

Director of Special Education and Pupil Services/K-5 Principal Monthly School Board Report

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K-5 Principal

Positive Behavioral Interventions & Supports (PBIS) -

In November 2017, at Bayfield Elementary School, there were 11 major referrals among 10 students.

These referrals were for:

- Physical Aggression (3)
- Defiance (4)
- Inappropriate Language (2)
- Out of Bounds (1)
- Harassment (1)

Referrals by locations:

- Playground (3)
- Hallway (3)
- Classroom (2)
- Bus (1)
- Off-Campus (1)
- Library (1)

November's data indicates:

- Referrals by time indicate that major behaviors happened throughout the day, but were especially prevalent between 9:30 a.m. and noon.
- Data indicates that during the month of November, there were fewer referrals for major behaviors on Mondays and Thursdays. Fridays had the greatest number of major referrals with four.
- Referrals by grade: One (1) major referral in the kindergarten, one (1) in the 4th grade, one (1) in 5th grade, two (2) referrals in the 3rd grade, four (4) in the 1st grade, and four (4) referrals in the 2nd grade.

Coaches Suggestions:

- Teachers continue active supervision of students during recess time.
- The PBIS Coordinator will collaborate with K5 staff to develop positive behavior incentives for the playground.
- Two students will begin Daily Behavior Reports

Academics -

- Currently the following number of students are being provided a Tier II intervention in Reading and/or Math. These students will receive additional support for the next six weeks.

Grade Level	Reading #	Math #
Kindergarten (30 students)	4	9
1st Grade (27 Students)	10	8
Grades 2-3 (50 Students)	12	16
Grades 4-5 (54 Students)	15	18

Director of Special Education and Pupil Services

- At our December staff meeting we discussed student participation in the alternate assessment. Under ESSA the number of students who may take the alternate assessment is limited to no more than 1.0 percent of the total number of all students in the state who are assessed in a given subject (i.e., reading/language arts, mathematics, and science). 34 CFR 200.6(c)(2). As a result, we reviewed the Guide to Determining Students with the Most Significant Cognitive Disabilities. In addition, we reviewed the Wisconsin Forward Exam Accessibility Guide to determine appropriate accommodations for our students.
- In December we had eleven (11) annual and review IEP meetings, one (1) 504 meeting and four (4) referrals.