

Excellence + EQUITY

All Means All

Introduction to Multi-Tiered System of Support



Goals



Know what MTSS is
and what it isn't



Understand the
Levels of Support



Align belief
statements



Self-assess if
school/LEA is ready
for the next step



Understand cohort
structure and
expectations

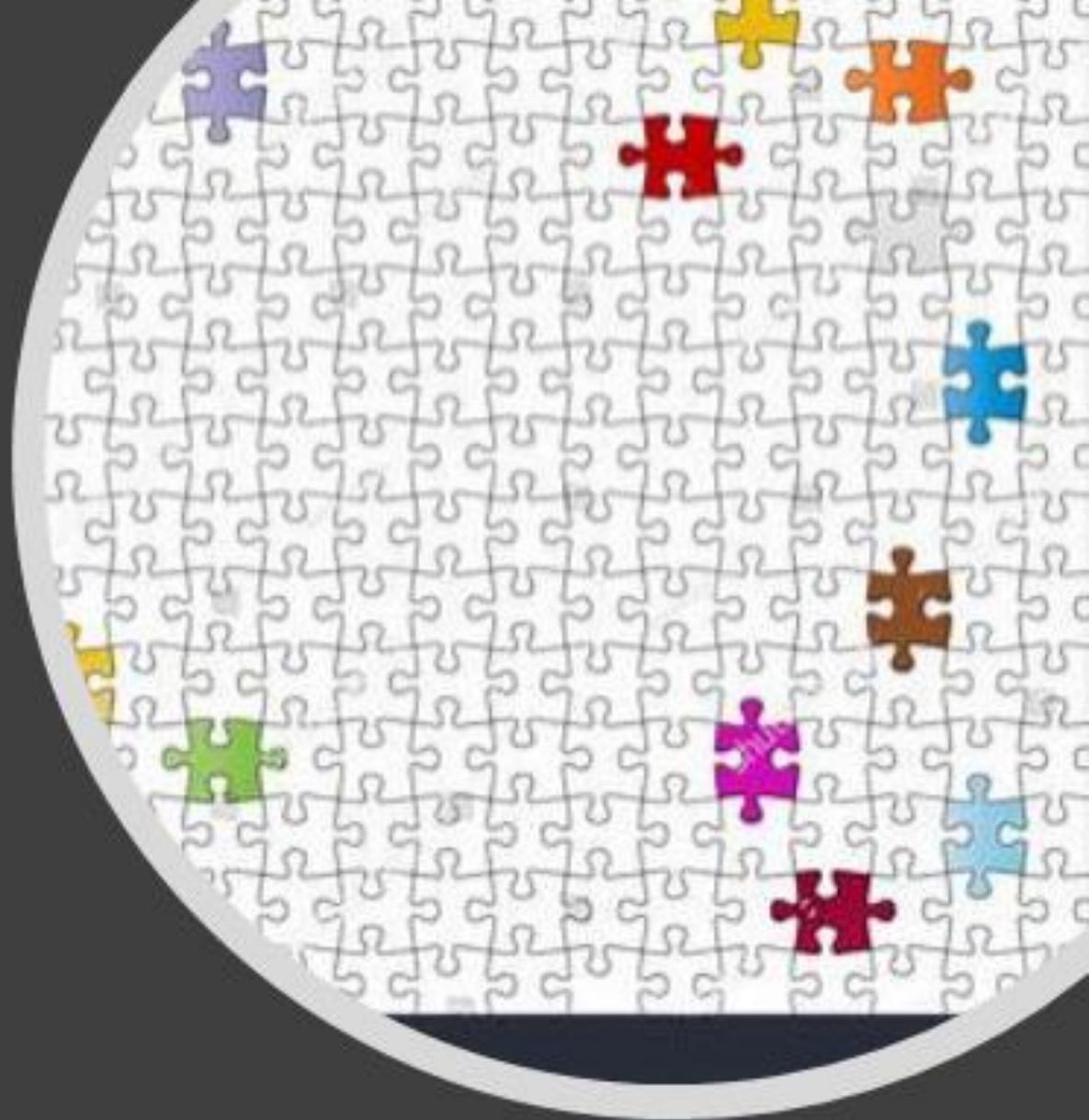
What is MTSS?

MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child.



What MTSS Is Not

- Just help with academics or an extra class period
- Just behavior supports
- The job of a few specialists
- Intervention in place of the core curriculum
- A buffet for staff to choose what pieces they would like to implement and if they would like to implement
- The process for determination of eligibility for entitlement programs (special education, ELL, gifted, etc.)
- Something that is done to students





**Reflective
Guide**

Time to Reflect



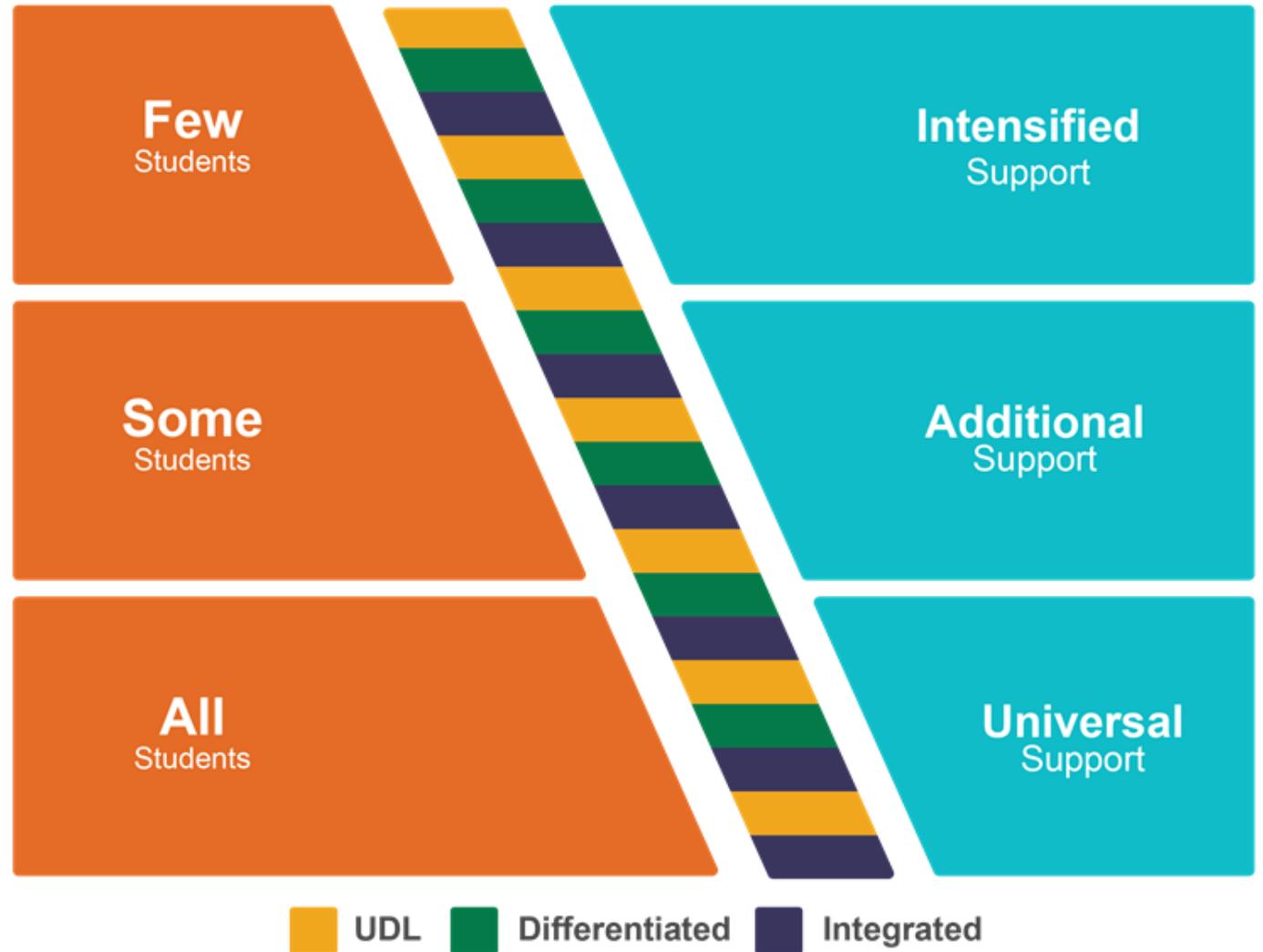
Why Equity-Based MTSS?

- Equity-Based MTSS
 - Values and welcomes each and every student as a full member of their school
 - Provides the support students need, when needed, as long as needed

Equity in Education

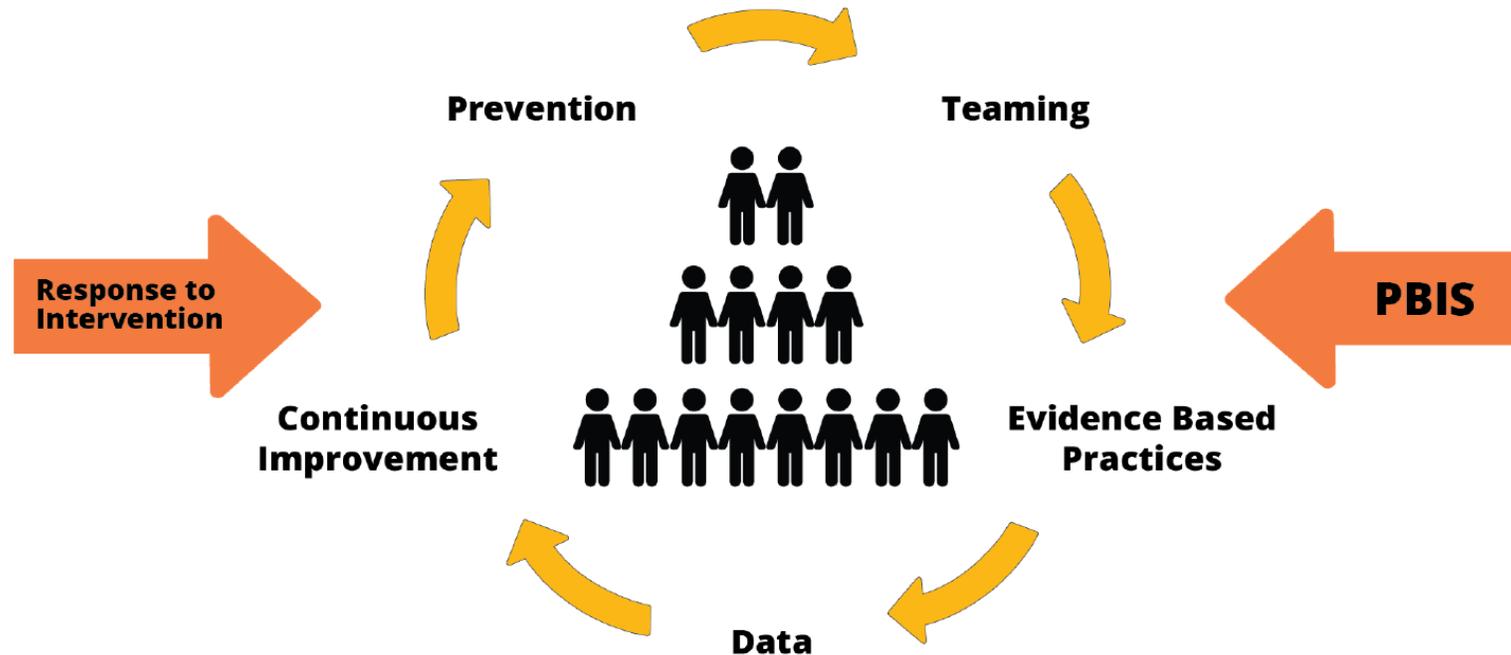
Where each and every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.

MTSS



MTSS: Origin Story

Multi-Tiered System of Support





**Reflective
Guide**

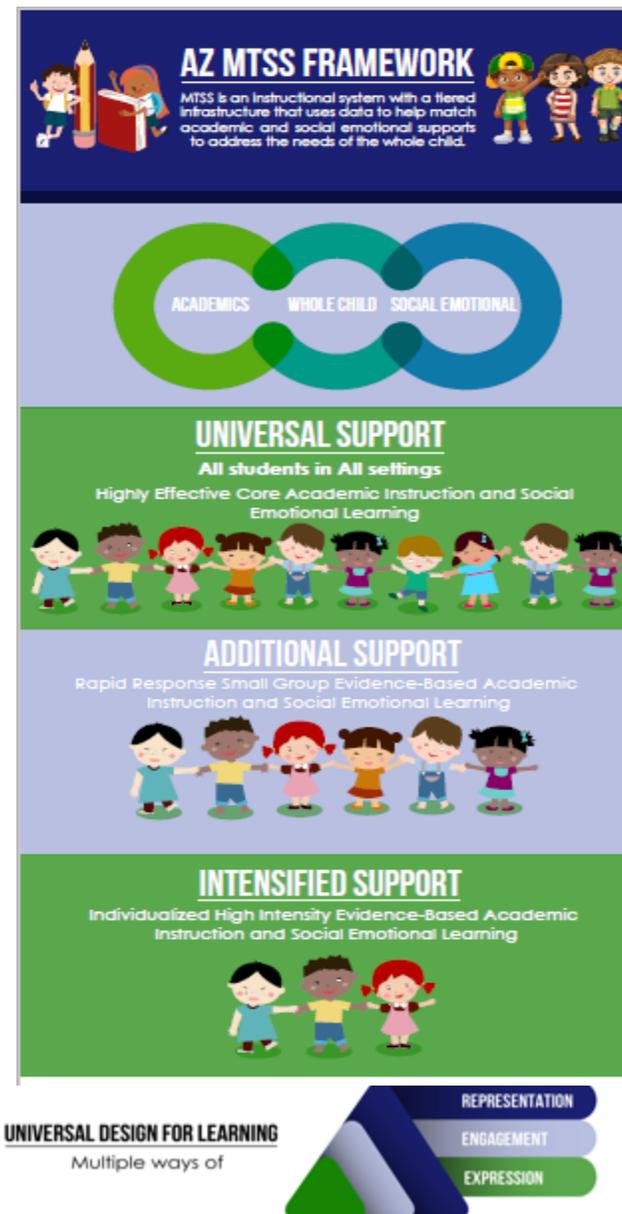
Time to Reflect

AZ MTSS Framework

ASSESSMENT

CURRICULUM

INSTRUCTION



AZ MTSS FRAMEWORK

MTSS is an instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child.



Equity-based Proactive and Preventative

Culturally Relevant, Responsive Systems of Support



Highly Effective Academic Instruction



- All students in All settings
- Rapid response, evidence-based instruction
- Individualized, high intensity, evidence-based interventions

Social Emotional Learning

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making



Behavior



STUDENT GAINS

- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

- Conduct problems
- Aggressive behavior
- Emotional distress

REDUCED RISKS FOR FAILURE

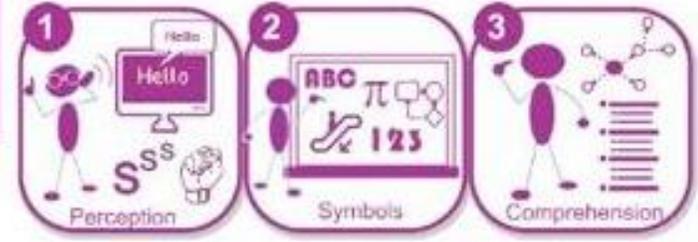
Universal Design for Learning

A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn

Representation

What?

of Learning



Action and Expression

How?

of Learning



Engagement

Why?

of Learning



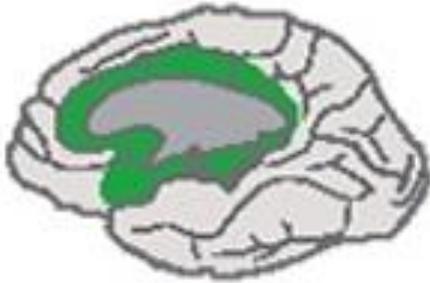


**Reflective
Guide**

Time to Reflect

Universal Design for Learning (UDL)

Affective networks: THE WHY OF LEARNING

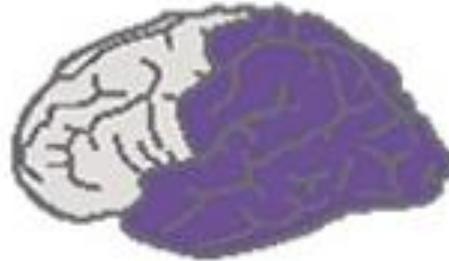


How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

Recognition networks: THE WHAT OF LEARNING

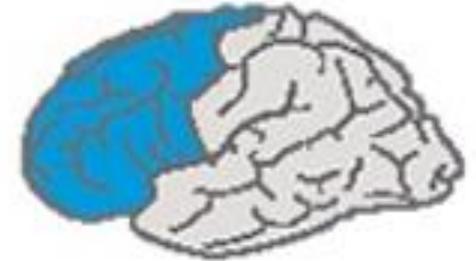


How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

Strategic networks: THE HOW OF LEARNING

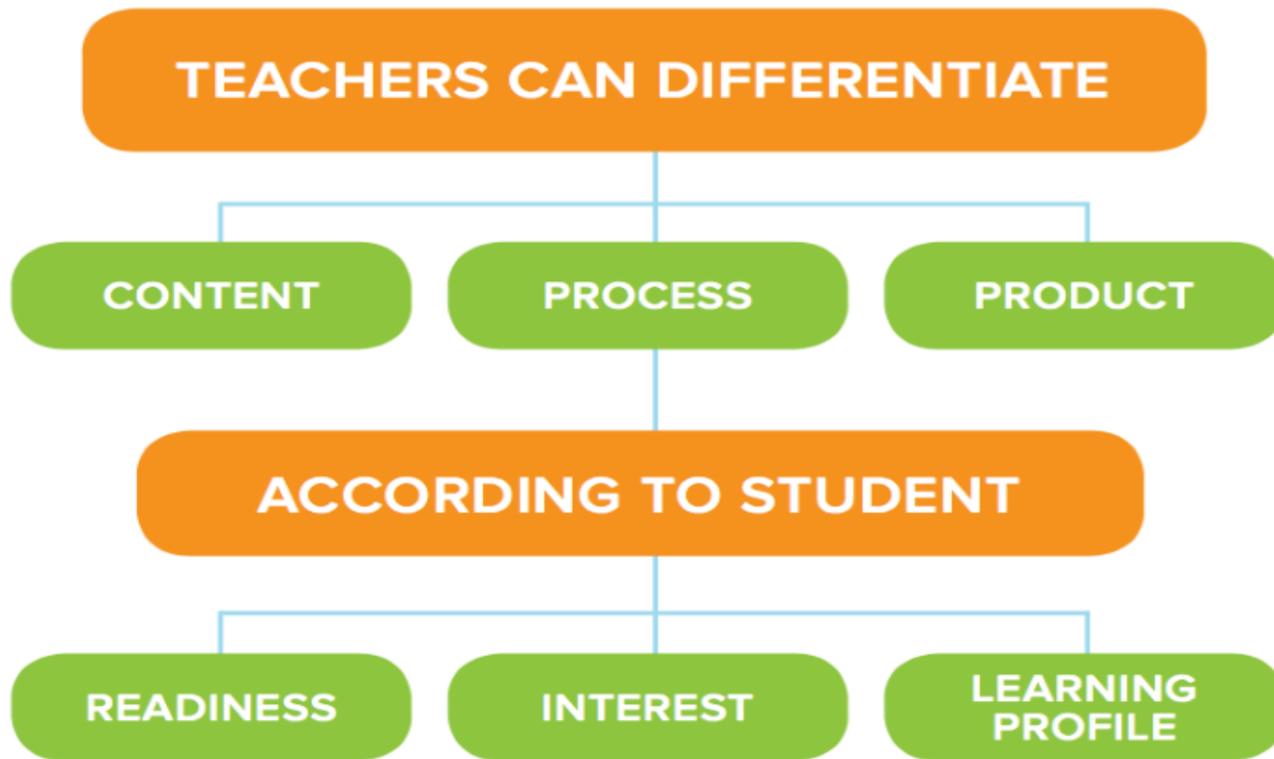


Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

Differentiated Instruction



Differentiation is responsive teaching rather than one size fits all teaching (Tomlinson, 2005). This means that teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.

(Tomlinson, 2003)

UDL

- Begins with the curriculum
- Proactive, occurs prior to instruction
- Plans lesson plans in anticipation of all student needs
- Builds methods, materials and assessments usable by all
- Removes barriers

Differentiated Instruction

- Ensures equity
- Meets individual needs
- Gives all students access to high quality curriculum
- Provides multiple methods to develop and express
- Begins with the students
- Reactive instruction
- Retrofits instruction based on individual student needs
- Adapts methods, materials, assessments for individual students
- Works around barriers



**Reflective
Guide**

Time to Reflect

Strengths

“the wisdom, knowledge, successful strategies, positive attitudes and affect, best practices, skills, resources, and capabilities of the organization.”

(Whitney & Trosten-Bloom, 2010, p.64)



SWIFT Framework



Administrative Leadership

- Strong & Engaged Site Leadership
- Strong Educator Support System



Integrated Educational Framework

- Fully Integrated Organizational Structure
- Strong & Positive School Culture



Multi-Tiered System of Support

- Inclusive Academic Instruction
- Inclusive Behavior Instruction



Family & Community Engagement

- Trusting Family Partnerships
- Trusting Community Partnerships



Inclusive Policy Structure & Practice

- Strong LEA/School Relationships
- LEA Policy Frameworks



Reflective
Guide

Time to Reflect

Break





Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged
Site Leadership

Strong Educator
Support System



Integrated Educational Framework

Fully Integrated
Organizational Structure

Strong & Positive
School Culture



Family & Community Engagement

Trusting Family
Partnerships

Trusting Community
Partnerships



Inclusive Policy Structure & Practice

Strong LEA / School
Relationship

LEA Policy Framework

Strong and Engaged Site Leadership- Principle 1





Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



Integrated Educational Framework

Fully Integrated Organizational Structure

Strong & Positive School Culture



Family & Community Engagement

Trusting Family Partnerships

Trusting Community Partnerships



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

LEA Policy Framework

Reflection

- Summarize key highlights from the video.
- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?

Strong Educator Support System- Principle 1





Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



Integrated Educational Framework

Fully Integrated Organizational Structure

Strong & Positive School Culture



Family & Community Engagement

Trusting Family Partnerships

Trusting Community Partnerships



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

LEA Policy Framework

Reflection

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Fully Integrated Organizational Structure- Principle 3 & Throughout the CNA



redefined roles for paraeducators or teaching assistants



Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



Integrated Educational Framework

Fully Integrated Organizational Structure

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Family & Community Engagement

Trusting Family Partnerships

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Inclusive Policy Structure & Practice

Strong LEA / School Relationship

LEA Policy Framework

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Strong and Positive School Culture- Principle 5





Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



Integrated Educational Framework

Fully Integrated Organizational Structure

Strong & Positive School Culture



Family & Community Engagement

Trusting Family Partnerships

Trusting Community Partnerships



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

LEA Policy Framework

Reflection

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Trusting Family Partnerships-Principle 6





Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



Integrated Educational Framework

Fully Integrated Organizational Structure

Strong & Positive School Culture



Family & Community Engagement

Trusting Family Partnerships

Trusting Community Partnerships



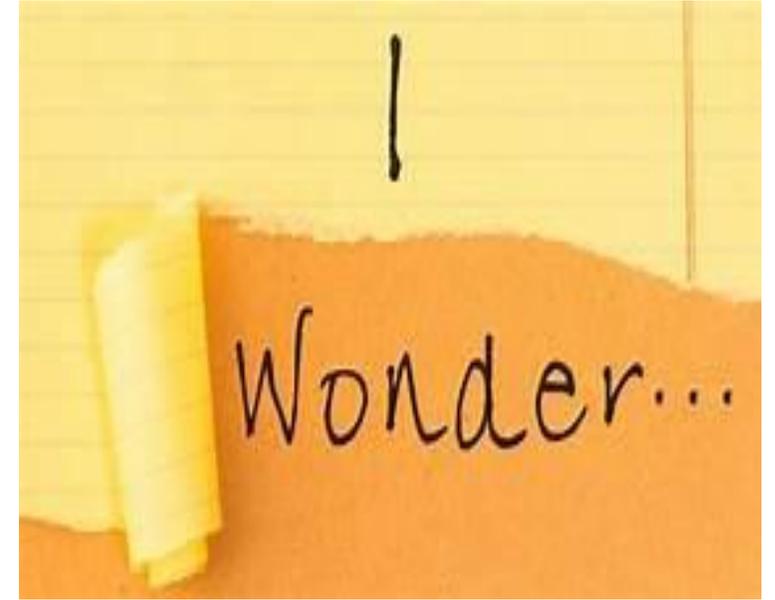
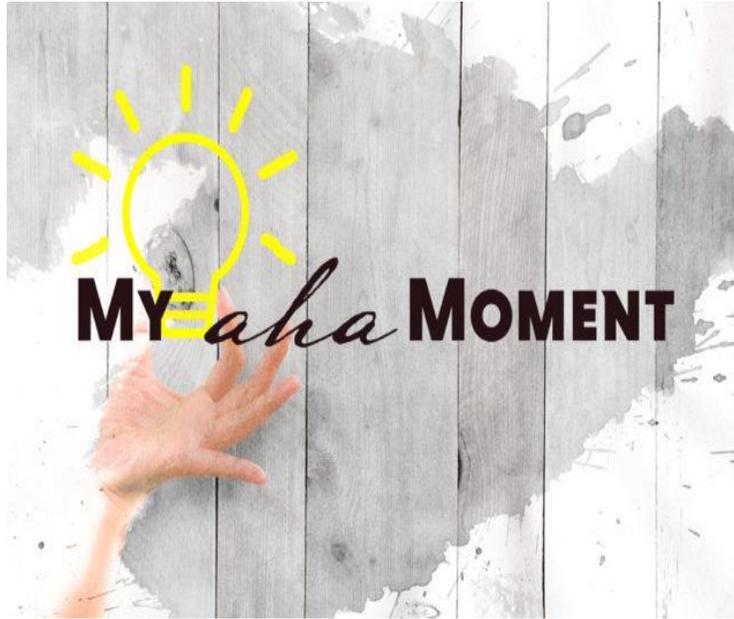
Inclusive Policy Structure & Practice

Strong LEA / School Relationship

LEA Policy Framework

Reflection

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- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?



Share Surprises, AHAs and Wonders

Trusting Community Partnership-Principle 6





Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



Integrated Educational Framework

Fully Integrated Organizational Structure

Strong & Positive School Culture



Family & Community Engagement

Trusting Family Partnerships

Trusting Community Partnerships



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

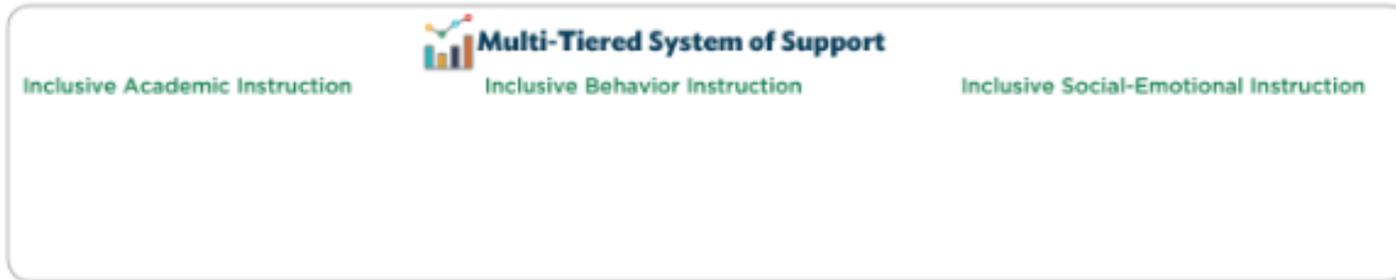
LEA Policy Framework

Reflection

- Summarize key highlights from the video.
- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?

Strong LEA and School Relationship-LEA Plan





All Means All



Reflection

- Summarize key highlights from the video.
- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?

LEA Policy Framework-LEA Plan



and rewrite policy



Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



Integrated Educational Framework

Fully Integrated Organizational Structure

Strong & Positive School Culture



Family & Community Engagement

Trusting Family Partnerships

Trusting Community Partnerships



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

LEA Policy Framework

Reflection

- Summarize key highlights from the video.
- What are your strengths of practice under this domain?
- What existing assets and resources can you build upon?

Inclusive Academic Instruction -Principle 2



or are part of other traditionally marginalized groups.



Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

Strong Educator Support System



Integrated Educational Framework

Fully Integrated Organizational Structure

Strong & Positive School Culture



Family & Community Engagement

Trusting Family Partnerships

Trusting Community Partnerships



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

LEA Policy Framework

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Inclusive Behavior and Social-Emotional Instruction -Principle 2





Multi-Tiered System of Support

Inclusive Academic Instruction

Inclusive Behavior Instruction

Inclusive Social-Emotional Instruction

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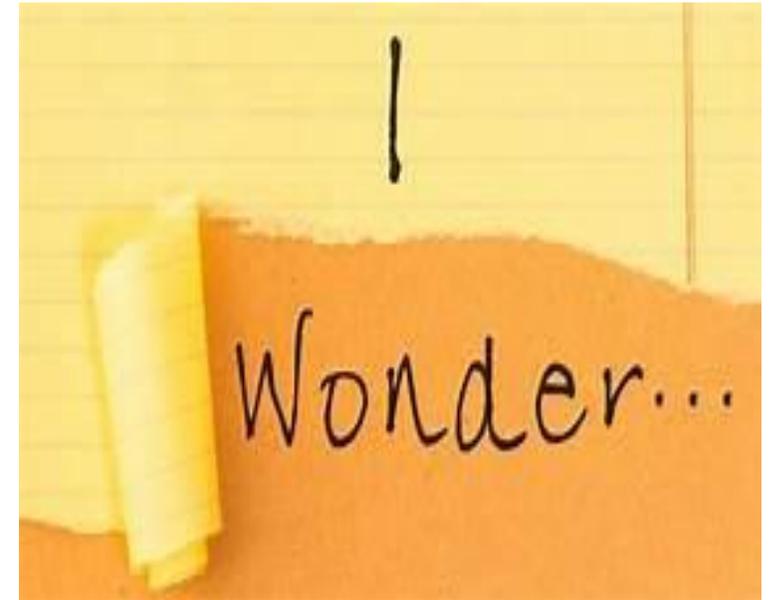
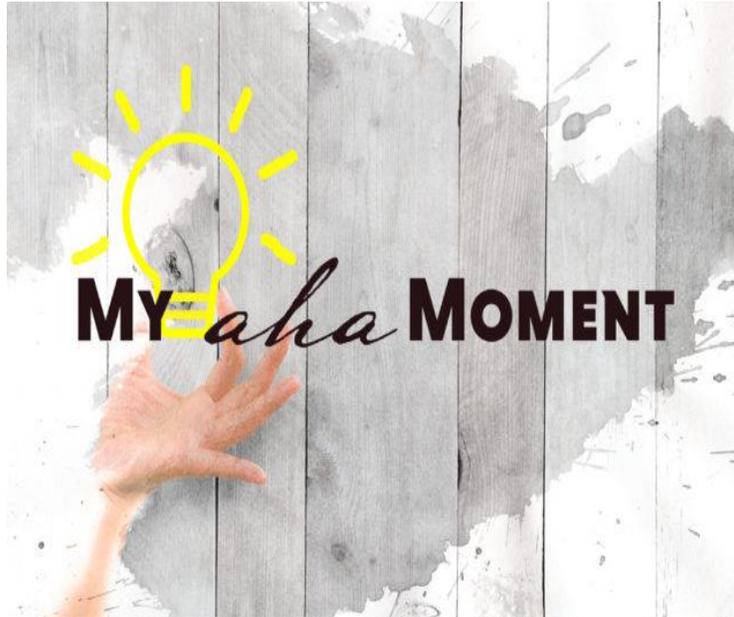
Inclusive Policy Structure & Practice

Strong LEA / School Relationship

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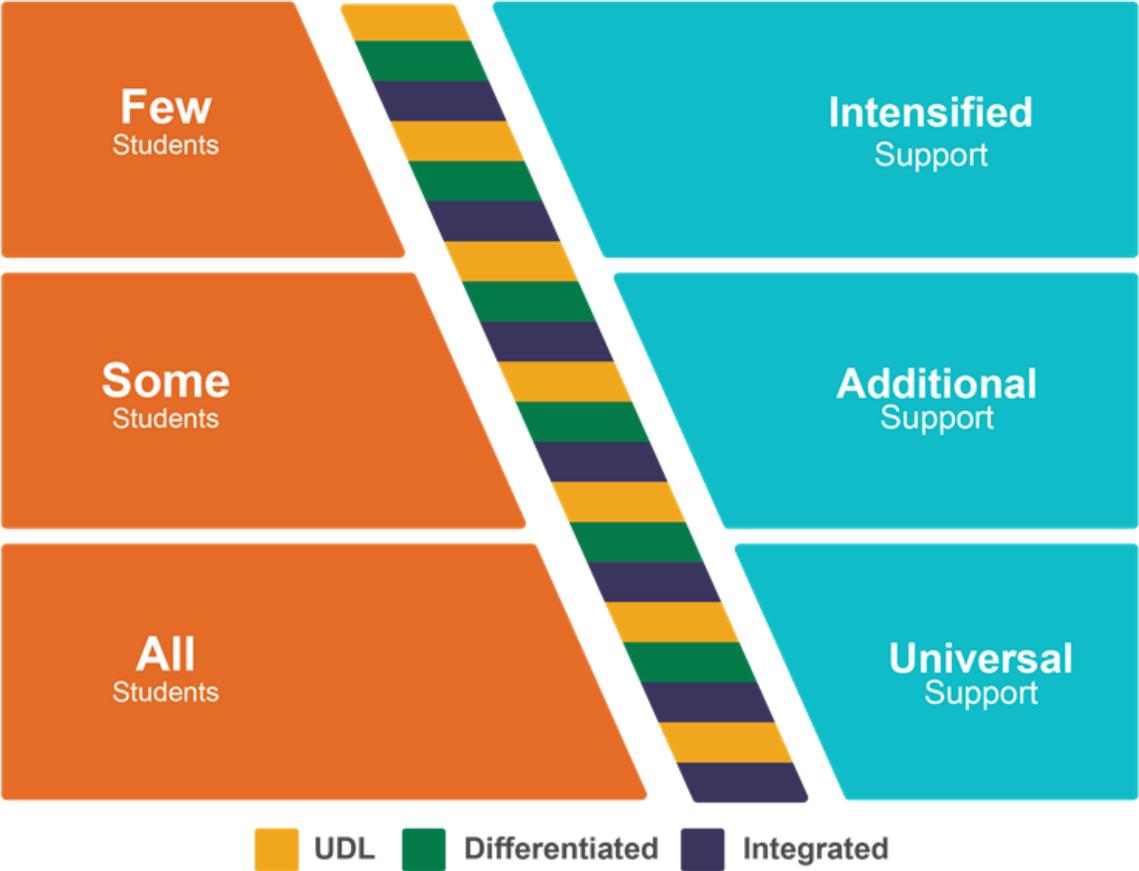


Share Surprises, AHAs and Wonders



Lunch 11:30-12:30

Levels of Support



UNIVERSAL SUPPORT

All students in All settings

Highly Effective Core Academic Instruction and Social
Emotional Learning



All
Students

Universal
Support

What Big Ideas Do You Hear/See?



ADDITIONAL SUPPORT

Rapid Response Small Group Evidence-Based Academic Instruction and Social Emotional Learning



Some
Students

Additional
Support

What Big Ideas Do You Hear/See?



INTENSIFIED SUPPORT

Individualized High Intensity Evidence-Based Academic Instruction and Social Emotional Learning



Few
Students

Intensified
Support

What Big Ideas Do You Hear/See?



Equity in Education

Where each and every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs.

EQUITY VERSUS EQUALITY

Equity is the quality
of being fair and
impartial

Equality is the state
or quality of being
equal

Involves treating
each individual
according to his or
her needs

Involves treating
every individual in
the same manner,
irrespective of their
differences

Considers
individual needs of
people

Does not consider
needs and
requirements of
people



Personal Belief

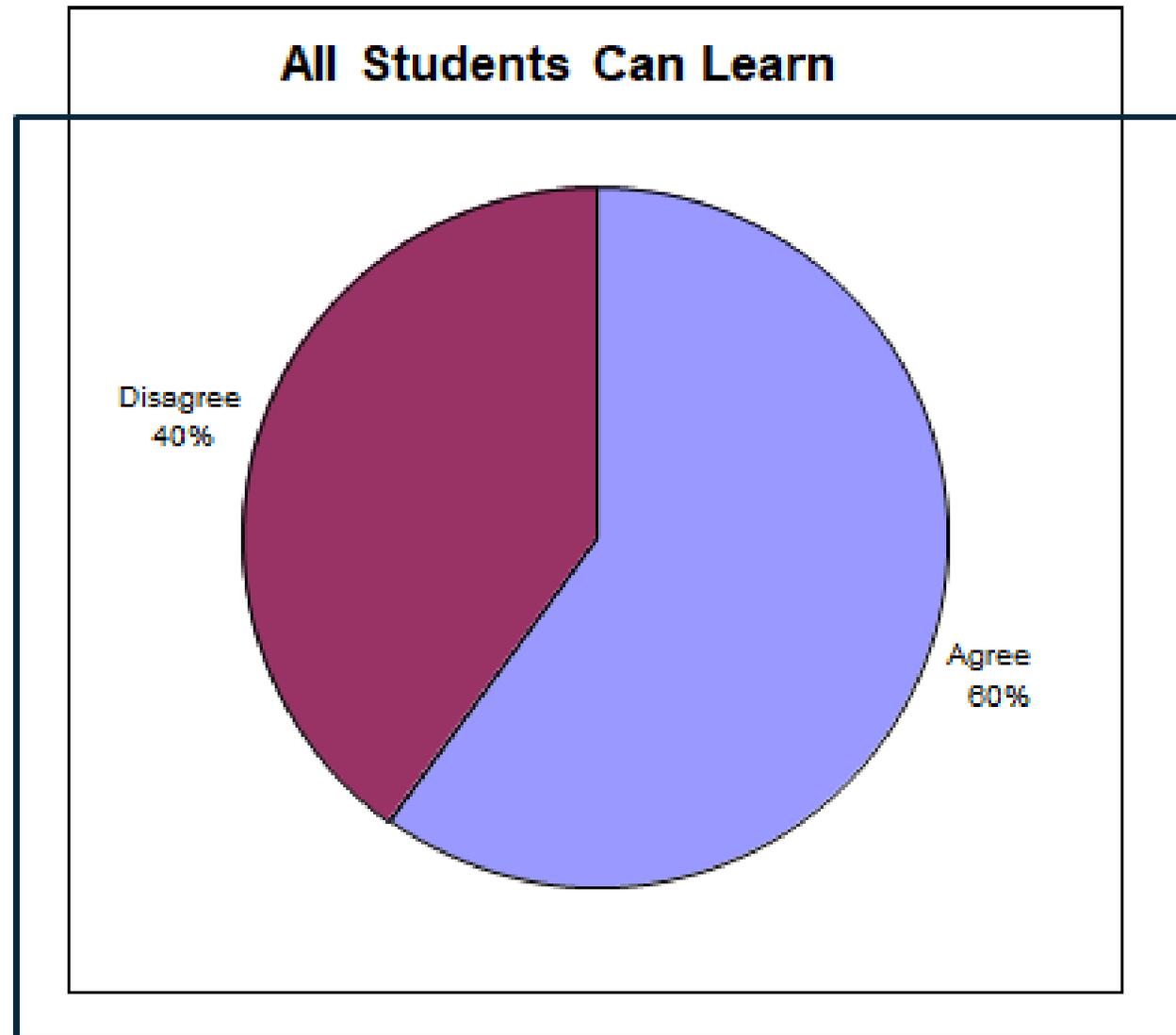


First Things First....

All Students Can Learn



First Things First....



Break



All means ALL

tinyurl.com/1CollectiveEfficacy



Journal of the Emergenced School | Volume 75 | Number 4
Spring 2018 | Pages 40-44
Read Article Abstract

The Power of Collective Efficacy

John Donohoo, John Hattie and Rachel Eells

When teams of educators believe they have the ability to make a difference, exciting things can happen in a school.

In the 1970s, Albert Bandura, a psychologist at Stanford University, uncovered an interesting pattern in working group dynamics. He observed (1977) that a group's confidence in its abilities seemed to be associated with greater success. In other words, the assurance a person places in his or her team affects the team's overall performance. Researchers have since found this to be true across many domains. When a team of individuals share the belief that through their united efforts they can overcome challenges and produce intended results, groups are more effective. For example, in communities where neighbors share the belief that they can band together to overcome challenges like violence (Dampson, Raudenbush, & Earls, 1997), in companies where employees share the belief that they can band together to overcome challenges like significantly less violence (Dampson, Raudenbush, & Earls, 1997), in schools where educators believe in their collective ability to influence student achievement (Bandura, 1993).

Bandura named this interesting pattern in human behavior "collective efficacy." It is the shared belief in its conjoint capability to organize and execute the course of action for a given level of attainment (Bandura, 1997, p. 437). There have been many studies that have shown that collective efficacy in schools has been related to higher levels of collective efficacy in schools, and instruments had been developed to measure it (Goodard, Hoy, & Wessfolk Hoy, 2004; Adams & Forsyth, 2006).

Rachael Eells's (2011) meta-analysis of studies related to collective efficacy and achievement demonstrated that the beliefs teachers hold about the ability of the school as a whole are "strongly associated with student achievement across subject areas and in multiple locations" (p. 11). In addition, this meta-analysis found that "collective efficacy is a significant predictor of student achievement across subject areas and in multiple locations" (p. 11).

Recommended Readings

tinyurl.com/3PresumeCompetence



Mind-Sets and Equitable Education

Carol E. Dweck

It all starts with a simple question: what do you believe about intelligence? Do you believe it is a fixed trait that you have a limited amount of, or do you believe it is a muscle that you can grow? The answer to this question can have a profound impact on your life and the lives of those around you.

Students' Mind-Sets

To see the effect of mind-sets on students, my collaborators and I conducted a study with several hundred students in New York City. We measured their mind-sets at the beginning of the school year and then measured their grades over the next two years to see how they had changed. We found that students with a growth mind-set (the belief that intelligence can be developed) showed significantly higher grades over the next two years than students with a fixed mind-set (the belief that intelligence is a fixed trait).

Presuming Competence in Practice

Posted on January 15, 2012 by Tracy Lutz-Waller, MS, CCC-SLP



Jessie, a 23-year-old with Angelman Syndrome, waiting anxiously for the Matilda musical to begin on stage.

"Presume Competence" has become a mantra of many excellent parents and professionals who are implementing augmentative and alternative communication (AAC) for individuals with complex communication needs (CCN). I've also experienced some misunderstandings in person and in online groups suggesting that presuming competence is not evidence-based in its idealism. So I've been paying attention to the things that people who presume competence do in practice.

Presuming competence is not idealism. Idealism ignores that there are challenges or barriers to overcome. The very definition is that the ideals are often "unrealistic."

Presuming competence is a philosophical difference. It's a belief in socializing students for courage instead of compliance.

It is more than an ideology because when you start from the mindset that someone is capable and can grow, your actions start to reflect that. There are concrete, evidence-based ways that you can presume competence.

Provide comprehensive, robust AAC early

If children are not developing verbal speech, when you presume competence, you acknowledge that they still need a way to access language. Children typically start say

tinyurl.com/2Mindset



**Reflective
Guide**

Time to Reflect

- What is your “WHY?”
- Transformation Actions
- Grant Opportunity
- MTSS Readiness
- Resource Inventory
- Next Step Action Planning

Tomorrow



Loading....

Write one
burning question
you have
regarding MTSS
and leave it on
your table



- What is your “WHY?”
- Transformation Actions
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- MTSS Readiness
- Resource Inventory
- Next Step Action Planning

Excellence + EQUITY
All Means All

DAY 2

Goals



Know what MTSS is
and what it isn't



Understand the
Levels of Support



Align belief
statements



Self-assess if
school/LEA is ready
for the next step



Understand cohort
structure and
expectations



What's Your
WHY?



“When you know your why, your what has more impact because you are walking in or towards your purpose.”



Some people need to know why the work is important, some need to know how the work is going to be done, while others need to experience the change to understand how it affects them.



Understanding why the work is important will help your team move forward with the very important work of creating systems change.

What is your "why" for your school?



Team Share



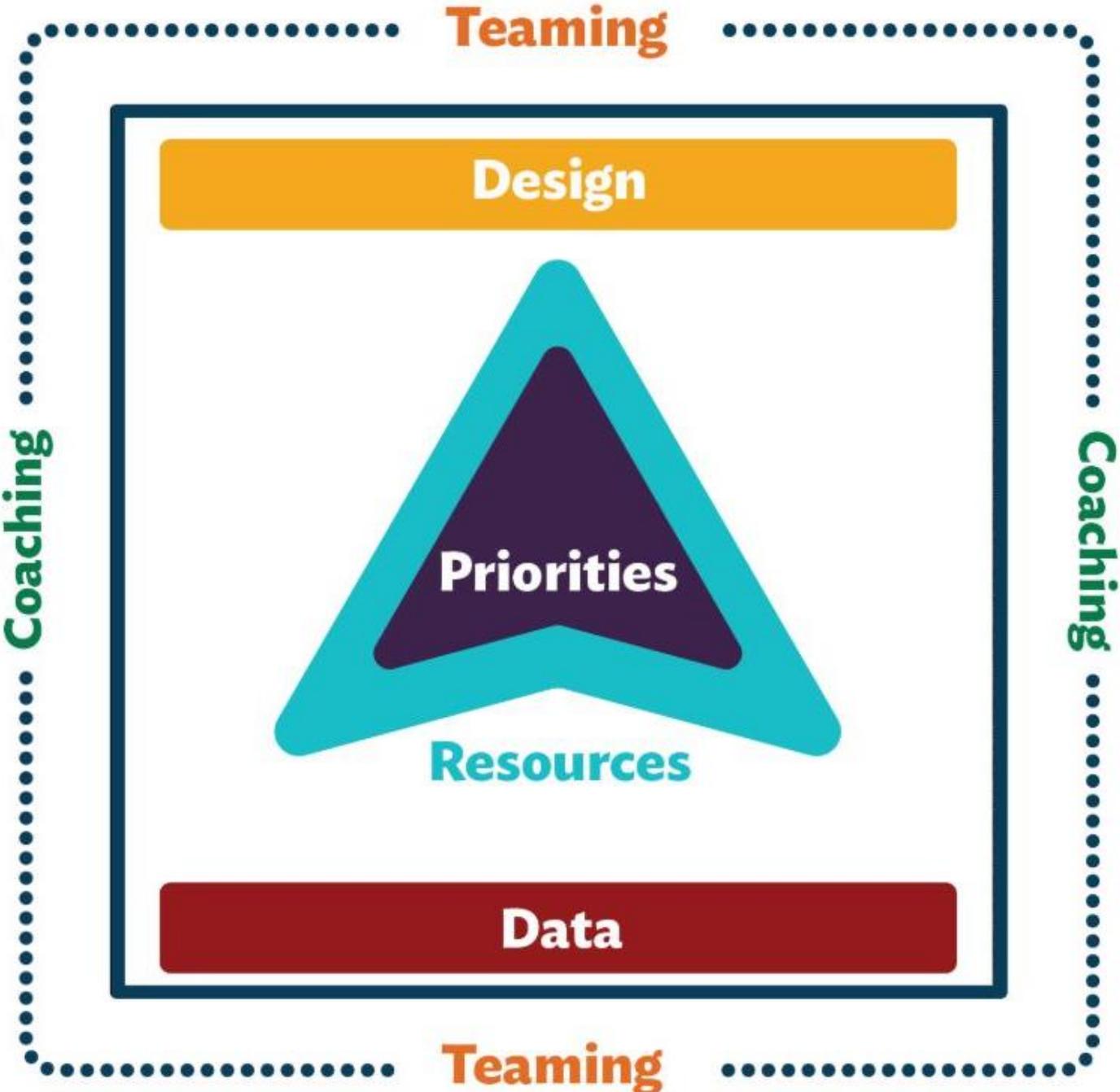
**Reflective
Guide**

Time to Reflect

Break



Transformation in Action (TA) Practices





**Reflective
Guide**

Time to Reflect

AZ MTSS Cohort Overview

9/30-10/1 Laying the Foundation	12/2-3 Structuring MTSS	3/3-4 Engineering MTSS	6/15-16 Advancing MTSS
<ul style="list-style-type: none">• AZ MTSS• Design• Teaming• Coaching	<ul style="list-style-type: none">• Priorities• Practices• Data• Resources	<ul style="list-style-type: none">• Tools• Resources• Trifecta	<ul style="list-style-type: none">• Coaching• Facilitating MTSS



MTSS Mini-Grant Opportunity

- Funds cost related to the MTSS Cohort
 - 4 sessions
 - 2 days each session
- Implementation Coaching
- Other related costs

Grant information

Opens: August 1, 2019

Closes: August 27, 2019

Project start date September 1, 2019

- ⚙ Contacts
- ⚙ Assurances
 - ⚙ To ensure school commitment and LEA support
- ⚙ Program Detail Narrative Questions
- ⚙ Budget



STRONG COMMITMENTS

LEA

- The LEA understands a supportive, reciprocal partnership between the school and its district or local educational agency is vital for long-lasting equity and MTSS and commits to the following:
- A strengths based, whole child focus
 - A shared commitment that every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs
 - A culture of collaboration, learning and high expectations for all students in all settings
 - Equitable access to high quality instruction in academics and Social Emotional learning
 - Support site leadership for the necessary planning, professional development and resources to implement MTSS
 - Scheduled time for weekly professional learning communities (PLCs) during the contract day with a well-defined meeting protocol for clarifying what each student will learn and how educators will ensure the learning, building a collaborative culture, and using various forms of data to monitor student learning and respond to the learning in effective evidence-based methods
 - Implementation of a comprehensive, balanced screening and assessment system
 - Accessible, user friendly data system that provides real time access to a comprehensive student information system containing sufficient data to make informed decisions
 - Identify an LEA contact person who will oversee implementation activities, maintain contact with Support and Innovation (SI) staff
 - LEA has written procedures to implement the requirement to minimize the time elapsing between receipt and expenditure of federal funds
 - LEA has written procedures for determining the allowability of costs
 - LEA has written procedures ensuring equitable allocation of local and state funds
 - LEA receive all funds without consideration of receipt of federal funds
 - Programmatic and budget revisions must be approved before changes can be implemented or funds spent

School

- The site leadership recognizes that equity-based MTSS thrives with strong and actively engaged leaders who are committed to improving teaching and learning within a system that empowers educators and school personnel and commits to the following:
- A strengths based, whole child focus
 - A shared commitment that every student in a community is invited and welcomed into a system of teaching and learning that is fluid, responsive, dynamic, and alive, and that uses all available resources to meet student needs
 - A culture of collaboration and learning
 - Equitable access to high quality instruction in Academics and Social Emotional learning
 - A site leadership team that works to discover how to best meet the needs of all students by:
 - Setting priorities – chart a clear course that all staff understand, establish high expectations, and use meaningful data to track progress and performance.
 - Developing people – provide teachers and others in the system with the necessary support and training to successfully refine practices.
 - Making the organization work – ensure that the entire range of conditions and programming fully and efficiently support teaching and learning.
 - Providing and protecting adequate time – coordinate the master schedule for core instruction and intervention and schedule and protect time for collaborative team work
 - Weekly professional learning communities (PLCs) during the contract day with a well-defined meeting protocol to ensure:
 - Shared commitment to improving student learning and outcomes. • Collective inquiry, collaboration and shared practice
 - Supportive and shared leadership by all members
 - Supportive conditions for collaboration, including designated meeting times & a well-developed communication structures.
 - Action-oriented
 - Data based decision making processes and procedures
 - Team attendance and active engagement at all MTSS trainings including completion of action items between sessions
 - Meetings with MTSS Leadership Coach, as scheduled

MTSS Assurances



Narrative Questions

School

- How will participation in the AZ MTSS benefit your school, staff and community?
- Identify the goals the school hopes to accomplish through participation in the AZ MTSS cohort.
- Describe how the school leadership team participants are or will be selected.

LEA

- How will participation in the AZ MTSS benefit the LEA?
- Identify the goals the LEA hopes to accomplish through participation in the AZ MTSS cohort.
- Describe the current LEA initiatives and how AZ MTSS fits within those initiatives.
- Who will provide support to the school team/s participating in the AZ MTSS cohort and what do you envision support will look like?

Budget

- AZ MTSS cohort registration
9/30-10/1, 12/2-3, 3/3-4, 6/15-16
- Associated travel costs
- Off contract MTSS
Implementation Team planning
- MTSS implementation coaching
sessions
- Monitoring activities
- Evaluation activities



MTSS Readiness Discussion

Use Your Reflection Guide:

- Why is this good for kids?
- How does it improve what we do?
- Does it align with our beliefs?
- Are we committed to a team-based problem-solving approach to address students' needs?
- Is this the right thing for us to do now?



**Reflective
Guide**

Time to Reflect



MTSS Resource Inventory



Resource	Intention	Task	Notes
Personnel	Increase thinking about all human resources that may be accessed, regardless of current role and responsibilities	List, by position, all personnel working in the building	
Facilities	List all rooms and spaces available in the building	Consider all the space available to the school (e.g., room 351-small room next to cafeteria)	
Curriculum & Interventions	Identify all available instructional resources and materials used for academic and social emotional learning instruction	List the curricular material available for core curriculum interventions and supports for academics and social emotional learning	
Time allocations & requirements	Identify specified time requirements for core instruction and time currently allocated for providing additional interventions and supports	List the current schedule for delivery of content	
Additional resources	Identify any supplementary resources available to support MTSS implementation	List the additional resources available to meet student need across tiers (e.g., Boys & Girls Club)	
Schoolwide data	Provide a general overview of the percentage of students who need additional support	Indicate schoolwide need as determined by data (e.g., 38% of students who may need additional reading instruction)	

“ACTION
EXPRESSES
PRIORITIES.”

-MOHANDAS GANDHI-



Think about and discuss

- Who do you need to talk to first?
- Who do you need to get support from?
- What might be your obstacles?
- Will you develop a new team?
Use current Leadership or other team?

Taking the Next Step



Action Step/Task <i>What will be done?</i>	Responsibility <i>Who will do it?</i>	Timeline <i>When will it begin and when will it be completed?</i>	Resources (financial, human, organizational, other) <i>A. Available</i> <i>N. Needed</i>	Partners <i>Who needs to be involved to complete this task?</i>	Potential Challenges <i>What challenges or barriers might you anticipate?</i>	Communication <i>Who needs to know about this action and how will it be communicated?</i>	Results <i>What evidence will indicate completion?</i>
			A. N.				
			A. N.				
			A. N.				
			A. N.				
			A. N.				

Next Steps

- E-mail interest to Trish at trish.geraghty@azed.gov
- Apply for the grant
- Sign up for sessions through Event Management System (EMS)



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Questions

