



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2020-21 Florida's Optional Innovative Reopening Plan

[Okeechobee County School Board]

Due: July 31, 2020

Submit to the following email address: reopeningplan@fldoe.org

2020-21 Florida's Optional Innovative Reopening Assurances

Purpose
The purpose of this document is to support districts in the development and submission of their Innovative Reopening Plan for the Department's consideration for the Fall 2020 school semester. This document will assist districts in aligning their existing plan with required assurances, or serve as the actual template for districts without an aligned plan to develop and submit one based on the assurances outlined in DOE ORDER NO. 2020-EO-06.
Directions
Districts shall complete this form and email to reopeningplan@fldoe.org. This form must be received no later than July 31, 2020. The subject line of the email must include Okeechobee Innovative Reopening Plan. The district has two options in the submission of an Innovative Reopening Plan: <input checked="" type="checkbox"/> Option 1: The district provides a narrative plan, as well as identifies the page number(s) of where Assurances 1-5 are located in the district plan (captured next to Assurances 1-5 below). The district's Innovative Reopening Plan must accompany this template upon submission. <input type="checkbox"/> Option 2: The district completes the Department's template provided later in this document.
Proposed Innovative Model (Required for Option 1 and Option 2)
The district shall explain in detail the proposed Innovative Model by school type (elementary, middle, high, combination, alternative, DJJ education programs, etc.). This description must include the following: in-person instruction, specialized instruction, live synchronous or asynchronous instruction with the same curriculum as in-person instruction, and the ability to interact with a student's teacher and peers. Provide the page(s) where the narrative of the proposed Innovative Model is located in your submitted plan: 11
Reopening Plan Assurances (Required for Option 1 and Option 2)
The district must agree to ALL of the assurances by checking the corresponding boxes. <input checked="" type="checkbox"/> Assurance 1: Upon reopening in August, the district will assure that all brick and mortar schools are open at least five days per week for all students subject to advice and orders of the Florida Department of Health, local departments of health, Executive Order 20-149, and subsequent executive orders. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 7 <input checked="" type="checkbox"/> Assurance 2: The district must provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school have the opportunity to do so. These services include in-person instruction, specialized instruction for students with an Individual Educational Plan (IEP) and those services required for vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care, and students who are English language learners (ELLs). Provide the page(s) where the narrative of this assurance is located in your submitted plan: 7,11,12,15,17,24 & 25

Assurance 3: The district will provide robust progress monitoring to all students; tiered support must be provided to all students who are not making adequate progress. If a student is receiving instruction through innovative teaching methods fails to make adequate progress, the student must be provided additional support and the opportunity to transition to another teaching method. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 10,12,16,17,26 & 30

Assurance 4: The district will work with IEP teams to determine needed services, including compensatory services for students with disabilities. School districts must immediately begin working with IEP teams to identify students who may have regressed during school closures. IEP teams must follow a student-centered approach with a commitment to ensure that the individual needs of each child are met. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 11,12,16, 17,24 & 25

Assurance 5: The district will work with ELL Committees to identify ELLs who have regressed and determine if additional or supplemental English for Speakers of Other Languages (ESOL) services are needed. Districts should ensure that appropriate identification of English skills has been noted and that schools have the resources to implement additional interventions and strategies. Provide the page(s) where the narrative of this assurance is located in your submitted plan: 15,17, 26

Assurance 6: Progress monitoring data must be shared regularly by the district with the Department, in a manner prescribed by the Department. TBD

Assurance 7: Districts must extend the same flexibility in instructional methods to every charter school that submits a reopening plan to the sponsoring district addressing the requirements set forth in DOE ORDER NO. 2020-EO-06. In addition, the district will collect reopening plans from each charter school's governing board for approval. 6 N/A

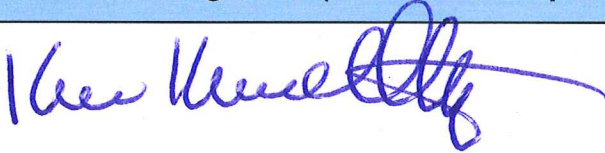
Acknowledgement
The district verifies the information in this form.
Name and title of person responsible for completion and submission of the Innovative Reopening Plan
Ken Kenworthy, Superintendent
Contact information: email, phone number
kenworthyk@okee.k12.fl.us
Date submitted
7/20/20
Superintendent Signature (or authorized representative)


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Background

On March 13, 2020, the Florida Department of Education strongly recommended that Florida school districts extend spring break, and subsequently, that districts close school campuses for the remainder of the 2019-20 school year due to an outbreak of Novel Coronavirus Disease 2019 (COVID-19), a severe acute respiratory illness that spreads among humans through respiratory transmission. On July 6, 2020, the Governor extended the state of emergency.

The Okeechobee County School District (OCSD) followed the existing school calendar which had spring break scheduled for March 16-20, 2020. Superintendent Kenworthy extended the school closure, based on the Commissioner's recommendation, through March 25, 2020. On March 26, Seminole Elementary, one of Florida's 300 Lowest Performing Elementary Schools, resumed classes via distance learning following the OCSD [Educational Continuity Plan](#). All other OCSD schools began distance learning on March 30 and remained on distance learning through May 28, 2020. On May 29, OCSD held a modified, face-to-face graduation to commemorate and celebrate the graduation class of 2020. June 8-July 16, OCSD offered face-to-face and virtual credit/course recovery classes for middle school and high school students, and a migrant student Theatre Camp. Subsequently, the district received information on the GEERs, CARES, and Rising Kindergarten grant opportunities and more summer programs were planned and implemented. Beginning June 22- July 16, OCSD offered: Elementary Jump Start classes, Middle School Reading and Math Fluency with Fitness Fun, High School ELL: Language Acquisition Skills class, and July 6-9 Algebra I Bootcamp culminating in the Algebra I EOC on July 13 & 14, 2020.

The district began formulating plans for reopening as early as May 2, 2020. The district surveyed students (May 2) and employees (May 12) to determine the success of the distance learning implementation and thoughts concerning reopening school in August. On June 25, the district surveyed parents concerning reopening and three potential options for educational delivery. July 7, 2020 OCSD convened it's Crisis Response Team whose members included: student representatives, the Florida Department of Health, Okeechobee County Sheriff's Office, OCSD Board Members, District Leadership, and Okeechobee County Government officials. The Okeechobee County School Board met on July 14 to discuss school reopening options and will meet again on July 23, 2020 to approve the OCSD Reopening Plan.

Policies and Procedures

The approval of this proposed Reopening Plan may require the amendment or creation of policies or procedures for full implementation. The School Board additionally provides authority for the Superintendent to initiate the rulemaking processes, including emergency rulemaking. Further, Commissioner Corcoran's Emergency Order 2020-06 requires that the district submit to the Department of Education any portion of the Reopening Plan that is an innovative learning environment. It is requested that School Board approval include Superintendent authority to submit all innovative learning plans identified herein and, to amend the Reopening Plan, if necessary, in an effort to secure approval of the Department of Education.

Okeechobee County does not currently have any charter schools. **(Assurance 7)**

Instructional Options 2020-21 School Year

The 2020-21 school year will present many instructional challenges due to the ever-changing significance of the COVID-19 pandemic. The Superintendent and School Board are committed to maintaining the health and safety of our students and staff as their top priority. It is impossible to meet the unique needs of every family and educator however, the following three options reflect feedback from teachers, parents, staff members, and community members and are designed to best meet the needs of the majority of our stakeholders.

These options are subject to change as the pandemic situation changes. **Families who do not select one of the three options by July 22 at 5:00 pm will default to Traditional Face-to-Face Learning.** After the start of the 2020-21 school year, school staff will make reasonable efforts to accommodate family requests.

Regardless of the option selected, all students will engage in robust progress monitoring and be provided tiered support if they are not making adequate progress. Students receiving instruction through Okeechobee Synch and who fail to make adequate progress will be provided additional support and the opportunity to transition to another teaching method. In order for families to have the information needed to make the best decision for their children and their circumstances, it is important that we establish clear descriptions and expectations for each instructional option. Parents should carefully consider these options paying close attention to the timeline for transitioning from one option to another option.

Option 1: Traditional Face-to-Face

Traditional education will begin on August 10, 2020. Students will receive traditional face-to-face instruction from their assigned teacher(s). This is the most educationally sound model to ensure your child is meeting grade-level requirements and interacting with his/her teachers and peers daily. In the event the school board makes the decision to delay the start date, the district will insure that any modifications to the calendar are in compliance with the 180 school day mandate or meet this requirement as allowed in State Board Rule based on the minimum number of instructional hours using the following Excel template: **(Assurance 1)**

School Type	Start Time	Stop Time	Total Min	Recess/AT	Lunch	Eng Time	Study Hall	Total Min	Sch Days	Yrly Min	Yrly Hrs	Sch Type	Yearly Hrs	Courses	Semesters	Sem Hrs	Min Req	Average
Extended Day Elementary School	8:00:00 AM	3:15:00 PM	435.00	30	30	0	0	375.00	174	65250	1087.5	Ext Elem	1105				1080	25.0
Extended Day Elementary School Early Release	8:00:00 AM	11:55:00 AM	235.00	30	30	0	0	175.00	6	1050	17.5	Elem	1000				900	100.0
Elementary School	8:10:00 AM	2:50:00 PM	400.00	30	30	0	0	340.00	174	59160	986	OMS	1021				900	121.4
Elementary School Early Release	8:10:00 AM	11:30:00 AM	200.00	30	30	0	0	140.00	6	840	14	YMS	992				900	92.0
Osceola Middle School	9:00:00 AM	3:40:00 PM	400.00	0	30	24	0	346.00	174	60204	1003.4	OHS	1091	7	2	78	67.5	10.4
Osceola Middle School Early Release	9:00:00 AM	12:20:00 PM	200.00	0	20	0	0	180.00	6	1080	18	OHS - SF	1085	7	2	77	67.5	10.0
Yearling Middle School	9:00:00 AM	3:40:00 PM	400.00	24	24	16	0	336.00	174	58464	974.4	OFC	1011	6	2	84	67.5	16.7
Yearling Middle School Early Release	9:00:00 AM	12:20:00 PM	200.00	0	24	0	0	176.00	6	1056	17.6							
High School	7:05:00 AM	2:10:00 PM	425.00	0	25	30	0	370.00	174	64380	1073							
High School Early Release	7:05:00 AM	10:50:00 AM	225.00	0	30	15	0	180.00	6	1080	18							
High School - Seniors	7:05:00 AM	2:10:00 PM	425.00	0	25	30	0	370.00	173	64010	1066.83							
High School Early Release - Seniors	7:05:00 AM	10:50:00 AM	225.00	0	30	15	0	180.00	6	1080	18							
Freshman Campus	7:10:00 AM	1:45:00 PM	395.00	0	32	20	0	343.00	174	59682	994.7							
Freshman Campus Early Release	7:10:00 AM	10:25:00 AM	195.00	0	32	4	0	159.00	6	954	15.9							

Key	
	Number off Required Hours per year
	Number of required hours per semester by course to issue half credit
Citations:	
1003.436	Definition of "credit" — 135 hours
101161	Definitions 900/720 hours

Health and Safety Protocols

Face masks. The School Board voted to require face coverings for the first grading period of the school year for all employees, students and visitors. This mandate will be revisited at the end of the grading quarter. This [draft guidance](#) on Mandatory Face Masks will be considered by the Board at its meeting on July 23, 2020.

Hand sanitizer will be made available in key areas to prevent contamination. Students will be encouraged to wash hands frequently. When hand washing is unavailable, hand sanitizer will be provided. Students will be encouraged to bring and use personal hand sanitizer.

Signage will be visible throughout the campus on symptoms, social distancing when possible, handwashing techniques and steps to take if you are not feeling well. Water fountains will have signage restricting their use to the filling of water bottles or cups.

Health Screening. All employees will be trained on COVID symptom recognition during pre-school planning. Policies, procedures, and practices will be amended to direct students and staff to stay home when sick, eliminate visitors, and avoid caregivers from leaving their cars at drop-off and dismissal. Each person's temperature will be checked upon entry to campus. Students and staff with temperatures 100 degrees or higher will not be permitted to remain on campus unless there is a reasonable explanation causing inflated temperature (ie. bicycling to school, other strenuous exercise, etc.). The Universal Screener process for mental health and wellness will continue to identify students in need of additional support.

Clinic operations are coordinated with the Department of Health. Adjustments will be made to clinic spaces to allow for separation or isolation of symptomatic students. Students entering the clinic with symptoms will continue to wear his/her mask until the parent picks them up. The health care plans of students considered medically fragile will be reviewed and revised as necessary.

High touch surfaces will be sanitized throughout the day and nightly all buildings will be thoroughly cleaned.

COVID Response. Staff and students (parents or legal guardians) must notify their school if they have been diagnosed with COVID-19, have been exposed to COVID-19, or have a family member diagnosed and or is being isolated. The Department of Health will provide advice and direction on all positive cases. Response will vary based upon individual circumstances. Students who are directed to quarantine or isolate by a doctor or DOH will have their absence marked as excused. If feasible, these students may transition to Okeechobee Synch to continue their education and will be marked present while participating. The District will cooperate with any contact tracing initiated by DOH to include sharing bus videos, classroom rosters and contact information for students and staff that may have been exposed. The District will communicate with staff, parents, and students of possible exposure while maintaining confidentiality as required by ADA and HIPAA. Employees will be able to apply for leave using the following methods: Sick Leave, FMLA, Families First Act Leave, Personal Leave Without Pay, Compassionate Leave, or Family Sick Leave Transfer. Eligibility guidelines governing each of these leave types are available in the HR Office.

COVID Strike Team. In the event of positive cases of COVID among our students or staff, the District will convene the COVID Strike Team to direct the closing of classrooms or buildings. Classrooms or buildings will be cleaned intensively to include, but not limited to: sanitizing all surface areas with approved disinfectant, remove all wall and bulletin board coverings, sanitize walls, blinds, windows, clean carpet, and change AC filters. In Coordination with the Florida Department of Health, the district strike team will consist of the superintendent, assistant superintendents, director of operations, director of human resources, and site based administrators. In the event of classroom or building closures, students and staff will transition to the Okeechobee Synch method of instruction. If warranted, the district will activate the Emergency Management Plan.

Return after COVID. An employee or student with a confirmed asymptomatic case of COVID-19 may return to school after 10 days after the test was administered. The employee or student with a confirmed case of Covid-19 may return to work/school 10 days after the onset of symptoms have passed and be symptom free for 3 days without medication. Employees or students who live with someone with a confirmed case of COVID-19 may be monitored by the DOH. DOH may test individuals that have symptoms. A "close contact" may be excluded by the

DOH for 14 days. If they become symptomatic, they are tested and will follow DOH advice.

Social Emotional and Mental Health Supports. The goal of OCSD's mental health plan is to expand on the multi-tiered system of support currently in place for mental and social-emotional health and improve the quality and accessibility of mental health services through direct services and/or referral to outside providers. Social Emotional Learning (SEL) lessons and appropriate Mental Health education will be scheduled ongoing throughout the school year. Second Step is a K-8 program which focuses on healthy social and emotional learning, bullying prevention, and child protection. It integrates social emotional learning into the classroom. It is presented to all Kindergarten through 8th grade students in the district and is administered by the classroom and special area teachers. Purpose Prep's 9-12 curriculum offers a unique Whole Human Development model that equips, empowers, and educates students to succeed both personally and professionally. Core courses include, but are not limited to: Social Emotional Learning (SEL), College & Career Readiness, Personal Development, Leadership Development, Character Education, Life and Workforce Skills, Mental Health & Wellness, Restorative Justice, Trauma-informed Instruction, Intervention, and Prevention. Purpose Prep courses can be flexibly implemented and delivered either synchronously or asynchronously, online, in-person, or as customized blended-learning experiences. All employees have or will receive training in Youth Mental Health First Aid. This information on identification of early warning signs a student may be experiencing a mental health concern is coupled with the administration of the district's universal screener for mental wellness. School-based teams will triage, identify, and refer students in need of additional resources utilizing district-based referral process. Tier 2 and Tier 3 supports will include, but are not limited to: group counseling, individual counseling, community-based support, and tele-counseling.(Addendum D: Mental and Behavioral Supports)

Limitations

Open House will be conducted virtually.

Visitors in schools are limited to emergency situations, enrollment, or required meetings. Sneeze guards will be installed at main entry points. Parents, visitors, and volunteers will not be permitted on school campuses to include walking students to class, eating lunch with students, or attending classroom events or celebrations. Parents may not drop-off items that are not medically or academically required for students to retrieve from the office or other campus locations. Contracted service providers will be required to complete a self-screener prior to being allowed on campus. Parent nights such as open house, parent conferences and other events will be conducted virtually. Parent meetings held in person will require face coverings and temperature checks unless individuals qualify for an exemption or are able to socially distance. Each classroom or confined space will maintain an entry/exit log.

Field trips will be minimized and may be altogether eliminated. FHSAA rules will be followed regarding athletic practices and participation in sports.

Physical education classes will not be required to dress out. Any shared equipment will be wiped down between each use or, collectively, the entire class must wash or sanitize hands before and after use and equipment cleaned before the next class.

Playground equipment shall not be used unless it is cleaned between each recess.

Students are encouraged to bring their own water bottles.

Campus Operation Protocols

Social distancing will not be possible in all situations while on campus. These precautions will be taken when possible: extraneous furniture and materials will be removed from classrooms to allow for more distancing. Desks will be turned in the same direction, tables will be seated so that students are not facing one another. Hallway traffic patterns will be examined to minimize face-to-face interaction. School teams will also develop arrival and dismissal protocols to

minimize interaction.

Equipment and technology devices. School will develop procedures to minimize sharing of devices (one-to-one) and to sanitize shared devices, tables, and equipment after each use.

Campus Events

Open House/Schedule Pick Up. The following strategies will be used for Open Houses and Schedule Pick-Ups:

- Teachers and administrators will offer virtual (Google Meets) orientations to the greatest extent possible or with parents/students. VPK programs may continue to schedule small group orientation for students and parents.
- Skyward Family Access will be used to communicate student schedules.
- Copies of schedules will be provided on the first day of school for students with limited access.
- Online resources. School Messenger, and/or flyers and social media will be used to communicate transportation / dining services information to families.

Athletics and Fine Arts Events. The following strategies will be utilized for athletic and fine arts related activities:

- Schools will explore alternative indoor/outdoor facilities to hold classes to promote social distancing.
- Entry to concerts, plays, and other events will utilize cashless transaction options such as: credit/debit card readers or online prepaid tickets.
- Schools may sell season passes as an option for entry into events.
- Concession stand transactions will be cashless using credit/debit card readers. Food/drinks sold should be individually packaged.
- Hand sanitizer stands will be placed at the entry/exit of all venues and concession stands for spectator use.
- Large concerts, plays, and other events may be streamed or recorded for fans to watch remotely, when streaming/recording capability is available.
- Spectators attending all events will be required to wear facial coverings and practice social distancing.
- Okeechobee County athletics will adhere to the Florida High School Athletic Association guidelines.
- Schools will establish sanitization procedures for shared equipment.

Transportation

Face coverings are required on the bus as complete social distancing is not possible -with the exception of students with documented medical or sensory conditions that would be adversely impacted by wearing a mask.

Routes for bus transportation will be adjusted for no more than 2 per seat when feasible. Siblings or those sharing a household will be assigned to sit together. Windows will be open when weather permits.

Sanitizing. Hand sanitizer will be provided upon entry to the bus, and handrails and tops of seats will be wiped down between each run. All buses will be sanitized during each refueling.

Bus videos will be collected to assist with possible tracing of COVID 19 positive individuals.

Food Service

Face masks. School nutrition employees will be required to wear masks when preparing and serving food. All normal food service preparation and safety protocols will remain in place and school kitchens will continue to be inspected by the Florida Department of Health.

Sanitizing. Hands will be washed or sanitized prior to or upon entry to the cafeteria by students and staff. All cafeteria tables, serving lines and high touch points will be cleaned between

lunches.

Social distancing. Traffic patterns will be marked and serving lines will clearly identify stopping and standing points for social distancing. School cafeterias will continue to provide grab and go meal packages in addition to items on serving lines. Mobile feeding may be utilized if staff/scheduling permits. Due to cafeteria space, additional lunch periods may be required.

Parent Responsibilities

Health screening. Parents should conduct a daily health screening of each child before leaving home. If your child does not feel well, have been exposed to COVID, or is exhibiting any symptoms related to COVID, please keep him/her at home. Please notify the school if your child is ill, or has been exposed to COVID, so school protocols can be enacted if necessary.

Provide required or necessary items. Daily, parents should provide a face covering which fits your child well and is clean. Please ensure your child has a refillable water bottle to prevent the necessity of using a water fountain.

Diligent personal care. Parents should ensure their children have clean clothes everyday. Washing items often like jackets, sweaters, or hoodies can help eliminate a possible source of contamination. Gym or practice clothes should also be washed between wearings. Backpacks, shoes, lunch boxes, and all other non-porous items should be disinfected nightly.

Option 2: Okeechobee Synch

Okeechobee Synch will open on August 10, 2020 synchronously with traditional education. Students will attend school remotely, following the standard school schedule and bell times. Synchronous teaching and learning via the internet is intended for students who will eventually transition back to traditional school. This model is designed for families who would like to maintain their connection to their enrolled school, but don't yet feel comfortable sending their student(s) back to school in August. The continuation of this model will be based on the COVID climate, is meant to be temporary and will be reevaluated each 9-week period. This option may be scheduled at the school level at the same time as face-to-face instruction is occurring (A) or in a class totally devoted to online instruction (B). **In the event of a classroom or building closure, Okeechobee Synch will be the default instructional method.**

Requirements

Registration must be completed by Wednesday, July 22, 2020 at this [link](#). Students are formally enrolled in their assigned school, in their grade level, and teacher's classroom. Students receive daily online instruction following their assigned school's normal bell schedule. Families should have these components if registering for Okeechobee Synch:

- The ability to adhere to schedule
- Strong in-home internet connection
- A reliable device or a district Chromebook which is available to be checked out from the school or district
- Access to a printer or scanner, headphones and traditional school supplies
- A separate workspace in the home

Instruction

Attendance. Student attendance will be recorded and monitored just like a traditional classroom.

Assignments. Students will use traditional classroom instructional materials formally adopted by the district. Assignments and assignments will be accessed and submitted via Google Classroom or Schoology. Texts and student workbooks may be accessed online or a school may arrange for families to pick these up, if appropriate. Students or their parents, unless they

have been exposed, will be required to pick-up and or deliver any assignments or instructional materials that cannot be submitted on-line. The Family and Teacher Program Guide gives specific information for accessing digital content. Students may attend some elective courses on campus as scheduled with administrator permission.

Communication. Students and teachers will communicate via Google Meets (video conferencing) email, and /or phone calls. Parents and students should not attempt to meet with a teacher face-to-face without an appointment.

Assessments. Students will be required to complete progress monitoring (diagnostic) testing three times per year. Elementary students will be assessed in reading and math using iReady diagnostic and secondary students will be assessed using NWEA assessment. Other assessments may require students to record themselves taking an assessment and email the video to the teacher, take the assessment while the teacher is online as the proctor, or taking a picture of the student work and submitting it with an online assessment. **(Assurance 3)** Progress monitoring data will be shared regularly by the district with the Department of Education, in a manner prescribed by the Department. **(Assurance 6)**

Teacher requirements. Teachers will deliver engaging, standards-aligned content on-line as it is delivered in class and adhere to the school site schedule. He/she will set up virtual classrooms at the appropriate times, track attendance, and check for understanding. Teachers will create lesson plans that are flexible for both face-to-face instruction as well as for online participants. He/She will monitor students' progress through the use of diagnostic assessments, district common assessments and teacher created assessments. For distance learning assessment guidance please follow this [link](#). Teachers will attend eLearning and school-based professional development.

Instructional Supports and Progress Monitoring

OCSD will provide the full array of services that are required by law, including in-person instruction, specialized instruction for students with IEPs, and those from vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care and/or students who are English Language Learners. **(Assurance 2).**

Students with disabilities/504 plans. Student IEP Teams will review progress monitoring (August 2020) and student performance data for the last quarter of the 2019-20 SY of students with disabilities to determine if there was severe regression in critical skill areas or failed to make appropriate progress in the general curriculum or towards IEP goals such that “additional services” are needed beyond the multi tiered system of support to close the gap. The IEP teams will determine if extended school year (ESY) services throughout the 2020-2021 school year are effectively supporting students to recoup loss of skills or progress made toward skills acquisition in the students' IEPs and make decisions based on the MTSS problem-solving model to determine additional needs (Addendum A- MTSS Framework). **(Assurance 3)**

Parents/guardians of students with disabilities concerned about COVID-19 exposure may choose to participate in Traditional Face-to-Face, Okeechobee Synch, or Okeechobee Virtual School. Prior to August 10, 2020, ESE Staff including resource specialists, general education teachers, and ESE teachers will review IEPs of students with disabilities who have selected options 2 and 3. If the IEP team feels the student needs additional supports or interventions in order to assist with closing the gap more quickly, dependent on the services already written on the IEP, the team may refer the student to MTSS, adjust the amount and type of services being provided by the ESE teacher, consider extended school year services, or determine the need of over and above compensatory services. School IEP Teams will be notified if they need to reconvene prior to determining the appropriate educational setting for the 2020-21 school year. Requests for Okeechobee Synch or Okeechobee Virtual for a student with a disability may be

reviewed by the student's 504 team or IEP team to determine the appropriate accommodations and to discuss OCSD's offer of a free and appropriate public education (FAPE). (Addendum B: Students with Disabilities Scheduling Considerations Due to COVID-19) **(Assurance 4)** **Gifted education.** Students designated gifted are served under the umbrella of IDEA and require an active Education Plan (EP). Gifted students will be supported by gifted endorsed teachers who will work to provide enrichment and guided inquiry activities to deepen gifted students' knowledge and understanding of content. EPs will be monitored by a gifted endorsed teacher.

English Language Learners. Parents/guardians of English Language Learners (ELL) students concerned about COVID-19 exposure may choose to participate in Traditional Face-to-Face, Okeechobee Synch, or Okeechobee Virtual School. At the beginning of each academic school year, the English Language Learners (ELL) committee convenes to discuss ELL services, including student academic data, school academic grades, program models and educational background. At this time, the ELL committee will also discuss students who regressed during the COVID-19 pandemic. If English Language Learners' reading, writing, listening or speaking skills have regressed during closure, the school ELL committee will determine the additional or supplemental ELL services each student needs. (Addendum C: Additional Support for English Language Learner)**(Assurance 5)** Students receiving English Language Learner supports will be provided daily opportunities to speak and be formatively assessed on a regular basis throughout their virtual participation regardless of the platform. These opportunities may be provided over the phone with the educator, remote interactions with classmates, and other forms of communication. Parents will be engaged to ensure their children read, speak, write, and listen in their native language as well as English every day. Texts, videos, and writing assignments will be strategically selected so that ELL students can read, listen, and write regularly.

Students from low-income families, homeless students, and students in foster care. For elementary students who receive tiered support for intervention for reading and/or math who are utilizing Okeechobee Synch or Okeechobee Virtual School in the 2020-21 school year, the zoned/assigned school will provide reading and math intervention in those areas through a combination of iReady online instruction and remote teacher-led small group instruction. For secondary students who elect Okeechobee Synch or Okeechobee Virtual School for their instructional option and who are assigned an Intensive Reading/Math course on their schedules, support will be provided through a combination of digital curriculum, remote teacher-led Exact Path lessons, and individualized feedback from the teacher. (Addendum D: Guidance for Intensive Support for Okeechobee Synch or Okeechobee Virtual School Students)

Health and Safety Protocols

Open House will be conducted virtually.

Visitors in schools are limited to emergency situations, enrollment, or required meetings. Sneeze guards will be installed at main entry points. Parents, visitors, and volunteers will not be permitted on school campuses to include walking students to class, eating lunch with students, or attending classroom events or celebrations. Parents may not drop-off items that are not medically or academically required for students to retrieve from the office or other campus locations. Contracted service providers will be required to complete a self-screener prior to being allowed on campus. Parent nights such as open house, parent conferences and other events will be conducted virtually. Parent meetings held in person will require face coverings and temperature checks unless individuals qualify for an exemption or are able to socially distance. Each classroom or confined space will maintain an entry/exit log.

Social Emotional and Mental Health Supports. The goal of OCSD's mental health plan is to expand on the multi-tiered system of support currently in place for mental and social-emotional

health and improve the quality and accessibility of mental health services through direct services and/or referral to outside providers. Social Emotional Learning (SEL) lessons and appropriate Mental Health education will be scheduled ongoing throughout the school year. Second Step is a K-8 program which focuses on healthy social and emotional learning, bullying prevention, and child protection. It integrates social emotional learning into the classroom. It is presented to all Kindergarten through 8th grade students in the district and is administered by the classroom and special area teachers. Purpose Prep's 9-12 curriculum offers a unique Whole Human Development model that equips, empowers, and educates students to succeed both personally and professionally. Core courses include, but are not limited to: Social Emotional Learning (SEL), College & Career Readiness, Personal Development, Leadership Development, Character Education, Life and Workforce Skills, Mental Health & Wellness, Restorative Justice, Trauma-informed Instruction, Intervention, and Prevention. Purpose Prep courses can be flexibly implemented and delivered either synchronously or asynchronously, online, in-person, or as customized blended-learning experiences. All employees have or will receive training in Youth Mental Health First Aid. This information on identification of early warning signs a student may be experiencing a mental health concern is coupled with the administration of the district's universal screener for mental wellness. School-based teams will triage, identify, and refer students in need of additional resources utilizing district-based referral process. Tier 2 and Tier 3 supports will include, but are not limited to: group counseling, individual counseling, community-based support, and tele-counseling. **(Addendum D: Either Mental health allocation plan or pgs 42-52 from MTSS manual)**

Return after COVID. An employee or student with a confirmed asymptomatic case of COVID-19 may return to traditional school after 10 days after the test was administered. The employee or student with a confirmed case of Covid-19 may return to work/school 10 days after the onset of symptoms have passed and be symptom free for 3 days without medication. Employees or students who live with someone with a confirmed case of COVID-19 may be monitored by the DOH. DOH may test individuals that have symptoms. A "close contact" may be excluded by the DOH for 14 days. If they become symptomatic, they are tested and will follow DOH advice.

Campus Events

Open House/Schedule Pick up The following strategies will be used for Open Houses and Schedule Pick-Ups:

- Teachers and administrators will offer virtual (Google Meets) orientations to the greatest extent possible or with parents/students. VPK programs may continue to schedule small group orientation for students and parents.
- Skyward Family Access will be used to communicate student schedules.
- Copies of schedules will be provided on the first day of school for students with limited access.
- Online resources. School Messenger, and/or flyers and social media will be used to communicate transportation / dining services information to families.

Athletics and Fine Arts Events. Students enrolled in Okeechobee Synch may participate in after-school clubs and events. All school and district rules/protocols related to participation in these events apply to Okeechobee Synch students. The following strategies will be utilized for athletic and fine arts related activities:

- Schools will explore alternative indoor/outdoor facilities to hold classes to promote social distancing.
- Entry to concerts, plays, and other events will utilize cashless transaction options such as: credit/debit card readers or online prepaid tickets.
- Schools may sell season passes as an option for entry into events.
- Concession stand transactions will be cashless using credit/debit card readers.

- Food/drinks sold should be individually packaged.
- Hand sanitizer stands will be placed at the entry/exit of all venues and concession stands for spectator use.
 - Large concerts, plays, and other events may be streamed or recorded for fans to watch remotely, when streaming/recording capability is available.
 - Spectators attending all events will be required to wear facial coverings and practice social distancing.
 - Okeechobee County athletics will adhere to the Florida High School Athletic Association guidelines.
 - Schools will establish sanitization procedures for shared equipment.

Parent Responsibilities

Participation. Parents should post and enforce prescribed schedules provided by the teacher(s). Students are expected to participate during the scheduled subject time. Parents will monitor your child to ensure attendance and participation, and assist your child with accessing online instruction. Parents should understand that eLearning requires flexibility and times of independent work during the school day.

Transitioning to Another Option

Students receiving instruction through Okeechobee Synch and who fail to make adequate progress will be provided additional support and the opportunity to transition to another teaching method. If a student is struggling the MTSS process will be followed. If it is determined a student needs to transition to another method:

Traditional Face-to-Face. Families must notify the school principal in writing and an appointment will be made as soon as possible to transition the student. Every effort will be made to maintain student schedules and teacher assignments when students transition back to traditional school from the 2(A) option.

Transitioning to Okeechobee Virtual. Families must make a **one semester commitment** to Okeechobee Virtual School before returning to their school campus. There will be a two week drop/add period at the beginning of each semester for Okeechobee Virtual School, if a student finds the need to move from another option. Students may also enroll for Okeechobee Virtual for second semester.

Option 3: Okeechobee Virtual School

Okeechobee Virtual School will open on August 10, 2020 and will be full-time online instruction completed at home, asynchronously and at their own pace. All students, including home education and private school students, are eligible to participate in the school district operated part-time or full-time Kindergarten through grade 12 virtual instruction programs. Families have the ability to influence their child's schedule, however, students are expected to work on lessons each school day. This full-time program must operate on the traditional school calendar and students are required to have all coursework completed on or before the last day of school. Okeechobee teachers will use Edgenuity (K-5) and Edmentum (6-12) courseware closely aligned to the scope and sequence of OCSD's face to face instruction.

Requirements

Registration must be completed by Wednesday, July 22, 2020 at this [link](#). Families must make a **one semester commitment** to Okeechobee Virtual School before returning to their school campus. There will be a two week drop period at the beginning of each semester, if a student finds the need to move to another option.

Families should have these components if registering for Okeechobee Virtual School:

- Elementary students must have a committed adult coach (parent) to work daily with the student
- Strong in-home internet connection
- A reliable device or a district Chromebook which is available to be checked out from the school or district
- Access to a printer or scanner, headphones and traditional school supplies
- A separate workspace in the home
- To be successful in a virtual school environment students should have strong skills in:
 - Time management and self-pacing.
 - Ability and willingness to learn independently.
 - Self-reflection to understand progress reports.
 - Effective communication skills.
 - Ability to recognize useful learning strategies that support success.
 - Self-motivation to remain on track and engaged without constant teacher guidance.
 - Strong reading, writing, and comprehension skills to follow directions and create new information.
 - Basic technical skills for system and web navigation.

Instruction

Attendance. Students work at their own pace, but should aim for 5–8 hours of studying per course, per week. Throughout their program, students should ask for help whenever it's needed and be able to recognize the difference between falling behind due to a lack of effort and a lack of understanding. Teachers, school counselors, and administrators will be monitoring student pace regularly to ensure students do not get behind.

Assignments.

Students work independently through professionally developed online school curriculum, lessons, and learning materials. Students have opportunities to meet with teachers and staff in the safe learning environment of the online classroom for guidance, instruction, and help when needed. Okeechobee Virtual School students will be supported by certified OCSB teachers. Teachers will maintain office hours which will be posted for each course. K-8 students will be assigned four core courses (English Language Arts, Math, Science and Social Studies) based on grade placement and prerequisites. K-8 students may also be assigned or choose up to two elective courses (if available). High School students will work with school personnel to determine appropriate courses and electives (if available). Not all courses currently offered face-to-face will be available in the virtual format. Students may attend some elective courses on campus as scheduled with administrator permission.

Communication. Teachers will maintain office hours which will be posted for each course. The courseware provided through Edmentum and Edgenuity provides email access which is expected to be monitored multiple times per day.

Assessments. Students will be required to complete progress monitoring (diagnostic) testing three times per year. **(Assurance 3)** Progress monitoring data will be shared regularly by the district with the Department of Education, in a manner prescribed by the Department.

(Assurance 6)

Teacher requirements. Teachers will use the assigned courseware to deliver standards-based instruction and provide the necessary accommodations to special populations. Teachers will monitor completion of lessons, assignments, tests and quizzes consistent with Student Progression and hold office hours for each course. Teachers may need to conduct small group instruction based on student data. Teachers may be assigned classes that exceed class size.

Instructional Supports and Progress Monitoring

OCSD will provide the full array of services that are required by law, including in-person instruction, specialized instruction for students with IEPs, and those from vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, students with disabilities, students in foster care and/or students who are English Language Learners. **(Assurance 2).**

Students with disabilities/504 plans. Student IEP Teams will review progress monitoring (August 2020) and student performance data for the last quarter of the 2019-20 SY of students with disabilities to determine if there was regression due to COVID-19 school closure. The IEP teams will determine if extended school year (ESY) services throughout the 2020-2021 school year are effectively supporting students to recoup loss of skills or progress made toward skills acquisition in the students' IEPs and make decisions based on the MTSS problem-solving model to determine additional needs (Addendum A- MTSS Framework). **(Assurance 3)** Parents/guardians of students with disabilities concerned about COVID-19 exposure may choose to participate in Traditional Face-to-Face, Okeechobee Synch, or Okeechobee Virtual School. Prior to August 10, 2020, ESE Staff including resource specialists and ESE teachers will review IEPs of students with disabilities who have selected options 2 and 3. IEP teams will determine needed services, including compensatory services for students with disabilities. School IEP Teams will be notified if they need to reconvene prior to determining the appropriate educational setting for the 2020-21 school year. Requests for Okeechobee Synch, or Okeechobee Virtual for a student with a disability may be reviewed by the student's 504 team or IEP team to determine the appropriate accommodations and to discuss OCSD's offer of a free and appropriate public education (FAPE). (Addendum B: Students with Disabilities Scheduling Considerations Due to COVID-19) **(Assurance 4)**

Gifted education. Students designated gifted are served under the umbrella of IDEA and require an active Education Plan (EP). Gifted students will be supported by gifted endorsed teachers who will work to provide enrichment and guided inquiry activities to deepen gifted students' knowledge and understanding of content. EPs will be monitored by a gifted endorsed teacher.

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utilizing Okeechobee Synch or Okeechobee Virtual School in the 2020-21 school year, the zoned/assigned school will provide reading and math intervention in those areas through a combination of iReady online instruction and remote teacher-led small group instruction. For secondary students who elect Okeechobee Synch or Okeechobee Virtual School for their instructional option and who are assigned an Intensive Reading/Math course on their schedules, support will be provided through a combination of digital curriculum, remote teacher-led Exact Path lessons, and individualized feedback from the teacher. (Addendum D: Guidance for Intensive Support for Okeechobee Synch or Okeechobee Virtual School Students)

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Return after COVID. An employee or student with a confirmed asymptomatic case of COVID-19 may return to traditional school after 10 days after the test was administered. The employee or student with a confirmed case of Covid-19 may return to work/school 10 days after the onset of symptoms have passed and be symptom free for 3 days without medication. Employees or students who live with someone with a confirmed case of COVID-19 may be monitored by the DOH. DOH may test individuals that have symptoms. A "close contact" may be excluded by the DOH for 14 days. If they become symptomatic, they are tested and will follow

DOH advice.

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- Schools may sell season passes as an option for entry into events.
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- Hand sanitizer stands will be placed at the entry/exit of all venues and concession stands for spectator use.
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Parent Responsibilities

Participation. Parents should establish and enforce a virtual school schedule for his/her child. Parents will monitor your child to ensure attendance and participation, and assist your child with accessing online instruction. Parents should understand that eLearning requires flexibility and times of independent work during the school day.

Communication. Teachers will maintain office hours which will be posted for each course. Parents should strive to communicate with teachers regularly and be available for all scheduled conferences.

Transitioning to Another Option

Students receiving instruction through Okeechobee Synch and who fail to make adequate progress will be provided additional support and the opportunity to transition to another teaching method. If a student is struggling the MTSS process will be followed. If it is determined a student needs to transition to another method:

Traditional Face-to-Face or Okeechobee Synch. If a student needs to transition from Okeechobee Virtual during the semester, families must notify the school principal in writing and an appointment will be made as soon as possible to transition the student to either the

traditional face-to-face option or Okeechobee Synch. When transitioning between semesters, families must notify Okeechobee Virtual and their assigned traditional school or Okeechobee Synch by December 1, 2020 if they plan to return to their school campus on the first day of the second semester, January 5, 2021.

Addendum A: MTSS Framework

The MTSS Framework

Universal screening of all students occurs at least three times per year (usually at the beginning, middle, and near the end of the school year). The data obtained from these universal screenings must identify which students are proficient in the target skill, which students are developing the skill, and which are deficient in the skill. The data are then utilized to make decisions about how to create instructional change so that all students reach proficiency and which students need more intensive interventions.

Students move through the tiers based on the level of instructional support required for continued success. A student is described as a student receiving Tier 1, Tier 2, or Tier 3 services, *not* a Tier 2 student. It is possible that a student may be receiving services in more than one Tier, for example Tier 2 in reading and Tier 3 in behavior. Rather than a linear support system, *MTSS is fluid*. For example, at a Tier 2 level, support increases to Tier 3 level, and when mastery is established and shown via assessment results, that student returns to core instruction (Tier 1) with its usual support. Tier 2, then move forward to receive more intensive Tier 3 services or backward to receive less intensive Tier 1 services. Sometimes a student exhibits such a significant deficit in a skill it warrants immediate Tier 3 interventions rather than initially starting with Tier 2 interventions.

A Synopsis of MTSS at Okeechobee County School District:

	Tier 1	Tier 2	Tier 3
Focus of Tier Support:	Designed for all students, with on-going differentiation. Focus on alignment of instruction and instructional resources to common core.	Small Group problem-solving Targeted interventions for students not meeting expectations, in addition to core instruction.	Individualized problem-solving Intensive and strategic interventions, in addition to core instruction. Focus on specific skills.
Population Supported:	All students (100%)	Some Students (less than 15%)	Few Students (3-5%)
Assessments Used:	Universal screenings, and benchmarks: NWEA, iReady	Progress monitoring occurs bi-weekly or as appropriate to targeted skill area: EasyCBM	Progress monitoring occurs weekly , based on targeted skills: EasyCBM
Curriculum and Intervention Supports:	District core curriculum, and schoolwide programs	Research-based curriculum, evidence-based strategies, Tier 2 supports (curated by Branching Minds)	Research-based curriculum, evidence-based strategies, Tier 3 supports (curated by Branching Minds)

Amount of Time Allotted:	ELA: 90 mpd K-5 90 mpd 6-8 50 mpd 9-12 Math: 60 mpd K-5 mpd 6-8 mpd 9-12	60 minutes/week (three 20-minute sessions OR two 30-minute sessions) In addition to instruction at Tier 1	120-135 minutes/week (three 20-minute sessions + two 20-minute sessions OR three 45-minute sessions) In addition to instruction at Tier 1
Group Size:	Whole class and small group	Small Groups: 3-5 students Elementary or 6-8 students in Secondary	Direct Support: ideally one-on-one instruction, or 2-3 students Elementary or 3-5 students Secondary
Location:	General education classroom	General education classroom, may be outside of classroom	Inside or Outside of general education classroom
Personnel:	Classroom teacher	Classroom teacher or other professionals (literacy teacher, SLP, etc.)	Classroom teacher or other professionals (resource teacher, SLP, literacy, etc.)
Implementation:	On going	Each cycle is at least 6-8 weeks, with at least 3-4 data points	Each cycle is at least 8-10 weeks, with at least 8 data points

Tier 1: At Tier 1, all students receive research-based core curriculum instruction and school-wide behavioral expectations. When implemented, the majority of students (80-90%) will respond and achieve established benchmarks as evidenced by data from multiple sources at the school, grade, and class levels. If the majority of students are not successful at Tier 1, the core curriculum/instruction should be examined. Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential. Features of high quality, research-based instruction include:

- **Standards-Based Curriculum:** A curriculum based upon the Florida Standards.
- **Systematic Explicit Instruction:** Skills are taught from less to more complex using direct, clear and concise instructional language.
- **Differentiated Instruction:** students have different levels of background knowledge and school readiness. Differentiated instruction engages each student in active learning according to his/her needs. The content of instruction, delivery of instruction, and targeted level of instruction can be differentiated.
- **Flexible Grouping:** a combination of whole group and small group instruction allows teachers to create fluid groups that meet the needs of all students.
- **Active Student Engagement:** ensuring all students are actively involved during instruction and are not passive recipients. This can be accomplished with high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.

- **Classroom Behavior Strategies:** proactively and explicitly teaching the expected behaviors and routines, frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior.

A solid Tier 1 should be sufficient to help **80%** of students meet or exceed grade level expectations as measured by a standardized summative assessment. If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should consider possible solutions to create a better match between students' needs and the core curriculum and instruction (e.g., improving explicit instruction, a supplemental curriculum, differentiation strategies (multisensory learning), use of flexible grouping, and maximizing active student engagement).

Tier 2: If Tier 1 is successful, only (5-15%) of students should need Tier 2. It is targeted to specific skills and is supplemental to Tier 1. It is for students that are identified through universal screenings as at-risk due to poor progress in the Tier 1 level. The student's rate of progress during the implementation of interventions is monitored, and is judged against both the goals articulated in the state standards, and is compared to the progress of other students at the same age or grade level or with similar cultural and linguistic diversity (AYP subgroups). Characteristics of Tier 2 interventions must be more explicit: more intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded; and ideally occur in groups of approximately 3 to 5 students, for elementary, and 6 to 8 students for middle and high schools.

Tier 3: Students who have not demonstrated progress with targeted group interventions at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data collected in individual problem-solving, occur with smaller student-teacher ratios (e.g., ideally 1-on-1, however, groups of 2 to 3 students or a larger group broken into groups of 3-5 students, is acceptable for middle and high schools), and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support.

Tier 3 intervention plans include more than what occurs during intervention time. They also include strategies for maximizing student outcomes during core instruction or Tier 1, as well as supports at home or in the community.

Standard Treatment / Problem-Solving Protocols in MTSS

A Standard Treatment Protocol (STP) is when all students struggling with a similar area receive the same support plan. A Problem-Solving Protocol (PSP) is when a student receives an individual plan designed for their specific needs. Branching Minds (BrM) uses a combined approach (STP-PS) using elements from both protocols to drive the decisions made in the MTSS system. This includes the 4 steps of the Problem-solving Process:

1. **Problem Identification** ("Who and what are we concerned about?"): the difference between what learning and/or behavior is expected and what actually occurs is clearly defined.
2. **Problem Analysis** ("Why do we think the problem is occurring?"): multiple sources of data are used (e.g. formative and summative assessments, attendance data, the BrM Insight Surveys, etc.) to generate possible cause(s) of the problem.
3. **Plan Implementation** ("What can we do about it?"): using the BrM platform, an intervention plan is developed collaboratively and implemented. The plan contains learning goals, support

activities that are research-based strategies from the BrM library that maximize likelihood of success, and a plan for monitoring progress.

4. **Plan Evaluation** (“Was our support successful?”): Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If positive impact is not evident, the problem-solving process begins again.

It is critical to understand that MTSS is based on the premise: the earlier we can identify a problem, analyze it so we can best understand our learners’ needs, implement a plan providing each student the level of support they need using research-based interventions matched to their specific challenges, and monitor frequently for fidelity and effectiveness, then we can help our students achieve success more easily, and more quickly, and more commonly within the general education setting. MTSS is how we provide an equitable and successful education for ALL students.

Addendum B: Student with Disabilities Scheduling Considerations Due to COVID 19

OCSD will open to students on August 10, 2020. Parents/Guardians concerned about COVID-19 exposure may choose to have their child participate in the following instructional models:

1. Traditional Face-to-face
2. Okeechobee Synch
3. Okeechobee Virtual School

IEP teams need to consider the following when meeting to discuss OCSD's offer of a free and appropriate public education (FAPE) and the educational setting for a student with a disability:

1. Students with disabilities are to be considered general education students first when determining educational setting and services.
2. To the extent practical, students with disabilities will access their curriculum in the same manner as their general education peers.
3. Students with disabilities are expected to make the same academic progress as their general education peers. Regular progress monitoring will assist 504 and IEP teams determine if the instructional model is adequately meeting the needs of the student with disabilities.

Prior to August 10, 2020, ESE Staff including resource specialists and ESE teachers will review IEPs of students with disabilities who have selected options 2 and 3. IEP teams will determine needed services, including compensatory services for students with disabilities. If the IEP team feels the student needs additional supports or interventions in order to assist with closing the gap more quickly, dependent on the services already written on the IEP, the team may refer the student to MTSS, adjust the amount and type of services being provided by the ESE teacher, consider extended school year services, or determine the need of over and above compensatory services. Requests for Okeechobee Synch, or Okeechobee Virtual for a student with a disability may be reviewed by the student's 504 team or IEP team to determine the appropriate accommodations and to discuss OCSD's offer of a free and appropriate public education (FAPE).

Virtual School Requests

A student with a disability's 504 team or IEP team may need to meet in order to determine if Okeechobee Virtual School is the appropriate option for the student. When scheduling a student for Okeechobee Virtual School courses, the school must consider the whole child and the specially designed instruction or related services that are provided through the 504 Plan or IEP. The following areas must be considered when scheduling Okeechobee Virtual School full-time or part-time:

- Assigning a remote learning support facilitator/teacher
- Assigning a remote Learning Strategies course and teacher
- Assigning a remote learning Social Personal course and teacher
- Assigning remote learning related services personnel (speech-language services provided by the school SLP and other services scheduled by district itinerants)
- Assigning a remote learning direct instruction ESE teacher (smaller setting instruction in core academics and/or intervention services)

Note: Okeechobee Virtual School courses may not be modified for students with disabilities on Access Points curriculum.

Terms and Definition

Traditional Face-to-Face: Traditional education will begin on August 10, 2020. Students will receive traditional face-to-face instruction from their assigned teacher(s). This is the most educationally sound model to ensure your child is meeting grade-level requirements and interacting with his/her teachers and peers daily.

Okeechobee Synch: will open on August 10, 2020 synchronously with traditional education. Students will attend school remotely, following the standard school schedule and bell times. Synchronous teaching and learning via the internet is intended for students who will eventually transition back to traditional school. This model is designed for families who would like to maintain their connection to their enrolled school, but don't yet feel comfortable sending their student(s) back to school in August. The continuation of this model will be based on the COVID climate, is meant to be temporary and will be reevaluated each 9-week period. This option may be scheduled at the school level at the same time as face-to-face instruction is occurring (A) or in a class totally devoted to online instruction (B). **In the event of a classroom or building closure, Okeechobee Synch will be the default instructional method.**

Okeechobee Virtual School: will open on August 10, 2020 and will be full-time online instruction completed at home, asynchronously and at their own pace. All students, including home education and private school students, are eligible to participate in the school district operated part-time or full-time Kindergarten through grade 12 virtual instruction programs. Families have the ability to influence their child's schedule, however, students are expected to work on lessons each school day. This full-time program must operate on the traditional school calendar and students are required to have all coursework completed on or before the last day of school. Okeechobee teachers will use Edgenuity (K-5) and Edmentum (6-12) courseware closely aligned to the scope and sequence of OCSD's face to face instruction.

Related services: Supportive services as are required to assist a child with a disability to benefit from special education-Individuals with Disabilities Education Act (IDEA) 1997 [section 300.24(a)]. Examples of related services can include but are not limited to speech-language pathology and audiology services, interpreting services, physical and occupational therapy and school counseling.

Specially designed instruction: The methodology or delivery of instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings to address the unique needs of a child that results from the child's disability.

Support facilitator: A support facilitator (SF) provides support and services which are based on an individual student's needs and are reflected in their Individual Educational Plan (IEP). The support facilitator primarily works with small groups of students within a general education class.

Direct instruction: Skills/standards that are explicitly taught by an exceptional student education (ESE) teacher.

Addendum C: Additional Support for English Language Learners

These strategies should be considered for additional support for ELL students who are struggling:

- Implement and monitor the use of language goals (reading/writing/speaking/listening) with unit plans
- Add additional ESOL support resources to curriculum framework for classroom teachers
- Provide additional support to teachers of ELLs on strategies and resources (District Staff)
- Ensure ELL scaffolds and accommodations are in place per each student's ELL Plan
- Monitor student's performance each week and work with schools in how to support ELLs who are not making progress (MTSS)
- Engage students in meaningful dialogue and increase participation through active and purposeful communication using Google Classroom, Schoology, phone calls, and Google Meets (ELL Paraprofessional and Assigned Teachers)
- Ensure all teachers of an ELL have access to Language Power (elementary) or ESL Learning Smart (High School), or Language Literacy (K-12); Strategies aligned to student's language proficiency in reading, writing, listening, and speaking
- Utilize [ACCESS for ELLs Can Do Descriptors](#) to accommodate assignments and assessments per student level and language demand of the assignment or assessment
- Organize and conduct strategic PLCs to focus on student regression, lack of adequate progress, data driven instruction, and evidenced-based strategies that work with ELLs
- Schedule additional PLCs on WIDA standards and language proficiency targets
- Provide and continue regular communication with ELL parents via phone calls, email, or Google Meets on student's progress
- Provide additional training for ELL teachers and Paraprofessionals on data driven instruction and resources to use with ELLs in small intervention groups
- Provide on-line and face to face tutoring (day, evening, and Saturdays) for ELLs who need extra support
- Provide a menu of additional evidenced based reading intervention programs that work for ELLs

Addendum D: Guidance for Intensive Support for Okeechobee Synch and Okeechobee Virtual School Students

Elementary

If a student enrolls in Okeechobee Virtual School who receives Tiered support, please refer to the following guidance:

- Tier 2 or Tier 3 Reading Support
 - Students will complete 30-45 minutes a week of iReady online instruction including assigned lessons related to their identified area of need.
 - Students will participate in virtual small group instruction in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.
- Tier 2 or Tier 3 Math Support
 - Students will complete 30-45 minutes a week of iReady online instruction including assigned lessons related to their identified area of need.
 - Students will participate in virtual small group instruction in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.

Secondary

If a student enrolls in Okeechobee Virtual School with an Intensive Reading/Math course on his/her schedule, please refer to the following guidance:

Middle School: Intensive Reading Exact Path

- The instructional coach will provide digital curriculum and monitoring of students' progress.
- Students will complete 45 minutes a week of Exact Path.
- Students will participate in one virtual skills-based lesson with the teacher once a week.
- Students will receive individualized feedback/support with the teacher once a week in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.

Middle School: Intensive Math Exact Path

- The instructional coach will provide digital curriculum and monitoring of students' progress.
- Students will complete 45 minutes a week of Exact Path.
- Students will participate in one virtual skills-based lesson with the teacher once a week.
- Students will receive individualized feedback/support with the teacher once a week.

High School: Intensive Reading Exact Path

- The instructional coach will provide digital curriculum and monitoring of students' progress.
- Students will complete 45 minutes a week of Exact Path.
- Students will participate in one virtual skills-based lesson with the teacher once a week.
- Students will receive individualized feedback/support with the teacher once a week in alignment with the 2020-21 K-12 Comprehensive Evidence-Based Reading Plan.

High School: Intensive Math Exact Path

- The instructional coach will provide digital curriculum and monitoring of students' progress.
- Students will complete 45 minutes a week of Exact Path.
- Students will participate in one virtual skills-based lesson with the teacher once a week.
- Students will receive individualized feedback/support with the teacher once a week.

Addendum E: Mental and Behavioral Supports

Within the MTSS framework, Okeechobee County School Board (OCSB) will utilize and implement Positive Behavior Interventions and Supports (PBIS) as well as mental health screening. The PBIS framework aims to establish systems and processes within a school, at the organizational level, that delivers and sustains evidence-based practices. PBIS IS NOT a packaged curriculum, scripted intervention, or manualized strategy. It is to serve as a tool to efficiently guide teachers, support staff, and administrators through the behavior support process so they can more effectively serve students who may present with challenging behaviors. The identifying feature that makes PBIS so unique is the tiered system of behavioral supports it provides for *all* students. It is a mechanism that works cohesively with the overall MTSS framework and provides support that is designed for *both* General Education students and students receiving Exceptional Student Educational (ESE) services. Together with PBIS, OCSB will offer school-wide instruction of social and emotional learning curriculums, consistent, clear, and practiced expectations and rules, and evidenced-based interventions. These interventions will be used to solve problems identified through performance data across all tiers. These strategies will promote a safe and nurturing school environment and positive mental health and well-being.

It is important to note that it is not required that each student “progress through each tier”. The tiers are fluid, and the goal is for students to remain (or return) to Tier 1 for the most success. Different situations and life events can cause a student to need more intensive interventions for periods of time (i.e. parent divorce, illness, natural disaster, academic difficulties, mental health disorder). This could result in a student moving into Tier 2 or even Tier 3. However, as intervention is delivered with fidelity, this student can move back to Tier 1 levels of support to ensure equity in access to core instruction and the least restrictive environment possible for the student’s success.

Selecting Target Behaviors

All 3 tiers rely on the identification of clear target behaviors. These behaviors become more specific to the needs of the student, and the behavior(s) they present, as s/he progresses through the tiered system. The team should focus on selecting the behavior that most impedes the learning process and aim to clearly define the behavior in a way that allows anyone to accurately identify the behavior, regardless of their history with the student. Additionally, the team should be selecting meaningful replacement skills that provide the student with the tools and coping skills to manage the behavior concerns. These replacement skills should always be related to the function of the detrimental or unwanted behavior and why it is happening.

The four main functions that maintain behaviors are:

- **Escape/Avoidance:** The individual behaves in order to get out of doing something he/she does not want to do.
- **Attention Seeking:** The individual behaves to get focused attention from parents, teachers, siblings, peers, or other people that are around them.
- **Seeking Access to Materials:** The individual behaves in order to get a preferred item or participate in an enjoyable activity.
- **Sensory Stimulation:** The individual behaves in a specific way because it feels good to them.

[Elementary Behavior Flowchart](#)

[Secondary Behavior Flowchart](#)

PBIS Tier Guidance

	Interventions & Strategies	Teams Involved	Performance Data	Fidelity Tools

<p>Tier 1 Differentiated Core Instruction and Supports</p> <p><i>80-90% of student population</i></p>	<ul style="list-style-type: none"> ● PBIS Team established and meet regularly (with administrator in attendance) to review performance data ● PBIS Reward System Established ● School-wide rules and Expectations established and posted in common areas and classrooms ● Lesson plans to reinforce rules and expectations 	<ul style="list-style-type: none"> ● PBIS Team ● Grade Level Content Team ● All Faculty and Staff ● Parents and Students 	<ul style="list-style-type: none"> ● Discipline Data (shared with staff monthly) ● Attendance ● Faculty/Family Surveys ● School-Climax Surveys (faculty, student, parent) ● Universal Screener 	<ul style="list-style-type: none"> ● PBIS Forms and Evaluations (Benchmarks of Quality, PIC Forms, End of Year Evaluation) ● Walk-Throughs ● Consistent Meeting times and dates (PBIS Coach) ● Branching Minds Platform
<p>Tier 2 Intensive and Targeted Interventions</p> <p><i>~10% student population</i></p>	<ul style="list-style-type: none"> ● Function- Based Interventions ● Check-in Check-out ● Small groups led by members of Mental Health and Behavior Supports Dept., guidance counselors, and/or community agency therapists 	<ul style="list-style-type: none"> ● PBIS Team ● Grade Level Content Team ● School Psychologist ● Behavior Interventionist ● Parents and Students 	<ul style="list-style-type: none"> ● Discipline Data (usually 2 or more ODRs)* ● Restraint Data ● OSS/ISS Data ● Progress Monitoring Tools (i.e. Easy CBM) ● Universal Screener ● Crisis Calls 	<ul style="list-style-type: none"> ● Direct Observations ● Fidelity Checklists for prescribed interventions ● PBIS forms as mentioned in Tier 1 ● Progress Monitoring bi-weekly ● Branching Minds Platform
<p>Tier 3 Individualized Supports</p> <p><i>1-5% of student population (students not responding well at Tier 1 and/or Tier 2)</i></p> <p>Students who have had crisis episodes (crisis referral, Baker Act)</p>	<ul style="list-style-type: none"> ● Create and complete Functional Behavioral Assessment ● Create Behavior Intervention Plan ● Individualized approaches and needs provided ● Tier 1 and Tier 2 Supports Continue 	<ul style="list-style-type: none"> ● School Problem-solving Team (SPS Team) ● School Psychologist ● Behavior Interventionist ● Parents and Students 	<ul style="list-style-type: none"> ● Data Based on BIP Targets ● Restraint Data ● OSS/ISS data ● Progress Monitoring Tools ● Tier 1 and Tier 2 Data ● Universal Screener 	<ul style="list-style-type: none"> ● Direct Observations ● Fidelity Checklists specific to BIP ● PBIS forms as mentioned in Tier 1 ● Progress Monitoring weekly ● Branching Minds Platform

*It is important to note that the PBIS team should not wait for more than 2 referrals, OSS/ISS, restraints, or crisis calls to occur within a 9-week period. Rather, the team should be using these types of data as a *warning system* that *proactively* identifies students who may require

additional supports.

The Tier 1 Universal Support system is the foundation that drives reinforcement practices and effective discipline strategies that shape successful, classroom-ready behaviors. It is designed to provide behavioral strategies, at the school-wide level and within individual classroom settings, which builds capacity for the school and teachers to operate in a way that manages behaviors effectively. Ultimately, these supports provide teachers with tools to maintain the structure necessary to effectively teach *any* student within their classroom. Additionally, when this tier is implemented with fidelity, those students who may require additional support at the second and third tiers are better identified. It is important to note, Tier 1 Supports are *always* embedded within Tiers 2 and 3 due to its foundational provision throughout the framework. Specifically, the principles that guide Tier 1 should be maintained as the core underpinning across all tiers.

Additional Components of the Tier 1 Support System

1. Each school will develop their own PBIS Implementation plan addressing the [10 Critical Elements](#). The link attached describes how to measure the elements.
2. Schools will complete Tier 1 Evaluations as requested by the FLPBIS Project in the fall, spring and at the end of the school year. The evaluations serve as a fidelity check and guide the implementation and action planning process.
3. School teams strive to include culturally responsive strategies when designing their PBIS Implementation plans.

Behavior and Mental Health Universal Screening

Our Universal Screening Plan

The Universal Screener Tier Rubric (and worksheet) will serve as the district's universal screening guide for behavior and mental health. Using this guide, we will be screening students throughout the year, and will use the tier system as a way of monitoring progress and implementing appropriate interventions. It will allow us to set goals, communicate expectations (with students, staff, and families) and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. Academics, behavior, and mental health are all connected. Keeping effective, differentiated, equitable instruction and supports in the classrooms will help promote student success.

Up to three times per year, the school Principals will initiate a School Leadership Team meeting to review the school level data including Early Warning System data and current interventions in place. During this time, data from Grade/Content Team Meetings will be discussed, and students of concern will be listed on the Universal Screener Worksheet. There are two categories on the worksheet, Externalizing Behaviors (i.e. aggression, disrespect) and Internalizing Behaviors (i.e. anxious, sad, depressed). The students will be scored on behaviors inside of each category (see worksheet below) and the points will be totaled. Each behavior on the Externalizing side will receive one point if it is noticed "sometimes" and two points if it is noticed "frequently". Each behavior on the Internalizing side will be given two points if it is noticed "sometimes" and four points if it is noticed "frequently". The Internalizing behaviors are given more points due to the fact that these are more likely to be fewer and not as noticed as the Externalizing behaviors. With more points given, it will be less likely that a student will be missed due to only exhibiting Internalizing behaviors.

Any students on Tier 1 (<6 points) or Tier 2 (6-15 points which includes six points in any category) will continue to be progress monitored by teachers and the Grade/Content Team Community. These students will be given interventions to help manage their behaviors and mental health wellness based on the Tier and their individual situations. Students on Tier 3 (10 points in internalizing or 16+ points total) will be referred to the School Problem-solving Team for

a meeting to discuss interventions and a plan.

[Behavior/Mental Health Universal Screener Protocol](#)
[Behavior/Mental Health Universal Screener Worksheet](#)

Progress Monitoring

The purpose of monitoring progress is to determine the effectiveness of interventions or of an intervention plan on student success. When data show students are progressing, interventions are maintained until students meet identified goals. When data show students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008). Students receiving Tier 2 support should be assessed weekly or every other week, while students receiving Tier 3 support should be assessed weekly.

Schedule: As the severity of the student problem and the intensity of school resources provided to address that problem increase, so should the frequency of progress monitoring.

Person Responsible: Ideally, the team implementing the interventions (teachers and Grade/Content Team Community for Tier 1 and Tier 2 students) and/or intervention plan (the School Problem-solving Team for Tier 3 students) should administer the progress monitoring assessments, or record behavior data in accordance with best practice. There are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). This information should be considered when establishing roles and responsibilities related to progress monitoring.

Initial Screening Data Results

Performance Level	Growth/Rate of Improvement	Decision
Less than 6 points on the Universal Screener Worksheet	Sufficient Growth	Move to Tier 1: Discontinue or fade out Tier 2 intervention
6-15 points on the Universal Screener Worksheet	Sufficient Growth	Stay in Tier 2: Maintain the current Tier 2 intervention for another cycle
	Uncertain Growth	Stay in Tier 2: Revise the current Tier 2 intervention and implement for another intervention cycle
10 points in the Internalizing Factors on the Universal Screener Worksheet or 16 points in total	Uncertain or Insufficient Growth	Move to Tier 3: Increase intervention intensity to reflect Tier 3 level supports and implement for another intervention cycle

Our Evaluation of Screening Data:

Guiding questions:

1) *Are we sufficiently delivering Tier 1 PBIS, including differentiated core instructional practices?* These differentiated core instructional practices should meet the needs of at least 80% of the students. If fewer than 80% of students do not have their needs met, teams (PBIS and Grade/Content Team Community) review the PBIS Tier 1 interventions and strategies and

determine how to improve the core instruction so it benefits more students. In addition, incorporating social and emotional learning into the core instruction is imperative for creating wellness in the “whole child”. For example, with the high prevalence rate of anxiety in children (approximately 10-20%) (American Psychiatric Association, (2013), Diagnostic and Statistical Manual of Mental Disorders (5th ed.)), not sufficiently delivering Tier 1 instruction can exacerbate academic and behavioral difficulties.

2) *Is the Tier 1 instruction supporting our students equitably?* The core instruction should be equitably supporting the diversity of our district. If a particular demographic of students is not sufficiently served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations, we must evaluate the core as it relates to that demographic of students and problem solve for why it is not sufficiently meeting their needs before placing those students in Tier 2 or 3.

3) *Who needs Tier 2 and 3 support?* As mentioned above, students will receive tiered supports based on their point totals.

Our Tier 2 and 3 Support Plan:

Evaluating Effectiveness of Tier 2 and 3 Plans:

The district recommends that Grade Content teams take responsibility for evaluating progress of students requiring supports at Tier 2, and SPS Team and PBIS teams work collaboratively with teachers and parents to evaluate students requiring more intensive supports at Tier 3.

Therefore, individual teachers or grade level teams refer students to the SPS team for additional student problem-solving, instructional recommendations, and consideration of Tier 3 supports. If provided supports at Tier 3, the SPS team conducts weekly data review and manages the student’s Tier 3 plan.

Guiding Questions:

1) *Was the intervention delivered with fidelity?*

- a) Review intervention delivery for sufficient dosage:
- b) Review intervention delivery for integrity:

2) *Is the student making sufficient progress?*

[Elementary: Mental Health and Behavior Progress Monitoring Sheet](#)

[Middle School: Mental Health and Behavior Progress Monitoring Sheet](#)

[High School: Mental Health and Behavior Progress Monitoring Sheet](#)

a) Ensure the validity of the progress monitoring data:

Behavior progress monitoring data is considered *invalid and unusable* if:

- valid and reliable evidenced-based interventions measure were not used
- the behaviors are not monitored weekly
- administration directions were not followed

b) Review the growth of the student reflected by progress monitoring data

Before discussing this question, it is important to understand the components of a student’s progress monitoring data from a behavioral (mental) health perspective. Interventions such as small group counseling, check in/check out, safety planning, adherence to a BIP as well as academic measure are used. As seen in the figure below, the progress graph also has a goal line. As previously mentioned, the goal is to have the student return to Tier 1. For OCSB, Tier 1 for behavior and mental health is represented by less than 6 points on the Universal Screener Worksheet and/or future progress monitoring.

Number of data points:

When examining a graph, a team should first ensure there are weekly data points for 9 weeks of behavior monitoring. This does not mean, however, that school teams cannot examine student growth prior to having 9 data points. Teams may want to examine a student's progress after collecting 4 data points to determine if minor adjustments are necessary. It is normal for students' scores to have some variability from week to week. Student behaviors can vary weekly based on academic performance, mental health, and other precipitating factors.

Sufficient Growth at Tier 2 and 3: If the trend line is below the goal line, then the intervention is working. If the student's scores are below the minimum desired growth, then the team can consider the possibility of moving the student down in tier. A general guideline to consider is that a student should demonstrate 4 consecutive data points below the goal line and have other sources of data documenting that the originally identified problem is solved before Tier 2 supports are discontinued (Good, Simmons, Kame'enui, Kaminski & Wallin, 2002). If the student achieves the intervention goal but classroom performance and behavioral success is not commensurate with measured skill level, it is expected that the Grade Teams (Tier 2) and SPS Team (Tier 3) team engage in individual problem-solving to identify possible explanations. If the trend line is near the goal line and the student's performance on grade level standards, behavior, and overall mental health is improving, then the intervention is considered effective and should be continued. If the trend line is near the goal line and the student's performance on grade level standards, behavior, and overall mental health is not improving, it would be necessary to reconsider the hypothesis about why the problem is occurring.

Uncertain Growth at Tier 2 and 3: If the trend line is above the goal line and student success and growth is not improving, then a change in the intervention plan is required. When determining a change is needed, schools return to problem identification to determine if the problem was identified accurately. Problem Analysis is also revisited to determine if the original hypothesis about the student's problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified problem. When the team decides to change the intervention plan, an intervention line indicating a phase change should be placed on the graph. A new phase of intervention begins and 9 data points are needed to determine the effectiveness of the new intervention plan.

It is critical that teams understand that the goal of data review is to take charge of closing the student achievement gap by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and the current rate of improvement when examining graphs.

Insufficient Growth at Tier 2: If Tier 2 supports are determined to be inadequate and the student's scores are above the goal line, he or she may require more intensive supports at Tier 3. For this to occur, the SPS team must be certain that prior interventions have been aligned with student needs and implemented with sufficiency and integrity. Branching Minds captures this information.

Insufficient Growth at Tier 3: If Tier 3 supports are determined to be inadequate and the student's scores are above the goal line, the problem-solving team should work to re-evaluate the plan and adjust one or more of the following:

- focus on a different and/or more foundational skill
- change the intervention
- change time of the intervention
- change the interventionist
- increase frequency

Teams should continue to problem solve and adjust plans for Tier 3 students for at least 16-20 weeks (if directly placed in Tier 3), or 8-10 weeks (if received 8-10 weeks of prior Tier 2 support). If progress monitoring data has been collected consistently during those intervention periods, and the student still does not show sufficient growth, it is then appropriate to refer the

student for a formal evaluation. The criteria and process for a referral is outlined below.

Post-Intervention Progress

Performance Level	Growth/Rate of Improvement	Decision
Less than 6 points on the Mental Health and Behavior Progress Monitoring Sheet	Sufficient Growth	Move to Tier 1: Discontinue or fade out Tier 2 intervention
6-15 points on the Mental Health and Behavior Progress Monitoring Sheet	Sufficient Growth	Stay in Tier 2: Maintain the current Tier 2 intervention for another cycle
	Uncertain Growth	Stay in Tier 2: Revise the current Tier 2 intervention and implement for another intervention cycle
10 points in the Internalizing Factors on the Mental Health and Behavior Progress Monitoring Sheet or 16 points in total	Uncertain or Insufficient Growth	Move to Tier 3: Increase intervention intensity to reflect Tier 3 level supports and implement for another intervention cycle

Summary of Minimum Requirements before Changing Tiers:

- ✓ Daily Tier 1 (core) instruction
- ✓ 8-10 weeks of research-based intervention
- ✓ Intervention logs completed
- ✓ Consistent progress monitoring
- ✓ Fidelity checks completed with 80% integrity
- ✓ Monthly MTSS data team meetings with ROI calculated
- ✓ Documentation of parent communication of student progress
- ✓ One intervention change (if showing uncertain progress)