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District Mission, Learning Expectations, Core Beliefs, Core Values, and Goals

Mission Statement
The Muskogee Public Schools exist to create and provide educational opportunities in a success based educational environment to empower all students to become lifelong learners and participants in an ever changing world.

Learner Expectations
Muskogee Public Schools expects all graduates to possess ...
- Effective Communication Skills
- Critical Thinking Skills
- Mastery of Core Content
- Collaboration Skills
- Organization, Goal Setting, Time Management Skills
- College/Career Readiness
- Technology Competency
- Creativity
- Financial Skills
- Characteristics of a Productive Citizen
These expectations will develop productive globally-aware citizens with the ability to locate and use information and resolve conflicts effectively.

Core Beliefs
Muskogee Public Schools believes that to realize their expectations for graduates, teaching and learning should provide ...
- Opportunities for Collaboration
- Creativity/Innovation
- Positive School Culture
- Family Support/Engagement
- Relevant Content
- Basic Skill Development
- Opportunities to meet individual student needs
- College/Career Readiness
- Counseling Services
- Student Use of Technology
- Community Support
This type of teaching and learning, paired with opportunities for community service and enrichment, will provide time to locate, evaluate, and use information to create connections across content areas.

Core Values
In order to ensure quality teaching and learning, Muskogee Public Schools values ...
- Quality teachers
- Quality programs
- Excellent buildings/grounds
- Respectful/nurturing environment
- Parental involvement
• Small class size
• Up-to-date technology
• Strong leadership
• Innovative teaching
• School/community connection
• Diverse needs of students
• Professional development

By upholding these values and providing rigorous curriculum, Muskogee Public Schools will meet diverse needs of students to ensure equitable opportunities for all students in a safe environment.

**Goals**

**Student Achievement**
- Increase College and Career Readiness
- Mastery of the Content Standards (Math, Science, English, & Social Studies)
- Meet the Diversity of All Students

**School & Community Engagement**
- Increase Positive Student Behaviors
- Improve Community Involvement and Satisfaction
- Improve School Climate

**Innovation & Resources**
- Construct, Renovate, and Maintain District Facilities
- Seek and secure outside funding
- Improve student clubs, organizations, and programs

**Professional & organizational development**
- Recruit quality personnel
- Develop and retain quality personnel
Roles and Responsibilities

Superintendent

- Provides leadership to the local Board of Education and staff in the continuous development, implementation, and evaluation of the instructional program
- Recommend appropriate graduation standards and methods to measure their attainment
- Be responsible for providing the ways and means for teaching the subjects required by the State Board of Education and such other subjects as may be designed or approved by the Board of Education
- Assign staff to instructional areas and inform the Board
- Regularly schedule presentations and reports by staff on various segments of assessments and instructional programs as requested by the Board
- Devote himself to the study of public educational trends, keep the Board informed on conditions of the schools of the district, and present recommendations for the determination of policy
- Recommend and implement policy on selection of instructional materials and equipment
- Make periodic reports to the Board on success of policies
- Carefully observe the methods of instruction and the discipline of teachers; suggest improvements; remedy defects in their management; advise as to the best methods of instruction and discipline; and pay special attention to the classification of students, the program of studies and the apportionment of time allotted to each of the prescribed subjects.
- Visit schools in other cities to observe developing educational trends and to suggest appropriate means for the advancement of the district

Deputy Superintendent

- Evaluate and recommend to the Superintendent innovative ideas to enhance student academics
- Assist in the determination of types of programs needed by the district and make appropriate recommendations for student academics
- Report on the status of district academic programs at the request of the Superintendent
- Continually monitor and evaluate the performance and effectiveness of instructional programs and services; provide feedback; and recommend program modifications as needed
- Ensure the principals and directors are evaluating the performance of assigned personnel in accordance with law, code, and Board policy

Directors of Instruction

- Responsible for instructional program improvement through planning, developing, recommending, interpreting and administering major policies and procedure for the over-all instructional program of the schools
- Coordinates the activities of all groups of instructional leaders so that a unified instructional program may be achieved
- Coordinates and plans professional development of all staff members including teachers, principals, supervisors, and other members of the instructional staff
- Coordinates the process of curriculum development, implementation, review, and evaluation
- Works with building administrators and instructional staff to develop and implement an effective curriculum that has a clearly defined sequence Pre-K through 12th grades, in each content area, clearly identified learning outcomes at each level, and is meaningful in its classroom instruction
- Reports on the status of district programs and activities as directed by the district administration
- Monitor textbook and supplementary materials selection used in educational programs in the district
**Director of Special Services**

- Ensure that all special education programs and activities conform to federal, state, and district guideline
- Consult with parents, teachers, and administrators in matters pertaining to the education of students with special needs
- Plan and organize professional development designed to advance instruction
- Collaborate with building principals to coordinate services provided to students with special needs
- Provide accurate and timely data for evaluating outcomes for students with disabilities
- Set policies and procedures for special services teachers and staff who are implementing programs for students with special needs
- Review and evaluate all programs—pilot programs, long-term programs, future programs
- Assist with screening special services applicants as needed

**Principals**

- Principals will be instructional leaders of the site, overseeing instructional methodologies, instructional coaching, and instructional programming to improve the efficacy of instructional staff
- Remain informed of current instructional practices and techniques relating to school programs, teaching and administration by attending meetings and professional development conferences, and reading professional material
- Facilitate professional development for teachers or other administrators
- Communicate site professional development needs to the Directors of Instruction
- Promote a positive climate that is conducive to effective teaching and learning
- Observation and evaluation of the House Principals to ensure they are fulfilling their duties

**House Principals**

- Serve as an instructional leader to staff within their House, observing instructional methodologies, coordinating teachers with instructional specialists, and evaluation of the effectiveness of district curriculum and programming
- Provides curricular leadership within the House
- Ensures teachers are meeting the requirements to be an effective teacher as it is stated in the TLE rubric
- Helps facilitate professional development for teachers and other administrative staff
- Remain informed of current instructional current practices and techniques relating to school programs, teaching and administration by attending meetings and professional development conferences, and reading professional material
- Promote a positive climate within the House that is conducive to effective teaching and learning
**Instructional Specialists**

- Work cooperatively with the principal and teachers to improve instruction
- Provide professional development to teachers on pedagogy, the use of computers and technology, classroom management, and lesson planning to effectively instruct students and promote student learning
- Provide direct, classroom-based, professional development for teachers through regular modeling of research-based instruction
- Facilitate professional learning communities
- Use appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking with students through modeling lessons in classrooms
- Provide model lessons (whole group and small group) which incorporate appropriate instructional strategies and materials reflecting each student’s culture, learning style, special needs, and socioeconomic background
- Help to increase instructional density to meet the needs of all students
- Provide daily support to classroom teachers
- Work with teachers to ensure that research-based programs are implemented with fidelity
- Train teachers in data analysis, using data to differentiate instruction, and how to create small group instruction based on data
- Recommend curricular adjustments to meet the learning needs of individual students
- Collaborate with staff and parents for the purpose of improving the program and quality of student performance, planning curriculum and events, and developing solutions.

**EL Instructional Specialists**

- Provide support to teachers to help with supporting English Learners in the classroom with teaching WIDA Standards
- Supporting teachers with lesson plans on how to differentiate lessons for our EL students.
- Will check home language surveys on all students making sure that any student possibly meeting criteria for our EL program are identified
- Administer the WIDA Screeners to students that meet criteria
- Provide information and training on how to read an English Language Academic Plan (ELAP) and how to follow the accommodations that are listed in the ELAP.
- Provide Professional Development on how to incorporate strategies and accommodations in the classroom to support EL learners
- Will provide guidance on online programming that help support EL language support
- Will provide data and information regarding data to principals on their students that have taken the ACCESS assessments
- Will help guide and support progress monitoring information to our teachers and principals
- Will provide help with all professional development that is needed with our Eduskills program that houses our EL information
- Will provide guidance and support to building sites with the use of our Language Line interpretation service

**Reading Specialists**

- Provide support and guidance to the teachers in regards to standards, lesson plans, strategies and any and all other resources that a teacher may need to instruct learning in the classroom in the area of reading
- Will provide the professional development that will be needed when it comes to the resources used to teach the standards
- Will support campus leader(s) and teachers during data meetings with all grade levels.
- Will collaborate with the instructional specialists, district Literacy Specialist and K-3 Interventionists on Best Practices for our Literacy Instruction

**Literacy Specialist**

- Responsible for guiding, leading and assessing how to help students improve their reading skills to reach their educational goals
- Evaluate, develop, and lead, or collaborate with other educators or community groups to lead, a school’s or district’s literacy program.
- Train the K-3 Interventionists
- Provide professional development as needed in reading and writing across the district
**Reading Recovery Specialist**
- Work directly with students, either individually or in a small group
- Work with the classroom teacher to come up with strategies to help your child get better at reading in the general ed classroom
- Give assessments and analyze data to provide individualized focused instruction
- Will serve a primary role in the multi-tiered process

**K-3 Interventionists**
- Responsible for supporting student achievement in the area of English Language Arts, with special attention to reading
- Provides individual or small group instruction to students who are struggling academically
- Work in a classroom or resource room, helping students and their teachers by providing support and adapting lessons when needed
- Working with individual or small groups of students who are on an Individualized Program of Reading Instruction in the areas of phonics, phonological awareness, vocabulary, comprehension and fluency
- Give assessments and analyze data to provide individualized focused instruction to the general education classroom teacher
- Will help general education teachers with the Individualized Program of Reading Instruction plans for students that need to have focused instruction

**Instructional IT Coordinator**
- Provide support to teachers and administrators to help with supporting effective use of Instructional Technology during instructional activities
- Provide training and oversight for teachers and administrators on district approved instructional technology programs and devices.
- Provide large group, small group and individual training to all staff on best practices of using district approved technology in the instructional settings
- Provide regular data reports to the curriculum team and principals on student success and progress of instructional technology programs.
- Monitor the usage and repair of chromebooks at each site and share monthly damage reports with principals
- Upon request complete walkthroughs with instructional coaches, and principals to help facilitate the growth of technology infused teaching strategies in all educational activities.
- Upon teacher request provide training or modeling of best practices for the technology infused lesson

**Teachers**
- Follows district adopted curriculum and pacing guides with fidelity
- Develops lesson plans and appropriate instructional aids stressing discovery and laboratory learning as necessary depending on subject and grade taught
- Demonstrates subject matter concepts and examples using models, whiteboard, projector, computers or any other standard or approved teacher-prepared instructional aids
- Provides small group instruction to adapt the curriculum to the needs of the students
- Provides a positive classroom culture that is conducive to learning
- Maintains appropriate records of students’ academic growth and prepares progress reports
- Communicates with parents through conferences and other means to discuss student’s progress
- Identifies students’ needs and collaborates with other professional staff members in assessing the needs of the child to attain appropriate supports
- Maintains professional competence through professional development provided by the district and self-selected professional growth activities
- Administers group standardized tests in accordance with district testing schedule
- Participates in curriculum development programs as required
- Establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom
Paraprofessionals
- Assist all students in activities initiated by teacher
- Assist in monitoring supplementary works and independent study
- Reinforce learning in small groups or with individuals
- Carry out instructional programs designed by the teacher
- Carry out tutoring activities designed by the teacher
- Will rotate duties as directed by building principal

Teachers’ Aides
- Assist all students in activities initiated by teacher
- Assist in monitoring supplementary works and independent study
- Reinforce learning in small groups or with individuals
- Carry out instructional programs designed by the teacher
- Carry out tutoring activities designed by the teacher
- Will rotate duties as directed by building principal

Other educational support staff
- Assist students in activities initiated by teacher
- Assist in monitoring supplementary works and independent study
- Reinforce learning in small groups or with individuals
- Carry out tutoring activities designed by the teacher
- Will rotate duties as directed by building principal
Curriculum

Elementary

Curriculum maps and pacing calendars

The learning for all students is guided by the Oklahoma Academic Standards. It is the responsibility of the teacher to ensure that the standards are taught with fidelity. The teachers will be required to use the district pacing guides and calendars, in addition to, utilizing the Alpha Plus pacing calendars to guide their instruction for the power standards that are assessed on the state tests.

All standards have been aligned for grades K-5 in the areas of ELA and Math and Science for students in the 5th grade. Teachers will have full access to all pacing calendars across grade levels so that they can see the vertical alignment that happens from one grade level to the next.

The expectation is that teachers will use the pacing calendars to inform instruction and identify targeted interventions as needed for student success. More specifically, teachers are to follow pacing calendars and provide feedback from data that will come from formative and summative assessments. The formative assessments will be given to students at the end of the lesson and then reassessed accordingly. Summative assessments will be given at the end of each quarter.

With all teachers doing their part, our students will begin to show growth in their daily performance along with their performances on assessments.

Reading K-5.

Resources:

- McGraw Hill “Wonders” is the district adopted textbook that all teachers K-5 are expected to use along with all online components
- District Reading Framework for best practices and strategies: Literacy First
  - K-2 Literacy First Binders
    - The use of MyData First will be used to input Literacy First Scores.
  - 3-5 Literacy First Binders
    - The use of My Data First will be used to input Literacy First Scores.
- ECRI-Enhanced Core Reading Instruction-Foundational Reading Skills
  - ECRI K-2 Teacher Resources and Student materials
    - ECRI is aligned with the Wonders curriculum and will be used in conjunction with the units each week in Tier 1 and Tier 2 instruction.
- Small group instruction is key to delivering instruction to those students in Tier 2 (3-6 students) and Tier 3 interventions (1-2 students). Teachers will work with small groups daily for at least 20 minutes, while the other students are rotating through literacy stations.
- Pacing calendars will be provided by Alpha Plus for the areas of ELA and Math
- Guided reading will be supported by our District Literacy Specialist to assist teachers with best practices to teach reading in small groups.
- Reading will be taught in an uninterrupted “90 minute” block.
- Independent Reading will be an expectation in all classrooms.
- Common formative and summative assessments will be provided by Alpha Plus. Data will be shared and analyzed by grade level teachers and the principal to inform instruction at all times.
- Differentiated instruction is an expectation and will be needed for all students including your English Learners, Gifted Learners and Special Education Students.
Writing K-5
Write rs Workshop

Writing Workshop will equip students with the knowledge and skills necessary to utilize the features of effective writing. The development of this skill set will strengthen and enhance students ability to write proficiently. Students will write from the first day of school and every day thereafter. Throughout the school year, students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach. Effective writing or writer’s workshop encourages students to see themselves as writers through writing for an authentic purpose and sharing their work with an audience.

The workshop framework includes the following components each day:

• Planned mini-lessons (typically 10-15 minutes) based on ELAOK Standard(s) and student needs as determined by observations/assessments.
• Independent work time for extended periods where students write independently.
• Individual conferences or small writing groups.
• Sharing time where students share their writing or what they learned during the Writing Workshop.

The mini lessons may be categorized as procedural, strategy/skill, or craft. A procedural lesson is a brief instruction on routines or materials that will enable writers to carry on independently. They might include topics such as organizing and using the writing folder, choosing paper and a cover, using the stapler, or conferring with a partner. Strategy/skill lessons address the skills of a writer. These include saying words slowly and recording their sounds, leaving space between words, learning about word construction, and using capital letters for names or at the beginning of a sentence. Craft lessons address what writers and illustrators do to communicate their message to readers. They include instruction on such topics as eliminating unnecessary information, adding information, providing detail, choosing a title, writing a good lead or ending, providing illustrations that enhance the story, and writing in a particular genre.

Writing Workshop provides opportunities for DAILY, authentic writing experiences and systematic teaching of the craft and process of writing. (This does NOT include copying from a teacher’s model.)

Expectations and Non-Negotiables K-5 Writing

• Schedule 30-60 minutes a day for Writing Workshop.
• Utilize the components of the Writing Workshop as outlined above.
• Provide time to plan, draft, revise, edit, and publish authentic writing pieces in a variety of genres.
• Instruct using interactive or shared writing, language experience, collaborative structures, and modeling.
• Teach explicit lessons in letter formation, spelling, writing mechanics, and sentence/paragraph/essay structure.
  • D’Nealian Handwriting will be taught and practiced in grades K-2.
Cursive writing will be taught and practiced in grades 3-5.

- Conduct daily 1:1 and small group writing conferences.
- Use high quality mentor texts, exemplars, and models.
- Encourage using resources such as word walls, exemplars, and rubrics.
- Embed ELL supports such as sentence/paragraph frames, and dictation

**K-5 Math**

- Teachers will be expected to use enVision Math-Savvas for the instructional needs of grades K-5
- Pacing calendars and curriculum will be provided by Alpha Plus
- Math will be taught daily in an uninterrupted 90 minute block.
- Math Stations will be an expectation in all classrooms that will provide our students with opportunities to explore real world problems and find solutions to those real world problems with groups of students.
- Imagine Math will be the online resource for teachers to use in stations to help support students on various learning levels. The expectation will be 20 minutes a day.
- Data meetings will be held with the teachers and the district appointed coach
- Collaboration between grade level teachers is expected to improve instructional practices and student engagement
- Common formative and summative assessments will be provided by Alpha Plus. Data will be shared by grade level teachers and the principal to inform instruction and identify targeted interventions when needed.
- The use of data walls to show classroom performance.

**K-5 Social Studies**

- Social Studies will be taught using Studies Weekly in grades KG-5th grade.
- Teachers will be expected to incorporate the area of Social Studies standards into the reading block to make sure that students are receiving the instruction needed to cover the Oklahoma Academic Standards. If taught outside of the reading block, a teacher will utilize 30 minutes of instruction each day to teach the skills. Social Studies will not be an option but an expectation that can be taught with reading and/or math.

**Science**

- Studies Weekly for Science will be used for students in K-3.
- McGraw Hill Inspire Science is the district adopted textbook that all teachers 4-5 are expected to use along with all online components.
- Teachers will be expected to incorporate the area of Science standards into the reading and math block to make sure that students are receiving the instruction needed to cover the Oklahoma Academic Standards. If this is taught outside of the reading block a teacher will utilize 30 minutes of instruction each day to teach the skills. Science will not be an option but an expectation that can be taught with reading and/or math.

**Social Emotional Learning**

- Students in grades KG-5 will be using BASE Education to meet the social emotional needs of our elementary students.
- One topic a month will be implemented across all grade levels through whole groups and learning stations in the classroom. Counselors and teachers along with the support of our social workers and behavior health assistants will look after the wellbeing of all students.
<table>
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<tr>
<th>Supports</th>
<th>Expectations and Non-Negotiables for Elementary Curriculum</th>
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</table>
| Teachers                  | • Will be responsible for implementing all curriculum with fidelity.  
                            • Professional development will be provided for all new programming by program staff, district staff, instructional specialists, reading specialists, outside contracted presenters, or teachers.  
                            • Teachers will be expected to provide teaching away from their desk and be attentive to students while monitoring and engaging them in the teaching process.  
                            • Teachers will be expected to provide purposeful small group instruction 4 of the 5 days of the school week  
                            • Teachers will develop learning stations for the students to build on independent practices of objectives that have been taught.  
                            • Use Word Walls to reinforce learning in their everyday reading and writing experiences.  
                            • Use of data walls to show performance. |
| Instructional Specialists | • Provide training to instructional leaders (i.e. Instructional Specialists, Reading Specialists, Interventionists, Principals, Instructional Leaders) in programs used throughout the district  
                            • Frequently visit classrooms  
                            • Instructional coaching of teachers, instructional specialists, or other administrators as needed  
                            • Ensure teachers have district adopted resources needed to fulfill instructional expectations  
                            • Specialists are liaisons between research and practice, helping teachers learn to improve their practices in a reflective supportive setting. The specialist will organize and analyze a school’s data, facilitating conversations among the faculty.  
                            • Will serve as a mentor supporting all teachers, novice and career.  
                            • Will be a classroom supporter, providing opportunities such as over shoulder coaching, modeling, assisting with small groups, literacy stations, and classroom management techniques. |
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<tr>
<th>Supports</th>
<th>Expectations and Non-Negotiables for Elementary Curriculum</th>
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</thead>
</table>
| K-3 Interventionists             | • Consult frequently with classroom teachers on matters relating to reading instruction using our progress-monitoring instrument as a base.  
|                                  | • Assist teachers and other administrators and/or supervisors in implementing the school reading program  
|                                  | • Help teachers diagnose reading strengths and areas of growth; match these skills with appropriate techniques and materials.  
|                                  | • Promote interest in reading.  
|                                  | • Work with the classroom teacher to monitor student progress.  
|                                  | • Will coordinate with teachers on Tier II, and Tier III levels of support for students.  |
| Instructional Technology Coordinator | • Provide leadership and technical expertise to principals and other district personnel in the planning, implementation, and evaluation of effective instructional technology throughout the district  
|                                  | • Provide staff development to teachers and administrators in methods of involving technology in the delivery of curriculum.  
|                                  | • Assist in integrating technology in the existing instructional curriculum.  
|                                  | • Serve as liaison to outside vendors that provide support for technology equipment and materials.  
|                                  | • Will direct teachers to the appropriate procedures when wanting to implement additional non approved online programs.  |
| Counselors                       | • Will work with administrators, teachers, and parents to develop a comfortable, healthy school environment free of bullying.  
|                                  | • Will provide and support the social emotional learning curriculum for our students and teachers.  
|                                  | • Support families and staff by providing consultation, instruction and group counseling services in the area of mental health.  
<p>|                                  | • Will teach staff that SEL is a part of a culture that is embedded in daily operations, as opposed to being viewed as an add-on.  |</p>
<table>
<thead>
<tr>
<th>Supports</th>
<th>Expectations and Non-Negotiables for Elementary Curriculum</th>
</tr>
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</table>
| Principals | • Will ensure that all teachers are:  
  ◦ adhering to district policy  
  ◦ effectively fulfilling the components of the evaluation rubric (TLE)  
  ◦ guaranteeing that each teacher receives necessary supports (i.e. instructional specialists, specific programmatic coaching, professional development)  
  ◦ ensure that curriculum maps and pacing calendars are being followed and used with fidelity  
  ◦ Principals will make sure that “uninterrupted” time is communicated in the buildings. |
| Instructional Directors | • Provide training to instructional leaders (i.e. Instructional Specialists, Reading Specialists, Principals, Instructional Leaders) in programs used throughout the district  
  • Frequently visit classrooms  
  • Instructional coaching of teachers, instructional specialists, or other administrators as needed  
  • Ensure teachers have district adopted resources needed to fulfill instructional expectations |
| Special Education Director | • Will provide training to all staff on the referral process  
  • Will provide role specific training to certified and support SPED staff  
  • Will make frequent classroom visits  
  • Will maintain open lines of communication regarding special services to all district staff.  
  • Will collaborate with teachers and principals in relation to parent concerns.  
  • Will work with administration and certified SPED staff in relation to educational standards and goals for special services  
  • Will develop and implement policies and procedures  
  • Will assist certified staff with all aspects of the IEP process  
  • Will provide professional development for certified and support Special Education staff |
Secondary - 6th - 8th Grade

It is an expectation that all teachers will stand to deliver instruction and aggressively monitor student progress through frequent formative assessments of individual students. All components of the Anatomy of a Lesson (Literacy First methodology) will be implemented into lesson plans.

English/Language Arts

- Pacing calendars will be provided by Alpha Plus
- Other resources used will be resources adopted by the district, as well as novels, short stories, or other reading material that have been written into the curriculum maps
- Practice with reading fluency and accuracy by listening to students read aloud in small groups or individually.
- Students will have an independent novel in their possession at all times and will be given 20 minutes per week to read independently and reflect in their Reader’s Notebooks.
- All teachers will use the same rubrics for grading writing, Common Formative Assessment (CFA), etc. Teachers will work collaboratively to create the rubrics.
- Grammar (in context and as bellwork) will be taught each week.
- Papers, etc. will all be headed and written in MLA format.
- All students will be assessed at the beginning, middle, and end of the year so that teachers can identify gaps and devise a plan to address them.
- ACT prep bellwork, as well as journal entries.
- Students will be required to present information via slideshows, videos, etc. to cover the multi-modal standards.

Writing

To obtain the knowledge and skills necessary to be college and career-ready writers, ample time must be provided for writing instruction and practice. Therefore, it is critical that writing instruction and student engagement in writing practice occur across all content areas EVERY day.

In 6-8 ELA classrooms, writing instruction must have a particular emphasis on form and structure in each genre: argumentative, informational/explanatory, and narrative. Students should be able to effectively use the writing process to compose writing in the various genres, including understanding the impact of craft and structure on their writing.

Expectations and Non-Negotiables Grades 6-8

- Writing will be recursive throughout the year building on focused, organized, and coherent multi-paragraph essays through multiple drafts and edits.
- Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing.
- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. This includes:
  - Modeling strategies for students.
  - Providing students with opportunities to apply and practice modeled strategies.
  - Engaging students in evaluating and reflecting upon their own and peers’ writing and use of modeled strategies.
- Conduct daily 1:1 and small group writing conferences.
- Use high quality mentor texts, exemplars, and models.
- Students will be required to write a minimum of one personal narrative, one informative essay, one opinion essay, one research paper, and one argumentative essay, following the Oklahoma Academic Standards (OAS) English Language Arts (ELA) standards and objectives.
• Teachers will work collaboratively to create a rubric for each essay and will grade a few together as a PLC to calibrate grading and feedback.
• Students should write all year long, so other writing, such as paragraph writing, grammar and mechanics practice, and sentence-structure lessons should also be assigned and evaluated with teacher feedback.
• Students will also be required to fulfill the Multimodal Literacies strand of the OAS ELA Standards and Objectives.
• Students will have a Reader’s and Writer’s notebook for journaling and note-taking.
• Students will be given time to write in their journals after silent reading time with their independent novels.

Math
• Pacing calendars and curriculum will be provided by Alpha Plus
• Adopted resources may also be used for additional enrichment
• Data meetings will be held with the teachers and the district appointed coach
• Collaboration between grade level teachers is expected to improve instructional practices and student engagement
• Common summative assessments and benchmark exams will be provided by Alpha Plus. Data will be shared by grade level teachers and the principal.

Social Studies
• Social Studies curriculum maps will be completed and updated each year by the 6th-8th grade social studies teachers or instructional specialists based on the Oklahoma Academic Standards and will be closely followed by all teachers
• Common summative assessments and common benchmark exams will be created by grade level teachers in collaboration and data will be shared with grade level teachers and the principal.
• All students will be assigned a National History Day project that will be judged within each school site. Winners of the site level National History Day projects will participate in the Regional National History Day contest.

Science
• Science curriculum maps will be completed and updated each year by the 6th-8th grade science teachers or instructional specialists based on Oklahoma Academic Standards and will be closely followed by all teachers.
• Common summative assessments and common benchmark exams will be created by grade level teachers in collaboration and data will be shared with grade level teachers and the principal.
• Every student will participate in a district Science Fair. Winners of the district Science Fair will move on to the Regional Science Fair. Preparation for projects will begin by September 1st of each school year.

Board Policy states:
• Any student in danger of being retained or failing a course shall be notified prior to the end of the school year that the student’s performance is insufficient, and the student’s parents will be mailed a written notice. Section 4, pg. 14
• Constitution Day and Citizenship Day shall, in accordance with federal law, be held each year on September 17. The purpose of Constitution Day and Citizenship Day is to commemorate the formation and signing on September 17, 1787, of the United States Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
  ◦ The district shall hold an educational program on the United States Constitution on September 17 of each year for the students served by the district in observation of Constitution Day and Citizenship Day. When September 17 falls on a weekend or holiday, the day shall be observed on a school day...
just before or after September 17. The manner in which the day shall be commemorated shall be within the superintendent’s discretion.

- Section 4, pg. 38

- It shall be the policy of the district that “Veterans Day,” November 11th, will be observed with an appropriate ceremony/activity.
  - In any year in which the date of November 11th is a Saturday or Sunday or classes are not in regular session, the district shall observe the previous school day as “Veterans Day.”

- Section 4, pg 39

**Social Emotional Learning**
- Students in grades 6-9 will be using **Second Steps** to meet the social emotional needs of our junior high students.
- Implementation will occur each week through an advisory class for all students.
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<thead>
<tr>
<th>Supports</th>
<th>Expectations and Non-Negotiables for Middle School Curriculum</th>
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| Teachers                      | • Will be responsible for implementing all curriculum with fidelity.  
                                  • Attend professional development provided for all new programming by program staff, district staff, instructional specialists, reading specialists, outside contracted presenters, or teachers. |
| Instructional Specialists     | • Provide support for classroom teachers in instructional methodology, classroom management, lesson planning, curriculum development or implementation of programs or district policies.  
                                  • Provide teachers, principals, or other staff with professional development for programs and other district expectations |
| Principals                    | • Will ensure that all teachers are:  
                                  ◦ adhering to district policy  
                                  ◦ effectively fulfilling the components of the evaluation rubric (TLE)  
                                  ◦ guaranteeing that each teacher receives necessary supports (i.e. instructional specialists, specific programmatic coaching, professional development)  
                                  ◦ ensure that curriculum maps and pacing calendars are being followed and used with fidelity |
| Instructional Directors       | • Provide training to instructional leaders (i.e. Instructional Specialists, Reading Specialists, Principals, Instructional Leaders) in programs used throughout the district  
                                  • Frequently visit classrooms  
                                  • Instructional coaching of teachers, instructional specialists, or other administrators as needed  
                                  • Ensure teachers have district adopted resources needed to fulfill instructional expectations |
| Special Education Director    | • Will provide training to all staff on the referral process  
                                  • Will provide role specific training to certified and support SPED staff  
                                  • Will make frequent classroom visits  
                                  • Will maintain open lines of communication regarding special services to all district staff.  
                                  • Will collaborate with teachers and principals in relation to parent concerns.  
                                  • Will work with administration and certified SPED staff in relation to educational standards and goals for special services  
                                  • Will develop and implement policies and procedures  
                                  • Will assist certified staff with all aspects of the IEP process  
                                  • Will provide professional development for certified and support Special Education staff based on staff needs. |
Secondary - 9th - 12th Grade

It is an expectation that all teachers will stand to deliver instruction and aggressively monitor student progress through frequent formative assessments of individual students. All components of the Anatomy of a Lesson (Literacy First methodology) will be implemented into lesson plans.

English/Language Arts
- Pacing calendars will be provided by the ELA Instructional Specialist
- Other resources used will be resources adopted by the district, as well as novels, short stories, or other reading material that have been written into the curriculum maps
- All teachers use the same rubrics for grading writing, Common Formative Assessment (CFA), etc. Teachers will work collaboratively to create the rubrics
- Grammar (in context and as bellwork) will be taught each week.
- Papers, etc. will all be headed and written in MLA format.
- All students will be assessed at the beginning, middle, and end of the year so that teachers can identify gaps and devise a plan to address them.
- ACT prep bellwork, as well as journal entries.
- Students will be required to present information via slideshows, videos, etc. to cover the multimodal literacies standards.
- Students will have an independent novel in their possession at all times and will be given 20 minutes per week to read independently and reflect in their Reader’s Notebooks.

Writing
To obtain the knowledge and skills necessary to be college and career-ready writers, ample time must be provided for writing instruction and practice. Therefore, it is critical that writing instruction and student engagement in writing practice occur across all content areas EVERY day.

In 9-12 ELA classrooms, writing instruction must have a particular emphasis on form and structure in each genre: argumentative, informational/explanatory, and narrative. Students should be able to effectively use the writing process to compose writing in the various genres, including understanding the impact of craft and structure on their writing.

Expectations and Non-Negotiables Grades 9-12
- Writing will be recursive throughout the year building on focused, organized, and coherent multi-paragraph essays through multiple drafts and edits.
- Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing.
- Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. This includes:
  - Modeling strategies for students.
  - Providing students with opportunities to apply and practice modeled strategies.
  - Engaging students in evaluating and reflecting upon their own and peers’ writing and use of modeled strategies.
- Conduct daily 1:1 and small group writing conferences.
- Use high quality mentor texts, exemplars, and models.
- Students will be required to write a minimum of one personal narrative, one informative essay, one opinion essay, one research paper the Senior year, and one argumentative essay, following the OAS ELA standards and objectives.
- Teachers will work collaboratively to create a rubric for each essay and will grade a few together as a PLC to calibrate grading and feedback.
• Students should write all year long, so other writing, such as paragraph writing, grammar and mechanics practice, and sentence-structure lessons should also be assigned and evaluated with teacher feedback.
• Students will also be required to fulfill the Multimodal Literacies strand of the OAS ELA Standards and Objectives.
• Students will have a Reader’s and Writer’s notebook for journaling and note-taking.
• Students will be given time to write in their journals after silent reading time with their independent novels.

Math
• Curriculum maps and pacing calendars will be written by the instructional specialist for Algebra I, Geometry, and Algebra II. Other course curriculum maps and pacing calendars will be written and provided by the teachers of the course.
• Collaboration between grade level teachers is expected to improve instructional practices and student engagement
• Common summative assessments will be created collaboratively within the department with the help of the Math Instructional Specialist. Benchmark exams will be created collaboratively within the department with the help of the Math Instructional Specialist using USA Test Prep. Data will be shared by subject area teachers, the Math Instructional Specialist, and the principal or house principal.
• ACT prep questions will be used for bellwork

Social Studies
• Social Studies curriculum maps will be completed and updated each year by the social studies teachers or instructional specialists based on the Oklahoma Academic Standards and will be closely followed by all teachers
• Common summative assessments and common benchmark exams will be created through the collaboration of all teachers of the same course, and data will be shared among the course teachers and the principal (for example: all teachers who teach US History will collaborate on the creation of the assessments and all data will be shared among the group).
• ACT/SAT preparatory questions will be used as bellwork
• All students enrolled in Oklahoma History/US Government will be assigned a National History Day
project that will be judged within the school site. Winners of the site level National History Day projects will participate in the Regional National History Day contest.

Science

- Science curriculum maps will be completed and updated each year by the science teachers or instructional specialists based on Oklahoma Academic Standards and will be closely followed by all teachers.
- Common summative assessments and common benchmark exams will be created through the collaboration of all teachers of the same course, and data will be shared among course teachers and the principal.
- ACT/SAT preparatory questions will be used for bellwork
- Every student will prepare a Science Fair project. Time will be allotted for students to select their projects and collect data during the regular school day. Each student will enter their Science Fair project in a district Science Fair, and winners of each category will participate in the Regional Science Fair.

Social Emotional Learning

- Students in grades 10-12 will be using Base Education to meet the social emotional needs of our high school students.
- Implementation will occur each week through an advisory class for all students.
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<tr>
<th>Supports</th>
<th>Expectations and Non-Negotiables for High School Curriculum</th>
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| **Teachers**         | • Will be responsible for implementing all curriculum with fidelity.  
|                      | • Attend professional development provided for all new programming by program staff, district staff, instructional specialists, reading specialists, outside contracted presenters, or teachers. |
| **Instructional Specialists** | • Provide support for classroom teachers in instructional methodology, classroom management, lesson planning, curriculum development or implementation of programs or district policies.  
|                      | • Provide teachers, principals, or other staff with professional development for programs and other district expectations |
| **Principals**       | • Will ensure that all teachers are:  
|                      |   ◦ adhering to district policy  
|                      |   ◦ effectively fulfilling the components of the evaluation rubric (TLE)  
|                      |   ◦ guaranteeing that each teacher receives necessary supports (i.e. instructional specialists, specific programmatic coaching, professional development)  
|                      |   ◦ ensure that curriculum maps and pacing calendars are being followed and used with fidelity |
| **Instructional Directors** | • Provide training to instructional leaders (i.e. Instructional Specialists, Reading Specialists, Principals, Instructional Leaders) in programs used throughout the district  
|                      | • Frequently visit classrooms  
|                      | • Instructional coaching of teachers, instructional specialists, or other administrators as needed  
|                      | • Ensure teachers have district adopted resources needed to fulfill instructional expectations |
| **Special Education Director** | • Will provide training to all staff on the referral process  
|                      | • Will provide role specific training to certified and support SPED staff  
|                      | • Will make frequent classroom visits  
|                      | • Will maintain open lines of communication regarding special services to all district staff.  
|                      | • Will collaborate with teachers and principals in relation to parent concerns.  
|                      | • Will work with administration and certified SPED staff in relation to educational standards and goals for special services  
|                      | • Will develop and implement policies and procedures  
|                      | • Will assist certified staff with all aspects of the IEP process  
|                      | • Will provide professional development for certified and support Special Education staff based on staff needs. |
Virtual Learning

Online Academic Programming

- Teachers will be expected to utilize all online academic programming, assessment programming, and the online management system.
  - Students will be updated into the Clever portal and all instructional programs each night based on Powerschool enrollment. All district approved online programs will be accessed through the Clever Portal. Parents will also have access to a parent portal login.

- **Imagine Learning** - this online program will help build reading capacity and language for our students in grades PK-5. Students will work through an interactive program that will intervene and build on phonics, phonological awareness, vocabulary, comprehension and fluency as well as build language skills for our English learners. Our at-risk students will benefit from using this program for 15-20 minutes a day in a learning station. As students increase their learning the Imagine Learning program will move them through and level the students to their reading abilities. Students will be given benchmark assessments without knowing they are being assessed.

- **Imagine Math** - This online program will be provided to our students in grades PK-5. Students will work through an interactive program focusing on math skills. Students will work on this program daily through their work stations for a minimum of 15 minutes per day. Weekly goal will be 60 minutes a week.

- **SAVVAS** - This is Envision Math for K-5. Students and teachers will access SAVVAS through the Clever portal. The expectation of the district is that teachers will utilize the online portions of SAVVAS for student engagement and preparation in math skills. Teachers will assign lessons and assessments in the online platform. Additional short tutoring videos, skills practice, and math games are available online to help students master math concepts.

- **McGraw Hill** - Mheduction is the online platform for Reading Wonders and Inspire Science. The expectation of the district is that teachers will utilize the online portions of McGraw Hill for student engagement and preparation of reading and science skills. Wonders provides digital copies of all reading materials, including leveled readers. Also digital activities and assessments are to be assigned to students on a regular basis. Inspire Science provides digital copies of all activities, books and resources. Learning videos, virtual experiments and assessments are to be assigned to students to complete online.

- **Studies Weekly** - Studies Weekly is our elementary Social Studies curriculum. The expectation of the district is that teachers will utilize the online portions of Studies weekly for student engagement and preparation in social studies and geography skills. Studies Weekly online provides digital copies of all activities, readings, and assessments.

Online Assessment Programming

- Teachers will be expected to follow the district’s assessment calendar which will provide dates of the benchmarking windows as well as progress monitoring dates.
  - PK students will work on the Early Literacy platform and use benchmarking 3 times a year. Progress monitoring will occur one time a month.
  - KG-1 students will work on the Early Literacy platform and progress monitor biweekly.
  - 2-5 students will work on the STAR Literacy platform and progress monitor biweekly
  - 6-12 students will work on the STAR Literacy platform and progress monitor biweekly

- **Renaissance Early Literacy/Star Reading** will be our district assessment benchmark and progress monitoring tool for reading in grades PK-12. These benchmarks will occur 3 times a year, with progress monitoring occurring biweekly and monthly depending on the tier of instruction or the site that the student attends.
  - **Renaissance Star Math** will be our district assessment benchmark and progress monitoring tool for math in grades PK-8. These benchmarks will occur 3 times a year, with progress monitoring occurring biweekly and monthly depending on the tier of instruction.
• Alpha Plus

Online Learning Management System
• Schoology is our district Learning Management System (LMS) program. Classes are automatically created by powerschool and updated overnight. Attendance will sync with powerteacher during the 21-22 school year. Likewise, all assignments graded in schoology will automatically sync with powerteacher. Many of our district curriculum options have an integration allowing teachers to assign work and assessments directly to schoology offering automatic grade passback to powerteacher. It is a district expectation that teachers use schoology on a regular basis to assign work and provide a structured classroom environment for students and parents. Parents are provided with a schoology login to allow them to monitor their child with read only access. This allows them to see assignments as well as missing work in real time.
• Any other online programs will need to go through an approval process before purchasing or using. Principals can take teacher requests and submit them to the District Office of Instruction for approval.

Digital Resources
• The following digital resources are provided by the district for teacher use. These resources are to help infuse technology into educational activities.
• Powerschool is our district Student Information System. Powerteacher is where teachers traditionally input grades, attendance and find parent contact information. Teachers can still access all this on powerteacher. However, we encourage teachers to use schoology for all grades and attendance. All assignments will automatically populate in powerteacher and attendance will also sync during the 21-22 school year. School status will be used for parent communication. Teachers are expected to log parent contacts in powerteacher with a short description of the contact. This contact log should be updated on a daily basis and is a part of the student educational record.
• Clever Portal is our district single sign on portal. All student programs can be accessed from any device using the clever portal. Students can use their google sign in to access clever from a chromebook or home device and they will have access to all district online materials. Parents can also receive a Clever parent portal login to have access to their student’s login information and receive important updates as well.
• School Status is our district’s new communication tool. With a few clicks teachers can call, text or email parents as needed. Teachers can download the school status app for their phone to have easier access. Each parent receives a special phone number for each teacher that they can directly communicate without having to share a personal phone number. Text messages and emails will automatically be translated to a parents preferred language. All communications will be logged through the system reducing the detail needed in a log entry in powerschool.
• Google Workspace is our district’s preferred instructional tool for students and teachers. Google workspace is fully integrated with schoology offering many unique instructional opportunities. Google workspace features: Gmail, Google Drive, Google Docs, Google Slides, Google Sheets, Google Meets, Google Drawings, Google Jamboard.
• Lanschool Air helps teachers connect with students within digital space to create more meaningful online and digital experiences both in the classroom and remotely. With Lanschool Air teachers can help improve student engagement by monitoring student chromebooks and blocking websites during instructional times.
• Office 365 is provided to the district to help with specific needs at the high school and special projects that require office. Office also provides specific tools to help with translation (Microsoft Translate) and students with dyslexia (Immersive Reader).
• Incident IQ is our district’s work order system. Teachers also can log into incident IQ to check what chromebook is checked out to students. Office staff can check who the last person was that used a chromebook and find who a chromebook belongs to by checking its asset tag.
• Newsela is an instructional content tool that allows teachers to find high interest subject related articles at different reading levels to engage all students. Newsela is a great tool for small groups, whole groups, or virtual lessons. Newsela articles can be assigned to students directly on the website or through school technology. Articles include questions and writing prompts and are aligned with the OAS standards. Newsela will be available for 2nd-12th grade students.
• Flocabulary is a learning platform for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum. Flocabulary does have a lesson cycle of video, vocabulary cards, vocabulary games, read and respond, and a quiz. Flocabulary offers learning opportunities in all subject areas.
• Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. During each session, teachers can see the presentation as well as the students participating. Student responses appear on the teacher screen in real time. Pear Deck works with Google slides. Interactive Pear Deck activities can be added to any previously created Google slide. Pear Deck also allows students to work in real time on a Pear Deck or at their own time for virtual or asynchronous learning times.
Roughers Innovations Academy

- The virtual platform will be provided by Edgenuity Odysseyware (3rd-5th) and Edgenuity Courseware (6th-12th).
- Students will be expected to attend in-person once a week at Roughers Innovation Academy to meet with their teachers.
- Students will be expected to complete eight learning activities per week for attendance purposes, including but not limited to Google Meets, on-site supports, tutoring and on-line assignments.
- Teachers will be expected to conduct one Google Meets weekly per subject taught (six total). In addition, they will set aside one hour daily for parent/student contacts and one hour daily for additional tutoring.
- Teachers will meet in-person with students one day weekly.
- Roughers Innovations Academy students are expected to maintain a “C” average and have good attendance to remain in good standing. If a student’s grades fall below a “C” average or, the student will be put on Phase 1 Probation and the assigned case monitor will devise a plan for improvement and make necessary referrals to the counselor, classroom teachers and/or outside agencies to get students back in good standing. If grades cannot be recovered within the Phase 1 Probation two week period, the student will enter into Phase 2 Probation for two additional weeks. If the student fails to recover grades within that period, they will be dismissed from the program and reassigned to their home brick and mortar school. Other reasons for possible dismissal are lack of participation, absences and/or repeated disciplinary infractions.
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<tr>
<th>Supports</th>
<th>Expectations and Non-Negotiables for Innovations Academy Curriculum</th>
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<tr>
<td>Teachers</td>
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<td>development for programs and other district expectations</td>
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<td>Special Education staff based on staff needs.</td>
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Rougher Alternative Academy

- The credit recovery virtual platform will be provided by Edmentum Courseware and direct instruction will be provided by certified teachers for students in 9th - 12th grades.
- Students will attend RAA daily with special accommodations based on an individual basis as determined by the principal.
- Students will maintain a 75% or above and complete the necessary courses to graduate.
- Students will attend morning group, complete a graduation plan and all other required components as required by the State Department of Education Alternative Education Department.
- Students will receive hands-on art instruction, life skills and career training and small class sizes.
- Students will have the opportunity to participate in athletics, band, vocational programs and other opportunities similar to other secondary education students.
- Parents must submit an Alternative Education application to a MHS counselor or principal. All completed applications are to be presented at a scheduled intake meeting. All students and parents requesting admittance into the Alternative Academy must participate in the intake and screening process.
- Students will be provided the opportunity to participate in counseling and social services.
- Teachers will provide one-on-one instruction to support students with the completion of necessary courses and remediation as necessary.
- Teachers will lead a morning group with a small group of students each morning.
- Teachers will provide instruction with fidelity using a variety of instruction methods to include STEM activities, project based learning, one-on-one instruction, life skills and other quality practices.
- Teachers will be visible and monitor student behaviors in the classroom, hallway and participate each morning in the morning assembly.
- Teachers will participate in team meetings twice a week per Alternative Education guidelines.
Special Services
Elementary K-5
The transition to fully-inclusive classrooms at Muskogee Public Schools will begin with a pilot program during the 2021-2022 school year. Three schools will be part of this pilot program- Cherokee, Creek, and Tony Goetz. During this pilot, these schools will implement Muskogee’s model of inclusion as seen below:

- **SPED teachers will…**
  - Serve as an inclusion teacher the majority of the day when possible
  - Develop a daily schedule based on student needs- (must be approved by building principal and SPED instructional coordinator prior to September 1st, 2021) Special services will still begin first day of school
  - Ensure schedule is up-to-date weekly by 4:30 PM on Fridays
  - Reassure parents/guardians during IEP meetings that students benefit from being around non disabled peers in the general education setting and by being immersed in grade level content - always advocate for the Least Restrictive Environment when possible.
  - Participate in professional development relating to the inclusion model
  - Collaborate with Instructional Specialist and Instructional Coordinator to adapt teaching practices to reflect a successful inclusion model
  - Differentiate instruction for ALL students- not just students served by an IEP
  - Be an active participant in the general education setting

- **Students with disabilities will…**
  - Learn in the least restrictive environment
  - Receive instruction from general education teachers, SPED teachers, and paraprofessionals in the general education setting
  - Receive accommodations and/or modifications in all settings as needed
  - Feel they are a part of the school community

- **SPED Instructional Coordinator will…**
  - Support development of SPED teachers’ daily schedule to ensure inclusion model is being followed and school remains in compliance according to students’ IEPs
  - Collaborate with building principals to support the implementation of the inclusion model
  - Collaborate with instructional specialists to assist in the implementation of the inclusion model
  - Collaborate with Special Services and Instructional Team to keep them up-to-date

- **SPED teacher additional responsibilities**
  - Develop compliant and meaningful Individualized Education Plans (IEPs) annually or as requested by parent
  - Provide progress reports based on IEP goals as frequently as general education peers are provided progress updates
  - Collaborate with general education teachers, principals, instructional specialists, instructional coordinator, and instructional support staff
  - Develop, execute, and oversee the implementation of behavior intervention plans as needed

- **Paraprofessional Instructional Expectations**
  - Assist all students with instruction
  - Reinforce learning in small groups or with individuals while the teacher works with other students
  - Assist in observing, recording, and charting behavior
  - Rotate instructional duties as directed by building principal

- **Educational Interpreter Expectations**
  - Is a member of the instructional team
  - Serves staff and all students to minimize linguistic barriers
  - Will facilitate communication and understanding among students and staff in the educational setting
Secondary - 6th - 12th Grade

Teacher Expectations
- Fully implement co-teaching/inclusion model
- Assess students’ skills to determine individual needs.
- Develop individualized teaching plans
- Develop compliant, meaningful Individualized Education Plans (IEPs) annually or as requested by parent
- Participate in professional development
- Provide progress reports based on IEP goals as frequently as general education peers are provided progress updates
- Collaborate with general education teachers, principals, instructional specialists and instructional support staff
- Assist general education teachers in the implementation of the district mandated Data Driven Tiered Response System

Co-Teaching Expectations
- Utilize one of the 6 models of co-teaching
- Team teaching: Teachers take turns teaching the lesson to the whole class’
- Parallel teaching: Teachers split the class into two groups. The teachers teach the same information utilizing differentiated instruction.
- Station teaching: The class is divided into three or more groups. The groups rotate through teachers. The same material is taught in different ways for each group.
- Alternative teaching: One teacher instructs most of the class while the other teacher instructs a small group.
- One teach, one assist: One teacher teaches a full lesson, while the other teacher assists each student individually.
- One teach, one observe: One teacher instructs the lesson, while the other teacher collects data on each student. This method should not be utilized daily and only utilized when data is needed.
- Collaborate with co-teacher to develop quality lesson plans utilizing differentiated instruction while meeting academic standards.
- Collaborate with co-teacher, principal and instructional coach in regards to assigning and entering grades in Powerschool.
- Collaborate with a co-teacher in regards to data collection and progress monitoring.

Paraprofessional Expectations
- Assist all students with instruction
- Reinforce learning in small groups or with individuals while the teacher works with other students
- Assist in observing, recording, and charting behavior
- Rotate instructional duties as directed by the building principal

Educational Interpreter Expectations
- Is a member of the instructional team
- Serves staff and all students to minimize linguistic barriers
- Will facilitate communication and understanding among students and staff in the educational setting

Initial Special Education Referrals
- Staffing will begin on August 30, 2021
- Staffing will be every Monday unless otherwise specified.
All required pre-referral documents will be completed at the building level.
Staffing can be completed via drop off, or in person. It is up to the building how they will participate from week to week.
The building principal or counselor will either a.) drop off all building submissions to the Office of Special Programs by Noon on Friday before the next staffing. Or, b.) submit their building submissions via email to the Office of Special Programs by Noon on the Friday before staffing.
Each building will have a designated staffing time. This time will not change from week to week. Your building’s submission will be staffed during this time regardless of in person or drop off.

**Staffing Dates:**
- August 30, 2021-first staffing
- April 18, 2022-last staffing for initial referrals

**SPED Staffing Time Assignments**

8:30  CHEROKEE
9:00  MECC
9:30  SADLER ARTS ACADEMY
10:00 CREEK
10:30 TONY GOETZ
11:00 6TH AND 7TH GRADE CENTER
11:30 ROUGHER INNOVATIONS ACADEMY
1:00  PERSHING
1:30  IRVING
2:00 8TH AND 9TH GRADE CENTER
2:30 MUSKOGEE HIGH SCHOOL

**Special Education Academic and Behavior Initial Referral Process:**

- Building team member and/or parent notices the need for academic and/or behavioral interventions.
- Building team member and/or parent discusses with building principal and/or building counselor.
- Building team initiates pre-referral packet.
- Building counselor and building principal meet with the parent or guardian to discuss academic and/or behavior concerns. The building counselor, principal and parent sign SPED form A. This begins the 30 school days of academic interventions and, if applicable, the 5 days of behavior baseline data.
- Building counselor adds student’s name to building referral tracking sheet.
- Building counselor emails a copy of the SPED Form A to Amy Pool within two school days.
- If you are referring for behavior, you will need to do 30 school days of academic interventions AND behavior interventions. These can be done simultaneously for the same 30 school days.
- If you are referring for behavior, your 30 school days of interventions will begin after your 5 school days of baseline behavior data.
- Building team completes all interventions and re-convenes with the parent to discuss results and complete SPED Form F2. Parents will be notified at this time when the referral packet will go to the staffing.
- Building principal or counselor submits referral packet to the next available staffing.

***This process is the same for a student that is currently receiving Special Education services and is being referred for additional testing.***
IF A STUDENT HAS AN OUTSIDE ACADEMIC, PSYCHOLOGICAL OR MEDICAL EVALUATION:

- Parent, counselor and principal sign SPED Form A to begin interventions.
- Building counselor adds student’s name to the referral tracking sheet for their building.
- Building completes entire referral packet, except for interventions.
- Building submits completed packet...except for interventions...along with outside evaluation/medical report to the next available staffing.
- Building continues interventions for 30 school days and submits interventions to the Office of Special Programs when completed. ***Failure to complete interventions will result in a student not qualifying for service.***

***This process is the same for a student that is currently receiving Special Education services and is being referred for additional testing.***

Components Necessary for Academic and/or Behavior Referrals

- FORM A
- FORM B
- FORM C
- FORM D
- FORM E __READING __MATH __WRITTEN EXPRESSION
- FORM E2 (ED referrals only)
- FORM F
- FORM F2 (To be completed AFTER interventions have been completed)
- HISTORICAL GRADES FROM POWERSCHOOL
- MOST RECENT PROGRESS REPORT
- MOST RECENT REPORT CARD
- ATTENDANCE FROM LAST TWO SEMESTERS
- INCIDENT REPORTS FROM POWERSCHOOL
- GROUP ACHIEVEMENT TESTS FROM LAST YEAR
- LITERACY FIRST
- BUILDING DATA OR TEACHER MADE TEST FOR READING
- BUILDING DATA OR TEACHER MADE TEST FOR MATH
- IPRI
- COPY OF MOST RECENT MEEGS
- 504
- EVALUATION FROM OUTSIDE AGENCY

Speech/Language Referrals

- Building team member and/or parent notices the need for speech/language/phonological processing evaluation
- Building team member and/or parent discuss with the building principal and/or building counselor
- Building team initiates pre-referral packet
- Building counselor and/or building principal meet with the parent or guardian to discuss speech and language skills and sign Speech Form 1
- Building counselor immediately adds referral to building referral spreadsheet
- Building principal or counselor submits referral packet to the next available staffing
Components Necessary for Speech/Language Initial Referral

- SPEECH FORM 1
- SPEECH FORM 2 (PAGES 1 AND 2)
- SPEECH FORM 3
- FORM F (PAGES 1, 2 AND 3)

IEP Expectations

- IEPs must be held on time, IEPs cannot be held after their annual due date
- If a parent requests an IEP meeting, make contact to schedule within two days of the request
- Notification of meeting must be sent to parent 10 school days in advance of meeting
- Transition Service Plans may be completed any time throughout the school year at a student’s annual IEP meeting.
- IEP meetings must be held in person unless the building or district is currently in distance learning
- Edplan goals and objectives progress reports must be provided to parent as often as general education provides progress updates.
- Complete parent contact log in back of the student’s IEP folder each time you make contact with parent.
- Complete a Special Education Student Status for any of the following:
  - Initial placement on an IEP
  - Graduation
  - Parent revocation of services
  - DNQ
  - Dismissal from speech, OT, PT or transportation services
  - Student moved out of your building

- The following must be in attendance at your IEP meeting:
  - Building administrator
  - Student’s classroom teacher
  - Special Education teacher
  - Speech-Language Pathologist if applicable
  - Building counselor if an initial placement, best practice all meetings

- In the IEP meeting
  - Bring your laptop
  - Have all attendees sign the record of access form in the front of the student’s IEP folder
  - Complete ESY determination
  - Provide Lindsey Nicole Henry Scholarship information
  - Provide Parent Rights in Special Education
  - Have parent complete the OSDE Parent Survey
  - Have all attendees sign IEP paperwork
  - If applicable, complete 504 eligibility paperwork to dismiss from 504 and move to an IEP
  - Finalize all paperwork on your laptop before ending the meeting
  - Provide parents with copies of all paperwork
  - Have parent sign Medicaid consent form or annual opt out notice
• After the IEP meeting
  ◦ Upload signature pages to Edplan within two days
  ◦ Email a copy of student status (if applicable) within two days to the Office of Special Programs
  ◦ Mail parent a copy of the written notice within 7 days
  ◦ Hand deliver or send through school mail; the completed parent survey to the Office of Special Programs

Homeschooled Children

If a parent chooses to home school their student, the following must take place:
• Advise the parent that this is a return to general education. If the student returns to school, they will no longer be served on an IEP. If the student returns to school and requests IEP services, they will need an initial evaluation complete with 30 school days of interventions.
• The parent must make an appointment with Dr. Kim Dyce, Deputy Superintendent.
• If approved for home school services, a MEEGS meeting must be held indicating parent/guardian is revoking consent for services. The parent does not have to attend this meeting. A written notice must be mailed to parent after the meeting.
• Complete a student status and return folder to the Office of Special Programs within two school days.

Early Childhood Entries and Exits

Early Childhood Entries
Anytime a student is placed on an IEP and they are between the ages of 3 and 5 years old and will be served in “PK” for at least six months, an early childhood entry must be completed.

• The early childhood entry date is the IEP start date
• Complete the first page under the documents tab
• Answer questions 1, 2 and 3
• Complete the EC environment
• Do NOT complete for a student already in Kindergarten
• Do NOT complete for a student that has less than 6 months of “PK” left
• Do NOT complete for a student that will be turning 6 years old in less than six months

Early Childhood Exits
Your early childhood exit date is the date of PK completion or date of IEP completion.

An early childhood exit must be completed when a student is:
• Dismissed from special education services and is between the ages of 3 and 5
• When a student enters Kindergarten (regardless of age)
• When a student has already started Kindergarten, but was not exited earlier

Extended School Year (ESY)
At Muskogee Public Schools we offer our ESY services through a summer day camp. Students who attend Muskogee Public schools and qualify for the services may attend the summer day camp. If you have a student
that you think would benefit from ESY services, please contact the office of special programs to see if they qualify.

Camp Bennett ESY program
June 13th - July 7th 2022
Monday - Thursday 9:00-2:00

• Paperwork Due to Office of Special Programs May 2nd, 2022
• Required Paperwork for ESY services:
  ◦ ESY registration forms. This is to be filled out by the teacher, not the parent.
  ◦ Copy of your ESY goals-- Please write the students name on each page
  ◦ Copy of the ESY determination checklist from IEP
  ◦ Copy of your services page - ESY must be written in the related services section.
• Once the parent has agreed to ESY, please send home the parent information packet.
• Deadline to sign up for Camp Bennett is May 2nd, 2022

If you have a student that has not previously attended camp that you think may qualify, please contact the office of Special Programs.

Special Education Transportation
• To be able to receive Special Education transportation; transportation services must be in the student’s IEP.
• All Special Education transportation must be approved by the Director of Special Education
• Once approved, the service must be added to the student’s IEP and a SPED transportation form must be completed by the parent and emailed to the Office of Special Programs
• Once emailed to the Office of Special Programs, the Department of Transportation will be notified
• Once notified, it will take up to 72 hours for the student to be added to a transportation route

Transitions
Secondary transition services must be in effect at the beginning of the student’s ninth grade year or by age 16, whichever occurs first. This means that the Transition Plan must be developed during the student’s 8th grade year. These meetings may be held throughout the year as annual IEPs are due.

IEP teams must:
• Invite the student to the IEP meeting
• Ensure that the child’s preferences and interests are considered if unable to attend
• Invite a representative of any participating agency that is likely to be responsible for paying for or providing transition services with the prior consent of the parent or student who has reached the age of majority

Transitions are an ongoing process of collecting data in the following areas:
• Student’s strengths
• Students preferences
• Students interests
• Students needs (annual goals)

Transition assessments should address the following:
• Employment
• Training
• Independent living
• Community participation

These assessments should be utilized to develop postsecondary goals. These goals should be updated annually for all students age 16 and up.

Transfer of Rights
• By age 17, students and parents must be informed about the age of majority and transfer of the parent’s rights to the student upon the student turning 18 years of age
• The local educational agency (LEA) should inform the parent or guardian of their option to seek legal advice if they plan to seek guardianship upon the student reaching age of maturity

Graduation
Prior to graduation the following must occur:
• Parents and/or student must be provided with written notice that Special Education services end when the student obtains a regular high school diploma or reaches maximum age
• The teacher of record must complete a Summary of Performance in the following areas:
  ◦ Academic achievement and functional performance
  ◦ Recent evaluation data, grades, GPA, progress made towards postsecondary goals
  ◦ Recommendations for assisting the student in meeting his/her postsecondary goals
  ◦ Activities, accommodations, assistive technology and strategies that will enable the student to be successful in postsecondary areas
  ◦ The student’s IEP must be compliant throughout the last day of the school calendar. Please use a July 2 end date for all Seniors’ IEPs.

Re-Evaluations
On Monday of each week, re-evaluations will be staffed at the Education Services Center. Staffing will begin on August 30, 2021 and end on May 23, 2022. Staffing will be held in person or can be dropped off.
• Staffing submissions are due to the Office of Special Programs by Noon on Friday. Please collaborate with your building principal or counselor. Only one submission per building will be accepted. All reevaluations, dismissals and initial referrals will need to be submitted together. The following information must be submitted to staffing on the Special Education Staffing Submission Form: Student name, DOB, re-evaluation or initial, teacher of record
  ◦ In person staffings: email the staffing submission form (one per building) to the Office of Special Programs Secretary by Noon on Friday.
  ◦ Drop off staffings: the staffing submission form (one per building) and all staffing paperwork must be dropped off to the Office of Special Programs by Noon on Friday.
• All up-coming re-evaluations MUST be staffed on or before 90 days prior to the upcoming MEEGS due date.
• All re-evaluations must have a SPED form J
• All 3 year re-evaluations due on or before December 15, 2022 need to be completed by May 17, 2022
  ◦ You do not have to wait until May to do this paperwork. If you have re-evals that are due next year, you can submit anytime throughout the school year.

Parent requests for additional testing, adding another area or changing a disability
• Please see your building counselor for a referral packet
• This will need 30 school days of interventions
• Give a copy of the most current MEEGS to your counselor to include in the referral packet
• If you have an outside evaluation, give that to your counselor

Missing Components

If you have a student in need of additional testing due to missing components:
• Submit the name and information to building counselor or principal for staffing.
• Complete form J and indicate which component(s) is missing
• Complete a draft REDs with all of the information that you have in the file as well as:
  ◦ Grades from current school year (except for speech only students)
  ◦ Pre/post testing from the current school year
  ◦ REDS and MEEGS should include current OT/PT data (if applicable). If a student receives OT and/or PT, please email Amy Pool 10 school days prior to staffing date for the updated motor evaluation.
  ◦ REDS/MEEGS should include current speech data (if applicable) please email building speech pathologist prior to staffing date. Speech pathologists will need at least 10 school days before staffing date to do new testing.
• Submit to staffing
• After reviewing in staffing, we will instruct you to get consent for the components that are missing.
• You will hold a REDS/consent meeting.
• After you get consent—bring a finalized copy of the REDS and consent to the Office of Special Programs
• We will evaluate for the missing components and send further instructions when complete.

STAFFING 90 DAY TIMELINE GUIDE

EVALUATIONS DUE IN: STAFF BY:

JANUARY OCTOBER
FEBRUARY NOVEMBER
MARCH DECEMBER
APRIL JANUARY
MAY FEBRUARY
AUGUST APRIL/MAY
SEPTEMBER APRIL/MAY
OCTOBER APRIL/MAY
NOVEMBER APRIL/MAY
DECEMBER 15TH APRIL/MAY

SPED STAFFING TIME ASSIGNMENTS

8:30 CHEROKEE
9:00 MECC
9:30 SADLER ARTS ACADEMY
10:00 CREEK
10:30 TONY GOETZ
11:00 6TH AND 7TH GRADE CENTER
11:30 ROUGHER INNOVATIONS
504s

504 REFERRALS/REQUESTS
- Parent and teacher, counselor or principal complete 504 request form.
- Building counselor keeps original copy of request, classroom teacher keeps a copy.
- Building counselor adds request to 504 request spreadsheet.
- 504 eligibility meeting is held with building team within two weeks of request.

WHAT TO DO WHEN A 504 STUDENT QUALIFIES FOR AN IEP
- If a student on a 504 plan qualifies for an IEP, the 504 team must complete an eligibility determination to dismiss the student from 504 services.
- When you complete the 504 eligibility determination, on question #8 click: “has a physical or mental impairment that substantially limits a major life activity but student’s needs will be met through an IEP.” This will take the student off of the 504 plan.
- This meeting should be done at the same time as the initial MEEGS meeting to place the student on an IEP. For this reason, counselors should ALWAYS be invited to initial MEEGS meetings.
- After your meeting, complete a 504 student status form and email to the Office of Special Programs.
- Once received, your name will be removed as case manager in Edplan and the student will be taken off of your caseload.

DISCIPLINARY ACTIONS OF 504 STUDENTS
- Students on a 504 receiving disciplinary actions due to negative behavior will require a Functional Behavior Assessment and a Behavioral Intervention Plan.
- Students on an 504 that have been or will be out of their regular daily setting for 9 or more cumulative days will require a Manifestation Determination. This requires a formal team meeting. You must have a notification of meeting and a written notice.
- This includes OSS, REIP and ISS. A student may need multiple Manifestation Determinations throughout the year.
- Students sent to REIP or LTISS will continue receiving their 504 plan accommodations.
- If a student is suspended, they will need to be moved to virtual instruction. The 504 team will determine how virtual instruction will take place, and how accommodations will be met. This will be documented in the written notice.
- All seclusions and restraints must be documented on the seclusion and restraint documentation form.

Move-In Students
- Enrollment notifies the Office of Special Programs of a new student served on an IEP.
- The Office of Special Programs notifies the teacher of record via email to initiate services.
- The Office of Special Programs creates file, completes green move-in sheet, codes in Powerschool and assigns the teacher of record in Edplan.
- Teacher of record follows green move-in sheet recommendation and holds IEP by date designated on green move-in sheet. (IEP may have to be handwritten if records do not roll into Edplan.)
- Have parent sign Medicaid consent form (will need to be completed each time a student moves out and
back in to the district)

IF RECORDS ARE RECEIVED IN YOUR BUILDING THAT DO NOT HAVE A GREEN MOVE-IN SHEET

- Initiate services
- Submit all records to your building counselor or principal to be reviewed at the next available staffing

***Do not email records to the Office of Special Programs***

Disciplinary Actions

- Students on an IEP receiving disciplinary actions due to negative behavior will require a Functional Behavior Assessment and a Behavioral Intervention Plan.
- Students on an IEP that have been or will be out of their regular daily setting for 9 or more cumulative days will require a Manifestation Determination. This requires a formal IEP team meeting. You must have a notification of meeting and written notice.
- This includes OSS, REIP and ISS. A student may need multiple Manifestation Determinations throughout the year.
- If a student will be out of their regular daily setting for 9 or more consecutive days due to discipline, a new IEP will need to be developed to reflect the student’s change of placement. This IEP will need to be reviewed in no more than 45 school days.
- Students sent to REIP or LTISS will need their services changed to monitor if currently receiving direct services.
- We no longer provide in-home based learning. If a student is suspended, they will need to be moved to virtual instruction. The IEP team will determine how virtual instruction will take place and document in the written notice.
- If the student is still in REIP/LTISS/OSS at the end of the year an IEP meeting will need to be held at the end of the year to return the student to their regular placement setting in the Fall.
- All seclusions and restraints must be documented on the seclusion and restraint documentation form.
- Building principals will be responsible for documentation of all disciplinary actions, seclusions and restraints on the SPED discipline spreadsheet provided by the Office of Special Programs.

Seclusion and Restraints

WHAT IS RESTRAINT

- Mechanical restraint refers to the use of any device or equipment to restrict a student’s freedom of movement. This does not include devices implemented by trained school personnel or trained medical professionals such as:
  - Adaptive devices or mechanical supports used to achieve proper body position
  - Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
  - Restraints for medical immobilization
  - Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

- Physical restraint refers to a personal restriction that immobilized or reduces the ability of a student to move his or her torso, arms, legs or head freely. This does not include physical escort; the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.
WHAT IS SECLUSION

- Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include the following:
  - Timeout
  - The monitored separation of a student in a non-locked setting implemented for the purpose of calming

Medicaid

- Speech-language pathologists will apply for a National Provider Identifier (NPI) no later than September 1, 2021.
- Speech-language pathologists will apply for an Oklahoma Health Care Authority (OHCA) ID no later than September 14, 2021.
- All NPI and OHCA IDs must be emailed to the office of special programs no later than September 30, 2021.
- Speech-language pathologists will maintain current state and ASHA licensure annually.
- Speech-language pathologists will attend PD and keep up to date with current school based Medicaid billing trends.
- Speech-language pathologists will log daily data in Edplan on entire caseload.
- Speech-language pathologist and/or special education teacher will obtain signed parent consent for Medicaid billing for each student on their caseload.
- A new consent for Medicaid billing will be needed for all move in and returning students.
- Annual notice of opt-out will be required at all IEP meetings.
Gifted and Talented
Muskogee gifted education program is a program that serves 1-12 grade students in two categories which include top 3% and multi-tiered placement.

Elementary/Middle School
- Students will be served by the classroom teacher; the expectation will be differentiating instruction and by including in their weekly lesson plans. The teacher will keep in mind that this does not mean that they will receive extra work, but rather increase the depth of knowledge and rigor on the work that is provided.
- Elementary Counselors will provide the classroom teacher and GT teacher with a list of identified students that have been tested and identified to participate in the GT program by September 1st.
- An activity schedule will be provided to the principal at the beginning of the school year from the Gifted and Talented teacher.
- The Counselors are responsible for testing students that are recommended. The KBit2 will be used for individual testing throughout the school year and the OLSAT10 will be used for whole grade testing in grades 2, 6 and 9.
- It will be the GT Teachers responsibility to contact the parents of students identified in the program to provide details regarding the site’s program.
- Develop a plan for identifying gifted and talented activities for your site.
  - A shared drive will be used for uploading site plans, newsletters, calendars, and other pertinent information for the gifted program.
- Weekly meetings (one day a week) for an hour and a half.
- Maintain a log of students who are in attendance each week.
  - Provide activities to students who are not in attendance when possible.
- Promote contests, competitions, leadership opportunities, etc. to all qualifying students. For the students who do not attend the after school program, provide this information to them through their classroom teacher.
- Assist teachers in developing and providing gifted students with enriched or alternative coursework through curriculum modification, compacting, etc.
- Assist in the gifted and talented nomination and identification process, including for planning, testing of students, review of student data, and campus identification meetings.
- Attend the gifted and talented meeting(s) for students and parents.
- Participation in professional learning communities (PLC) with district leadership that will be once a month.
- Surveys and reports requiring site information will be completed promptly as sent by district leadership.
- Disseminate information regarding current requirements of the state and federal gifted and talented programs. This information can be located on the shared drive.
- Keep informed of and comply with federal, state, district, and school regulations and policies.
- Weekly meetings will begin the second full week of school at the beginning of the academic year and extend through the end of the school year.

Secondary Gifted Program
- The gifted and talented program at the secondary school level will provide accelerated instruction for students in grades 6 and 7 in their classrooms and in an after school program.
- Students in grades 8-12 will be served through honors courses and AP courses.
- Teachers will be expected to differentiate instruction based on the placement of their GT students.
- Students will be served through academics, fine arts, leadership and athletics.
- Students will be exposed to competitions, science fairs, debates, academic competitions and performing
arts activities.

- Participation in professional learning communities (PLC) with district leadership that will be once a month.
- Counselors will continue to identify students for the gifted students talented program based on the results from OSTP, CCRA, ACT and National Merit Assessment.
- Teachers can recommend students in the area of Talent based on their skills in leadership, fine arts and athletics.
Sample Classroom Schedules

Grades KG-5 Elementary Classroom

• 10 minutes - Accessing prior knowledge/reviewing content
• 10 minutes - Teacher instruction/input (I do)
• 23 minutes - Student active participation (You do/we do/two do)
• 7 minutes - Identifying student successes through formative assessment
• Reading block will be an uninterrupted 90 minute block consisting of whole group instruction, small group and learning centers.
• Math block will be an uninterrupted 90 minute block consisting of whole group instruction, small group and learning stations.
• Science and Social Studies will be a 30 minute block if a stand alone or can be integrated into the reading and/or math block.
• Students should be exposed to reading and writing throughout the day whether it is in learning centers or transitioning periods.

6th - 12th Grade Classroom (for a 50 minute class period)

• 10 minutes - Accessing prior knowledge/reviewing content
• 10 minutes - Teacher instruction/input (I do)
• 23 minutes - Student active participation (You do/we do/two do)
• 7 minutes - Identifying student successes through formative assessment
Literacy First Expectations

Elementary Expectations

- **Literacy First Assessments** will be expected for students in grades KG-5th grades that are on an IPRI (Individualized Program of Reading Instruction). The data from assessments will be added to our MyData First portal.
- **Utilization of the Anatomy of a Lesson (AOL) to facilitate academic learning time.**
  - Activate Relevant Knowledge - 20%
  - Teacher Input - 20%
  - Student Active Participation - 45%
  - Identifying Student Successes - 15%
  - Constant Monitoring (formative assessments) and Adjusting as necessary
- **Learning Targets (Objectives of the Lesson)**
  - Posted
  - Clearly defined
  - Aligned with grade level content
  - Rigorous
  - Outcome driven (What do you expect students to be able to do at the end of the lesson?)
  - Relevant/meaningful to students
- **Gradual Release of Responsibility (GRR)**
  - Me (I do)
  - We (We do)
  - Two (Two do)
  - You (You do)
- **Walls that Teach**
  - Academic vocabulary will be posted in the room
  - Walls that teach will change throughout the year, exchanging mastered academic vocabulary with new terms
- **Monitored Independent Reading Practice (MIRP)**
  - Teachers will walk around the classroom to ensure all students are reading independently
  - At the end of MIRP, students will take about 5 minutes to write in their reading log/journal
  - Formative assessments will be completed with each student to determine comprehension of reading material
- **Comprehension and Strategic Reading**
  - Comprehension will be taught by having the students summarize, predict/infer, question, and clarify material.
  - Basic signal words will be used to help students comprehend reading. The basic signal words are who, what, when, where, why, and how.
  - Tools for strategic reading will be used to help students improve comprehension
    - KWLE (Know, want to know, learned, evidence)
    - Cornell Note-Taking System

Secondary Expectations

- **Utilization of the Anatomy of a Lesson (AOL) to facilitate academic learning time.**
  - Activate Relevant Knowledge - 20%
  - Teacher Input - 20%
  - Student Active Participation - 45%
• Identifying Student Successes - 15%
  • Constant Monitoring (formative assessments) and Adjusting as necessary

• Learning Targets (Objectives of the Lesson)
  • Posted
  • Clearly defined
  • Aligned with grade level content
  • Rigorous
  • Outcome driven (What do you expect students to be able to do at the end of the lesson?)
  • Relevant/meaningful to students

• Gradual Release of Responsibility
  • Me (I do)
  • We (We do)
  • Two (Two do)
  • You (You do)

• Walls that Teach
  • Academic vocabulary will be posted in the room
  • Walls that teach will change throughout the year, exchanging mastered academic vocabulary with new terms

• Monitored Independent Reading Practice (MIRP)
  • Teachers will walk around the classroom to ensure all students are reading independently
  • At the end of MIRP, students will take about 5 minutes to write in their reading log/journal
  • Formative assessments will be completed with each student to determine comprehension of reading material

• Comprehension and Strategic Reading
  • Comprehension will be taught by having the students summarize, predict/infer, question, and clarify material.
  • Basic signal words will be used to help students comprehend reading. The basic signal words are who, what, when, where, why, and how.
  • Tools for strategic reading will be used to help students improve comprehension
    ▪ KWLE (Know, Want to know, Learned, Evidence)
    ▪ Cornell Note-Taking System

**Roughers Tiered Intervention**
When students fall behind, teachers will use the model below to help them catch up. Small group instruction is specifically for grouping students by skill level. Each group will receive targeted teaching, with the students who are struggling the most getting the most help. Star reading and math assessments will be used to monitor student progress. Students may move between groups as needed. Teachers will be responsible for keeping track of what tier level students are located in each week. Building principals will have the autonomy to determine how they will require their teachers to display their tier data each week (an online shared google sheet, chart in the classroom, etc.).

This system has three tiers — for the level of support students need. ***Biweekly star assessments will determine a student's tier level***

• Tier 1 - The Whole Class (Green, Yellow, Red)
  • All students in the general education classroom are in Tier 1. Teachers will use methods like ERCI, alpha plus, etc. that are proven to work. In this response system there must be research backing up the teaching method.
  • The teacher, instructional specialist, and principal will track student progress through benchmarking
or biweekly Star progress monitoring assessments to gauge how the students are doing. If the student is struggling, they may move into Tier 2.

- **Tier 2 - Small Group Instruction (Yellow, Red)**
  - Students who aren’t making progress in Tier 1 will get Tier 2 help. Data from the Star progress monitoring assessments will be analyzed by the teacher, instructional specialist, and principal to determine tiers.
  - Small group lessons based on the students’ deficiencies according to the focus skills (as shown by the Star assessments) will be provided by the classroom teacher.
  - Students who are in Tier 2 will still take part in regular lessons with the rest of the class. They will still receive Tier 1 support.
  - Every two weeks, the teacher will Star progress monitor to see if the students have made progress. If they progress, students may return to Tier 1. If not, the instructional team may decide to keep the student in Tier 2 or even move them to Tier 3.
  - Interventionists may also provide small group instruction to students in Tier 2 in the classroom setting.

- **Tier 3 - Intensive Interventions (Red)**
  - When students are struggling and Tier 1 and 2 support don’t seem to help, they are put into Tier 3. This is the most intense level of RTI.
  - Tier 3 can mean small group work, or it can mean individual lessons. Most students who get this support still spend a lot of their day in a general education classroom. Yet they may spend parts of the day with the Reading Recovery teacher, the Interventionist, or other non-certified instructional support staff.
  - Students in Tier 3 are the most at-risk students. Teachers will check their progress often, with the goal that the students will improve enough to leave Tier 3.
  - If students continue in Tier 3, they may need to be evaluated to determine if they qualify for special services.
  - Interventionists, reading recovery, special education teachers, or other non-certified instructional support personnel may help with providing interventions inside or outside the classroom.

- **Tier 4 - Students served by special education services**