --> 00:04:05,510

this puzzle where it's like so many different

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00:04:05,510 --> 00:04:07,760

pieces. But we're working together to really

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00:04:07,760 --> 00:04:10,970

ensure that our students get that learning

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00:04:10,970 --> 00:04:13,250

experience that we want them to have out here at EJE.

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00:04:24,840 --> 00:04:27,330

Yes, yes, yes, and

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00:04:29,730 --> 00:04:34,050

I think if I could just sum it up as succinctly as

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00:04:34,050 --> 00:04:37,290

possible, building off of what everyone has said

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00:04:37,290 --> 00:04:40,830

is really looking at how all of the systems that

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00:04:40,830 --> 00:04:45,360

it takes for a school to function and serve our

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00:04:45,360 --> 00:04:47,820

students, it's how they all interact and align

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00:04:47,820 --> 00:04:51,990

with one another in support of each child's

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00:04:53,250 --> 00:04:55,770

progress. And really, like they were all saying for

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00:04:55,770 --> 00:04:57,660

sustainability purposes, to make sure that we

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00:04:57,660 --> 00:05:00,640

continue to serve each student and meeting them at their needs.

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00:05:04,080 --> 00:05:07,800

I really appreciate what you guys shared as far as

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00:05:08,520 --> 00:05:13,610

giving me a picture of how you're living MTSS. And

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00:05:13,620 --> 00:05:17,850

that's that's kind of what you what you described

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00:05:17,850 --> 00:05:21,630

for me. So even though it's not like a definition

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00:05:21,630 --> 00:05:23,980

per se, that this is what we mean by this, like

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00:05:24,000 --> 00:05:27,360

what you might find in a dictionary, you actually

82

00:05:27,360 --> 00:05:30,390

gave me more than that by sharing how you're

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00:05:30,390 --> 00:05:36,090

living it. So that's great. I'm... I see how

84

00:05:36,090 --> 00:05:39,180

you've internalized that language and even what

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00:05:39,180 --> 00:05:40,290

MTSS mean.