



IGNITE PASSION.

INSPIRE EXCELLENCE.

IMAGINE POSSIBILITIES.

Glen Ellyn School District 41

Superintendent Dr. Ann K. Riebock

Minutes

Parent-Teacher Advisory Committee Meeting

April 25, 2012

Present: Matt Adelman, Jen Cortez, Sharon Dunham, Stephanie Geiselhart, Patty Gill, David King, Paul Luczak, Jen Power, Julie Schmutz, Christy Thiese, Susie Thomas, Irene Atchison, Jermel Joyner, Julie Kennebeck, Erica LaForte, Jennifer Lewis, Ann Riebock

- Review of purpose/norms from agenda
- Introductions
- Review of Parent/Teacher Advisory section of ILCS/Charges
- Review of suspension data
 - Small group discussion
 - Large group discussion
 - Questions/issues raised:
 - Why the low number for Ben Franklin? Possibly because of the staggered lunches?
 - Matt Adelman stated that statistics are now being tracked for discipline incidences.
 - Do these statistics include bus incidents? Dr. Riebock stated that unless it's a major offense, most bus behavior incidents result in bus suspension only.
 - There was a request for data on percent of total (i.e., rather than just the frequency of suspension by race or disability category, also include the percent of total for each category).
 - There was a request for data on repeat suspensions, so we can tell if the suspensions are once per student for many students OR multiple suspensions for just a few students.
 - Reviewed the discipline matrix on p.15 of the Handbook. It was noted that there are no set guidelines for the number of days a student will be suspended; this is handled on a case-by-case basis. However, there is an effort toward uniformity and consistency between schools, and this is one reason for the tracking of the data.



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- A question was raised about whether disability is considered in the context of a suspension. A child's disability is considered and, if a child with an IEP receives a 10-day suspension, there is a review of the supports in place for that child.
 - Discussed the difference between in-school and out-of-school suspension.
 - There was a request for incident-specific data to compare the types of offenses: aggressive behavior versus dangerous behavior versus bullying, etc.
- Review of PBIS work district-wide
 - District motto is "Be Responsible, Be Respectful, Be Safe."
 - The district is now using SWIS, a data-tracking tool for this purpose.
 - Hadley:
 - There are two categories of work: teacher-managed and administration-managed
 - Hadley is using a "cool tool," which is a 15-minute lesson on aspects of PBIS, driven by the types of behavior issues that have been occurring most recently.
 - Tier I is a building-wide initiative; Tier II is for more serious offenses/offenders
 - Impact of PBIS, district-wide:
 - Forest Glen:
 - Incentive programs for good behavior, special lunchroom table to reward younger kids, prizes, free play time for older kids.
 - Student-by-offense data is tracked by individual teachers, so there can be comparison between and among teachers (i.e., classroom teachers versus specialists, etc.)
 - The kids seem excited, and teachers report seeing a difference in the school culture since PBIS was implemented.
 - Ben Franklin:
 - Trying to get all the teachers to implement the program and use incentives consistently.
 - Tracking "coupons" using color-coding, so it is clear where behavior is better/worse.



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- Hadley:
 - The coupons work well for grades 6/7, but by 8th grade there is some cynicism among students about the program. However, being recognized in front of peers is positive for most kids.
 - Is there a way to include "inclusion" as part of the PBIS program, to reach those kids who don't feel accepted or like they belong?
- Churchill:
 - Some children report much better classroom behavior, but lunch/recess are still issues.
- Review of Anti-Bullying work
 - Matt gave a review of the work over the past year. It began as a task force with 50 parents, teachers, and community members. This large group divided into smaller study groups, each with a specific area of investigation. The information from these groups was provided to a Work Group, which consisted of district administrators and teachers.
 - As a result of this work, tools have been implemented for reporting and monitoring, but the overall "message" could be communicated better.
 - The challenge is how to track aspects of student social and emotional well-being.
 - At Hadley, there was a video shown the first day of school. "Lisle: It Won't Happen Here."
 - What teachers have observed at Hadley is that the majority of students don't participate in bullying, but the effort has been focused on bystander behavior and teaching students ways to discourage bullying when they witness it (using peer pressure, walking away, etc.)
 - Overall, more students and parents are reporting bullying incidents now. Also, the district has gotten away from putting bully and offender together to "work it out," and this empowers victims to speak up.
- Wrap-up and Next Steps:
 - Homework for Monday:
 - Review bus behavior matrix and discipline matrix
 - Come prepared to discuss any additional points that need to be added to these matrices.

Bring recommendations/suggestions for the Culture of Care Work Group.