

Boyceville Community School District



Leading Today... Developing Excellence for Tomorrow

October Board Report Pupil Service Department

Facilities

- ❖ Goal: Ensure all Pupil Services offices and intervention spaces are organized, accessible, and equipped to provide confidential and effective services.
 - Work closely with Principals on purchasing new furniture for classrooms.
- ❖ Teachers/Counselors have started to pick furniture options. The next step will be mockups of classroom furniture.

Climate/Culture

- Goal: Establish and maintain a regular schedule of structured meetings where staff set agendas, identify needs, and collaborate on strategies that support student success and a positive school climate.
 - Encourage staff to add to the agenda.
 - Use shared agenda templates for transparency and focus.
 - Collect and review meeting feedback to continuously improve processes.

Upcoming events/Celebrations:

- ❖ Successful Little Bulldog Play Group – Thank you to Katie, Amber, Erika, Sherry, and Nicole for making it a great event.

Curriculum and Instruction

- Goal: Increase paraprofessional knowledge, skills, and collaboration to enhance support for students' academic, behavioral, and social-emotional needs.
 - Offer monthly internal/external professional development

Tiffany Creek Elementary

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Phone: 715-643-3647 (DOGS)
Fax: 715-643-7805

Middle/High School

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- sessions focused on instructional strategies, behavior supports, and IEP/504 implementation.
 - Training for Skyward.
 - Create individual goals from last year's evaluation feedback
- Goal: Empower students to understand their IEP/504 plans and actively participate in communicating their learning needs and accommodations to staff.
 - Collaborate with case managers and classroom teachers to provide structured opportunities for students to self-advocate.
 - Include student voice in progress monitoring discussions to increase ownership and understanding of their plans.
 - 100% of the MS/HS students share goals and accommodations in the meeting along with future college and career ideas either by written input or attendance.
 - Have 50% of grades 3-5 have written/verbal input on their IEPs.
- Goal: Increase the frequency and effectiveness of coaching observations to strengthen intervention implementation and improve student outcomes.
 - High-level practice continuation from CESA training.
- Goal: Support staff in ParentSquare and Skyward to be effective communicators.
 - Teachers have confidential groups for their caseloads to help communicate field trips and other group notifications.
 - Additional Skyward training will be held during the first PD meeting.

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- Goal: Support Zone of Regulation integration with Taylor/Jenni/OT.

Upcoming events/Celebrations:

- ❖ Two paraprofessionals attended the Increasing Student Independence virtual training through CESA on October 7th. Reflection to come.
- ❖ We currently have five staff signed up for a four-part CESA training about regulation and understanding the foundations of the regulation system. This virtual training has three hours in January and one hour in February.
- ❖ Our Sensory paraprofessional and I are attending an all-day training on integrated movement for regulation along with an TCE teacher on November 4th.

Student Health and Safety

- Goal: Support the school nurse in implementing building-wide Medical Response Teams to enhance student and staff safety.
- ❖ The first schoolwide drill will be in October. – was postponed due to a training conflict.

Technology

- Goal: Increase the use of district-approved observation, evaluation, progress monitoring, and data collection tools to improve the quality, efficiency, and compliance of special education services.
 - Continue to support technology by providing professional development for staff in the areas of observations, evaluation writing, and the use of Skyward.

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Reflections from Professional Development:

Provided by Sherry Prochnow and Julie Moritz

I truly thought that this presentation would provide a better insight into how to handle certain situations, provide new ideas, or support the idea of the class title. However, I did not feel that this was the case. Instead, I felt that it was more of a presentation to define how our roles as paraprofessionals should be.

One of the examples.....Working ourselves out of a job! This means that we are doing our job to the best of its ability/correctly!

This would mean that we, as paraprofessionals, are providing the correct support that an individual would need by guiding them to independence.

The prompting ladder was something that I did enjoy seeing, as it provided a visual way to see how we should be accomplishing our goals with each individual.

The ladder starts at the top:

-----	Full Physical Assistance
-----	Partial Physical Assistance
-----	Verbal Prompting
-----	Visual Prompting
-----	Modeling
-----	Indirect Verbal Prompting
-----	Gesture
-----	Wait Time
-----	Natural Cues

Another take back I thought was interesting, is how each individual in the school may view us, as paraprofessionals, in the classroom.

These thoughts/ideas may be from a general education teacher, ourselves, our students, and other students. Everyone has their own perception on how we are able to help!

Julie: I learned that we are really trying to work ourselves out of a job with each student we work with. Also, by gradually decreasing supports to the students will increase their independence.

Respectfully submitted by *Rebecca Hanestad*

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