

School Board Report and Update
Eagle Elementary School
Mr. Matt Stich, Principal
Tuesday, June 13th at 7:00 PM

News and Noteworthy

June was a busy month at Eagle Elementary School. Students and staff participated in:

- Color Run
- Field Day
- 6th Grade Promotion
- Kindergarten Promotion

Curriculum/Instruction/Assessment

S.T.R.E.A.M. Academy (Summer School) will begin Monday June 12th and run through June 29th. New course options this year are “Intro to Coding”, “Robotics”, and “Zumba.” The MS/HS added “Speed Camp” and “Fitness for Life”. Academic courses are available to students in English Language Arts and Mathematics at the elementary level.

Professional Development

- Over the summer Chris Ketterhagen and Matt Abshire will be collaborating with the 5th and 6th grade teachers at Palmyra Elementary to begin rolling out implementation plans for the new social studies textbooks.
- Justine Haima will be attending a three day Readers Workshop Professional Development Workshop so that she can support the literacy needs of teachers at Eagle Elementary next fall.

Thanks and Appreciation - Acknowledgments

- I would like to thank everyone in PEASD for helping me during my first year as a principal. I appreciate all the support that I was given over the year, and I am excited to kick off my second year.
- Thank you to all Summer School teachers for their commitment to student learning this month. Summer School is a great opportunity to provide hands on learning and reduce “summer slide.”

School Board Report and Update

Palmyra Elementary School

June 13, 2017 - 7:00pm

1. Curriculum/Instruction/Assessment

- **Data Retreat** - Our leadership team recently met to review testing results including a look at MAP, AIMSweb, and Forward Exam. The good news is that our teachers have all seen significant growth for a majority of their students! The leadership team is going to be spending time over the summer spending quality time analyzing our data and making plans for next year.

2. News and Noteworthy

- **End of Year Promotion** - Our sixth grade held its sixth grade picnic and awards ceremony last week to celebrate the end of their elementary career. Everyone had a great time.
- **Art and Music Festival** - Students in fifth and sixth grade entertained those attending our Art and Music Festival. Thanks to Kasara Sinkula for organizing the music portion of the event. Thanks to Mrs. King who showcased artwork from all grade levels. There were many comments about the quality of work the students showed. The PES Home & School providing free ice cream to all families attending.
- **Color Run** - We wrapped up the school year by having all students participate in a color run. This is a wonderful way to end the year and raise money at the same time.
- **Family Night Carnival**- We had a great turnout. Both elementary schools were equally represented. Students had the opportunity to play carnival – style games and won prizes from the redemption center. A giant slide, bounce house, and Adrenaline Rush was set up for children to have fun on. Thank you Palmyra Home & School And Eagle PTO for sponsoring and facilitating this event.

3. Thanks and Appreciation – Acknowledgments

- I really need to thank the teachers and support staff for their dedication and work ethic in getting new initiatives off the ground, continuing to implement the existing initiatives, and for continuing to provide a warm and caring environment for our students to work in.

4. Upcoming Events and Activities

- June 14 - PES Leadership Team Data Retreat

Enjoy the summer!

School Board Report and Update
School/Building – Palmyra-Eagle High/Middle School
Principal – Kari Timm
June 13, 2017

1. Curriculum/Instruction/Assessment

Student schedules are done with all changes they requested all ready done. Students and parents will have until June 22nd to request any additional schedule changes. Summer work has been given out in AP and honors level courses for students to work on.

High school graduation and 8th grade promotion brunch were both a success. These events are the culmination of student's hard work and celebrating these types of events are some of my favorite days. I am truly proud of our students and wish them the best as they transition to the next stage of their lives.

2. News and Noteworthy

We have two teaching positions on the agenda for tonight, Spanish/EL and Agriculture. We were able to get top candidates for both of these difficult to fill positions. I am confident these two individuals will be a great additions to our staff. At this time we have one additional opening, high school special ed and Amanda Jonas and I hope to interview for that year next week.

3. Thanks and Appreciation – Acknowledgments

To all staff members who attended both high school graduation and 8th grade promotion brunch. The attendance of these staff members means a ton to both the students and myself and we had a larger staff presence at both this year than we did last year.

4. Upcoming Events and Activities

5. Miscellaneous

School Board Report and Update
School/Building –District-Wide
Director of Special Education, Pupil and Learning Services -
Amanda Jones
June 13, 2017

1. Curriculum/Instruction/Assessment

- RtI Committee had another productive year. ABC (Academic Behavior Concern) teams met frequently to collaborate and work to provide multi-tiered level of support to meet various student needs.
- Special education staff are working collaboratively with Amanda in identifying and implementing specially designed instruction to improve student outcomes, especially in the area of literacy as identified with Results Driven Accountability in Wisconsin.
- All students identified as needing to take the alternative assessment completed the Dynamic Learning Map instead of the FORWARD Exam. These students are identified as having significant intellectual disabilities.
- Results of the ACCESS for students identified as English Learners were sent home to families.
- Middle and High School student data is being carefully reviewed by Amanda, Nick Jones and Andy Pickett to improve upon RtI practices and intervention needs.

2. News and Noteworthy

- Pupil Services will be reviewing completion standards for this year's pilot year of implementation of Academic and Career Planning (ACP) and the utilization of the Career Cruising platform in order to make appropriate adjustments for next year's implementation. An additional
- Transition Team has put forth a lot of work and effort into increasing students with disabilities life skill independence and continued goal of integrated employment opportunities within our communities.
- A committee of middle and high school teachers and administrators will be receiving training in June for Fall 2017 implementation of the Olweus program. The Olweus program is an Anti-Bullying and Intervention Program, research based, that focuses on diversity and building positive climate and culture through fostered positive relationships between staff and students. The committee will consist of approximately 8 people and

these staff members will then serve as “trainers” for the rest of the staff. Please see attached pamphlet.

- Evaluations have been completed and I have met with all special education paraprofessionals, as well as special education and pupil service staff members on cycle. I have enjoyed these collaborative and professional conversations.

3. Thanks and Appreciation – Acknowledgments

- Thank you to all of the staff, students, and parents of PEASD on making this year full of collaboration to promote student success for all.

4. Upcoming Events and Activities

- Amy Richardson, District Occupational Therapist and Transition Coordinator, and myself will be receiving a grant stipend from the Transition Improvement Grant to attend Job Development Bootcamp. This will help us to improve integrated employment practices outcomes for students with disabilities. This is a week long, intensive training in the following areas:
 - Tour businesses that use diverse worker pools
 - Engage in hands-on training-elevator pitch, career portfolios, target new markets
 - An analysis of job development during economic hard times
 - Use technology for fading job support

5. Miscellaneous

- Seclusion & Restraint 2016/2017 Annual Report - Please see attached.



It is a fundamental human right for all children to be educated in a safe and humane school community.

Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is typically repeated over time.¹ Bullying is recognized as an urgent public health issue and remains prevalent in schools around the world.

Meta-analyses have revealed that bullying prevention programs are effective in reducing bullying and that those programs “inspired by the work of Dan Olweus worked best.”²

Why the Olweus Bullying Prevention Program Works:

The Olweus Bullying Prevention Program (OBPP) incorporates what researchers and practitioners have identified as best practices in bullying prevention and intervention.³

1. Focus on the whole school environment

The OBPP is a comprehensive, school-wide program that involves the entire school community in the form of school-wide interventions, classroom activities, and individual interventions. To reduce bullying, it is important to change the climate of the school and the social norms with regard to bullying. It must become normative for staff and students to notice and respond when a child is bullied or left out. Since bullying is not the sole responsibility of any single individual at a school, it requires buy-in and efforts of everyone in the school environment—teachers, administrators, counselors, other non-teaching staff (such as bus drivers, nurses, school resource officers, custodians, cafeteria workers, and school librarians), parents, and students.

2. Assess bullying at school

The Olweus Bullying Questionnaire (OBQ) is an anonymous, research-based survey administered to students that assesses the nature, extent, and location of bullying problems in a school. Adults are not always accurate in estimating the prevalence of bullying at their school and are frequently surprised by the amount of bullying that students experience, the types of bullying that are most common, or the “hot spots” where bullying happens. Surveying annually is recommended to determine program effectiveness and areas for continued attention.

3. Form a group to support bullying prevention activities

The Olweus Bullying Prevention Coordinating Committee (BPCC) is a representative group from the school that includes an administrator, a teacher from each grade, a member of the non-teaching staff, a school counselor or other school-based mental health professional, a parent, and a community representative to serve as the leadership team for program implementation at the school. The BPCC undergoes a comprehensive, highly organized two day training by a Certified Olweus Trainer-Consultant. This team then meets at least monthly to plan bullying prevention activities, train and motivate staff, students, and parents, and ensure that efforts continue over time.

4. Train all staff in bullying prevention

The BPCCC ensures that administrators, faculty, and all other staff are adequately trained to understand the nature of bullying and its effects, how to respond if they observe bullying, and how to work with others at the school to help prevent bullying from occurring. Every adult should receive clear guidance about how to identify bullying and opportunities to role play intervening in bullying situations. Initially, staff participate in six hours of training. Ongoing professional development is provided through monthly staff discussion groups.

5. Establish and enforce school rules and policies related to bullying

The OBPP recommends that schools adopt four straightforward rules about bullying:

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

Rules are taught to students and are posted throughout the school. Appropriate methods of positive reinforcement and developmentally appropriate corrective consequences are established to ensure that students are aware of adult expectations that they refrain from bullying and help students who are bullied.

6. Involve children in regular discussions about bullying

Allow for student voice in bullying prevention to engage children and youth as active partners in creating and maintaining a safe and humane school climate. Regular class meetings, or student circle discussions, are a core component of the OBPP classroom activities. Teachers (with the support of administrators) should set aside class time each week (or every other week) to discuss bullying, peer relations, and other social and emotional issues with students. These meetings help teachers keep their fingers on the pulse of students' concerns, foster mutually respectful relationships between adults and children and among peers, and provide tools for students to address bullying and other social problems. A student advisory group can also be formed to focus on bullying prevention and provide valuable feedback to adults.

7. Increase adult supervision in locations where bullying occurs

The Olweus Bullying Questionnaire provides information to help schools identify hot spots where bullying occurs, allowing the BPCCC to refine the school's supervisory system so bullying is less likely. Bullying tends to thrive in locations where adults are not present or are not vigilant. Once bullying hot spots have been identified, the BPCCC reviews and coordinates ways to increase adult presence in these locations.

8. Intervene consistently and appropriately in bullying situations

The OBPP encourages staff to intervene when bullying is witnessed, suspected, or reported, and provides training so all staff are well prepared to intervene when necessary. The six step on-the-spot intervention guides all staff in what to do if they witness bullying first-hand. Follow-up interventions provide opportunities for students, staff, and parents (as appropriate) to engage in deeper conversations about the bullying incident to develop solutions for student safety and positive growth.

9. Garner parent support for bullying prevention

The comprehensive components of the OBPP include resources that encourage parental involvement from the planning stages through implementation. Parents need to hear that the school is concerned, aware, and actively working to stop the bullying. They are an integral part of school-wide efforts, classroom activities, and in individual bullying situations involving their child. Parent meetings and ongoing communication strengthen home-school connection while building support for program implementation.

10. Provide ongoing support

OBPP implementation is a highly supported process created by a multi-layered system of consultation. School-based leadership teams receive ongoing assistance from a Certified Trainer-Consultant. This OBPP representative, in turn, receives mentoring support from the program's United States home-base at Clemson University's Safe and Humane Schools through consultation with an Olweus Technical Assistance Consultant. This tiered support structure along with materials developed by the OBPP provide schools with everything needed to implement the program with fidelity.

11. Continue efforts over time

Successful bullying prevention requires a long-term commitment. The OBPP is a framework for creating systemic change to build a school climate that discourages bullying and addresses it effectively if it occurs. Attitudes and norms in a school setting don't change overnight, but they can and will shift over time. There should be no "end date" for bullying prevention. It requires continuous attention and should be woven into the entire school environment to become a daily part of school life. The OBPP can be successfully integrated with other universal prevention efforts to create safe and humane school communities.

1. Gladden, R. M., Vivolo-Kantor, A. M., Hamburger, M. E., & Lumpkin, C. D. (2014). *Bullying surveillance among youths: Uniform definitions for public health and recommended data elements, version 1.0*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and U.S. Department of Education.

Olweus, D., Limber, S. P., Flerx, V. C., Mullin, N., Riese, J., & Snyder, M. (2007). *Olweus Bullying Prevention Program Schoolwide Guide*. Center City, MN: Hazelden.

2. Ttofi, M. M., Farrington, D. P., & Baldry, A. C. (2008). *Effectiveness of programmes to reduce bullying*. Stockholm, Sweden: Swedish National Council for Crime Prevention. See also: Ttofi, M. M., & Farrington, D. P. (2009). What works in preventing bullying: Effective elements of anti-bullying programmes. *Journal of Aggression, Conflict and Peace Research*, 1, 13-24. For additional information on the effectiveness of the OBPP, see: Olweus, D. & Limber, S. P. (2010). Bullying in school: Evaluation and dissemination of the Olweus Bullying Prevention Program. *American Journal of Orthopsychiatry*, 80, 124-134.

3. Limber, S. P. & Snyder, M. (2006). What works and doesn't work in bullying prevention and intervention. *The State Education Standard*, 24-28. See also Federal Partners in Bullying Prevention (n.d.). *Bullying prevention and response base training module*. Retrieved from <http://www.stopbullying.gov/prevention/training-center/index.html>.