

## Solid Roots System Support

The purpose of System Support within the Solid Roots framework is to plan processes and procedures that ensure quality and efficiency in services provided to students. System Support facilitate alignment and maintenance of strong systems of support from year to year. The table below provides an overview of the components included in System Support.

Component		Purpose
Routines & Procedures	Roles & Responsibilities	Clarity in the roles and responsibilities of all staff members reduces misunderstanding and increases collaboration among the stakeholders providing intervention and instruction.
	Staff Schedule	A schedule of staff activities designated in 30-to-60-minute increments promotes efficiency and ensures all personnel have the autonomy to complete daily tasks.
	Framework Protocols	Specific protocols for Tier 3 behavior support are documented and available for reference by all staff. These protocols help guide decision-making in a variety of situations.
Building Capacity	All Staff Training	All staff members on campus understand the philosophy and structure of Tier 3 behavior supports.
	Intervention Staff Training	Any staff responsible for direct implementation are trained in the intervention purpose and specific procedures.
Communication & Collaboration	Family Communication	Communication between the lead behavior staff and the student's family develops a partnership between school & home and supports the generalization of skills.
	Staff Communication	Communication among behavior staff and with other campus staff such as academic teachers and campus leaders, is essential for intervention success. Regularly scheduled meeting opportunities promote collaboration, information exchange, and prioritization of resources.
	Student Communication	Through regular and intentional communication, staff engage students as active participants in their own growth and learning.

## Training & Communication Logistics

Component	Frequency	Topics
Campus Staff Training	Annual presentation for all campus staff, additional time may be provided for new-to-campus staff.	Behavior support philosophy & campus procedures/protocols.
Intervention Training	Initial training and annual refreshers. May be provided through a live presentation or online courses/webinars from the Emergent Tree Virtual Learning Academy.	Implementation of Check-in/Check-out, Monitor & Prompt, Social Skill Instruction, & Feedback with DBRC interventions. Provide staff with fidelity checklists for reference and guidance.
Family Communication	Proactive and individualized communication is recommended on a weekly-monthly basis. Additional communication should take place as needed or requested through phone, text, or email.	Updates on student progress, share celebrations, solicit feedback on additional needs or perspective from the home environment.
Administrator Communication	Proactive meeting between campus leaders and behavior staff is recommended on a monthly basis. This communication should take place through an in-person meeting opportunity.	Discuss areas of concern, brainstorm barriers to intervention, consider resource allocation, and make adjustments to the staff schedule if necessary.
Teacher Communication	Individual or small group in-person meetings between academic teachers and behavior staff should take place at the start of every school year. Additional communication may take place as necessary through email or in-person format.	Discuss individual student behavior plans and interventions. Review behavior pathways and share progress monitoring data.
Behavior Team Communication	Behavior team meetings should take place weekly. These meetings may be brief but should follow a standard agenda for efficiency.	Discuss individual student needs and progress as well as any barriers to intervention and necessary adjustments to roles/responsibilities and the staff schedule.
Student Communication	Meetings between individual students and behavior staff should take place on a weekly basis.	Discuss progress towards behavior goals and identify strategies or skills for development.

