

Pupil Services/Special Education Board Report November 2022

Teaching and Learning

- Explicit Instruction
 - Continued work on explicit instruction, focus on identifying, planning for, and implementing strategies with team

- Progress Monitoring
 - Training and support around progress monitoring. Implementing regular progress monitoring of English Language Arts skills of students with IEPs.
 - Purpose is to help staff review data to determine individual growth, identify areas of concern, and plan for instruction.

- Early Childhood
 - The Early Childhood Teacher is participating in professional development and collaborative learning through the Early Childhood Technical Assistance and Implementation group through CESA and the DPI. As a department of one, this provides opportunities for connections for professional growth.
 - The Early Childhood teacher is also attending LETRS training with the 4K teachers, reading interventionists, and the reading specialist. The training helps teachers gain essential skills to master the fundamentals of literacy instruction required to apply and transform student learning.

- Planning for caseloads and open enrollment numbers for the 2023-2024 school year
 - Aligning caseloads with co-teaching practices outlined in the strategic plan to provide access to grade-level content and improve academic performance
 - 2021 October 1st count was 204, 2022 October 1st count was 198
 - We had 22 students move into the district this year with IEPs (Individual Education Plan) and 8 move out
 - 2023 current process numbers (Sept. 1-Nov. 8)
 - 8 Initial Evaluations (7 include speech)
 - 28 Re-evaluations (every 3 years or if requested by home or school)

- 7 students dismissed from special education
 - 66 IEP meetings
- Ongoing MLSS (Multi-Level Systems of Support) Planning with Teaching & Learning, Pupil Services, and CESA 9 to build clear consistent structures and resources, accessible to staff and families, outlining student support systems.

Whole Child

- Nursing
 - There has been a significant change in the needs of students and the delivery of nursing services statewide.
 - Tomahawk is receiving additional funding through the Healthcare Workforce Development Grant. It is one-time funding.
 - The district will be using the funds to provide training to paraprofessionals and office staff to build the capacity and competency to support the school nurse. This training will assist the school nurse who provides and coordinates the delivery of health services under the supervision of the Director of Pupil Services.
 - We also are in collaboration with other districts to review our nursing model as we review the roles and responsibilities of the school nurse and other staff supporting the health needs of students.

- Middle School and Elementary school counselors are participating in the Student Intervention Planning Network. They are focused on challenging behaviors, the use of data to plan for and assess interventions, addressing anxiety, multi-level systems of support, anti-bullying, and the mental health framework.

- Social Emotional Learning Curriculum review and selection. We have used the Second Step curriculum for two years. The selection team is starting the planning next week following the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. The team will seek input and involvement in the selection process from staff, counselors, students, parents, the community, and board members.

- Grades 4K-12 have completed the Social Emotional screeners. B.e.s.t. Universal Screener for 4K-5 and SAEBRS for grades 6-12. Parents/guardians are notified prior to assessment and have the option to have their student opt-out. The data collected provides information to support teachers and students with Tier 1 universal supports within the classroom and targeted strategies for students needing more direct support at Tier 2 (students needing targeted,

individually documented supports). Behavioral support strategist then meets with teams to identify trends and strategies to support students

- TIER 2 planning at the Elementary
 - We are reviewing building expectations for data thresholds, and procedures, monitoring the implementation of interventions, developing an action plan, and will be implementing “look fors” for consistency of practices and expectations.

- Working with CESA 9 and other directors on a task force to collaborate with physicians and other medical providers to educate and support families to understand the difference between medical diagnoses and educational criteria for disabilities. Confusion often leads to the frustration of families not understanding how the requirements differ. [Special Education and the Physician](#)

- **Hatchet Pride PBIS (Positive Behavior Interventions and Supports)**
 - Each building will be completing the SAS this month
 - The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessments of effective behavior support systems in their school. The survey examines the status and needs for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

 - In the spring of the year each building completes a Tiered Fidelity Inventory (TFI)
 - The purpose of the Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel is applying the core features of school-wide positive behavioral interventions and supports.
 - Data from the spring 2022 TFI will be reviewed and walkthroughs conducted to determine progress toward goals and implementation.

Community Engagement

- **Collaboration with Lincoln County social services, juvenile justice, and other service providers to identify needs and provide resources**

District Workforce

- Para training
 - Previously provided training during in-service days
 - Saw the need for additional support due to student needs and late or intermittent hires
 - Connect new paras with experienced mentors
 - Beginning monthly skill focus after school training opportunities