

School Board Report and Update
Eagle Elementary School
Michael Marincic
September 8, 2015/7:00pm/P-EHS/MS CC

- 1. Curriculum/Instruction/Assessment**
 - EES and PES met to discuss beginning of the year assessments.
 - Continued alignment between buildings for all curricular areas.
 - Interventions for our students most in need will start the second week of school.

- 2. News and Noteworthy**
 - First Week of School Updates

- 3. Thanks and Appreciation – Acknowledgments**
 - Thank you to all of the EES students, families, and staff for another great start to the year!
 - Thank you to the wonderful custodial staff for getting our building in such great shape in such a short period of time!
 - Thank you to Justine Haima for stepping up and getting assessments started so quickly this year!
 - Thank you to Sara Scheel for making sure everything was ready to go for the first day!

- 4. Upcoming Events and Activities**
 - PTO Outdoor Movie Night – Friday, September 11 @ 7:30pm

- 5. Miscellaneous**

School Board Report and Update
Palmyra Elementary School
Steve Greenquist
September 8, 2015 7:00pm/PEHS

1. Curriculum/Instruction/Assessment

Professional Development

Prior to the start of school, teachers were involved in several professional development sessions. They took some time to receive their new tablets and were then provided training on how to use them. We also had a representative from Math Expressions here to explain the new structure of our math series and answer any questions the teachers may have had about the program. Teachers were also in-service on Lucy Calkins Reader's and Writer's Workshop. A lot of learning took place in a short amount of time, but we will continue to support our teacher's professional development as needed.

2. News and Noteworthy

Through the efforts of many people the first day of school went very smoothly. The faculty and staff were very well prepared and the rooms looked great. With the veteran staff we have at PES this makes starting the year so much easier than it would be otherwise. I have visited all the classrooms and listened to the teachers talk about their expectations and goals for the year. Everything was very positive. I also had the opportunity to discuss with the students my expectations for them as well.

Open House was very well attended and I would like to thank our Home and School for sponsoring the ice cream social and serving free ice cream. It was a big hit again this year!

New Hires – We are very excited to welcome five new faculty members to PES this year! They are as follows:

Megan Plicka - Guidance Counselor

Kasara Sinkula – Band Director

Sarah Mickelson – General Music

Kamala Bayley – First Grade

Dannielle Parker – 4K

3. Thanks and Appreciation – Acknowledgments

The first days of school went off without a hitch due to the professionalism of the PES faculty and staff. They need to be commended for the positive interactions they have daily with our parents and students.

The Custodial Crew also needs to be commended for the extremely hard work they put into this building getting it ready for the first day of school and Open House.

4. Upcoming Events and Activities

Sept. 15. Home & School Fundraiser Kickoff

Sept. 24 – Picture Day

5. Miscellaneous

School Board Report and Update
School/Building – Palmyra-Eagle High/Middle School
Principal – Kari Timm
September 8, 2015

1. Curriculum/Instruction/Assessment

Start of the school year was very successful. The earlier start time and bell schedule are working out well. We will continue to use resource time to go over the policy changes and student handbook for the first couple weeks. Students are working with their homeroom teachers during this time.

We modified the cell phone policy to a ‘Tech Go’ and ‘Tech No.’ We hope to use this to help students understand when it is appropriate to use their cell phone and devices in a school environment.

Teachers have been working on developing their ideas for resource enrichment. We have a wide variety of topics including; math and chemistry/science help labs, AP support and enrichment, sewing and paranormal activity, just to name a few. We think this will be a great opportunity to allow teachers to interact with student and expose them to different topics.

Kathy Retzke has been a huge asset in the area of curriculum. She was able to meet with all the core area teachers during in in-service and is working on a plan to move the HS/MS curriculum forward.

2. News and Noteworthy

All positions were filled by the start of the school year and the new staff is settling in well to the district. Each of their mentors along with all staff members have been instrumental in helping them start the school year off on the right foot.

Open house, 7th and 9th grade orientations were well attended and parents and students had a chance to meet with their teachers and familiarize themselves with the building before the start of school.

The cross country team hosted the annual PE Invite at Carlin Weld on Thursday 8/27. This year we had 17 teams and the meet was very organized and well run.

The Varsity football team won their first game of the year on Thursday 8/27 at Milwaukee Bay Veiw

3. Thanks and Appreciation – Acknowledgments

Everyone who work so hard to get the building ready for the start of school including’ IT staff, maintenance staff, secretaries, support staff and teachers.

To the students and teaching staff who are adjusting to a new bell schedule for the first time in a long time.

Renee Setterstrom has been instrumental in getting schedules were they need to be as we started school. She has worked endlessly on getting changes made and I wouldn’t have been able to do it without her. We will be talking about some procedures and policies to make this process better in the future.

4. Upcoming Events and Activities

Homecoming – V football vs. Parkview October 2nd

- Parade – 4:00
- Game – 7:00
- Dance – 10/3 – 7:00-11:00

5. Miscellaneous

School Board Report and Update
District
Amanda Jones – Special Education/Pupil Services
September 8, 2015

- **Curriculum/Instruction/Assessment**
 - PALS (Phonological Awareness Literacy Screening) window – Grades 1-2 Sept. 14 to Oct 9; 4K-K window Oct. 12-Nov. 6
 - Transition Team development – consisting of 2 transition teachers/OT/PT/myself to enhance the district’s integrated and inclusive vocational and transition services
 - Researching involvement with Transition Improvement Grant
 - Possibly piloting transition curriculum/lessons developed by TIG in following areas: discover of self, disability awareness, accommodations, employment education and training based on employment goals, independent living, and leading own IEPs.
 - Other possible training in PTP (Post-secondary Transition Plan) & Self-Advocacy training/curriculum (free through TIG)

- **News and Noteworthy**
 - Special Education staff In-service August 25th – staff introduction to RDA (Results Driven Accountability – federal initiative with Wisconsin focus on literacy = Reading Drives Achievement)
 - RDA focuses on “compliance + results” so students are ‘Career and College Ready’ (age 3-21)
 - Protocol for Seclusion and Restraint reporting – updated form/changes to include a comprehensive look at antecedent, incident, and follow-up information directly after incident (as recommended by DPI guidelines for documenting seclusion and/or restraint)

- **Thanks and Appreciation – Acknowledgments**
 - Thank you for welcoming me to the district. It is has been a great transition!

- **Upcoming Events and Activities**
 - I attended WCASS (Wisconsin Council of Administrators of Special Services) New Director conference in early August. Focus was on: RDA, funding, disproportionality, family engagement and RtI
 - I will be attending the following regional workshop, and have invited Patti Kies (psychologist) and Jennifer Jamison (Speech/Language –teacher program support and psychology duty assistance)

Regional Workshops (DPI) – Intellectual Disability (ID) and Significant Developmental Delay (SDD)

- Understanding the new terminology, definition, and eligibility criteria for Intellectual Disability
- Understanding the new eligibility criteria for Significant Developmental Delay
- **Miscellaneous**
 - Annual Seclusion and Restraint report for 2014-2015 school year

TO: PEASD Board of Education

FROM: Amanda Jones
Director of Special Education, Pupil, and Learning Services

RE: Annual Report: Use of Seclusion and Physical Restraint

On March 19, 2012 Governor Scott Walker signed Senate Bill 353, now 2011 Wisconsin Act 125, which guides the use of seclusion and physical restraint on pupils in Wisconsin public schools. This new law took effect on September 1, 2012.

This new law is aimed at protecting students and prohibits the use of physical restraint and/or seclusion of students except for when:

- A student’s behavior presents a clear, present and imminent risk to the physical safety of the student or to others.
- It is the least restrictive intervention feasible.

One of the stipulations of Wisconsin Act 125, is that district administration provide the school board with an annual report which includes:

- The number of incidents of seclusion and physical restraint in the previous year,
- The total number of students involved in the incidents, and
- The total number of students with disabilities involved in the incidents.

Listed in the table below is a summary of our district data on seclusion and physical restraint for the 2014-2015 school year.

2014-2015: Record of Seclusion and Physical Restraint			
Total # of Seclusion Incidents:	Total # of Physical Restraint Incidents:	Total # of Students Involved:	Total # of Students with Disabilities Involved:
27	25	3	3

***Seclusion** is defined as the involuntary confinement of a student, away from other students, in a room or area where the student is physically prevented from leaving.

****Physical Restraint** is defined as a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head.

**PALMYRA-EAGLE AREA SCHOOL DISTRICT
SECLUSION OR PHYSICAL RESTRAINT INCIDENT REPORT (rev. 8/15)**

Name of Person Completing the Report _____ School _____

Date of Report _____ (Must be filled out within 24 hours of incident)

Student Involved:

Student Name _____ Age _____ Gender _____ Grade _____

Check all that apply to student: IEP ___ 504 plan ___ Behavior Intervention Plan ___

Health Plan _____ Other (identify) _____ None of these plans ___

Description of the Behavior & Incident:

Date of incident _____

Time of incident _____

Location (be specific) _____

Description of the actions of the student before the incident that led to seclusion/physical restraint (time, location, activity, etc):

Procedure/methods used to attempt to de-escalate the student prior to using seclusion/physical restraint:

Detailed description of the incident, including actions of the student:

Description of Restraint or Seclusion & Staff Involved:

Was seclusion used? Yes ___ No ___ Was restraint used? Yes ___ No ___
(Indicate each specific time and duration)

Physical Restraint	Time:	Duration:
Seclusion	Time:	Duration:

Detailed description of the seclusion or physical restraint used:

Staff person(s) initiating, involved in, or present during seclusion/physical restraint:

Staff Name

Staff Title

Staff Name	Staff Title

Student behavior during seclusion/physical restraint: (Minimum report every 5 minutes)

Time:

Behavior:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Description of the actions of the student after the incident demonstrating the ability to return to the educational environment:

Bodily Injury of Student or Staff:

Did student or a staff member sustain bodily injury?

Yes ___ No ___

If yes, name of person(s) sustaining injury _____

Describe injury sustained _____

Follow-up, Notification, & Debriefing:

Required follow-up after the seclusion/physical restraint:

Reconvene IEP team _____ Conduct FBA _____ Develop BIP _____ Review/Revise BIP
Convene SST _____ Team Debriefing _____ Parent/Guardian conference ___Date_____ Other _____

Building Principal Contacted:

Date _____ Time _____ Method _____

Parent/Guardian Contacted:

Date _____ Time _____ Method _____

Director of Special Education, Pupil & Learning Services:

Date Paperwork Submitted _____