

Parent Teacher Advisory Council

Meeting Minutes

May 16, 2024

Attendees: Matt Johnson, Melissa Groot, Paul Radlinski, Anne Scalia, Chris Arnett, Bonnie Johnson, Susan Schrader, Taylor McGinnis, Lana Waters, Scott Johnson, Pamela Doll, Kimberly Hornberg, Willard Hooks Jr., Dr. Andy Barrett.

The purpose of this meeting is to comply with Policy 2:160, which identifies two standing committees: the Parent Teacher Advisory Council and the Behavioral Interventions Committee. Per the policy, the Parent Teacher Advisory Council can perform the duties assigned to the Behavioral Interventions Committee. Over the last several years, the district has had a committee that was called the Discipline Committee which has faded out over the last few years. Based on policy, the Discipline Committee is now assuming the responsibilities of the Behavioral Interventions Committee and the Parent Teacher Advisory Committee. Tonight, we will talk about what this committee can be tasked with now and in the future. These topics are outlined in the school code.

Administration of Medicine: Board policy 7:270 allows us to administer medication if the child has a School Medication Authorization (SMA) form that is signed by a doctor. Students may not possess or self-administer any prescription or non-prescription medication on school grounds except for an EpiPen or asthma medication that is prescribed by a doctor and has filed a SMA form. There are three undesignated medications that can be prescribed in the name of the district and are considered undesignated. They are Epinephrine, Opioid Antagonists, and Glucagon. The district has an order for all three of these and these undesignated medications are stored in our nurse's office. These are available during school should someone need them. The policy and ILSC states that a school nurse or trained personnel can administer these medications. Students do not need a prescription or an SMA form on file for Epinephrine or Opioid Antagonists to be administered in good faith by a school nurse or trained personnel. If a student is diabetic, there must be a Diabetic Action Plan on file for the child to be given undesignated Glucagon. Health Departments are handing out Narcan and the District may consider increasing the accessibility of Narcan during the school day and during school events. It is important to note that if someone makes a mistake and administers Narcan to someone who does not need it, it will not harm them. Right now, the district is following a narrow scope and has decided to only house undesignated medications in the nurse's office that are accessible during regular school hours. The district can consider making these undesignated medications more readily available during the school day as well as during school activities. However, doing this would create a need for staff training.

Questions: Why would this be a bigger discussion next year? (This might be something we want to discuss more as a group. It would also require more training for our staff, so we would need to look at that.) If a child has an anxiety diagnosis, and they did not get their medication before school what would you do? (The student would be referred to the nurse to call home. If it becomes critical, then we will collaborate with the parent to get a script on file to coordinate care.) For events, do the law enforcement professionals that we hire carry Narcan? (Yes, as would EMS professionals.)

School Resource Officer: We have a school resource officer that is with the Geneva Police Department. However, we also have a Memorandum of Understanding (MOU) with the Kane County Sheriff's Department. In 2014, changes were made on how law enforcement officials could be involved in the school setting. The Memorandums of Understandings that the district has on file outline the responsibilities of the school district and the police department. Annually, the district and building stakeholders meet with local law enforcement to review processes and procedures. This is coordinated by the District's Safety Coordinator, Tim Baker. It is important to note that reasonable efforts must be made to ensure that the student's parents are present when law enforcement officials are interviewing a student as part of an investigation. As administrators, we can interview a student at any given time without parental consent and the parent need not be present. The MOU allows for reciprocal reporting if we need

to share information with law enforcement. They too can also share information with designated stakeholders if something happened outside the school day.

Questions: If a parent calls the school and says school administration cannot interview their child, do we have to honor that? (School administration has the right to interview students without parent permission and without a parent present.) Under the MOU do you have to provide law enforcement with any information the student shares if they committed a felony or a crime? (The district is not required to do so, but likely would do so. There are times that the resource officer will share information with us regarding something that took place off school grounds with a student because it could affect the school environment.)

School Searches: School authorities may inspect, and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. We do have the authority to bring in police dogs to do a search. Administrators may inspect students' personal items if there are reasonable grounds for suspicion that the search will produce evidence that the student has violated either the law or the district's rules and policies. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Bullying Prevention: The district has a process to respond to bullying allegations as well as universal supports to prevent bullying from occurring. This is governed by Board Policy 7:180, which is outlined in the student handbook. In PreK-K, the District focuses on social emotional learning, acts of kindness, and what are appropriate play skills. In grades K-8, the district uses Second Step and in grades 6-12 it is taught through the health curriculum. The high school uses Mental Health Month to really focus on this area. The high school does Signs of Suicide for freshman and juniors, WIN Day, Week of Giving, and they brought in Morgan's Message and Hope for the Day. High school counselors speak in various classes about bullying prevention and signs. If bullying is reported, the district follows a formal process. Administrators participate in training on "how to respond to bullying" and how to put preventative measures in place. If someone is bullied, the school must come up with a plan on how to support that person and the perpetrator. The district has an anonymous tip line where students can report bullying. Processes are in place for informing parents/guardians of all students involved in the alleged incident of bullying within 24 hours after the school's administration is made aware of the students' involvement in the incident

Questions: Some students may think or perceive that someone is threatening even though they may not be. What do you do to apply those skills? (We offer support through counseling and social work, work with students and parents, and use mediation to talk through things with a social worker. It does happen where the perception is the reality.) Self-esteem starts around age 4, so children start noticing differences in terms of how they perceive things. The prevention piece is something that we could talk more about to educate everyone on the committee and then the community on what we do around that prevention. Is there something for teachers? (We do have a threat assessment process, which is where that would fall under. We have a staff advocate should they feel threatened. Under some of our policies our administrative team must look at that the same way.)

School Bus Safety: Bus safety is covered under board policy 4:170. Drivers are instructed to cover riding practices with the students at the beginning of each year and the riding practices are posted on the buses. We also put on the website that bus drivers can assign seats if necessary and that students should arrive at their bus stop five minutes prior to pick up time. The cameras on the buses have been upgraded recently so we can easily see the footage from all angles. All students are required to participate in a bus evacuation. The Illinois School Safety Drill Act requires us to do an annual bus evacuation with all students. Our drivers also must go over bus stop safety with the students because we have had students cross behind the bus after they get off the bus. They also cover standing back at the bus stop during pick up, because if there is horse play, we do not want someone getting knocked out in front of the bus.

Questions: As you screen and hire drivers, what about a person who is easily distracted? Is there a way to tease that out before you hire them? What about the inside voice, because that could cause a driver to be distracted? (We tell drivers to use their best judgement on inside voice. Instinctively, with the job, you must be good with kids, and we have not yet hired a driver that did not love kids, so it has not been a problem.) In the context of the American Disabilities Act, if a person has a diagnosis with background noise, is there something they can do? (It is a gray line, because you cannot have something blocking your hearing while driving a school bus.) If they have that as a medical diagnosis, do they disqualify them? (They get an IDOT physical, so it would be up to that doctor if they could drive a bus.) Has this come up? (It has not, but I think this would come up during the IDOT physical.) Do you have anything to know if the decibels are too much for the driver? (There is not a specific decibel level. Generally, it would be something like screeching, screaming, or yelling from the back of the bus.) Can the cameras see what is happening outside the bus? (We have dash cameras and we have been looking into stop arm cameras.)

Behavioral Interventions: There is a law around how we discipline a student with a disability, so we provide parents of students with policy 7:230 at their IEP meeting. We cannot expel a student from school if that student's particular act of gross disobedience or misconduct is a manifestation of their disability. We determine if it is a manifestation of their disability by planning an IEP meeting with the school team and the student's parents. For all students, our last resource would be to suspend or expel them. Those decisions are not made easily. We do disseminate student conduct information, so anything related to exclusionary discipline is documented in our Student Information System. Out-of-school suspension letters are sent to parents, Dr. Barrett, and Anne Scalia. Building administrators notify parents of in-school suspensions. One to three days of out-of-school suspension does not require us to provide services, but after four or more days we need to consider support. We have talked about looking at suspension data.

Questions: Some board members have talked about going to Safe Schools to see what it really is. Are the facilities similar or are they different from therapeutic day schools in the area? (They are different. They offer different services and have different environments. Placement for discipline is quite different than placement for special education.)

Looking ahead: The committee will meet earlier next year and meet more than once. The next agenda will include discussions around bullying prevention and processes, the storage and application of undesignated medications, and review of discipline data.