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**Director of Student Services  
September Board Report**

**Goal One – Student Learning**

**Articulation of Student Needs** = During the August 18 Institute Day, building principals and student support teams met by grade level to align on students with identified needs across MTSS, Section 504, and IEPs. Teams reviewed concise student “snapshots” (plans, services, accommodations, and health/safety information), verified provider schedules and service locations, and coordinated classroom implementation so supports were in place on Day 1. Such work is a direct continuation of the vertical articulation completed prior to the end of the 25–26 school year and is essential to maintaining continuity of services, minimizing transition gaps, and ensuring safe, equitable access for every student from the first day forward.



**Goal Two – Whole Student Development**



**Understanding Student Behaviors: Social Work Team Leads Training** = During our August Institute Day, the district’s social work and counseling team led a professional learning session for all staff and substitute teachers focused on strategies from *Raising Kids with Big, Baffling Behaviors* by Robyn Gobbel. With clear, accessible language, the resource explains how stress and adversity impact student behavior and presents practical strategies to support students in the moment. The presentation, aligned across all three buildings, emphasized creating a common

framework and shared vocabulary that staff and students will continue to use throughout the year. The training, which also introduced the Neurosequential Model of Therapeutics (NMT), is especially timely as schools here and across the country face an increase in student behavior challenges, particularly at the elementary level. Providing staff with consistent strategies and language helps ensure students receive the academic, social, and emotional support they need to thrive. Special appreciation is extended to Karen Roach, Emi Maren, Emily Crema, Antoinette Zaino, and Maggie Kane for preparing and delivering this impactful learning experience for our staff.

**Goal Three – Readiness**

**Multi-Needs Program Collaboration at Prairieview Elementary** = At Prairieview Elementary, the Multi-Needs program team, led by Special Education Teacher Christina Miller, has been meeting regularly with paraprofessionals, related service providers, and core and encore teachers to build a shared understanding of each student’s specialized programming needs. These collaborative meetings focus on reviewing individualized goals, discussing effective instructional and behavioral strategies, and ensuring consistency across learning environments. By emphasizing teamwork, communication, and problem-solving, the Multi-Needs team is creating a cohesive support system that empowers students to achieve their goals, promotes inclusion, and helps every child reach their fullest potential.

