



April 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.

Climate/Culture

- Goal: By the end of the school year, 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.
 - Develop a consistent meeting schedule (monthly or bi-monthly) for pupil services collaboration.
 - Use shared agenda templates for transparency and focus.
 - Collect and review meeting feedback to continuously improve processes.

Celebrations:

- ❖ On March 27th, Mrs. Lange's class went and volunteered at the animal shelter in Menomonie from 1-3:00. The students helped organize one of their garages and were able to take a tour of the building.

Curriculum and Instruction

- Goal: Increase paraprofessional knowledge, skills, and collaboration to enhance support for students' academic, behavioral, and social-emotional needs.
 - Collect feedback from paraprofessionals to guide future training

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- and collaboration structures.
- Offer monthly internal/external professional development sessions focused on instructional strategies, behavior supports, and IEP/504 implementation.
- ❖ Thank you to all the staff who are working hard on creating a positive environment for students to take the state tests. It truly takes all staff to make these events run smoothly.
- 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.
- Goal: Increase the frequency and effectiveness of coaching observations to strengthen intervention implementation and improve student outcomes.

Upcoming events:

- ❖ Next month, the senior class will begin participating in their exit IEP meetings as graduation approaches. During these meetings, the team will review how each student's IEP has supported their preparation for college and career goals. We will also discuss transition goals, as well as accommodations and strategies that have been effective and can continue to support them in their future.

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- ❖ Mrs. Lange's students will be learning about the floral industry. This event will occur around Mother's Day with Lakeview Floral, and the students will be able to take the arrangements they make with them.

Student Health and Safety

- Goal: Support the school nurse in establishing and implementing building-wide Medical Response Teams to enhance student and staff safety.

Technology

- Goal: Increase access to technology resources for staff to reduce shared-device constraints and improve productivity.
 - Purchase iPads, licenses, and research and evaluate other technology services or platforms that could improve workflow and productivity.
 - Continue to support technology by providing professional development for staff.

Reflections from Professional Development:

CESA 5 SLP Institute 2026:

Thank you for allowing us to attend this conference and continue our education and professional growth. This year the keynote speaker was Courtney Seidel from UW-Madison with the topic, "Master Class in School-Based Assessment." The day consisted of a breakdown of the SLI criteria and best practices following our criteria sheet. They included information on assessing multilingual students, which was perfect timing for an evaluation Jenna is currently working through. The presentation also included how to assess and look at the specificity and sensitivity of norm-referenced assessments so that we can confidently and accurately identify students with a speech and/or language impairment.

The second day consisted of a variety of topics and breakout sessions. Jenna and Kysa both chose to attend different breakout sessions based off of our current caseloads and student needs. Jenna chose to attend *Executive Functioning- What's the Support?* and *Beyond the*

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Data- Collaborative Goals from Language Samples. Kysa chose to attend Less Paperwork, More Progress: Rethinking & Mastering Data Collection for School-Based SLPs, Ethical Decision-Making for School-Based SLPs: Navigating Overwhelm and Burnout, and Hot Topics: DPI Speech and Language Updates.

The executive functioning course and speaker was a highlight for Jenna. Interesting new data suggests that brain development in the frontal lobe is now fully developed around 35 years old instead of 25. The session went through a lot of background knowledge, as well as strategies to use in therapy based on what the root need is for a given student. The collaborative goals from language samples breakout session focused on the data obtained from a language sample and how the IEP team can use that to create a collaborative goal instead of language having a stand alone goal being targeted. DPI has been encouraging more collaborative goals for related service providers the past few years, so there were also discussions on creating buy-in from other IEP team members to increase collaborative goal efforts.

The sessions that Kysa attended provided practical strategies to strengthen data-driven therapy, maintain ethical and sustainable workloads, and stay informed about state policies and resources that support students with communication needs. One session emphasized more effective and efficient data practices, highlighting how consistent, targeted data can better guide therapy decisions. Another session focused on ethical decision-making and managing the growing workload of school-based speech-language pathologists. The final session provided updates from the Wisconsin Department of Public Instruction, including guidance on responsible use of artificial intelligence, upcoming Medicaid billing changes, and initiatives that promote inclusive practices which emphasize meaningful participation of students with disabilities in general education. Additional updates included new assistive technology and AAC resources, feeding and swallowing guidance for schools, and statewide efforts to improve assessment practices for school-based SLPs.

Thank you again for allowing us to attend this conference. This was Jenna's second time attending this conference and it has been beneficial and inspiring both years. It has already fostered changes in our practices based on the new information acquired.

- Submitted by Jeana Bialik and Kysa Deitz

Respectfully submitted by *Rebecca Hanestad*

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