

Committee of the Whole Education  
Committee Minutes  
Wednesday, February 5, 2025 4:30 PM

Harlem Administration Center  
8605 North Second St  
Machesney Park, Illinois 61115

### EDUCATION COMMITTEE MINUTES

10. **EDUCATION:** (60 minutes or as needed) Began at 5:25 p.m.

Administrator: Dr. Michelle Erb, Assistant Superintendent for Curriculum & Instruction

10.A. Roll Call: Rebecca Carlson, Megan Hastings, Michelle Erb, Terrell Yarbrough, Kris Schelling-Tufte/designee

E Team members:

Loves Park – Mike Valentine

Machesney -

Maple – Emily Bjork

Marquette – Brock Morlan

Olson Park – Marya Nelson

Parker Center – Becky Swenson

Ralston – Holly Perino

Rock Cut – Ryan Reinecke

Windsor – Terese Marinelli

High School – Dr. Jeremy Bois

Middle School – Nicole Bellini

10.B. Meeting Minutes Consensus: January 8, 2025

Motion to approve

1<sup>st</sup> Erb 2<sup>nd</sup> Logan

All aye to approve

10.C. Public Comments (if any) none

10.D. Agenda Items

10.D.1. - Secondary Behavior Data (1st Semester)

-Summer Programming Proposals

Secondary District – wide

Referrals 2,636

ISS 885

OSS 260

Detentions 798

Juvenile Authorities 20

Conditional Probation Agreements 5

Referrals are down 20% in grades 6-12 from last year and multiple tardies is a major issue at the High School.

Top offenses: Excessive Tardies, Disruptive Behavior Lack of Cooperation and Not in Assigned Areas

Top locations – Student Services, Classroom and Hallway

Analysis referrals are down 20% from last year grades 6-12, Multiple tardies in 1 ay is the major issue

Kurt asked if tardies are driving this and with transition how does it look like an increase. The majority of the tardies is at the high school. Do we see the increased number of students at the building increase tardies or remaining constant.

#### HMS – 6th

Referrals 229 compared to 115 at elementary. ISS 115, OSS 24, Detentions 35, no Juvenile Authority referrals and no Conditional Probation Agreements

Top Offenses: Disruptive behavior/ LOC, Insubordination, Dangerous Behavior

Top locations: Classroom, Hallway, Bus

More male referrals than females, white population leads in referrals.

6<sup>th</sup> grade students are adjusting socially and mentally as well as academically. Elementary schools use SIFs and Middle School uses referrals

There is the least amount of referrals is 6<sup>th</sup> grade

#### HMS – 7<sup>th</sup>

320 referrals, 105 ISS, 18 OSS, Detentions 94, Juvenile Authority referrals at 3, CPA's 0

Top offenses: Disruptive behavior/LOC, Insubordination, Not in Assigned Area

Top locations: Classroom, Hallway, Bus

Reviewed all data for 7<sup>th</sup> grade

7<sup>th</sup> grade has the most referrals, with 12 students accounting for 40%

Males and Females account pretty much equally in referrals

They are focusing on building relationships

There is a focus on strategies to reduce disruptive behaviors in the classroom

#### HMS – 8<sup>th</sup> grade

Referrals 268, ISS 97, OSS 41, 7 referrals to Juvenile and 0 CPA's

Top Offenses: Disruptive behavior/LOC, Not in Assigned Area, Dangerous Behavior

Top Locations: Classroom, Hallway, Bus

Referrals decreased by 36% compared to first Semester 23/24 School Year when they were 7th graders • 50% of the students whom received referrals, only received one. • Six students made up 29% of the referrals written.

Teachers are mindful of students different classes and hall times

Free & Reduced and Male students are pretty equal in amount of referrals

By Race: White students account for the majority of referrals

Moving through the years with restructuring the building, teams being closer together has led to a decrease in tardies

The restructured bell schedule allowing five minutes to pass instead of four has helped

We constantly have supervisory staff move around the building and smart passes are very helpful

Kurt asked about Smart pass and how it impacts nurse visits is there any issues for more nurse visits, she will look into this and get back to Kurt on this after reviewing the data

#### HMS - ALL

Referrals – 817, ISS – 317, OSS – 83, Detentions – 193, JA – 10, CPAs – 0

Top Offenses: Disruptive Behavior/LOC, Insubordination, Dangers Behavior

Top Locations: Classroom, Hallway, Bus

8th grade referrals decreased by 36% compared to first Semester 23/24 School Year when they were 7th graders • 6th and 7th graders referrals increased from last year. Factors for this: different school and matrix. No SIFS • Total number of referrals decreased by 15% compared to last year and we added an additional grade level • Top Offenses severity level has decreased

All kids pass in the halls at the same time and it seems to be effective

The majority of the heavy hitters are the special education population and are in the learning lab so depending upon the group they are the ones that can carry over from year to year

Megan noted that the HMS behavioral and academic data that we have seen with transitioning the 6<sup>th</sup> grade to the HMS and seeing the 15% decrease in referrals is fantastic and shows all due to the hard work of the teachers and administrators and coming together to be successful. We did it right. She thanked everyone that put any work into the transition and is pleased with the data outcome.

Free and Reduced and Males are pretty equal in referrals

White students far outweigh the number of referrals for other races

#### HHS – 9<sup>th</sup>

Referrals at 599, ISS 161, OSS 67, Detentions 176, Referral to Juvenile 2, CPAs 3

Top Offenses: Tardy Excessive, Not in Assigned Area, Insubordination

Top Locations: Student Services, Classroom, Restroom

He reviewed the top offenses and locations, noting that students get 5 tardies, after that they get a lunch detention after 10 an after school, after 15 ISS and when 30 they would incur a day of OSS.

- Highest number of tardy referrals among all four grade levels: increase non-referral interventions for 1st quarter to combat transition struggles
- Insubordination: Most common classroom referral for 9th graders- teacher input on behaviors, work with teachers on classroom management techniques and increase contact with guardians to reduce time out of class
- The Insubordination referrals jumped from 1st to 2nd quarter (19 to 35): what changed?

Lunch detention program has been very successful as they are talked to an hour before they serve the detention.

We tracked tardies for the 5<sup>th</sup> and 7<sup>th</sup> writing up as referrals and we keep copies on these but not enter into Skyward, the numbers have gone down as a result and is very effective

The other thing is we went to a Husky Point System starting with 100 points and you need to have points to attend different events. The Restorative part is for students coming in on their own to sign a contract with an Assistant Principal to get points back to be able to attend different activities.

They have also cracked down on the cell phones as this is a great deal of the insubordination.

9<sup>th</sup> grade has the highest level of tardy referrals at 279.

Cell phones caused the insubordination jump from 19 to 35. Shane noted that they look at the cell phone referrals and teachers who write them as well as looking at the student to see if there are any patterns as well. Building relationships with students do cause the behaviors to decrease.

Teachers are constantly checking attendance on students to see what classes they are missing.

#### HHS – 10<sup>th</sup> grade

Referrals are down from 599 to 443, ISS 144, OSS 36, Detentions 138, 4 Juvenile referrals, 1 CPA

Top Offenses: Excessive tardies at 200, Not in Assigned Area, Insubordination

Top Locations: Student Services, Classroom, Commons

Out of the 10 students with the highest referral totals, only 3 have IEPs

- Not In Assigned Area: Classroom teachers are responsible for a majority of the NAA referrals, they are doing a better job of checking attendance for their class vs. others
- Sometimes coded as NAA when students leave classroom early (working with teachers on preventing that- not lining up by door, working until bell, etc.)
- Tardy referrals are almost 2/3 male

Free and Reduced and White are close in number of referrals

White population received the most referrals

Things have gotten better in the second semester

### HHS – 11<sup>th</sup> grade

Referrals 460, ISS 150, OSS 41, Detentions 144, 1 Juvenile referrals and 1 CPA

Top Offenses: Excessive Tardy, Not in Assigned Area, Insubordination

Top Location: Student Services, Classroom, Restroom

Second highest tardy referrals after 9th grade: correlation with driving & being late to start the day? • Smoking/Possession of Smoking Material is 4th highest: highest position of any grade level ○ Check if there is a link with NAA referrals • Restrooms are higher for location ○ NAA for skipping classes ○ SMO referrals- keep an eye on this with vape detectors being installed • Tardy referrals dropped significantly

Free and Reduced is the highest group for referrals with White as second

White population receives the most referrals

High tardies are probably due to shortened day or driving to school as well and traffic is crazy in the mornings.

We do have vape detectors which have been helpful to see things that are going on during the day. Restrooms are higher for location, smoking is vaping.

### HHS 12<sup>th</sup> grade

395 referrals, ISS 113, OSS 33, Detentions 145, Juvenile referrals 3, and CPA -0

Top offenses: Excessive tardies at 205, Not in Assigned Area 41, Insubordination at 38

Top Location: Student Services, Classroom, Hallway

When we do discipline and looking at the pyramid 83% have zero or one referral so in looking at that it shows the positive.

Male students responsible for 3/4 of all referrals for 12th grade ○ Large majority of them being tardy referrals • Drop in tardy referrals from 1st to 2nd qtr., but an increase in NAA (slight, 22 to 19) • 27 Insubordination referrals 2nd quarter for 12th graders ○ 11 1st qtr. ○ Most in November • Grade level with most SPED students in highest 10 referral totals (7/10)

Free and Reduced and Males received the majority of referrals and White population is top in referrals

### HHS – ALL

Rebecca asked about the points. Shane noted it is for everybody. We work with the Athletic Director and if a student goes below the 70 points they have a meeting with the coach and AD to figure out how to get points back, as it affects playing time whether you are a starter etc. It can also be drama club, plays and musicals but they normally don't lose

points. This is all tracked and there is a list that gets generated to tell kids what they have in totals. They can see for themselves and take ownership. Aaron noted he really likes this point system and gives them an opportunity to get back online and take accountability. Aaron noted that many corporations are on a point system as well.

There is always an opportunity with the point system to make it right.

Aaron asked if there is a way to implement community services as a way to get points back as well. Shane noted they have discussed this. There are many set ups for games where students could put out chairs, etc. It is in discussion.

Rebecca asked about cell phones. Shane noted that the teachers have a box that they can have cell phones remain if taken away. It was a focus at the start of the year to do this and everyone does the same way. She asked if a driving eligibility is possibility and Shane noted we could discuss and maybe talk about next year as well. It is a work in progress.

### **Summer Programming**

Becky noted elementary summer school will have changes:

History:

SAIL Grades 1-6 is 2-4 weeks

Remote learning Grades K-5

Full Day Grades K-5, 2 sessions for 3-6 weeks

Elementary Summer Learning Program K-5 (2022 & 2023)

Grades K-4 (2024)

4 weeks with invitation to targeted families

Summer Challenges

Target School Enrollment

Attendance

Knowledge of Students

Change in Funding Sources

Minimal Student Outcomes

It is a centralized program and has been held at Machesney over the past couple of years.

A smaller building is much easier

Research on summer school – John Hattie - Effect size 0.17

This research looked at 183 students with 43,977 students We want to see it at a 0.4 or higher so there is not a significant academic affect

In our own data from last year students when looking at the summer slide data there was not significant differences in iReady scores from Spring to Fall

ELA with breakdown on grade levels and attendance, 173 students last year, 27 drops 146 students attended 42 students with perfect attendance 352 absences. Perfect attendance is basically 15 school days.

ELA slide ELA average for all -2.93 summer school -3.95 not in school -2.87

Math average – 6.60, in summer school -5.86 and not in school -6.65

Any student brought up for retention the parents are talked to about attending summer school

Retention is a negative in Hattie's wheel

### Changes for 2024-2025 in light of the challenges

Weekly activities pushed out for all students

Targeted grade level practice packets set home with at-risk students as consistency helps with students as Hattie refers to in his study.

These could possibly be incentivized for students to bring their paperwork back at the start of school. The packets will be totally on paper. The activities would be pushed out electronically. Will students have the technology and can they be monitored as working on it so interventions could be implemented.

The funding is gone from Title I and ESSER.

Rebecca asked if there would be feedback to students during the summer with packets. Elana noted that many activities can be sent home for summer with report card. We will make copies but not necessarily for all. Books can be sent home with students hoping they will be read over the summer. North Suburban Library has a great summer program.

We want to make sure the activities are equitable that are offered. We still have hotspots for kids without and Chromebooks for these students.

Kurt pointed out there is no checking in on the students with no staff. Becky noted we could keep a list of students that are receiving the packets but it really isn't different than having your student go online and seek out. This may be all for nothing as parents won't really follow through. There should be support. Marya noted the targeted one is the packets and incentivizing. Kurt asked who will monitor during the summer and Jason noted probably the principals. Kurt asked how many teachers would it take to have someone monitor. Elana noted that the kids that show are probably going to be the same kids that fill out the packets. Parents were called when students would not be there and there was always a reason why they were not there. She sees this as positive as at least we are hitting some kids.

Megan agrees with Kurt but by incentivizing the packets for kids to get the information back it will yield the same result. Devices if only we put out an online activity for anything is what Megan was referring to. It needs to be available if needed. Just make all activities accessible with no barriers.

Elana asked about grade level packets and a student is not working at that grade level you can request a lower level and prefaced by the parents per Becky.

Larry noted the idea of targeting students that function below grade level – parents are looking for things to help their kids and he would want to see them have the opportunity to do something during the summer and available online that they are use to with the iReady format and continue to work on and monitored by administrators in the District. You may be talking 20 kids per building. Becky noted we don't have enough licenses for all students. Administrators can see the kids that are rostered to them. Grade level packets – Megan asked if a parent reaches out and asks for a specific grade 3 mathematics – would someone be available to get that to them for a specific if a parent needs that to help them help their child so they could get something like a video or resource.

Extended School Year – Early Childhood to Transition Age High School – funded through IDEA

Dates: June 9 – July 3 – have to have an IEP, Monday – Thursday at Windsor Elementary from 8:00 a.m. to noon

Students will qualify from the specialized programs but could have some cross categorical classrooms as well that would qualify.

Megan asked if there was backup funding if not IDEA – Shannon noted that we would. Josh noted that it is a reimbursement. We are guaranteed it per Josh.

Summer Skill Building at HMS

Available to students who will be enrolled at HMS in grades 6-8 for the 25-26 School Year

June 3 – June 27 – 18 days

Monday-Friday

No school on June 19<sup>th</sup>.

Math from 8 to 10

ELA from 10:10 to 12:10

Paid for using SIP Grant Funds available to HMS (federally funded)

In looking at the data – Summer Slide Measured through iReady there was a slight decrease in learning loss in Math SS but it does move students up to the next grade level. There was less learning loss in ELA.

Summer Credit Recovery at the HHS

Targeted for students during the 2024-2025 school year who are one or more credits behind.

June 2 – June 2 No school on June 19

June 23 – July 11, No school on July 4

8:00 am to noon

Monday-Thursday

Students fees will be associated with Summer Credit Recovery



Kurt asked about the reason why these students show up. Jake noted they have an opportunity to advance. We are offering both targeted and accelerated so it is difficult to get this data.

Larry asked if we considered offering some upper level math and accelerated classes at the high school, drama or reading. Micki said we only due summer credit recovery at the HHS.

Micki said the only noncredit recovery class she knows of is Consumer Ed as it was a requirement.

Larry noted that maybe some kids will want to get things in during the summer so Aaron noted that Rock Valley offers this.

10.E. Adjourned 7:04 p.m.

Minutes taken by Kris Arduino