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To: Shawn Petri, Superintendent

From: Katie Harris

Date: January 2025

Subject: Instructional Services Update

### **Instructional Services**

*Director: Katie Harris*

#### **COOR Instructional Leadership Team Communication**

*The Instructional Leadership Team continued their work on developing a regional instructional system by providing feedback to the Student Support Network on a regional vetting process for approving suggested resources and/or materials. Next, team members continued their analysis of the November 1st participant exit results using a distress lens to sort the feedback for action planning. The team also provided a recommendation to the Superintendents for next steps on a regional professional learning event.*

#### **COOR Student Support Network Communication**

*The Student Support Network (SSN) continued their work of developing a regional student support system to provide consistent and effective structures and resources to address the nonacademic needs of the whole child by using the hexagon tool to determine a resource vetting process. The team used program indicators to generate sample questions when considering a resource and/or material. From there, the regional Instructional Leadership Team will provide SSN team members feedback as both teams decide on a regional vetting process. Next month, the team members will join the ILT members in a combined training to increase facilitation strategies, tools, and techniques.*

#### **31n Team**

*Behavioral Health Coordinator: Michelle Culton-Ekstrom*

- The 31n Team has been very busy this year already with several Whole Child Trauma Assessments and Follow Up Appointments with Dr. Sloane. The comprehensive assessment preparation is completed by the whole child specialist in collaboration with the school team and family. This process is very detailed, requiring several psychological assessments, psychosocial interviews, observation of the student in the classroom,

trauma history collection, and interviews with parents and teachers. Often this takes the team members involved an average of 25 hours of preparation time. Dr. Sloane reviews the extensive information and meets with the school team and parents for two hours. His report is often 40 pages or more, providing details of the assessments, diagnoses, and behavioral and medication recommendations. Additionally, resources for ongoing classroom and parental support is included. Dr. Sloane also follows up after the team meeting with a letter to the child's physician, providing information from the team and testing, along with medication recommendations. The team then reconvenes in one month for a follow up meeting, and again two to three more monthly meetings. The Whole Child Assessment process offers support to students with the most severe mental behavioral health needs.

- Our Whole Child Specialists continue their daily work with students who are experiencing a variety of behavioral mental health needs. Documentation in bhworks is required of each Whole Child Specialist. The top needs identified are recorded as: Life management, inadequate social skills, Post-Traumatic Stress Disorder, Adjustment Disorder, unspecified Life management difficulty, Stress, Adjustment disorder with mixed anxiety and depressed mood, Life management difficulty-Social role conflict, Antisocial behavior, Negative life event in childhood, Disappearance or death of family member, and more.
- Our Student Engagement Coach, Christie Pudvan, remains busy providing supportive strategies for teachers and students. This includes observation time, providing nurture circles, social emotional lessons, and professional learning lessons for school staff. This has been a valuable service for all.
- At the end of February all of the Whole Child Specialists will be TBRI ® Practitioners, as Crystal Davis completes her week-long training this month.

## **K-5 Literacy**

*K-5 Literacy Coach: Michelle Ewald*

### **ISD-Wide Professional Learning**

- An ISD-wide podcast, "Literacy Quick Hitters: 5 Minutes to Improve Instruction," produced locally (by me), has been launched. The first episode, centered around [classroom lighting research](#), has been distributed to staff members via building leadership. It will also be available on our COOR ISD website. The podcast format will provide brief overviews of timely literacy-related topics, with the ultimate goal of follow up professional learning and/or coaching sessions at the building level.
- The topic of upcoming changes required in K-12 schools related to dyslexia legislation is a focus statewide right now. Keeping our districts informed about the latest information about new requirements looks to be an ongoing focus in the literacy realm until these new laws take full effect in the 2027-28 school year.

### **District-Level Support:**

Ongoing support in each of these elementary buildings:

- **Fairview Elementary** - continued work with one classroom teacher analyzing student ELA data and adjusting literacy instruction according to student needs.
- **Grayling Elementary** - currently exploring the possibility of a local version of a *Reading Above the Fray* book study. This professional learning would be co-facilitated with the building coach.
- **Houghton Lake/Collins Elementary** - ongoing ELA curriculum pilots are coming to a close, with a final decision to be made in February. Once the staff selects a new curriculum, the focus will shift to professional learning to support full implementation in the fall.
- **Mio Elementary** - support for CKLA implementation through staff and grade level team meetings continues on a regular basis.
- **Roscommon Elementary** - the current focus is working alongside the building coach and grade level teams to adjust literacy instruction as a response to the analysis of midyear ELA data.