



Preparing Students to Be Successful for Life

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| Title: | Behavior Intervention Committee | | |
| Presenter: | Ashley Robertson & Katie Ahsell | Date: | 12/1/22 |
| Location: | Boardroom | Time: | 4:00 - 5:00 PM |

Attendance: Ashley Robertson, Anne Wing, Terri Bresnahan, Jennifer Browning, Griselda Tapia Fonc, Katie Gioia-Weiland, Lilianna Mora, Nicole McConnell, John Mitchell, Pam Kaminski, Lily Smith, Stefanie Moser, Michael Wheatley, Annette DiMaso, Sam Cecchin, Kiera Strecker, Kate Gioia Weiland, Jody Schmidt, Tracy Kassen, Melissa Garde, Joe O'Malley, Gaby Martinez, Alison Jencki

Minutes of 12/1/22 Meeting

- Celebrations were shared
 - Mentoring started at some of the schools and are seeing success in this program already.
 - The accomplishment of a student exiting Special Ed
 - In classrooms the students get the opportunity to earn Paws for laser lights to use at next assembly
 - Literary night was a success with guess readers in the classrooms
- Minutes from the 10/10/22 meeting were approved.
- Introduction of new members was completed.
- Topics from the previous meeting were reviewed.
 - Review of norms for collaboration
 - Review of Problem of Practice "Are the discipline practices in D59 equitable? Why or Why not?"
- Teams worked together to share the most important take-aways from pre-assigned readings. Then they created a summary statement to share with the committee.
 - Article 1: "Guidance to School Districts for Legal Standards and Enforcement of Civil Rights Laws Related to School Discipline," ISBE
 - Summary statement: *Districts are required to review, evaluate, and ensure practices are non-discriminatory and apply evidence-based practices to provide supportive, equitable learning environments.*
 - Article 2: Culturally Responsive Teaching and Learning Overview, Sharroky Hollie
 - Summary Statement: *In order to establish a positive and engaging culture all classrooms stakeholders should value and affirm all cultures by understanding what differences exist and work together to be proactive.*
 - Article 3: "Putting a Definition Back in Defiance" PBIS
 - Summary Statement: *If we change the way that we refer students for the 3 D's (defiance, disruption, disrespect) it will result in more equitable practices. In order to define the 3 D's you need to make it observable, measurable, and specific.*
- Teams worked together to review district discipline totals for major referrals and

suspensions by demographic groups.

- Everyone was given district discipline data numbers for this year
- Each group read over the spreadsheet and answered the question “Are the discipline practices in D59 equitable? Why or Why not?” Many committee members shared that the overrepresentation of discipline incidents for those with IEPs, EL, low-income, and students of color indicate practices are inequitable. Two members expressed a need to see other types of data.
- Next steps
 - Dr. Ahsell thanked the committee for their open honest conversation, asked the committee to continue to share and bring others to meetings to get more representative voices in the conversation, and asked the committee to begin thinking about hypothesis for disproportionalities and potential next steps and solutions.
 - Questions that came up during data review were collected to be addressed in future meetings.
 - The next meeting is scheduled for January 26, 2022.

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| Required Forms: | CCSD59 PL Sign-In | ISBE Evaluation | CCSD59 PL Sign-Out |
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[EVIDENCE OF COMPLETION FORM](#)

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| ISBE Info: | ISBE:License Renewal/PD Info | ELIS PD Entry |
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[Missed Supervisory Duties](#)