



THRIVE: The Engine Behind Student Wellbeing

Empowering New Teachers with the Office of Student Supports (OSS)

Jennifer Coker | Staeshe Cooper | Miz Holmes-Ferguson
Dr. Shalun Matthews | Kristin Rodgers

The Power of the Pit Crew: Collective Efficacy

“There is no way a single teacher has all the time, all the knowledge, and all the skills to meet all the needs of every child in his or her class(es).”

— Buffman, Mattos, & Webber 2009



We depend on **Collective Efficacy**.
You are the driver, but the OSS is
your specialized pit crew.

Welcome to the Driver's Seat

Driving a classroom is complex, and it's natural to feel anxious when a student's "Check Engine" light comes on.

The Office of Student Supports (OSS) is here to ensure you never have to diagnose or fix complex issues alone.

OSS Mission:

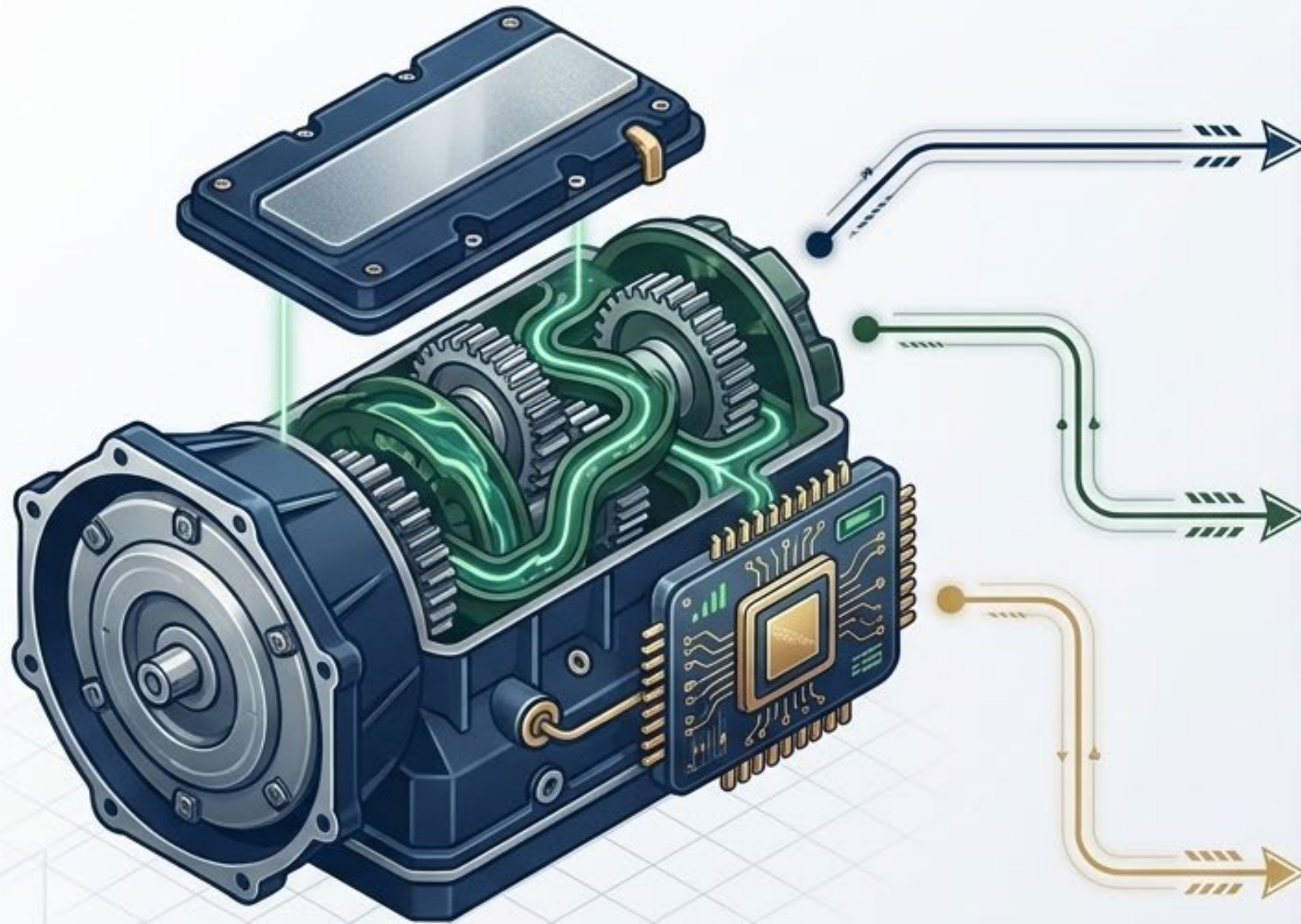
We partner with educators and community organizations to equip students and families with what they need to promote success and well-being.

Poll the Room:

Which dashboard warning light causes you the most anxiety when you think about your new classroom?



The Gearbox: Understanding the Acronyms



Component 1 (The Engine Block):

MTSS (Multi-Tiered System of Supports) IS THE STRUCTURE.

 The overarching framework designed to support student achievement.

Component 2 (The Motor Oil):

RTI (Response to Intervention) IS THE PROCESS.

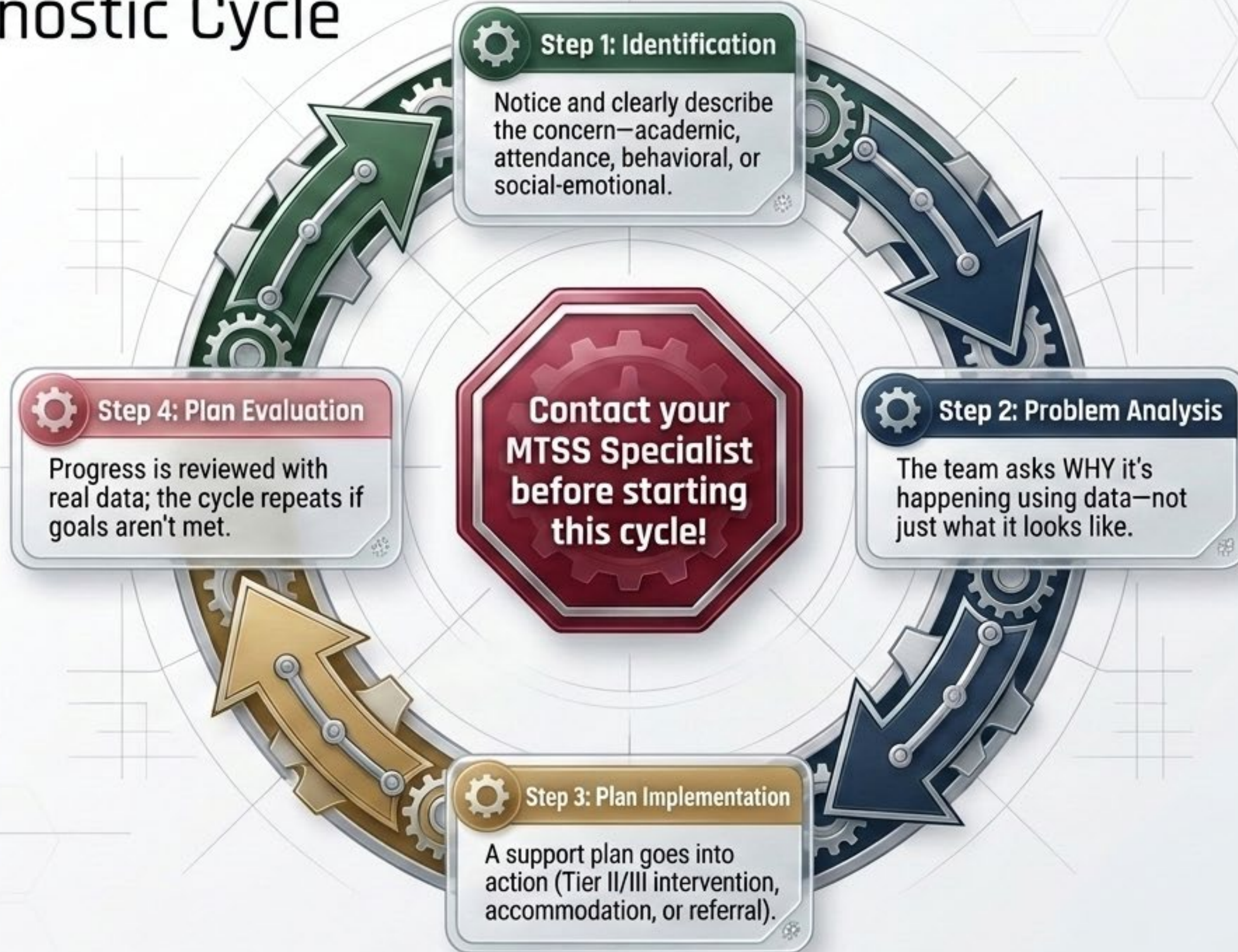
 The fluid movement of data and interventions between the tiers.

Component 3 (The Diagnostic Computer):

SST (Student Support Team) IS THE TEAM MEETING.

 The collaborative gathering (happening on the 3rd floor) to review data and adjust the plan.

The Diagnostic Cycle



The Pit Crew



School Counselors

Focus:

Day-to-day academic, college/career, and social-emotional development.

When to Call:

Immediate social-emotional and behavioral student needs; brief, solution-focused counseling; advisement; and/or post-secondary planning.



School Social Workers

Focus:

Removing immediate barriers and addressing hardship (Tier 3).

When to Call:

Student exhibits signs of homelessness, severe chronic absenteeism, or immediate family resource needs.



School Psychologists

Focus:

Addressing profound personal academic and behavioral barriers.

When to Call:

Student requires psychoeducational evaluation, crisis response, or specialized instructional support analysis.



MTSS/504 Specialists

Focus:

Coordinating the MTSS framework and 504 plans to ensure data-driven interventions and accommodations are effectively implemented.

When to Call:

Student needs formal accommodation plans (504), or guidance is needed on implementing tier-specific academic or behavioral interventions within the MTSS structure.

Spotting the Warning Lights



The "Low Fuel" Light (Homelessness/Hardship)

Wearing the same clothes for several days, poor hygiene, chronic hunger, fatigue, lack of basic school supplies.

The "Navigation Error" Light (Instability)

Comments like "We've been moving around a lot," "I don't remember the name of my last school," or "I can't remember my address."

The "Stalling" Light (Attendance)

Transportation problems, chronic tardiness, falling asleep in class.

It is never easy for a student to be vulnerable about these situations.
When you see these lights, tag in your **School Social Worker**.

MTSS: The Role of the Teacher

When a student is identified as needing additional support, you may be asked to:

- ⚙ **Communicate With Families**
- ⚙ **Create and Implement An Intervention Plan**
- ⚙ **Complete Progress Monitoring**
- ⚙ **Attend SST Meetings**
- ⚙ **Complete Student Skills Checklists and Reports**
- ⚙ **Complete Teacher Input Forms**

Section 504: Evaluation & Teacher Role

Up To A 60-Day Evaluation Timeline

Teachers Document:

High-quality instruction & differentiated strategies. Evidence of classroom trials is essential evaluation data. Monitor for **extra time** needs, work completion patterns, and cognitive load.

Support Specialist Gathers Data:

Academic/assessment progress, behavioral observations, attendance, RTI/MTSS intervention data. Impairment documentation, medical/private evaluation records.

Team Determination:

Determines whether a major life activity is substantially limited. Evaluates the need for accommodations to support equal access to learning.

Teacher's Role in Meetings & Implementation

In Meetings

- **Educators:** Provide expertise on instruction and student performance
- **Accommodations:** Recommend supports based on classroom data and observations
- **Share:** Describe how accommodations are implemented
- **Impact:** Share evidence of student response and access to learning

Implementation:

- Relay parent requests or referrals to the MTSS/504 Support Specialist
- Use the district's 504 Staff Dashboard tools (student tracking, input forms, and plan acknowledgment)
- Implement accommodations and supports with fidelity

Test Drive Scenario 1: The Stalling Engine

Teacher's Notebook

The Scenario:

Marcus is chronically absent. When he is in class, he frequently falls asleep. Today, you noticed he is wearing the same clothes he wore on Monday and Tuesday, and he doesn't have his backpack.

The Challenge:

Which Pit Crew member do you tag in first?

Pit Crew Selection



Counselor



Psychologist



School Social Worker



MTSS Specialist



Community Schools

Test Drive Scenario 1: The Stalling Engine

Teacher's Notebook

The Scenario:

Marcus is chronically absent. When he is in class, he frequently falls asleep. Today, you noticed he is wearing the same clothes he wore on Monday and Tuesday, and he doesn't have his backpack.

The Challenge:

Which Pit Crew member do you tag in first?

Pit Crew Selection



Counselor



Social Worker



School Social Worker



Psychologist



MTSS Specialist

Answer:

School Social Worker.

They specialize in removing immediate barriers and addressing basic needs/hardships (Tier 3 support).

Test Drive Scenario 2: The Overheated Engine

Teacher's Notebook

The Scenario:

Sarah puts in high effort during class but experiences severe test anxiety. She is beginning to fail her assessments and has started withdrawing socially from her peer group.

The Challenge:

Who do you call to initiate the problem-solving cycle and monitor data?

Pit Crew Selection



MTSS Specialist



Social Worker



School Counselor



Psychologist



Community Schools

Test Drive Scenario 2: The Overheated Engine

Teacher's Notebook

The Scenario:

Sarah puts in high effort during class but experiences severe test anxiety. She is beginning to fail her assessments and has started withdrawing socially from her peer group.

The Challenge:

Who do you call to initiate the problem-solving cycle and monitor data?

Pit Crew Selection



Answer:

MTSS Specialist & School Counselor.

The Counselor provides short-term social-emotional support, while the MTSS Specialist helps you gather data and facilitate interventions.



Community Schools / SAFE Centers

The FCS Community Schools Department connects students, families, schools, and community partners to remove barriers to learning by providing access to resources, family engagement opportunities, and wraparound supports that promote student success.

Community Schools Four Pillars

- **Integrated Student Supports**
 - Food, clothing, housing, mental health & basic needs referrals
 - Wraparound support for students and families
- **Expanded Learning Opportunities**
 - STEM, literacy, enrichment programs & student opportunities
- **Family & Community Engagement**
 - Parent workshops, resource events & family programming
- **Collaborative Leadership & Practices**
 - Community partnerships aligned to school needs and data



Community Schools

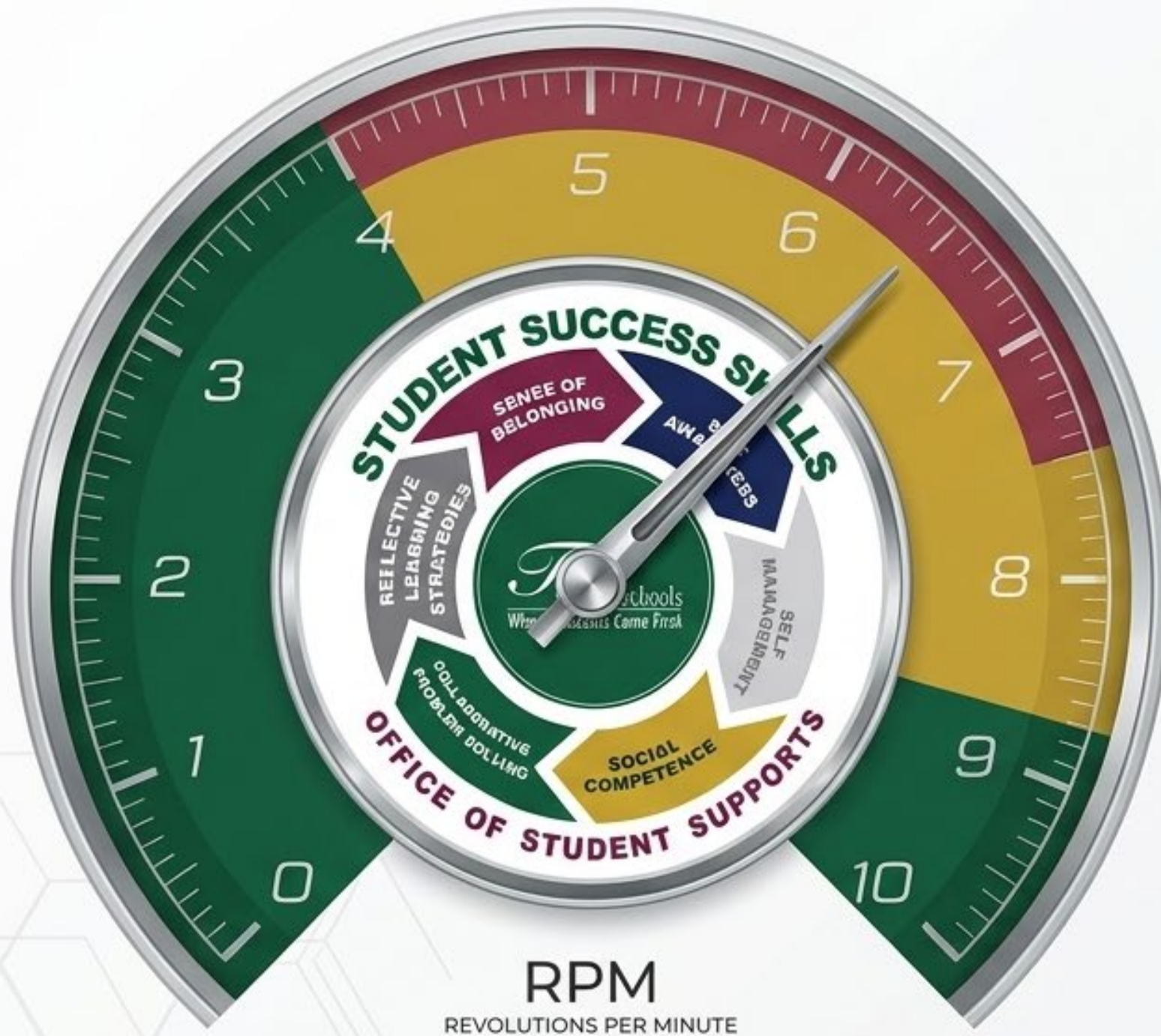
Focus:

Removing barriers so students and families have the support needed to thrive.

When to Call: DP schools should Contact Community Schools when students or families need support with:

- ✓ Food insecurity or household essentials
- ✓ Clothing, shoes, hygiene items, or school supplies
- ✓ Housing instability or emergency family needs
- ✓ Family engagement resources and workshops
- ✓ Community partnerships or resource connections
- ✓ Wraparound support impacting attendance, academics, or student well-being.

Shifting Gears: The Tiers of Support



Tier III (Red - Intensive):

Individualized, high-intensity support. Features On-Site Mental Health Therapists, Social Emotional Support (SES) Social Workers, and Crisis Intervention.

Tier II (Yellow - Targeted):

Targeted support for some. Features Check & Connect, Stand Up Fulton Mentorship, Small Group Counseling, and Attendance Teams.

Tier I (Green - Foundation):

Implementation of MTSS framework for all. Features Student Success Skills (SSS), positive school-wide attendance, and Text4Help.

Tier 1 Support: Student Success Skills

All FCS Students are taught our 6 Student Success Skills:

Social
Competence

Self-
Awareness

Self-
Management

Collaborative
Problem Solving

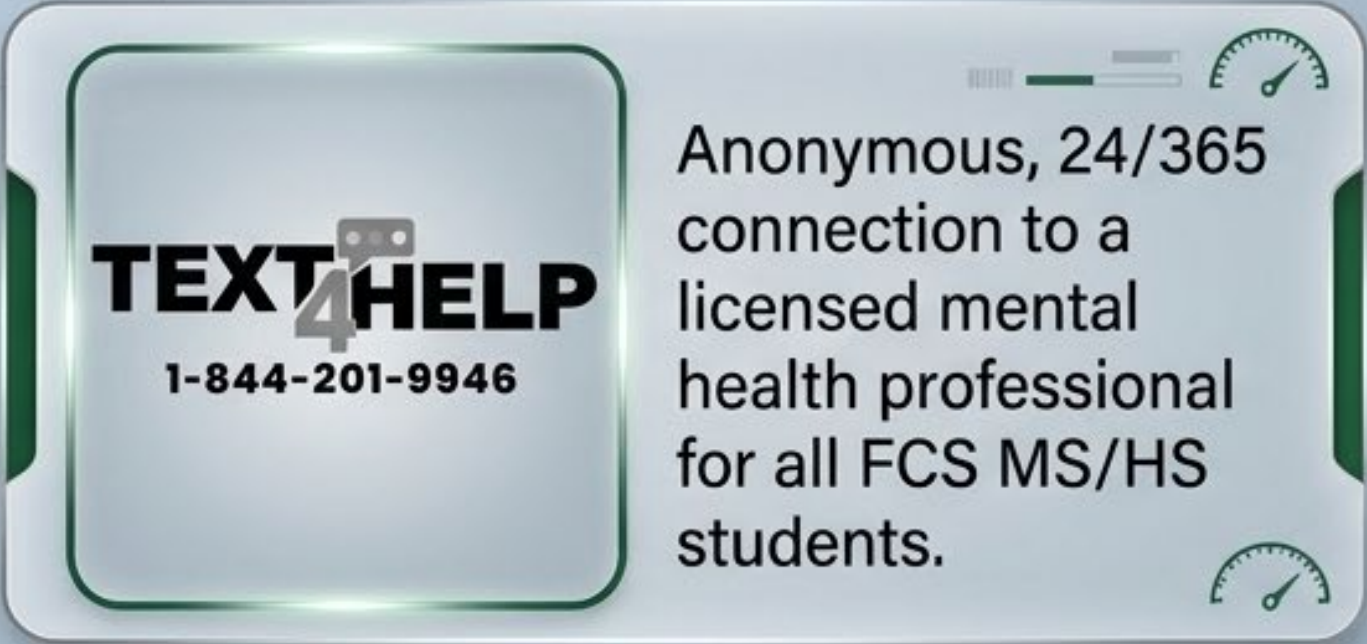
Reflective
Learning

Sense of
Belonging

This instruction happens
2-3 days per week
for 15-20 minutes
and is measured
using a twice
yearly
via student
inventory.

All Student Success Skill standards are taught using the Rethink Ed program.

Emergency Roadside Assistance (Tier 1 Support)



TEXT4HELP
1-844-201-9946

This card features a green border and a green glow effect. It includes a progress bar and a gauge icon at the top right, and a small gauge icon at the bottom right.

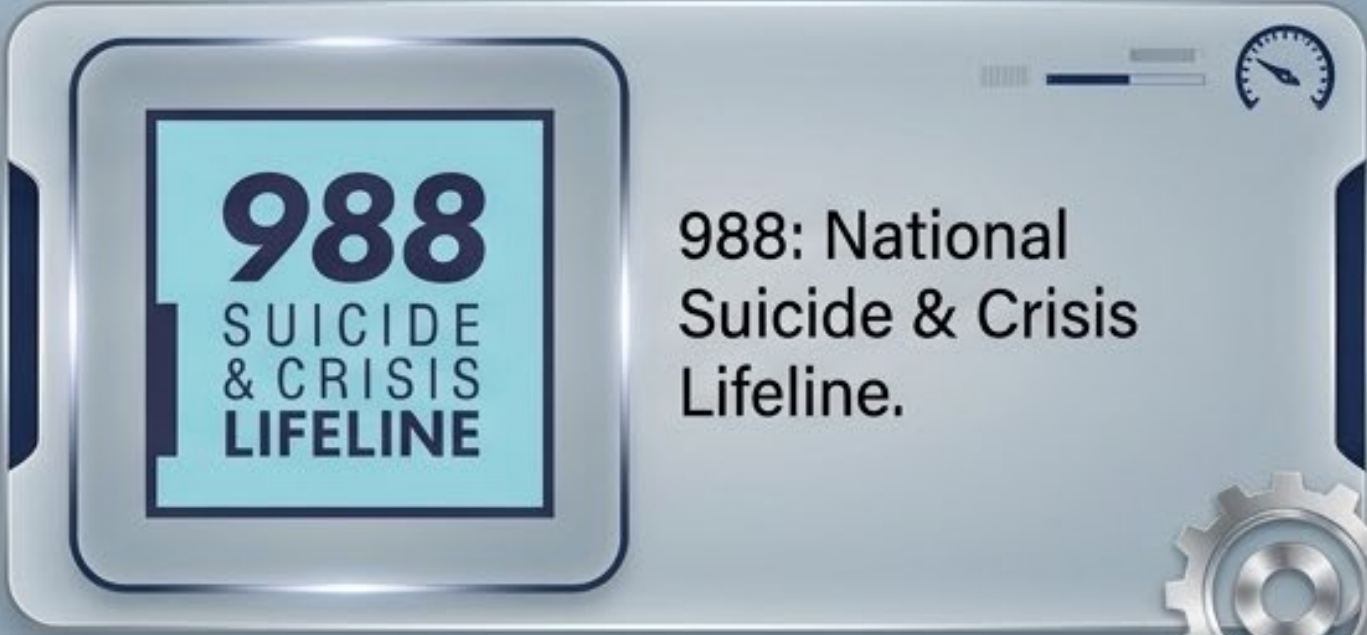
Anonymous, 24/365 connection to a licensed mental health professional for all FCS MS/HS students.



FCS Tip Line:
Anonymous desktop icon or QR code to report threats or concerns.



ACT Framework:
Acknowledge, Care,
Tell a trusted adult
if you see signs of
depression/suicide.



988
SUICIDE
& CRISIS
LIFELINE

This card features a blue border and a blue glow effect. It includes a progress bar and a gauge icon at the top right, and a gear icon at the bottom right.

988: National
Suicide & Crisis
Lifeline.

Preventative Maintenance (Tier 2 Support)



Check & Connect
Intervention for K-12 students at risk of disengagement. Structured mentoring program with weekly meetings.

Ongoing check-ins on academic, attendance, and behavior

Connects students to supports and resources in the school and community.

Performance Behaviors



Group Counseling
Small group counseling provided by Counselors, Social Workers, and Psychologists.

Students are taught skills relating to self-management and emotional regulation. Provides weekly social/emotional support.



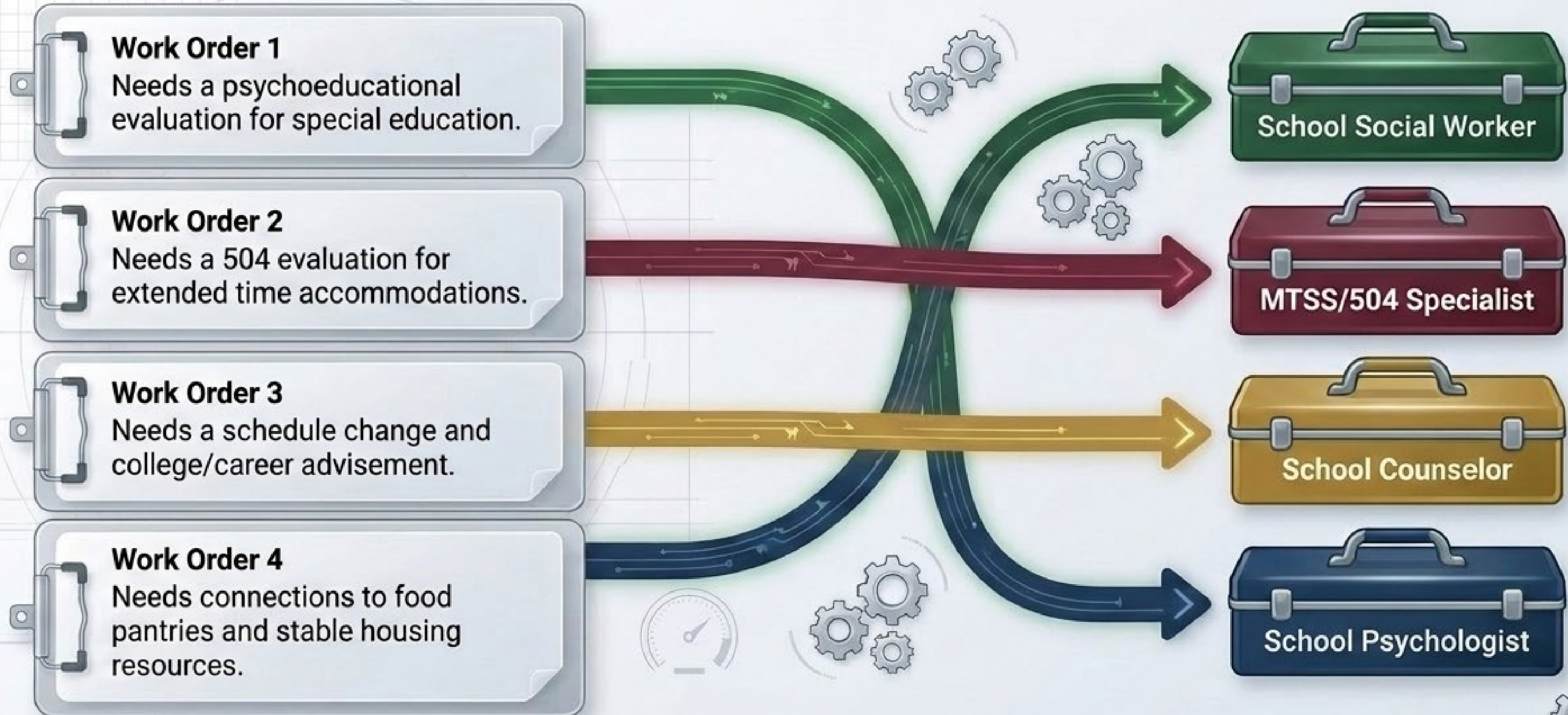
The Community Network: Your Parts Suppliers

The Community Schools model conducts needs assessments and leverages external partnerships to provide specialized, on-site, and community-based care that goes beyond standard school resources.

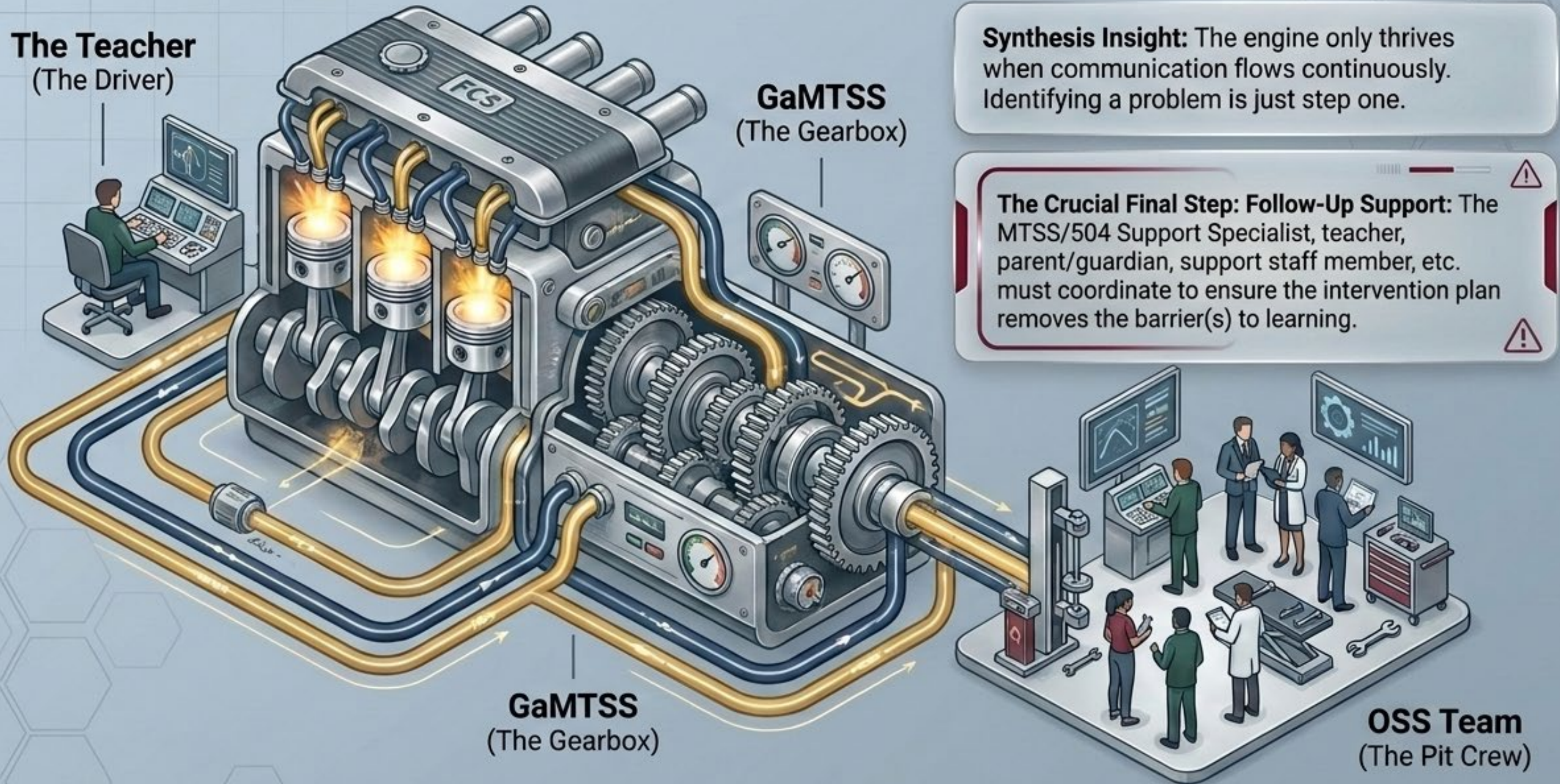


The Pit Stop Challenge

Instructions: Match the symptom to the correct specialist!



The Engine in Motion





**Scan to bookmark the
Office of Student
Supports Hub.**

Your Keys to the Hub



**OFFICE OF
STUDENT SUPPORTS**

Counseling • Psychology • Social Work • Intervention Services

You are never driving alone.
Welcome to Fulton County
Schools, and here's to a
high-performance school year!

New Teacher Celebration Resources

Access the program and session resources by going to
<https://tinyurl.com/FCSNTC2026>
or scanning the QR code:

