



Agenda Item Details

Meeting	Jun 22, 2022 - Regular School Board Meeting
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 June 22, 2022

Pupil Services

The Pupil Services/School Counselors met May 17 (Steph, Dan, Doug, Karla); May 24 (Steph, Karla, Mike, Beth, Muskadee, Doug, Dan, Shellie); May 31 (Steph, Shellie, Muskadee, Karla Dan)

• School Based Mental Health Professionals Project –

- Participation in this grant was opened to the district staff for those interested in pursuing licensure in school psychology, anticipating a full-time need upon Doug Jardine's eventual retirement. Two staff members applied; one withdrew. The candidate was interviewed by Josh Potvine, Beth Paap, Stephanie Lewis, and Doug Jardine in order to discuss the grant agreement. The candidate has been accepted to and will begin the school psychologist licensing program with tuition support through the grant and professional/educational support from Doug Jardine, the district's current school psychologist.
- **Data used by DPI to identify our professional needs include:**
 - # Students – 427
 - % Poverty – 63.07
 - % Students of Color – 83.1
 - % Am. Indian – 73.57
 - Violence Rate – 2.31
 - School Counselors – 2
 - School Counselor Ratio – 1/214 students
 - School Psychologist - .75
 - School Psychologist Ratio – 1/569 students
 - Social Workers – 0
 - Total Need Score – 1.94**
 - Total Need Rank – 3**
- While we are moving forward to address the need for a full-time school psychologist, this data suggests a need for a full-time social worker and school counselor as well to address the current unmet mental health and behavioral needs of our students – including addressing absenteeism. There has been informal discussion about potential partnering with Red Cliff to address the need for a social worker. Discussions will continue.

School Based Mental Health Grant –

May 25, 2022, Present: Stephanie L, Mark K, Duane M, Janine J, Doug J, Shellie S, Muskadee M

- The group went over the updated action plan that was submitted last week to DPI by Randi, Steph, and Karla. This can be updated upon review.
- Points of Discussion Surrounding Goal #1 - Mental Health Goal:
 - In addition to putting the mental health referral form on the school's website, the team would like to encourage more release of information documentation so our mental health providers can collaborate with specific school personnel and provide better, more consistent support to our students. Time for this collaboration is an issue as well.
 - Sample online referral form: <http://www.hayward.k12.wi.us/> then go to "mental health referral form".

- The team discussed professional development components of the grant and are considering participating in the Comprehensive School Mental Health Academy. Participation in the Academy would include the team completing a district level SHAPE School Mental Health Quality Assessment, three in-person learning sessions, and monthly virtual action calls to support the process. Academy teams should register 6-8 team members representing each of the following required roles - director of pupil services/special education/student services, administrator of the participating school building (Mike and Shellie could tag-team this role), pupil services staff. Recommended roles - district administrator, teacher(s), including special education, other district-level leaders, community mental health partners.
- While the b.e.s.t Universal Behavior Screener is a great tool that provides valuable information, the team felt that we need to do a better job of going over the system with staff and providing time for teachers to review the data and determine appropriate interventions. This was inconsistent, for a variety of reasons, this year.
- Absenteeism was discussed as a significant issue and barrier to student health and progress. The team discussed the need for additional staff to address absenteeism and build positive community and family relationships.
- Points of Discussion Surrounding Goal #2 - AODA Curriculum & Character Education:
 - The "bullying" component of the Second Step Curriculum was purchased and used by the school counselor's long-term substitute during the spring semester with a positive response from students. Mendez Foundation materials are specific to AODA topics. The team also felt there needed to be intentionality in the implementation of Blue Sky curriculum.
 - The team felt that gaming addiction needed to be clearly added and addressed.
 - Future discussion is needed about possibly getting formal plans in place to have regular presence of community agencies during MS/HS lunch - just to have tables (like college recruiters do) for groups such as the Boys/Girls Club, RC Tree, AODA Reduction, RC Education etc. Muskadee talked with community agencies about this and they are very interested.
- Points of Discussion Surrounding Goal #3 - Bullying & Character Education:
 - The team discussed the need to improve and encourage family involvement and connection. Discussion around emphasizing the 7 Grandfather Teachings/Traits as a foundation for a district-wide character education program with a monthly family feast night for families to connect, learn about the teaching for the month, and give learning opportunities to families (i.e. a night for help with FAFSA, a science night, etc.)
 - tMHFA training info. from Tracy Henegar May 5, 2022:
 - https://www.mentalhealthfirstaid.org/wp-content/uploads/2022/04/tMHFA_Instructor-Training-Schedule_04.13.22-1.pdf
 - Applying: <https://www.mentalhealthfirstaid.org/become-an-instructor/applying-to-teen-mental-health-first-aid-information-and-resources/>
 - https://www.mentalhealthfirstaid.org/wp-content/uploads/2021/11/21.11.05_tMHFA-Marketing-Package.pdf (safety plan). Training the teacher - 3-day virtual training. Can add a 1-day blended training with no additional cost. \$3300 + 125 manuals. Course would be taught in 6 45-minute sessions, not consecutive. Training sessions are offered June, July, August, and September.
 - Muskadee Montano and Joel Barta will receive training in order to implement tMHFA curriculum in the 10th grade health classes.
 - Referral link (rough draft): <https://docs.google.com/document/d/1tPQvDhtGIUMm5iAwYJt3U5IhUcGyPLAFHu1ZRwL26dQ/edit>
- Other topics discussed – pupil services plans for next year:
 - Staff mental health consultation option - Dawn Nixon, Steven Kasselhof - Mental health consultation qualifications and knowledge of our community.
 - No Second Step being taught in middle school – how will this be addressed?
 - While both school counselors are considered K-12 counselors, Dan will be working primarily with the K-5 programming and Karla will be working with the 6-12 programming next year.
 - Doug - anticipated future issues – suicide attempts, vaping, drug use, gaming, etc. all getting worse. Teachers helping students acclimate to the school setting.
 - Muskadee - Observed the role conflict throughout this school year with the expectation of school counselors to be following a classroom schedule and still being available for crisis management – crisis management taking priority.

Pupil Services Team (PST) – continues to meet weekly to address student academic and behavioral concerns. Twenty-three students are currently being monitored for supports and needs, twenty additional students who had been monitored were removed from the list. Stephanie will prepare information for each student’s 2022-23 classroom teacher in order to continue monitoring and supports into the next school year.

Human Resources

Eight applicants were interviewed for the special education paraprofessional openings – currently four positions to fill, two due to retirement and two to staff moving from the area. With an increase in number and needs of our special education students, the hope is to fill a total of eight positions - four existing positions, four new.

2022 WIEA Conference – see attached document/reflections

Special Education

- Special education case managers met June 2, 2022
 - Next year’s calendars
 - Para interview update
 - End of the year gathering
 - Pupil services plans - school psychologist, school social worker, Karla 6-12, Dan K-5
 - Fall in-service requests
 - Retiree gift/presentation
 - Summer orders/budget items
 - Summer school and extended school year needs
 - End of year checkout
 - Sensory paths will be installed this summer

- 134 IEP/evaluation meetings have been held this year. Sixteen new evaluations were completed with 14 qualifying for special education services and two that did not. Five students moved from the district and seven opted to homeschool (primarily due to the pandemic). 103 Bayfield students currently have an IEP. A number of special education referrals are anticipated to be submitted in the fall of 2022.

 [WIEA 2022 Reflections.pdf \(2,423 KB\)](#)

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.