



Agenda Item Details

Meeting	Jan 17, 2022 - Regular School Board Meeting - Revised
Category	3. Administrative Reports
Subject	3.2 Director of SpEd/Pupil Services
Type	Information

School District of Bayfield Board Report Stephanie Lewis, Director of Special Education/Pupil Services January 17, 2022

Pupil Services

- School Counselors, Dan Livingston and Karla Vinci, are working with Stephanie Lewis and Janine Johanik identify curriculum specific to teaching technology etiquette to better support growing SEL needs. Given the increase of aggressive behaviors, it has been recommended by members of the pupil services team that a long-term sub cover the weekly direct school counseling instruction in order to make the school counselors available for behavior intervention, counseling, conflict resolution, and the increasing mental health needs of the students.
- A team met with our WISEdash Local representative to further discuss a means for documenting academic and behavioral intervention progress monitoring data for students identified as needing support. Because Bayfield's student information system (SIS) is designed to pass data along to WISEdash Local, not visa versa, the team is opting to continue pursuing the intervention tab within Infinite Campus for the purposes of data collection/documentation and progress monitoring. This system will better support informed decisions for students through an Equitable Multi-Level System of Support (eMLSS). December 14, 2021, administrators participated in WISEdash Local training for purposes of monitoring overall district, school, class, and/or student data.
- Stephanie Lewis met with five of the six elementary classroom teacher teams to discuss/brainstorm school counseling needs and SEL instructional needs. Teachers identified the following student needs:
 - address negative self-talk
 - conflict resolution and help in navigating negative relationships
 - taking responsibility for behavior
 - consistency
 - help navigating their BIG feelings
 - end of the day fatigue/stamina
 - independence and self-advocacy to address learned helplessness
 - transition to middle school
 - address insecurity
 - how to navigate social media - teach digital citizenship
 - support in addressing recurring trauma triggers
 - additional, district-wide layer of character education
- Stephanie Lewis and Karla Vinci met for the Wellness Committee on January 11, 2022, and completed the district's Triennial Wellness Policy Assessment. Results are attached for review. It should be noted that that the new policy was missing recommended language that spoke to the marketing and promotion of various foods (this language was in the previous policy.) This negatively affected the total assessment score and will need to be considered for future revision.
- The Pupil Services Team continues to meet weekly to address student academic and behavioral concerns. Twenty students have been identified as needing

additional Response to Intervention (RtI)/Positive Behavior Intervention Supports (PBIS) supports and six students have been removed.

- Stephanie Lewis has been working with DPI and Randi Johnson to identify students within our SIS who are benefiting from interventions and services. This is required to document student need and justify the receipt of CEIS (Coordinated Early Intervening Services) funds.

Special Education

- As of December 1, 2021, DPI has reviewed and updated evaluation criteria for a student to qualify for special education under the disability category of Emotional Behavioral Disorders (EBD). The district special education staff will be implementing this new criteria as appropriate.
- With the pivot to virtual learning, the special education department met January 11, 2022, to discuss coordination and documentation of contingency plans for each special education student to ensure all services continue during the two-week virtual learning window.
- An additional paraprofessional position need has been identified to support the programming needs of a new/young special education student. Per an evaluation and program development by the IEP team, data led the team to a determination that the student's special education needs and FAPE (Free and Appropriate Public Education) cannot be met without paraprofessional support.
- Forty-eight IEP/evaluation meetings have been held this year. Eight new referrals have been received, two are complete, two are waiting consent from the family to proceed with testing, and four are in progress.

 [2021-2022 Triennial Wellness Assessment Results.docx \(174 KB\)](#)

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda.