

Education Committee Minutes
Tuesday, April 19, 2022 6:00 PM

Harlem Administration Center - Board Room,
8605 North Second St., Machesney Park, IL
61115
8605 North Second St
Machesney Park, Illinois 61115

MINUTES

1. Call to Order by Chair Larry Smith

2. Roll Call

Terrell Yarbrough, no to daylight savings time ,Dr. Mickie Erb, yes we should have it, Becky Logan, yes to daylight savings, Margaret Sholl, yes; Jake Hubert, no; Shannon Rice, no; Maria Bounthong, no; Marya Nelson – yes; Emily Bork yes; Becky Swenson, no; Scott Rollinson, no; Abbie Edwards, no; Lisa Clark no; Brock Morlan no; Melissa Yuska, yes; Elana Schelling Tufte no; Leah Krippner, yes but just jump to the light; John, no; Larry Smith, yes but actually change the clock four times per year by 23 minutes

3. Approval of Agenda

Motion to approve the Agenda

1st Erb 2nd Logan

All in favor

4. Approval of Meeting minutes: February 16, 2022

1st Erb 2nd Logan

All in favor

5. Comments from the Community

none

6. Sub-Committee Recommendation

Dr. Yarbrough presented the recommendation, noting that there are eight books in the high school library being challenged by one parent. A brief overview and it relates to Policy 6:231. In talking with other superintendents in the area not all districts have a policy like this. John Neisewander was head of the committee and Leah was the person that received the complaint. On January 24 a complaint was received from a parent asking we look at 8 books for removal. Per policy Mrs. Krippner was given 20 days to go through the books and complaint and read all eight. She gave her recommendation to the parent to retain all eight books in the high school library. The next thing in the process for Dr. Yarbrough met with both parents and part of Ms. Krippner's recommendation and my recommendation was to restrict access to those books to just that student but both parents were not for that and said their child had not read any of the books but wanted those books taken out of the library. Next step in the policy is for Dr. Yarbrough form a committee to look into the challenges as well so Mr. Neisewander was gracious in

heading that committee of eight, it was six high school staff and two librarians and Leah was not allowed in that step and they were tasked with reading the books and they split up into pairs and each pair read two of the books. They also were asked to give him a recommendation and he is reading the recommendation for each one of the books from that committee and I am looking at feedback from you that I can bring to the Board.

First Book: ***Lawn Boy: A Novel*** *Lawn Boy* is a coming of age story of a young man from a family on the verge of eviction and poverty who is able to find success through opening a landscaping business and becoming an artist. The book is written from a perspective that would be important for students of color and LGBTQIA+ students to read. *Lawn Boy* depicts discriminatory attitudes and at times offensive language as a means of illustrating the difficulty of coming out, something many students may struggle with themselves. It teaches important lessons about persistence, acceptance, and chasing one's dreams. The Committee recommended keeping *Lawn Boy* in circulation.

Monday's Not Coming: A Novel *Monday's Not Coming* covers difficult topics such as extreme poverty and trauma in an engaging way. None of the difficult subject matter is glamorized but it addresses real issues that impact teenagers across the country, including our students. We

Recommend *Monday's Not Coming* remains in circulation. ***Gender Queer: A Memoir*** *Gender Queer* is an authentic, honest memoir written in an engaging and highly-accessible format. Though some images and topics are blunt and/or surprising, we disagree with the claim that this Abraham Lincoln Award-nominated graphic novel should be defined as obscene material. Because *Gender Queer* depicts the author's very complex experiences with gender and sexual identity, the message it sends could not only be affirming to any student struggling to come to terms with their own identity but also instill a sense of empathy and compassion in students who may not struggle with these issues. We believe this book could be an important source of recognition and validation for some students and should remain in our library. ***Beyond Magenta: Transgender Teens Speak Out*** *Beyond Magenta* collects true stories of transgender teens' experiences with coming to their own truth and facing the opinions and reactions of others. Each teen's story is presented in their own words through transcribed interviews and they provide readers with authentic, honest stories to which they may otherwise not have access. We believe this is a potentially life-saving book for our LGBTQIA+ students and a resource for any student seeking to learn more about what it means to be transgender and understand a reality that is not theirs. ***The Bluest Eye*** *The Bluest Eye* is a dense and literary text that is full of thoughtful language and symbolism. The message and purpose are clear and powerful. The book's characters have flawed and/or toxic views on race, body image, and sexuality, which send a message about the dangers of such views and their associated behaviors. It features troubling content and some disturbing scenes, but it will likely only be read by our most mature and ambitious readers. The themes and questions it provoke the reader to consider outweigh its content concerns. We believe *The Bluest Eye* should remain available for our high school students only. ***Out of Darkness*** *Out of Darkness* is an outstanding example of historical fiction that is written through multiple perspectives and tells its story through the voices of a diverse set of characters. It addresses racism, segregation, and other difficult topics without glossing over or ignoring the realities of those issues. We believe this book is valuable and should remain in our library. ***I Am Not Your Perfect Mexican American Daughter*** *I Am Not Your Perfect Mexican American Daughter* is highly-engaging, emotional, and well-written. It provides a realistic account of a high school experience while addressing trauma, depression, suicide, and other real life issues teens may encounter. The protagonist learns from her mistakes and we do not believe the book glamorizes or endorses the more mature content that it does include. This book validates

the experiences of students who can relate to its protagonist and is an important opportunity for some of our students to see themselves represented in a text. We believe *I Am Not Your Perfect Mexican American Daughter* should remain in our library. *The Opposite of Innocent* is a quick and accessible read which acts as a cautionary tale that addresses the way adults may groom or attempt to coerce adolescents. The narrator's experiences seem quite plausible, and the threat of coercion, grooming, and abuse is something students need to be educated about. While the subject matter itself is concerning, the author deals with it in an overall mild way and the story's focus is clearly on condemning her abuser's behavior and warning readers of the possibility of being coerced or groomed. It depicts her friends trying to help her get out of the situation and it ends with the victim breaking away from her abuser. It also includes resources at the end of the book for students to use in the event they are in danger or being groomed or abused. We believe this is an important and valuable text and that it should remain in our library.

In summary, this committee does not recommend removing any of these challenged books from our high school library. While these books do discuss and depict mature topics, we believe each of them has value for our students. Many of them are authored by diverse voices and provide students with unique perspectives that would otherwise be missing from our catalogue. Furthermore, these texts offer students the opportunity to see themselves represented in the authors and/or characters, an important function of literature. A number of these books also provide resources for struggling students. We do not believe that any of the concerning material in these texts is presented without merit or purpose, nor do any of these texts glamorize or glorify harmful behavior. Removing these books from our library would be a disservice to our students, particularly those who are most in need of reaffirming or representative literature.

Dr. Yarbrough asked if any questions on the book. No questions on the books being challenged. Someone that one of the books is in the top ten books this year. No other questions or comments.

Any questions for Mr. Neisewander or Mrs. Krippner. No questions noted.

My recommendation to the Board would be to follow the recommendation of the Subcommittee and retain the books in the library. So there is a process so when this happens the district has this process and policy and he thanked Mrs. Krippner.

Larry noted that it does speak well of the District to have a policy in place.

Speaking to the policy is that it is presented at the Education Committee but no action needs to be taken but just be aware it will be taken to the full board, the recommendation to keep these books in the high school library.

Ms. Krippner noted that we had a book challenge years ago and the Board came to a 4/3 decision in favor of nay when no one read the book. They had questions and if presented at the Education Committee we could have had questions answered. So a policy and process was developed from there for due process.

Mr. Smith asked if any questions again – no questions.

7. Quarter 3 Behavior Data Plus

Slides for the District shows the first three quarters at the elementary level. Light blue is from 2019, FY 2020 where we were middle of March and last year. When looking at the data looking

at last and first columns. Elementary data shows improvement after students were reimbursed to school. Secondary we have to remember middle school and high school is like having two brand new grade levels. They have worked through bumps but Maria and Margaret are working through some issues that are the same at the elementary level.

Dr. Erb reviewed the charts attached to the Agenda. Males and females were in the 70's and now 66 so progress there. Free & Reduced was 75% and we are getting better there. Students are still over represented in the racial groups and Spanish students are lower than the District average.

Parker Center Data given by Becky Swenson, Assistant Principal

Total Student Intervention Forms 217

ISS -1 OSS – 1

Detentions –

9 students generated Level 1, 2 student generated Level 2 and 35 at SIF

Updates: PBIS, Pupmobile Incentive # of Student on CICO – 12

Attendance – 89%,

MTSS – 98 in ELA, 38 in Math Intervention, 11 ELA and 12 Math in Enrichment

ISS – 24 students being service, compared to 45 through 2nd quarter,

Staff Professional Development – Visible Learning in EC, Social Emotional Learning, Teacher Resilience & Self Care

MTSS Data – Classroom behavior data has decreased

Math units change students to demonstrate different strengths

Decrease in number of students receiving METSS and increase in number of students receiving enrichment

We are responding by increase in bus referrals, implementing a bus “blue ticket” incentive drawing

Flexible groups with TSS to service students based on need and

Ongoing problem solving meeting for students

Loves Park given by Lisa Clark, Principal

3 ISS

1 OSS

6 Detentions

Behavior type – Level 1 – 0; Level 2 – 18, # of students creating – 15

Most referrals in the free/reduced category, 54 with males and 46 female

White male received 62 referrals, 18 Hispanic, 12 Black/African, 6 2 or more races

Updates:

PBIS – Pick a Craft and School Wide Bingo, Weekly Golden Cab Card Awards to Student Leaders, 30 CICO

Attendance – 89 with 20 students working with truancy;

MTSS – 98 for ELA, 60 for Math Interventions and 36 in Enrichment

TSS – 11 groups being serviced and 71 students seen in 3rd quarter

Supporting Staff Professional Development – Chappuis Time, Resource review for future programming

Machesney Elementary given by Abbie Edwards, Principal

5 ISS
3 OSS
1 Detention
Total Level 1 – 19, Level 2 – 11
15 students generating 11
Free/Reduce generating 82 referrals, males 64 and females 36
MTSS
Increase in referrals and ISS
Increase in student participation in CICO
5 more students working with truancy
Increase in students receiving Tier 3 ELA instruction

Responding:

PD to focus on Tier 1 during A Day Planning and faculty meetings
TSS started in mid-February
Offered PD for 6th grade math
Partnership with truancy officer
Social workers are supporting students/families and classrooms with SEL

Maple Elementary given by Emily Bork, Assistant Principal

1 ISS
5 OSS
12 Detentions
1 Conditional Probationary Agreement
2 Level 1 Behavior and 20 Level 2
2 students general Level 1 and 15 students generating Level 2
60 referrals from free/reduced and 80 referrals male, and 20 female, 20 IEP, 15 504
40 Black/African, 60 white

Updates:

PBIS: Parent/Child Dances, School Store, Ice Cream Party, Pancake Breakfast
MTSS: ELA students at 54, Math interventions at 39 and Enrichment at 31
Attendance: 89%, 20 students working with truancy, 8 groups being served TSS and 57 students seen
Professional Development, Institute & SIP Day – Equity, Mini-Sessions, Scaffolding, Writing Programs, MTSS Lesson planning, Growth Mindset Data Days for Classroom teachers, feedback week in Mustang meeting

Marquette Elementary given by Brock Morlan, Principal

2 ISS
0 OSS
3 Detentions
6 Level 1 and 13 Level 2
6 students generating Level 1 and 11 generating Level 2

37 referrals for free/reduced, 21 for IEP, 100 males
67 white and 11, Black/African, 11 Hispanic, 11 2 or more

Updates:

PBIS – School-Wide Bingo, 13 in CICO

MTSS – 64 in ELA, 18 in Math and 26 in Enrichment

Attendance – 92.6% with 11 working with truancy

TSS – 7 groups being serviced and 45 students seen

PD – Classroom engagement, differentiation, math small group

MTSS Data:

Seeing movement in tiers, dismissal from services increasing

Total number of students receiving MTSS has remained constant – 80 students

There are students that are not responding to Tier 1 Instruction

Responding:

Streamlining our data collection across tiers to inform differentiated instruction

Implemented classroom walkthroughs, peer observations/videos

School wide engagement strategies

Olson Park Elementary given by Marya Nelson, Principal

2 ISS

0 OSS

10 Detentions

26 Level 1, 14 Level 2

21 students at Level 1 and 10 at Level 2

79 referrals free and reduced, 86 referrals male, 14 females, 29 504's, 14 IEP

85 Referrals white, 14 2 or more races

Updates:

PBIS – Eagles Nest, All school movie, 24 in CICO

Attendance – 92% with 13 working with truancy

MSS – 63 in ELA, 24 in Math, 81 in Enrichment

TSS – 10 groups being serviced and 50 students seen

PD – Behavior management, MSU visit and Equity work

Math, students are showing solid growth, moving from 41 needing MTSS in round 2 to only 27 in round 3

ELA growth is slower, we are targeting Phonics and phonemic awareness

Several students are struggling to be respectful

Responding:

Increased level and frequency of interventions

Targeted phonics

Started MTSS behavior plans

Increased number of CICO

Graduate 3 from CICO

Started MTSS Tier 2 Behavior Team

Ralston Elementary given by Scott Rollinson, Principal

6 ISS
2 OSS
2 Detentions
21 Level 1 and 10 Level 2
21 students generating Level 1 and 8 Level 2
Referrals 100 for Free/Reduced, 90 males, 10 IEP, 20 504
100 White generating referrals
Updates:
PBIS – Rockin Behavior Card Incentives, Mashed Potato drive, Code of Silence & Attendance trophy
4 CICO
Attendance – 93.8% with 2 working with truancy
MTSSs 52 in ELA, 30 in Math and 24 in ELA Enrichment and 15 in Math Enrichment
TSS – 13 groups being served and 40 students seen
PD – Institute & SIP Day on Equity, Mini-Sessions and Equity work at faculty meetings, MTSS, Acceleration, Writing programs, vertical articulation upcoming
MTSS Data
Several students have progressed while others have shown little to no growth
Increase in referrals for Quarter
Responding:
Moving students in and out of tiers, including from Tier 2 to Tier 3
Social worker has and continues to facilitate groups to work on peer relationships
Ongoing problem solving meetings for students

Rock Cut Elementary

18 ISS
5 OSS
32 Detentions
19 Level 1 and 63 Level 2
17 generating Level 1 and 39 generating Level 2
MTSS:
71 Referrals Free/Reduced, 71 males, 29 females, 13 IEP, 17 504, 8 ML
32 Black/African, 40 white, 16 2 or more races, 13 Hispanic, 5 Indian, 11 Asian
Updates:
PBIS Monthly School Store, Monthly Raffle, 29 CICO
MTSS – 54 in ELA, 39 in Math, and 9 in Enrichment
Attendance – 91.07% with 17 working with truancy
TSS – 12 groups being served, and 78 students seen
PD – Data reflections, poverty simulation, classroom management
MTSS
- disproportionate number of our black students represented in discipline data
- students who have multiple referrals are making their CICO points even with behaviors
Responding:
Implemented Saturday School and alternatives for consequences
Looking at PD opportunities for staff about restorative practices
Working with staff to improve relationships with students they are writing up

Monthly social work meetings to reflect on CICO practices

Windsor Elementary School by Melissa Yuska

4 ISS

2 OSS

12 Detentions

8 Level 1 and 22 Level 2

8 students at Level 1 and 17 students generating Level 2

77 referrals free/reduced, 97 males, 23 for IEP, 27 with 504

90 white referrals and 14 Hispanic

Updates:

PBIS – Popcorn and movie, Daily Buzz Buck Winners, Monthly themed dress up celebration days

7 CICO, 1 graduated

MTSS – 65 ELA, 47 Math and 20 Enrichment,

Attendance – 88.4% with 7 working with truancy

TSS – 7 groups being served, 34 students seen

PD – Engaging in social/emotional reflection and discussing curriculum & needs; conversations surrounding discipline, data tracking, and building relationships, providing teachers with strategies to further develop student number sense

MTSS:

Referrals decreased by 5 from second quarter

Several new students have been added to MTSS

Students have shown more growth in math Tier 2

Tier 3 1st/2nd grade reading groups performing at Kindergarten reading levels

Total number of students receiving MTSS has remained constant at 143

4 students from Tier 3 MTSS have had multiple rounds and qualified for Special Education

Responding

Continue to be creative in the structure/timing of groups to service

One teacher⁵ is now doing a Tier 3 Math

New first graders to our school, focus is on foundations interventions

Focus on a lot on the MTSS problem solving process

Harlem Middle School by Margaret Sholl

269 ISS

77 OSS

29 Detentions

2 referrals to Juvenile Authorities

2 Conditional Probationary Agreements

76.9 free/reduced referrals, 64.2 males, 32.8 IEP, 11.9 504, 4.4 ML, 35.8 females

Black/American 19.7, white 61.6, 2 or more at 10.3, Hispanic at 7.4

Updates:

PBIS – Weekly drawings from Pawsitives, Pawsitive Cart in the Classrooms, 20 students in CICO,

Tutoring, 424 check-ins, Student Mentors – 85 assigned

Attendance – 89.20 % with 74 working with truancy, PD – Equity Work with breakout sessions, gender support training, Happiness Advantage with Jake Hubert, Cultivating Compassions activities to support staff mental staff

MTSS Data:

Number of discipline referrals have increased

Disproportionate amount of discipline for 6/12 student groups

Select students have progressed and others have shown none

Responding –

More students moved to CICO

Differentiated Equity PD

Started SET (Student Equity Team)

SAID (Student Academic Intervention Group)

Moving students in/out of tier including Tier 2 and options for Tier 3

Harlem High School given by Maria Bounthong

168 ISS

107 OSS

20 Detentions

5 Referral to Juvenile Authorities

3 Conditional Probationary Agreements

71 Referrals free/reduced, 30 IEP, 5 504, 2 ML, 58 Males, 41 females

20 Black/African, 5 Hispanic, 13 2 or more races, 57 white

Updates:

PBIS: Breakfast and Beat the Teacher games for over 500 students with no grades lower than C, 0 referrals, 0 tardies in second quarter; CICO 16 seniors

Tutoring – 412 sign-ins, Student Mentors, 710 sign-ins, Attendance: 76% down from 84% seniors lowest at 75%, 67 students working with truancy,

PD: Continuing with equity

MSU panel

Gender Identity and your Student

Culture Shock- Equity and High School Experience

Growth V. Mastery

MTSS Data

Discipline numbers are identical from 2nd quarter

Not in Assigned Area and Insubordination are the two most frequent offenses

Decrease in ISS and OOSS

Responding:

Looking at the individual students within a subgroup that generate a large number of referrals

Focus on the two most frequent offenses and work to correct those behaviors

8. Accelerated Placement Program

Accelerated Placement Program

Tier 1 – classroom level differentiation; K-3 Talent Development specialists providing lessons

Tier 2 – Advanced Learner Program at Olson Park

- 5% from every school

- Utilize Multiple i-ready benchmark scores
- Goal is that the program reflects the makeup of the district
- MTSS enrichment groups
- Subject level acceleration

Tier 3 -Acceleration

New to Accelerated placement program

Notify families of the program and how students are identified at the Middle School and High School pre-requisite courses are the only criteria used to determine course placement and families are notified of courses and schedule in August

9. Running Start presented by Jake Hubert

We have Intergovernmental Agreements with Rock Valley College

Harlem and RVC have a one year agreement which addresses the courses and addresses HB3950 as it relates to meeting high school student IEP and 504 plans and must include a transition plan to the program

RVC notifies the district counselor within one week after midterm of any student receiving less than a C or not meeting academic standards.

Consensus to take to the Board for approval – all aye

No opposed.

10. Next Education Committee meeting: June 21, 2022 @ 6:00 PM

11. Adjournment

1st Erb 2nd Becky

The Meeting adjourned at 7:35 p.m.

Kris Arduino, Recorder