

WELCOME TO SACI

December 12, 2024

Independence Nontraditional School



Agenda



7:00 Welcome and Approval of minutes from November meeting

7:10 Student Learning

- Dr. Ashley Cramp, Director of Student Learning

8:15 BREAK

8:25 Work Session:

- **MTSS:** Overview of academic and behavioral supports through MTSS
- **Mental Health Supports:** Telehealth program and other supports for students

9:00 Adjourn

Student Learning

Dr. Ashley Cramp
Director of Student Learning
December 12, 2024



Outcomes

Understand what offices are in the Student Learning Department (SLD) and what the SLD oversees

Know the instructional shifts with new Standards of Learning (SOL) and resources

Learn about the Virginia Literacy Act (VLA) and its' requirements

Gain a deeper understanding of federal, state, and local assessments and how we use the data from each

Answer majority of the questions you submitted

*presentation information based on those questions



Overview of the Student Learning Department



Student Learning Department (K-12)



- Advanced Academics and Specialty Programs
 - K-12 Specialty Programs, AP, IB, Cambridge, DE, exception is Dual Language Immersion
- English Language Arts & Literacy
- Extended Learning Opportunities
 - summer school, tutoring, ALL In, Project Graduation, credit recovery/support/accrual
- Gifted Education and Talent Development
- Health, Physical, Drivers, Family Life Education
- History and Social Science
- Library Media Programs & Research
- Mathematics
- Science
 - including the Regional Science and Engineering Fair
- Visual and Performing Arts

What Does the Student Learning Department Do?

- Development of all curriculum and local assessments
- Identify, train, and support implementation of instructional best practices
- Identification, adoption and purchase of core and supplemental resources
- Provide professional development for staff:
 - New teacher institute, Division Professional Development (PD) days, collaboration days, other days during the year
 - Department chair and teacher leader meetings
 - Leaders: Principal meetings, Assistant Principal (AP)/Administrative Intern (AI) zooms
 - Optional PD sessions throughout the year with various groups
- Collaborate with Professional Learning, English Learner, Special Education departments
- Facilitate state initiatives, requirements, and communications
- Data analysis for program evaluation and monitoring
- Approve new courses and develop the Middle and High School Course Catalogs
- School support: whole school, teams, individual teachers

Recent Student Learning Highlights



- Additional library books to support language Learners
 - Selection of highly-circulated materials purchased for all libraries in each of the languages supported by PWCS
- Adaptive equipment purchased for music and art classes
- Addition of approximately 600 musical instruments over the past 2 years to ensure equitable access for all students
- Additional physical education equipment purchased for all schools to promote fitness
- High quality instructional materials in all buildings for all students for all ELA
- At least one full time gifted teacher in every school—no students travel to centers anymore
 - Screen all students in grades 2, 3, 6, and 9
- Expanded summer learning opportunities (Discovery Enrichment camp scholarships)
- Expanded credit recovery options
- At least 1 full-time Reading Specialist at every school K-8
- Updated lottery system for Specialty Programs

Updates to Standards & Instructional Resources



Updates to Standards & Instructional Resources

SY 2024-2025

- New Math Standards of Learning
- New English Language Arts Standards of Learning
- Required training K-8 in Evidence-Based Literacy Instruction and Reading Research
- All content areas updated pacing and unit guides

SY 2025-2026

- New Math resources
- Updated Science Standards of Learning
- New History and Social Science Standards of Learning

SY 2026-2027

- New History and Social Science resources
- Potentially some additions to science resources

*In the past, standards and resource revisions were on a 7-year cycle with 2-year prep time much more variation at present time



Instructional Shifts

Math:

Student's primarily representing and analyzing provided data



Student's owning the entire data cycle (determining research question, collecting/acquiring data, representing data, analyzing data, and communicating findings)

English Language Arts:

Variety: whole language, guided reading, balanced literacy



Systematic explicit instruction



Instructional Shifts

All Content Areas:

Rote memorization of information and facts



Application of information learned and/or presented

Rote memorization of information and facts



Higher order thinking and critical thinking

Teachers give students all the information they need (ex: slides)



Inquiry Design (students provided a variety of information/sources, they draw conclusions and meaning)

Multiple choice assessments



Balance of assessments to also include performance tasks, use of rubrics, student choice, technology enhanced items, projects



ALL In Tutoring

In 2023, the VDOE announced [ALL In VA](#), which provided guidance and funds for school divisions to provide high-intensity tutoring, support the Virginia Literacy Act, and address chronic absenteeism.

ALL In provides High Intensity Academic Tutoring for Grades 3-8 to accelerate learning and close achievement gaps in math and reading. Students are identified as "not proficient" and "at risk" based on SOL, HMH, and VGA assessment scores.

High-Intensity Tutoring includes:

- Small group
- Substantial time commitment
- Curriculum aligned to grade level standards
- Progress monitoring and data to drive teaching and learning

All schools have an ALL In tutoring coordinator that helps implement tutoring during the year. Students that qualify for ALL In can also attend summer school to continue learning and prepare them for on-grade level work in the upcoming school year.



Virginia Literacy Act



What is the Virginia Literacy Act (VLA)?

A law aimed at improving reading skills for K-8 students

Requires schools to screen all K-3 students for reading difficulties

- Goal: Early identification and support for reading challenges

Mandates evidence-based reading instruction and intervention K-8

Provides additional support for students scoring in the high-risk band on VALLSS (student reading plans)

- Early Intervention Reading Initiative-2.5 hours of support a week during school

Reading specialist in each building K-8

Required professional development for teachers K-8 (anywhere from 6-27 hours depending upon assignment)

- K-5: all classroom, EL, SPED, Gifted, Reading Specialists, Title I teachers
- 6-8: all English, Science, Math, History & Social Science, EL, SPED, Gifted, Reading Specialist
 - Has impacted professional development in math K-5 in particular and some at 6-8





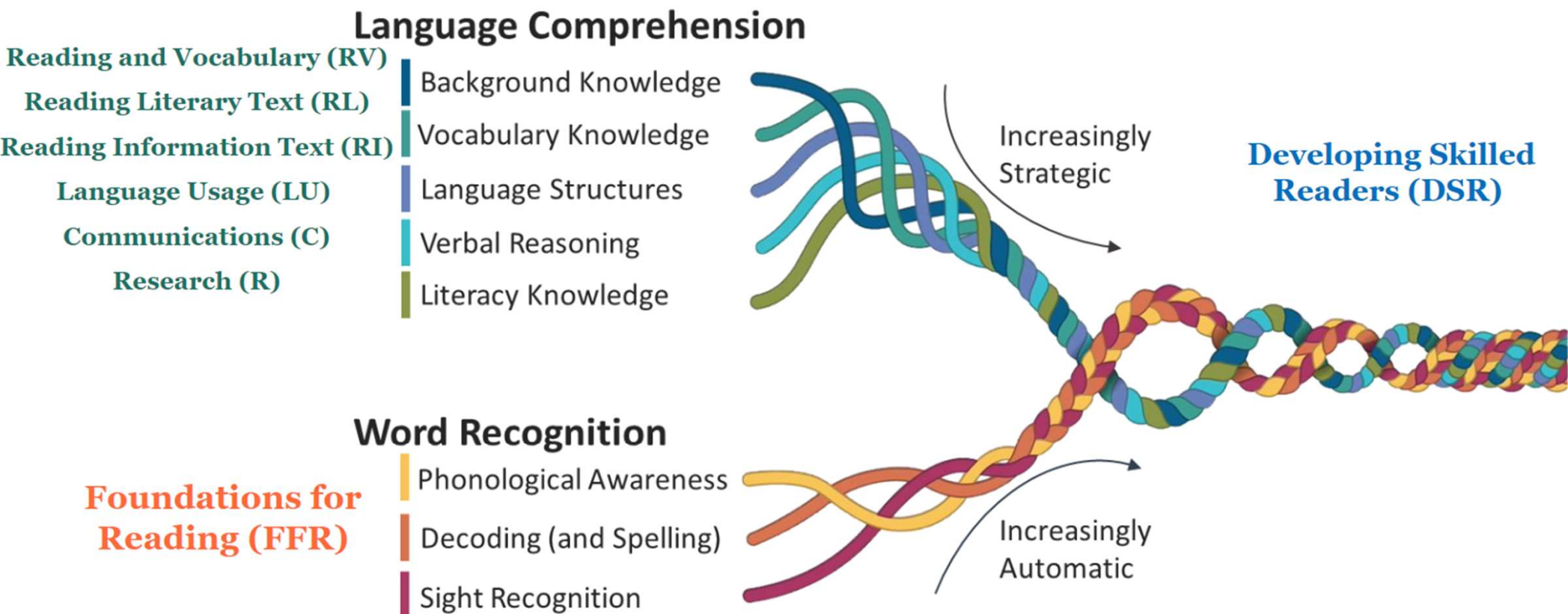
What is the Science of Reading?

A research-based approach to understanding how children learn to read and what teaching methods work best.

Five key areas:

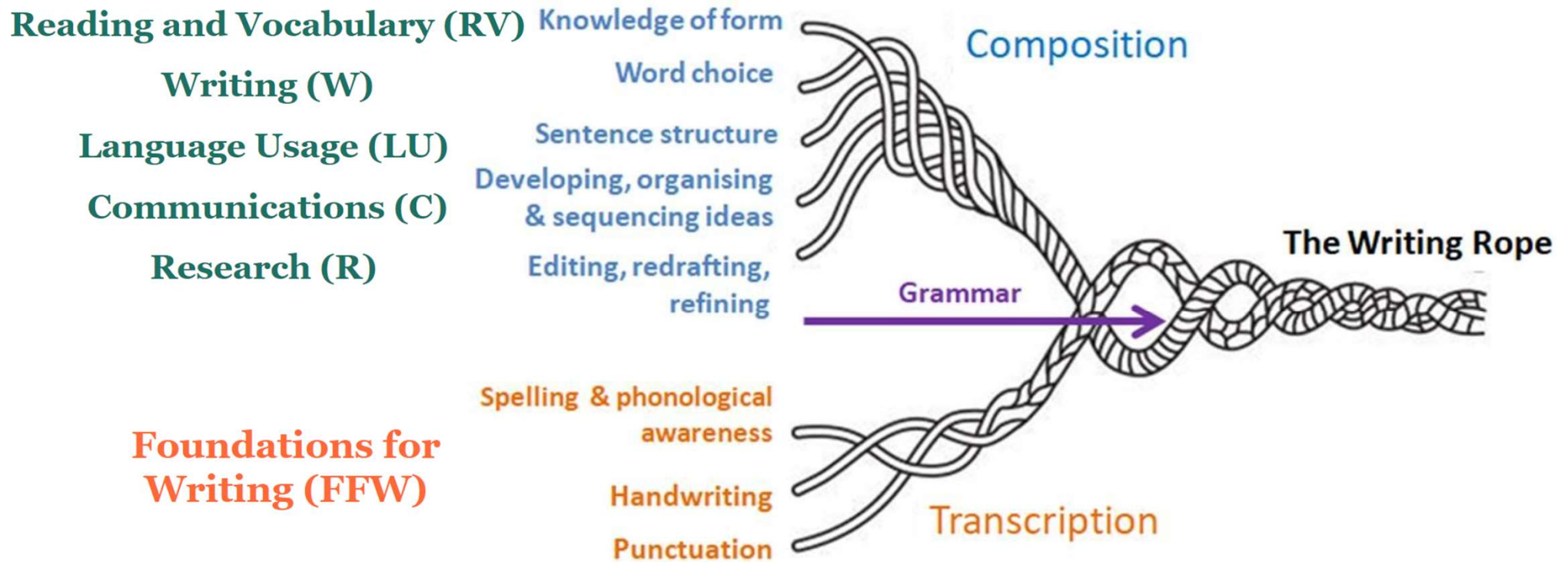
1. Phonemic awareness (recognizing speech sounds)
2. Phonics (connecting sounds to letters)
3. Fluency (reading smoothly and easily)
4. Vocabulary (understanding word meanings)
5. Comprehension (making sense of what's read)

SCARBOROUGH'S READING ROPE & VIRGINIA'S ENGLISH STANDARDS OF LEARNING



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

THE WRITING ROPE & VIRGINIA'S ENGLISH STANDARDS OF LEARNING



What are HQIM?

HQIM = High-Quality Instructional Materials

- As part of the VLA, the state of Virginia has approved options of what can be used for core curriculum, supplemental curriculum and intervention for students needing targeted support
- Division purchased HQIM for ELA



HMH Into Reading K-5
HMH Into Literature 6-8



Supplementary Resource (foundational skills):
UFLI K-2



Supplementary Resource (comprehension):
Newsela 3-8



Intervention Resource:
Lexia Core 5
Lexia Power Up!



Gifted Learners

VDOE guidance: "The Virginia Literacy Act and Gifted Learners" webinar in October

- Gifted learners need access to differentiated curriculum including advanced content and pacing of instruction
- Flexibility in the literacy block to support the needs of gifted learners
- Collaborative and Independent Practice of Reading and Writing (20-40% of the literacy block)

Enrichment options developed by Gifted Education and Talent Development

- Aligned with HMH, approved by ELA
- Shared with gifted resource teachers
- Presented to principals and AP/AIs

Collaboration between gifted resource teacher(s) and classroom teachers is essential

Development of enrichment and extension opportunities is ongoing



What is VALLSS?

VALLSS: Virginia Language and Literacy Screening System (no cost)

Replaces PALS: Phonological Awareness and Literacy Screening (no cost)

VALLSS is a screening tool used by schools in Virginia to:

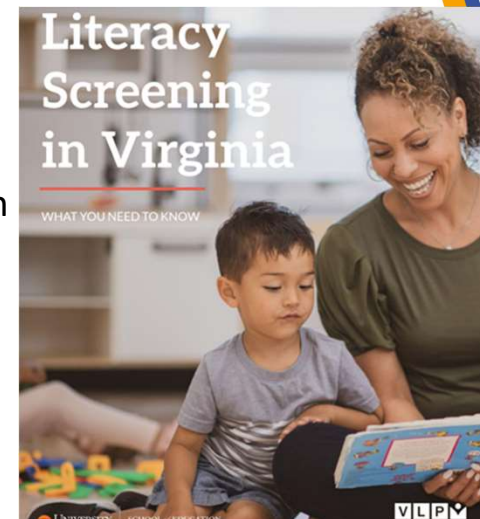
- Assess the early language and literacy skills of students in grades K-3
- Help identify students who may be at risk of developing reading difficulties so they can receive early intervention

New screener tool with more subtests/areas



Resources
available on
PWCS VLA
Webpage.

English and
translated
versions.



What has changed?

Scoring, Subtests, and Instructional Indicators

K-3: PALS to VALLSS- Then and Now

PALS

THEN

- Student Identified with a summed score for EIRI
- Benchmarks (Pass/Fail)
- Word list = high-frequency words
- Reading Comprehension Passage + Questions
- Grade levels varied

VALLSS

NOW

- Student identified with a band of risk for EIRI and SRP
- Instructional Indicators
- Word list = decodable words
- Oral Reading Fluency
- New Language Subtests = vocabulary, retell, questions, nonsense sentences



What does VALLSS: Grades K-3 measure?

	VALLSS Subtests	Description	Examples
Code-Based	Letter Names	Name upper- and lowercase letters to measure letter name knowledge	Student names all 52 letters: C r w H
	Letter Sounds	Say letter sounds when presented with a pair of upper- and lowercase letters (e.g., Ee) to measure letter sound knowledge	Student provides the sounds of letters: Ff Pp Vv Oo
	Beginning Sounds Expressive	Say the first sound of a word or say a word that starts with the same sound as the given word to measure pulling sounds apart	Teacher says: "fruit" Student says the sound of the letter F or says a word that begins with the same sound as fruit, for example "fox"
	Phoneme Blending	Listen to sounds and blend them together to say a word to measure putting sounds together	Teacher says the sounds in dog: "/d/ ... /o/ ... /g/" Student blends the sounds together to say: "dog"
	Phoneme Segmenting	Listen to a word and break it into sounds to measure breaking sounds apart	Teachers says: "cat" Student provides the individual sounds in the word cat: "/c/ .../a/ .../t/"
	Encoding	Spell words to measure application of phonics skills	Teacher says: write the word "sled" Student: writes the word "sled" on a piece of paper
	Real Word Decoding	Read words to measure application of phonics skills	Student reads a list of real words, such as rain, pile, dream
	Pseudoword Decoding	Read made up words to measure application of phonics skills	Student reads a list of nonsense words that look like words, such as tain, zile, and pream
	Oral Reading Fluency (ORF)	Read passage to measure the number of words read correctly in one minute	Teacher gives the student the Oral Reading passage Student reads the passage for one minute
Language	Passage Retell	Listen to and retell a story to measure oral language knowledge and skills	Teacher tells the student a story, using illustrations Student retells the story using the illustrations
	Expressive Comprehension Questions	Answer questions after listening to a story to measure listening comprehension	Teacher asks questions about the story Student answers questions using their understanding of the story they heard
	Nonsense Sentences	Listen to and repeat recorded silly sentences to measure understanding of grammar usage	Teacher plays a recorded silly sentence: "The birds laughed at the flying dog." Student repeats the silly sentence: "The birds laughed at the flying dog."
	Relational Vocabulary	Choose a picture after listening to a sentence to measure vocabulary	Student points to one of four pictures that matches a sentence, such as "The ball is next to the house."
RAN	Vocabulary Fluency	Say the name of pictures quickly to measure vocabulary	Student quickly names pictures shown on a screen. For example, the student is shown a picture of a camel and says "camel."
	Rapid Automatized Naming (RAN): Letters	Say the name of repeated letters quickly to screen for processing difficulties	Student names letters repeated on a page, such as: X L D L

* Not all subtests are required at each grade level or at each assessment period.

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Midyear Testing

- The mid-year screener is much shorter than the beginning-of-the-year screener, screening only the decoding subtests (and RAN in Kindergarten).
- Midyear testing will begin January 6, 2025.

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VALLSS Screening Requirements

	Fall	Mid-Year	Spring
Kindergarten and Grade 1	All students	All students	All students
Grade 2	All students	All students	All students at moderate or high risk at mid-year
Grade 3	All students *State requires new to VA or those in summer school , PWCS elected to do all this first year	All students at high risk in fall Optional for students at moderate and low risk in fall	All students take the Reading SOL Screening encouraged for students who were at high or moderate risk at mid-year



UFLI (Supplemental Resource K-2)

What is UFLI?

- UFLI stands for the University of Florida Literacy Institute.
- It's a program created to teach children the foundational skills they need to become proficient readers.

How Does It Work?

The program uses a structured approach to teach reading. It includes:

- **Phonemic Awareness:** Helping children understand and manipulate sounds in words.
- **Phonics:** Teaching the relationship between letters and sounds.
- **Blending and Segmenting:** Combining sounds to make words and breaking words into individual sounds.
- **Reading Practice:** Using decodable texts that match the child's reading level.
- **Spelling and Writing:** Reinforcing reading skills through writing activities.

Why is UFLI Special?

- **Systematic and Explicit:** The program follows a clear, step-by-step process to ensure children learn each skill thoroughly.
- **Research-Based:** UFLI is based on scientific research about how children learn to read.
- **Teacher-Friendly:** It provides detailed lesson plans and materials, making it easy for teachers to use.



Federal, State, & Local Assessments



Federal, State, and Local Assessments

Learn which assessments are required: federal, state, local

- Some are nationally recognized assessments but are not required federally; we have required/highly encouraged them locally as part of instruction or other processes
- These are noted with a * on the chart within the local section

Different requirements at each grade so 'how many assessments' varies

For each assessment, review the:

- Description and purpose
- Audience
- Frequency
- Average duration
- Practical application of the data

Division assessment plan is reviewed and updated annually—as standards change so must our assessments

Accommodations allowed vary by each test depending upon guidelines from the maker of the assessment, purpose of the assessment, student needs (IEP and school teams, including parents, make these decisions)

Vast majority of assessments are no additional cost to the division, and all are free to students



Federal Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
ACCESS	Fulfills federal requirements for monitoring and reporting English Learner progress toward English language acquisition in listening, speaking, reading, and writing	K-12 English Learners	1x year	90-100 minutes Broken into parts	Provides information to inform language support services



State Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
Virginia Kindergarten Readiness Program (VKRP)	Gives schools, teachers, and parents a complete picture of school readiness in 4 key areas: Math (early numeracy), Literacy, Self-Regulation, and Social Skills	Entering K	1x year	Several days to complete all sections	Provides specific information in each domain to support differentiation of instruction and informs parents about ways to help at home



State Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
Virginia Language and Literacy Screening System (VALLSS)	Two main purposes: identify students at risk of reading difficulties and provides in-depth information for teachers	PK-3	3x year	30-45 minutes	Schools utilize data to determine level of acquisition of foundational skills for reading and to help identify areas of strength and support
Virginia Wellness Fitness Assessments	Criterion-referenced wellness tests that measure health-related components of fitness—tests include PACER, cadence push-ups, cadence sit-ups, back-saver sit and reach	4-10	2x year	2-5 classes	Students analyze personal data to develop fitness goals and plans



State Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
Virginia Alternative Assessment Program (VAAP)	Designed to evaluate the performance of students with significant cognitive disabilities in grades 3-12	Students with IEP identified to participate in VAAP	1x year	Varies by student	Provides teachers, students, and parents with information about student progress in various subjects
Virginia Growth Assessment (VGA)	Measures student progress in math for students in grades 3-8—purpose is to measure growth and determine strengths/areas of support	3-8	2x year	1-2 hours	Data enables teachers to focus on specific student needs and provides parents and students with an overall measure of performance



State Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
Standards of Learning Tests (SOL)	Determine, at what level, students meet state identified learning outcomes in various courses of English, Math, Science, History & Social Science	3-12	1x a year generally	Varies by student	Measures are used in school accreditation, prioritization of school supports and resources, and for curriculum and professional development needs. Provides parents and students information about student learning.
Local Alternative Assessments	In 2014 the General Assembly eliminated SOLs in certain grades and subjects. In place of a SOL assessment, divisions administer locally developed, performance assessments. These must meet Board of Education guidelines.	3-History 3-Science 6-7 History	Several smaller performance assessments during year	1-2 class periods	Verifies acquisition of required state standards

State Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
Locally Awarded Verified Credit (LAVC)	<p>Locally Awarded Verified Credit allowed for courses that require a verified credit (pass course and SOL)</p> <p>For World History I, World History II, US/VA History all schools in VA moving to the LAVC option versus the SOL. Some PWCS schools piloting this year, all next year for these courses.</p>	9-12	Several smaller performance assessments during year	1-2 class periods	Verifies acquisition of required state standards and earns verified credit



SOLs and Verified Credits

Virginia requires a minimum number of credits for graduation:

- 22 for Standard Diploma
 - 4 English, 3 each SCI/HSS/Math, 2 World Language/Fine Arts/CTE, 2 H/PE, 1 Econ and Personal Finance, 4 Electives
- 26 for Advanced Studies Diploma
 - 4 each English/SCI/HSS/Math, 3 World Language, 2 H/PE, 1 Fine Arts or CTE, 1 Econ and Personal Finance, 3 Electives

Credits:

- Standard Credit: awarded for a passing grade within a course
- Verified Credit: awarded for a passing grade within a course **AND** a passing score on the end-of-course (EOC) SOL test
 - Students must earn 5 Verified Credits for graduation: 2 English, 1 Math, 1 Science, 1 History and Social Science

Locally Awarded Verified Credit (LAVC):

- In certain instances, a school division may award verified credits for demonstrating mastery of course content on performance assessments in lieu of end-of-course SOL tests--called a LAVC
- Students can earn **one** LAVC in English, math, science, **or** history/social science and can be applied toward either a Standard or Advanced Studies Diploma (**excludes** the History/Social Science LAVC)
- Students with disabilities who have an Individualized Education Plan (IEP) or 504 Plan can use Special Permission Credit Accommodations to earn additional verified credits--can be used as determined by IEP team

Want more information – visit the [High School Course Catalog](#)



Local Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
*Advanced Placement Exams (AP)	Expected for all students enrolled in AP courses—potentially earns college credit	9-12 in AP courses	1x year	2-3 hours	Qualifying scores can earn college credit—scores can be used to measure achievement against national cohorts
*Cambridge International Exams (CIE)	CIE are required for students enrolled in ISCSE, A, and AS level courses—offer internationally recognized verification of rigorous coursework; potentially earns college credit	9-12 in CIE courses	1x year	2-3 hours	Scores recognized and valued by universities around the world—can result in up to one year of college credit
*International Baccalaurate (IB)	Required for students enrolled in qualifying IB courses; potentially earns college credit	11-12	1x year	2-3 hours	International credentials recognized globally and by universities who also may award college credit



Local Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
Benchmarks and Unit Tests	<p>Benchmark: combine content from multiple units of study to monitor student progress and instructional pacing (*only HS Biology)</p> <p>Unit: curriculum-based tests in the 4 core subjects of reading, math, science and social studies—occurs after each unit of instruction</p>	<p>3-8 math 4-8 science 9-12 Biology 2-5 reading from HMH</p>	Varies by quarter and grade	One class block	Students receive feedback on progress-teachers evaluate individual and class performance and determine reteaching needs and acquisition of learning from the unit-data can be used to adjust curriculum resources and supports
Performance Assessments	Curriculum-based assessments in English Language Arts that integrate reading and writing	6-8 English	1x per unit	1-2 class blocks	Collects evidence of reading and writing integration—teachers use data to determine progress and continued needs

Local Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
HMH Reading Growth Measure	Computer-adaptive test to determine growth in reading (using in place of the Reading VGA)	2-8	3x year	45 minutes	Provides teachers with information about reading progress of students over time in comparison with peers nationally
Star Reading	Computer-adaptive reading assessment to provide feedback on strengths and areas of need	9-11 12th if no verified English credit	3x year	10-15 minutes	Provides data for universal screening, progress monitoring, growth, and standards mastery— teachers utilize information to differentiate instruction



Local Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
Virginia Band & Orchestra Directors Association and Virginia Choral Directors Association Music Performance Assessments	<p>Secondary band, orchestra, and choral ensembles attend music performance assessment- students and teachers receive feedback</p> <p>Encourage all music students to attend, we require at least 1 band, chorus, and orchestra ensemble from each school</p>	6-12 students in these courses	1x year	90 minutes	Teachers utilize the data to inform classroom practice and instruction-teachers review ratings with students to share strengths and areas of need



Local Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
*Cognitive Abilities Test (CoGat)	Universal screener for potential gifted identification and determines strengths and needs for each individual student	3	1x year	2-3 hours	Potential identification for gifted services Teachers use data to plan instruction to meet needs of each student
*Naglieri Nonverbal Ability Test (NNAT)	Universal screener used to measure reasoning and problem-solving ability and is utilized for potential identification for gifted services	2 (all) 6,9 (except if already identified Gifted)	1x year	30-40 minutes	Utilized to identify students for potential identification for gifted services



Local Assessments

Assessment	Description Purpose	Audience	Frequency	Average Duration	Practical Application of the Data
*Iowa Algebra Aptitude Test (IAAT)	Timed algebra placement test used to assess readiness of students for Algebra I—used with VGA, SOL, unit tests, CoGat, NNAT, to make placement recommendations for middle school math	5 seeking accelerated placement	1x year	60 minutes	Used as part of multiple criteria in the recommendation and decision-making process for middle school math
*PSAT 8/9 (9th) and PSAT/NMSQT (10th-11th)	Standardized test that measures knowledge in reading, writing, and math-gauges readiness for advanced coursework and university	9-11 (fall)	1x year	2 hours 45 minutes	Results provided to students and parents-identifies strengths and areas for continued improvement-can be connected to Khan Academy for support
*SAT (school day)	Utilized by most colleges and universities in admissions decisions-measures knowledge in reading, writing, and math	11 (spring)	1x year	2.5 hours	Results provided to students and parents-potentially utilized on college admissions decisions

Formative Assessments

Quick assessments teachers embed within instructional units

Purpose is to gauge acquisition of content along the way and to adjust instruction where needed

May be the same across courses or grade level but may vary by teacher

Examples: quizzes, quick checks, exit tickets, graphic organizers, think-pair-share, one-minute response, polls, etc.



Grading

Several questions about grading practices, the regulation, inconsistency, etc. were submitted

Work in progress to review the current policy and regulation

- in effect for SY25-26
- survey coming mid-January, we want to hear from you
- goals are for new policy and subsequent regulations to reflect best-practices and clarity and foster consistency



QUESTIONS





WORK SESSION

- MTSS: Overview of academic and behavioral supports through MTSS
- Mental Health Supports: Telehealth program and other supports for students



Closing and Adjournment

