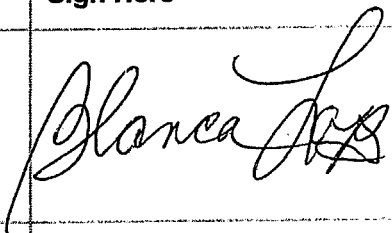

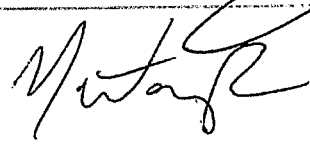
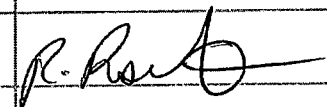


☆ SAC Sign in Sheet for Quiet Waters ES (3121)

Date: <u>11/17/25</u>		Time: <u>7:10</u>			
#	SAC Member Full Name	Position	SBBC Employee	Parent of Student	Sign Here
1	Aranada, Sarita	Parent	No	Yes	
2	Capron, Ashle	SAC Chair , ESE Parent of a student at the school	Yes	Yes	Ashle Capron
3	Chen, Dahlia	Parent	No	Yes	
4	Clark, Katilyn	Parent	No	Yes	
5	Clark, Patrice	Parent	No	Yes	
6	Dewson, Andria	SAF Chair (or designee) Parent of a student at the school , I-Zone Representative (must be a parent)	No	Yes	ADewson
7	Hakim, Dan	Parent	No	Yes	
8	Hakim, Daniel	ESOL Parent of a student at the school , Parent	No	Yes	
9	Henning, Geoff	Principal	Yes	No	g/hg
10	Jackson Bush, LaToucha	Non-Instructional Support Employees	Yes	No	LaToucha Jackson Bush
11	Linn, Tina	SAC Secretary , Community / Business Representatives	No	Yes	Tina Linn

Date: _____



Time: _____

#	SAC Member Full Name	Position	SBBC Employee	Parent of Student	Sign Here
12	Lopez, Blanca	Non-Instructional Support Employees	Yes	No	
13	Marazon, Ashlynn	Parent	No	Yes	
14	McCullough, Marianne	BTU Steward (or designee)	Yes	No	
15	Rodriguez, Natany	Gifted Parent of a student at the school , Parent	No	<input checked="" type="radio"/>	
16	Rosenblum, Rachel	Teacher	<input checked="" type="radio"/>	No	
17	Thomas, Mani	Parent	No	Yes	
18	Vaccaro, Carissa	Pre-K (if applicable - parent or certified teacher) , Parent	No	Yes	

☆ SAC Sign in Sheet for Quiet Waters ES (3121)

Date: 11/17/25

Time: 7:10

#	Full Name	SBBC Employee	Parent of Student	Community/Business	Sign Here
1	Kristen Blankenship	✓			
2	Erik Herbstev	✓			
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**Quiet Waters Elementary School
School Advisory Council (SAC) Meeting**

November 17, 2025



1. Welcome ☺ & Approval of Minutes
2. SAC Nominations
3. School Improvement Plan
 - a. 2025-2026 SIP Development
 - i. MTSS/RTI
4. Principal's Sharing
 - a. Title I & School Updates
 - b. School Accountability Funds
 - c. School Environmental Safety Incident Reporting (SESIR)
5. Other Business/Open Forum
6. SAF Meeting
 - a. SAF Updates
 - b. School Updates
7. Adjourn

Next SAC Meeting is December 15, 2025 at 7:00 A.M.

**Quiet Waters Elementary
School Advisory Council
Meeting Minutes
Date: November 17,2025**

Attendance:

Tina Linn	Geoff Henning
Andria Dewson	Latoucha Bush
Ashle Capron	Natany Rodriguez
Marianne McCullough	Rachael Rosenblum
Blanca Lopez	Ms. Blankenship

Meeting called to order:

A meeting of the Quiet Waters Elementary School Advisory Council was held in the media center on Nov 18th , 2025. Chair, Ashle Capron, called the meeting to order at 7:10 A.M. Tina Linn will record the minutes for the meeting.

Approval of Minutes-

Quorum was not met for the October meeting.

1. Welcome ☺ & Approval of Minutes – Minutes were approved as is.
 - a. Motion to approve by McCullough and seconded by Andria Dewson
2. SAC Nominations
 - a. Tina Linn nominates Natany Rodriguez to be gifted representative.

Seconded by Andria Dewson
3. School Improvement Plan
 - a. 2025-2026 SIP Development
 - i. MTSS/RTI
 - ii. Ms. Blankenship that we have a collaborative problem solving team including our guidance counselors, Karina Porter, herself and Nina Cohen

- iii. They are helping teachers put in interventions to get on or above grade level with standards
- iv. Data is tracked through the progress monitoring plan and is tracked weekly by the team.
- v. Active 210 PMP with reading and math
- vi. Help with behavioral and emotional as well.
- vii. Parents are pulled into the loop as necessary

4. Principal's Sharing

- a. Title I & School Updates-
 - i. Esol Family Night is December 18th
 - ii. Winter Holiday Show is 2 nights, the 15th and 16th and will include a toy drive
 - iii. PM 2 is throughout all of December
 - iv. School Board is reevaluating school lunches and how to help the kids pay for it.
 - v. First Honor Roll assembly was a huge success and included 152 students in 3rd-5th grade
- b. School Accountability Funds
 - i. Accountability funds and facility rental money is back in our school account
- c. School Environmental Safety Incident Reporting (SESIR)

5. Other Business/Open Forum

6. SAF Meeting

- a. SAF Updates
- b. School Updates

SAC meeting adjournment: Meeting was adjourned at 7:45 AM

Motion by McCullough, seconded by Bush and carried unanimously.

Important Rtl Terms to Know

Benchmark: Grade level standard for the class or school provides an aim or a goal for all students

CPS Team: The Collaborative Problem-Solving Team is comprised of school staff who hold specific insights and areas of expertise that can be used to help the student succeed.

Intervention: A change in instructing a student in an area of learning or behavior to try to improve performance and achieve adequate Progress.

Progress Monitoring Plan: A scientifically based practice used to assess students' academic or behavioral performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Scientific, research-based instruction: Curriculum and educational interventions that are based on research and have been proven to be effective for most students.

Multi-Tiered System of Supports (MTSS): Level of instruction/intervention needed to facilitate student success.

Rtl has 3 tiers:

Tier 1: Universal (core curriculum, schoolwide behavior management, for all students)

Tier 2: Targeted (supplemental small-group strategies for at-risk students provided in addition to Tier 1)

Tier 3: Intensive (highly-focused strategies, provided in addition to Tiers 1 and 2)

Rtl Resources for Parents

School Board of Broward County, Psychological Services
<https://www.browardschools.com/Page/32565>

Florida Department of Education
www.fldoe.org

Florida Problem Solving/Response to Intervention Project
<https://floridartl.usf.edu>

Florida Positive Behavioral Interventions & Supports Project
<https://flpbis.cbcs.usf.edu/>

National Association of School Psychologists (NASP)
www.nasponline.org

National Center for Learning Disabilities
<https://nclld.org>

Center on Multi-Tiered System of Supports
<https://mtss4success.org>

National Research Center on Learning Disabilities
www.nrcld.org

This brochure was created with resources from the following:
Colorado Department of Education www.cde.state.co.us

Florida Department of Education www.fldoe.org
NASP www.nasponline.org

National Center for Learning Disabilities <https://nclld.org>

The School Board of Broward County, Florida



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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Broward County School Board Equal Educational Opportunity/ADA, Compliance Department & District's Equity Coordinator/The IX Coordinator at 754-321-2150 or email eeo@browardschools.com.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) may call Equal Educational Opportunity/ADA, Compliance Department at 754-321-2150 or email eeo@browardschools.com.



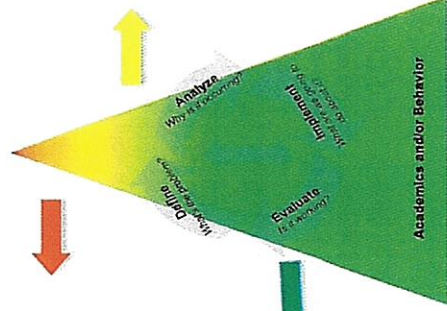
An MTSS Guide for Parents & Families

Student Success

Tier III refers to the intensive support a few students need

Tier II refers to targeted support some students need

Tier I refers to the high-quality school-wide interventions provided to ALL students



Parents

School

Office of Academics & Office of Student Services

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



PMP: Progress Monitoring Plan RtI: Response to Intervention

Introduction

A major concern for parents, as well as teachers, is how to help children who are experiencing difficulty learning in school. Everyone wants to see the child succeed, and it can be very frustrating when a child falls behind in learning to read or do math, struggles to achieve in other subjects, or experiences problems with behavior in school.

Children learn in different ways. Some children need more help or supervision than others.

Examples of educational concerns include:

Reading (mechanics, vocabulary, comprehension)

Math (applied math, calculation, facts)

Written language (spelling, organization, grammar)

Attention, listening, following directions

Behavior (following rules, complying with teacher requests, socializing with peers)

Work quality, homework completion

If a classroom teacher has a concern about a student's progress in a certain area, he or she will employ interventions intended to improve the student's performance. There are a variety of methods a teacher may choose to accomplish this result.

If the student continues to have difficulty, the teacher will meet with other school staff and with parents to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the student's progress. The insight and expertise of the various school staff members and parents is brought together in what is called the

Collaborative Problem-Solving (CPS) Team.

What is Response to Intervention (RtI)?

Response to Intervention (RtI) is a process that provides interventions and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful.

RtI is a process designed to help schools focus on interventions that are matched to student needs and monitored on a regular basis. The information gained from the RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.

How are parents involved in RtI?

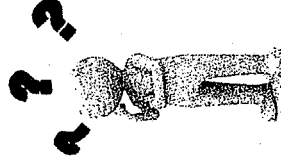
Parents play a critical role in supporting what their child is learning in school. The more parents are involved in student learning, the more likely students will be successful in school.

Through the CPS Team:

- You will be informed about interventions planned for your child.
- You will see levels of support (academic and/or behavioral) that increase or decrease in intensity depending on your child's needs.
- You will receive regular progress monitoring reports about how your child responds to the interventions provided.

What do I do if I believe my child is struggling in school?

- Talk with your child's teacher.
- Review and assist with homework assignments.
- Ask for regular progress monitoring reports.
- Learn more about the curriculum, assessments, and interventions being used in your child's school.
- Reinforce at home any strategies or interventions used at school.
- Participate in the CPS process.
- Celebrate your child's successes.



Make a list of specific questions to ask during conferences:

What is working?

What additional supports may be needed?

How will I know if my child is making progress?

Other questions I have:

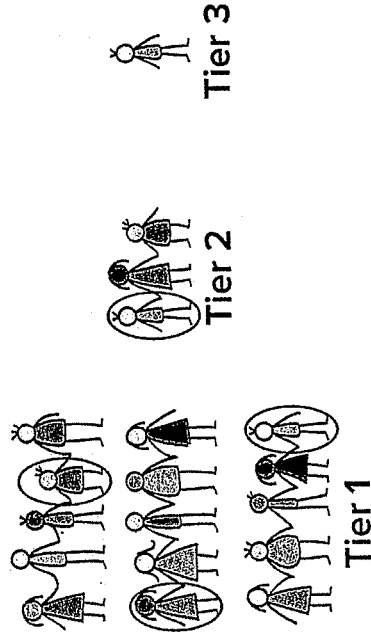
A Family Guide to a Multi-Tiered System of Supports

The purpose of this brochure is to give you a clear understanding of what a Multi-Tiered System of Supports or "MTSS" is, how it can help your child and how you, as families, can actively support your child's learning.

What is MTSS?

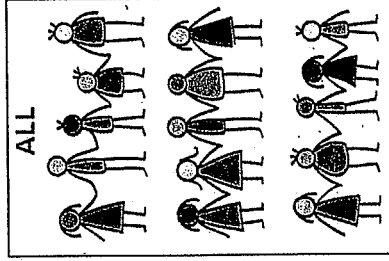
An MTSS is first and foremost about helping students. More specifically, an MTSS is a way that districts and schools organize and provide education to ensure that students receive the instruction they need to be successful. By operating as an MTSS, schools acknowledge that students' needs vary and so the best way to help them achieve is to provide instruction that is matched to those needs. Within an MTSS, educators carefully monitor student progress, work to ensure that all students receive effective instruction and provide more targeted or individualized support when needed.

MTSS for All Students



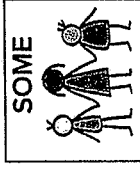
What is tiered instruction and how can it help my child?

Tiered instruction can be described simply as layers of support available to every student. For many students, the regular daily classroom instruction is sufficient for them to successfully meet grade level expectations. However, just like anyone learning a new skill or concept, some students may need more support to be successful. Because of this, schools plan for and are ready to provide additional supports, based on what students need, when they need it.

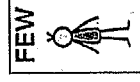


The term **Tier 1** refers to what is provided to all students, and is what every student in a classroom, grade level, or course is taught during the school day. For example, the instruction that is taught to all 4th graders, or the instruction that is taught to all students in Algebra 1, is considered "Tier 1". Schools design and plan high-quality Tier 1, with the expectation that it will be what all students need in order to demonstrate mastery of grade-level expectations.

Even when provided effective Tier 1 instruction, some students will need additional support to master grade level standards. This additional support is known as "Tier 2" and "Tier 3" intervention. Ideally, when Tier 1 instruction meets the needs of most students, only some students will need Tier 2 intervention, and even fewer will need Tier 3 intervention in order to meet grade-level expectations. If your child is currently receiving tiered interventions, it simply means that additional help is needed for them to gain the knowledge or skills being taught.



Tier 2 interventions are typically organized by a skill area and delivered to small groups of students with progress monitored over time. Tier 2 supports are always provided in addition to Tier 1, and for as long as necessary for students to get and remain on track toward mastery of grade-level expectations.



Tier 3 interventions are the most intensive level of tiered supports and in most cases are provided when effective Tier 1 and Tier 2 aren't enough for a student to master grade-level expectations. These supports are designed for individual students and are often based on results of additional assessments that identify specific skill strengths and weaknesses.

While the intent of tiered supports is to enable students to be successful, school teams may determine that a child needs the additional support of Exceptional Student Education (ESE) to meet grade-level expectations. Students eligible for ESE receive their specially designed instruction through, and as a part of, this same tiered instructional system. ESE services are not separate, nor are they "in addition to" tiered supports.

How does the school decide what my child needs?

Schools engage in data-based problem solving to ensure that instruction and intervention support are matched to student need. This involves school or teacher teams using data to identify problem areas, determine why those problems exist, develop and implement an instruction or intervention plan, and then monitor student progress to see if students are improving or if additional adjustments are needed. Data used for problem solving come from a variety of sources (e.g., FAST, attendance, office discipline referrals, diagnostic assessments). Data-based problem solving is used to identify needed supports for large groups (Tier 1), small groups (Tier 2), and individual students (Tier 3).

What is my role?

Families play a critical role in a child's education. When schools and families collaborate to support student learning, student outcomes are improved. Whether your child is meeting grade-level expectations, working on an accelerated curriculum, or receiving additional support, understanding MTSS in your child's school is beneficial.

What does MTSS look like for me and my child?

Although MTSS will look different from school to school, there are common elements that you will likely see across all schools. They include:

- Regular communication about your child's progress in school
- Information about how you can help support your child's learning at home
- Notification if your child needs additional supports, including why those supports are needed and what supports are being provided
- If your child is receiving additional supports, frequent communication about how your child's performance is improving, and what steps will be taken next

What questions can I ask my child's school to learn more?

Whether talking with your child's teacher, principal or other school support personnel, a great way to learn more about MTSS in your child's school is to ask questions. Here are some potential questions to get you started:

- Is my child meeting academic and behavioral expectations? How do we know?
- If additional instruction or intervention is needed, what supports will be given to my child?
- How often will I be updated on my child's progress?
- What can I do to support my child at home?

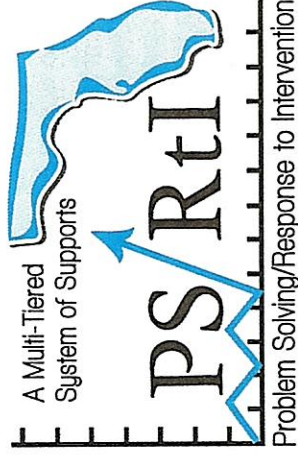
Resources/Additional Information

Florida Problem Solving/Response to Intervention Project (<https://floridarti.usf.edu>)

A Parent's Guide to RtI – National Center for Learning Disabilities (<https://www.advocacyinstitute.org/resources/ParentRTIGuide.pdf>)

RtI Action Network – Resources for Parents and Families (<http://www.rtinetwork.org/parents-a-families>)

Florida Positive Behavioral Interventions & Supports Project (<https://flpbis.cbcs.usf.edu>)





MTSS Information for Parents and Families

What is Multi-Tiered System of Supports (MTSS)?

MTSS is a term used to describe a seamless prevention framework that refers to all the academic, behavioral and social-emotional strategies, interventions, supports and resources that are used to help all students grow and achieve. MTSS encompasses Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS).

What is Progress Monitoring Plan (PMP)?

PMP is a term used to describe the specifications of a data-driven intervention plan created by the Collaborative Problem-Solving Team (CPST), a team of school experts, to assist students in reaching their full potential while in school.

What is Response to Intervention (RTI)?

RTI is the practice of providing high quality instruction and intervention matched to student need and close monitoring of how a student responds to different layers of instruction and support.

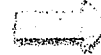
What are Positive Behavior Interventions and Supports (PBIS)?

PBIS are the methods used to identify and support desired behaviors in the school setting through the encouragement of positive behaviors school wide.

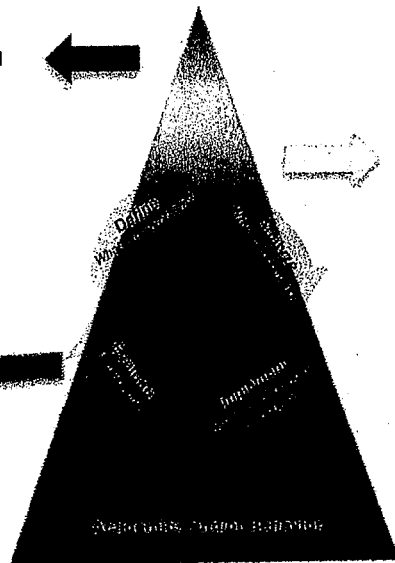
Tier III refers to the intensive support a few students need



Tier II refers to targeted support some students need



Tier I refers to the high-quality instruction provided to ALL students



How will MTSS impact my child?

- MTSS provides varying academic, and behavior supports based on your child's needs, identified early to ensure timely help.
- Support levels adjust depending on your child's progress, with frequent updates shared with you.
- Families are encouraged to participate in the planning and progress monitoring process.

What do I do if I believe my child is struggling?

- Talk with your child's teacher.
- Review and assist with homework assignments and projects.
- Ask for regular meetings with your child's teacher.
- Celebrate your child's successes.
- Learn more about the curriculum, assessments and interventions being used in your child's school.
- Participate in conferences and problem-solving meetings for your child.

Parental Resources

This **video** for parents introduces the use of problem solving and how it may affect your child. <https://vimeo.com/49760122>

To review the real “**truths**” behind common myths of RtI and MTSS, visit the following link:

https://floridarti.usf.edu/resources/myths/educators/mtss_defined/index.html

If you have questions, contact **Elementary Learning-MTSS Department** at **(754) 321-1843** or **Secondary Learning-MTSS Department** at **(754) 321 – 2174** or access the following links for additional information:

Broward County Public Schools:

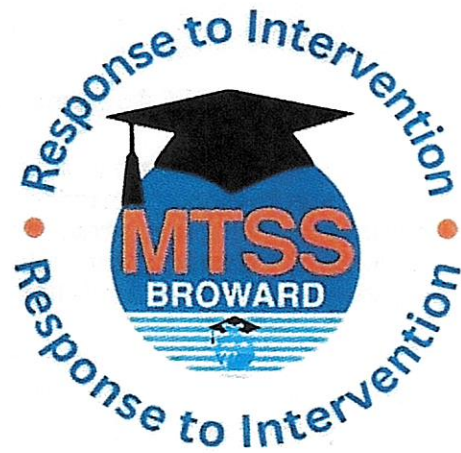
<https://www.browardschools.com/bcps-departments/elementary-learning>

Florida's MTSS:

<https://floridarti.usf.edu>

Florida Positive Behavioral Interventions & Supports Project:

<https://flpbis.cbcs.usf.edu/>



What are the benefits of MTSS?

- MTSS aims to improve outcomes for all students by identifying needs early and ensuring no student goes without support.
- It uses data-driven decisions to adjust instruction and provide varying levels of support (interventions) based on individual student needs.

How can I participate in MTSS?

Families play a critical role in supporting what their children are learning in school. The more parents are involved in student learning, the higher the student achievement. Ask questions to learn more about MTSS in your child's school:

- Is my child successful? How do I know? If not, why and what can we do differently?
- If needed, how is additional help going to be provided? By whom? How often? For how long?
- How can I participate in problem-solving about my child?
- What can I do to help with the interventions for my child at home?
- How will I know if interventions are working?