

**AGENDA & CONFIDENTIAL MEMO**  
**BOARD OF EDUCATION**  
**REGULAR MEETING**

**MONDAY, MARCH 4, 2024**  
**6:30 PM**

**HADLEY JR. HIGH SCHOOL,**  
**240 HAWTHORNE BLVD,**  
**GLEN ELLYN, IL 60137**

- I. **Call to Order**
  - A. Pledge of Allegiance
  - B. Roll Call
- II. **Social Emotional Learning - Goal Area Team Update**
- III. **Safe & Inclusive Environments - Goal Area Team Update**
- IV. **Public Participation**
- V. **Upcoming Meetings**

*All meetings are held at Hadley Jr. High School, 240 Hawthorne Blvd. unless otherwise noted.*

  - **Monday, March 18, 2024, Regular Board Meeting, 6:30 p.m.**
  - **Monday, April 15, 2024, Regular Board Meeting, 6:30 p.m.**
  - **Thursday, April 25, 2024, Special Board Workshop Meeting, Central Services Office, 793 N Main St; 6:00 p.m.**
  - **Monday, May 6, 2024, Committee of the Whole, 6:30 p.m.**
- VI. **Adjourn to Closed Session**
- VII. **Return to Open Session**
- VIII. **Adjournment**

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*Superintendent Dr. Melissa Kaczowski*

**GLEN ELLYN SCHOOL DISTRICT 41**

Ignite Passion | Inspire Excellence | Imagine Possibilities

793 N. Main Street Glen Ellyn, IL 60137



# Social Emotional Learning Goal Area Team

Committee of the Whole Meeting  
March 4, 2024

## 2023-2024 Action Steps

- Analyze school data to determine if interventions and programming meet the SEL needs of the students using our MTSS Process
- Implementation of district approved tools for SEL
- Continue training and audit effectiveness of newly identified district programs and ones already in use

# ISBE Mental and Behavioral Health

December 2023, ISBE published recommendations for implementation of mental health screenings in schools for students enrolled in kindergarten through grade 12. This report includes a landscape scan of current district-wide screenings, recommendations for screening tools, training for staff, and linkage and referral for identified students.

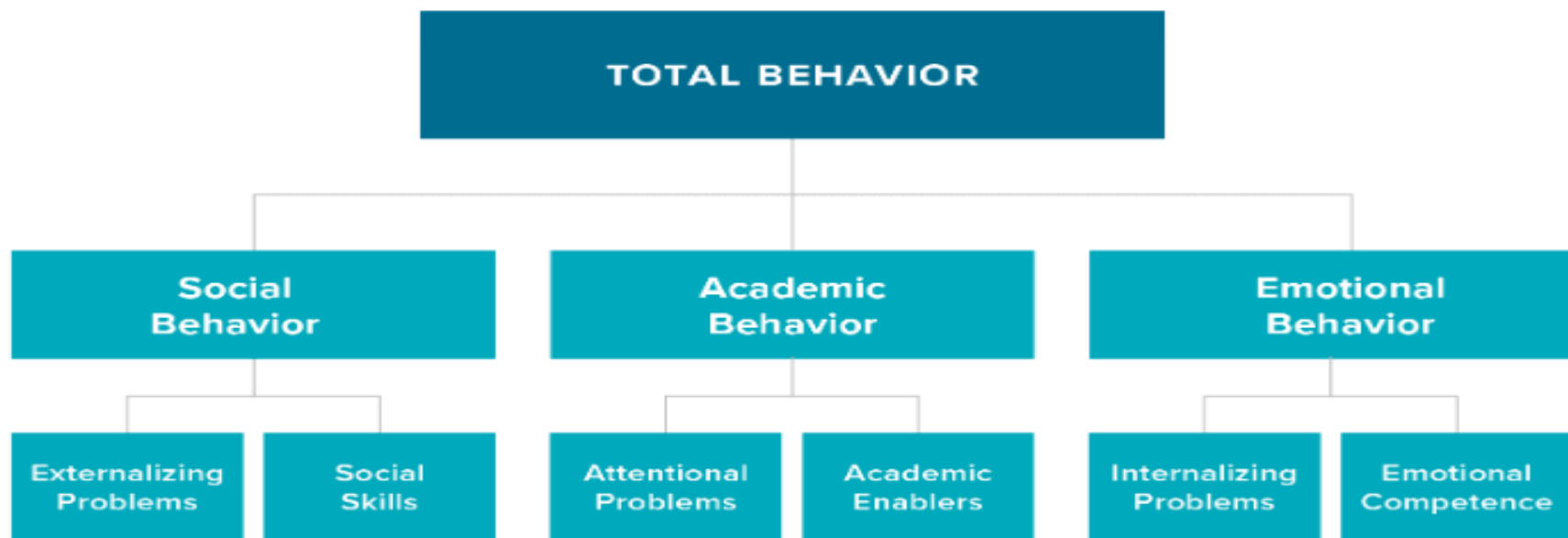
- Feedback form open from June 2023 - September 2023
- District 41 provided feedback through this form

# What is next for D41?

- Fastbridge purchased, July 2023
  - Staff trained, August to December 2023
  - Currently utilizing progress monitoring tools in Reading and Math
- SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), part of Fastbridge tools

# What is SAEBRS?

- Brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problem
- Grounded within a conceptual model stating that a student's success in school is not only related to their academic achievement, but also success within multiple behavioral domains
- Assesses the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors)
- Assesses the presence of well-being and competencies (e.g., social-emotional skills).
- Interrelated to CASEL Framework's five core SEL competencies



## 19-ITEM SCALE FOR OVERALL BEHAVIOR

- Social Behavior (6 items)
- Academic Behavior (6 items)
- Emotional Behavior (7 items)

# Completing SAEBRS

- Completed by a teacher who has worked with a student for at least one month
- To complete the **SAEBRS**, a teacher uses a 4-point Likert scale (0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always)
- Used for students in grades K through 12
- Each student rated on a total of 19 items spread across the three domains. Ratings are based on how frequently the student has displayed the stated behavior during the previous month
- Self-rating (mySAEBRS) for grades 2-12

Social Behavior	Never	Sometimes	Often	Almost Always
I argue with others.	3	2	1	0
I get along with my peers.	0	1	2	3
I lose my temper.	3	2	1	0
I disrupt class.	3	2	1	0
Other people like me.	0	1	2	3
I have trouble waiting my turn.	3	2	1	0
I am respectful.	3	2	1	0

Academic Behavior	Never	Sometimes	Often	Almost Always
I like school.	0	1	2	3
I am ready for class.	0	1	2	3
I get good grades.	0	1	2	3
I have trouble working alone.	3	2	1	0
It's hard to pay attention in class.	3	2	1	0
I participate in class.	0	1	2	3

Emotional Behavior	Never	Sometimes	Often	Almost Always
I feel sad.	3	2	1	0
I feel nervous.	3	2	1	0
I like to try new things.	0	1	2	3
I am happy.	0	1	2	3
I am worried.	3	2	1	0
When something bad happens, it takes me awhile to feel better.	3	2	1	0
I like being alone.	3	2	1	0

## Norms and Scoring

SAEBRS Scale/Subscale	Not At Risk	At Risk
Total	37+	0-36
Social Behavior	13+	0-12
Academic Behavior	10+	0-9
Emotional Behavior	17+	0-16

- Scores are compared to benchmarks
- “At-Risk” OR “Not At-Risk”
  - **Risk for Social Behavior Problems** – a student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.
  - **Risk for Academic Behavior Problems** – a student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
  - **Risk for Emotional Behavior Problems** – student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

# Why SAEBRS?

- Computer-based, brief screening assessment
- Identifies which students might benefit from Social Emotional Behavioral instruction or intervention
- Part of a comprehensive school-wide SEB curriculum
- SAEBRS data can be useful in determining how best to support students at the Tier 1 level
- For students with at-risk scores, the data can be combined with other information to design small group or individual behavioral interventions

# Implementation Plan

- Consistent with District Assessment calendar
  - Completed 3x per year
    - October (teacher must know student for at least 20 days)
    - December/January
    - April/May
- Data review cycle
  - Leader report (school and grade level scores)
  - Classroom report
  - Individual report

## Spring Pilot

- Building Leadership Team members
- Every building
- Complete SAEBRS in April 2024
- Feedback to SEL GAT
  - Ease of use?
  - Length of time?
  - Accurate to other data?

## Implementation Plan (cont.)

- Psychologists and Social Workers trained August 2023
- BLT members trained April 2024
- Building teams train teachers August 2024
- Classroom teachers teach students October 2024
- First administration October 2024
- Data review November 2024

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# Safe & Inclusive Goal Area Team

— Board Update —  
March 4th, 2024



# Introduction

The WHAT of our work

- Desire future
- GAT Goals

The HOW of our work

- Accomplished tasks: D41 DEI Definition
- Recommended next steps

The MONITORING of our work

- D41 Dashboard metrics



# Safe & Inclusive: Desire Future

## Continuous Improvement Process



- All District 41 staff, students and community members will feel welcomed, valued and safe in our classrooms, schools and workplaces.
- We will honor diversity and conduct ourselves in an ethical and respectful manner.
- Our students will leave the district demonstrating and promoting inclusive behaviors.

# Safe & Inclusive: Goals

- District 41 will establish a plan for:
  - Diversity, equity & inclusion training
  - Sharing resources and current research with teachers and staff



# Safe & Inclusive: Goals

- District 41 teachers and staff will participate in training (PD) and explore resources to:
  - Practice and implement diversity, equity, inclusion (DEI) best practices in the school community.



# Why is this work important?

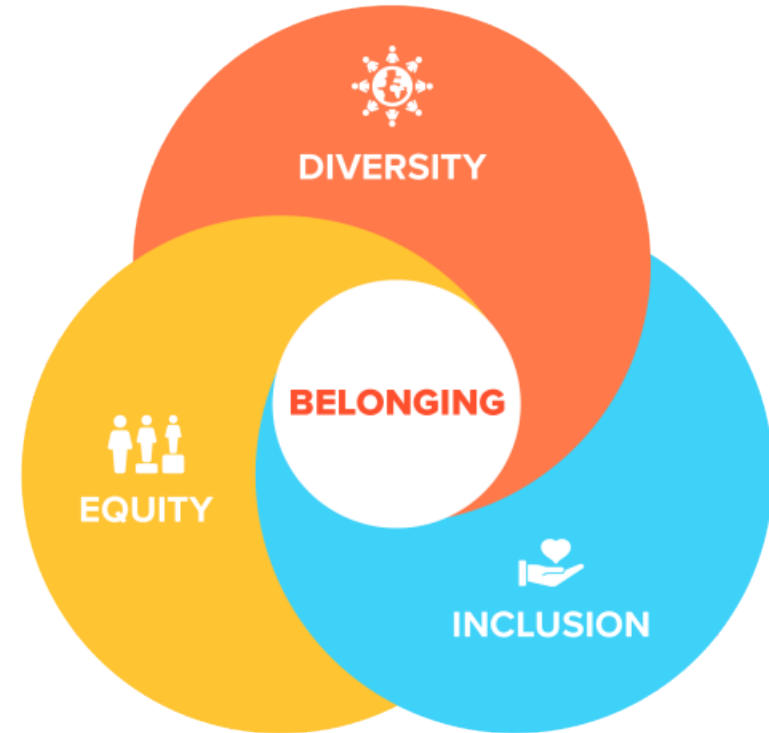
## Commitment for DEI best practices

- A sense of belonging for ALL
  - English Learners and newcomers
  - Rich cultural and linguistic diversity,
  - Diverse background and abilities
  - Variety of challenges and barriers
- Commitment for bilingualism and biliteracy for ALL
  - Dual Language, FLES, and ESL programming
- Commitment for recruiting diverse staff
- Commitment for inclusive practices



# Safe & Inclusive GAT - DEI Definition DRAFT

- A working definition **DRAFT**: *A sense of belonging*
  - Stakeholder feedback
    - Board
    - Cabinet & building administration
    - GATs feedback
    - Subcommittee feedback



# Safe & Inclusive GAT - DEI Definition FINAL

In District 41, we (Teachers, Administrators & Staff) believe that our primary mission is to empower children on their education journey. With that in mind, our commitment to Diversity, Equity, and Inclusion means:

1. Getting students confident and excited to learn
2. Leveraging students' individual strengths, background and assets for learning.
3. Celebrating the learning process for ALL students
4. Fostering a culture of community among the school staff, parents and community.
5. Reducing barriers to allow access to opportunities for ALL students
6. Creating a sense of belonging where families feel safe, respected, valued and represented
7. Respectfully acknowledge our differences and focus on our commonalities.
8. Nurturing a school community where students' strengths and unique differences are welcomed and celebrated.

# Safe & Inclusive: Next steps

Professional development (PD) & resources alignment to the DEI definition

- Deeper understanding of DEI definition across the district
- Collaboration and further alignment with other GATs and Subcommittees
  - PD needs, opportunities and challenges
  - Intentional PD offerings and a resources bank aligned to D41 DEI definition
    - Ex. Kagan, Newcomers Intake PDs, Inclusion coach, etc.
- A focus aimed to promote and support DEI best practices
  - District, School, Classroom, and Community

# D41 Dashboard Metrics: GAT Monitoring Metrics

## Safe and Inclusive Environments

English Learner Progress to Proficiency & Former EL Performance in ELA course work (22-23)

**48.3%**

ISBE Metric  
[View Data](#)

Percent of Students On Track to Obtain Seal of Biliteracy in High School (23-24)

*All ISBE-approved tests require students to achieve Intermediate High (or equivalent) in all four domains: speaking, listening, reading, and writing.*

STAMP Assessments  
[View Data \(Dual\)](#)

Percent of Students On Track to Obtain Seal of Biliteracy in High School (23-24)

*All ISBE-approved tests require students to achieve Intermediate High (or equivalent) in all four domains: speaking, listening, reading, and writing.*

AAPPL Assessments  
[View Data \(FLES\)](#)

District Teacher Demographics by Ethnicity (SY-23)

Illinois School Report Card  
[View Data](#)

District Teacher Demographics by Gender (SY-23)

Illinois School Report Card  
[View Data](#)

Teacher Retention (SY-23)

**92.2%**

Illinois School Report Card  
[View Data](#)

D41 Available Positions Filled (23-24)

**99%**

District Data  
[View Data](#)

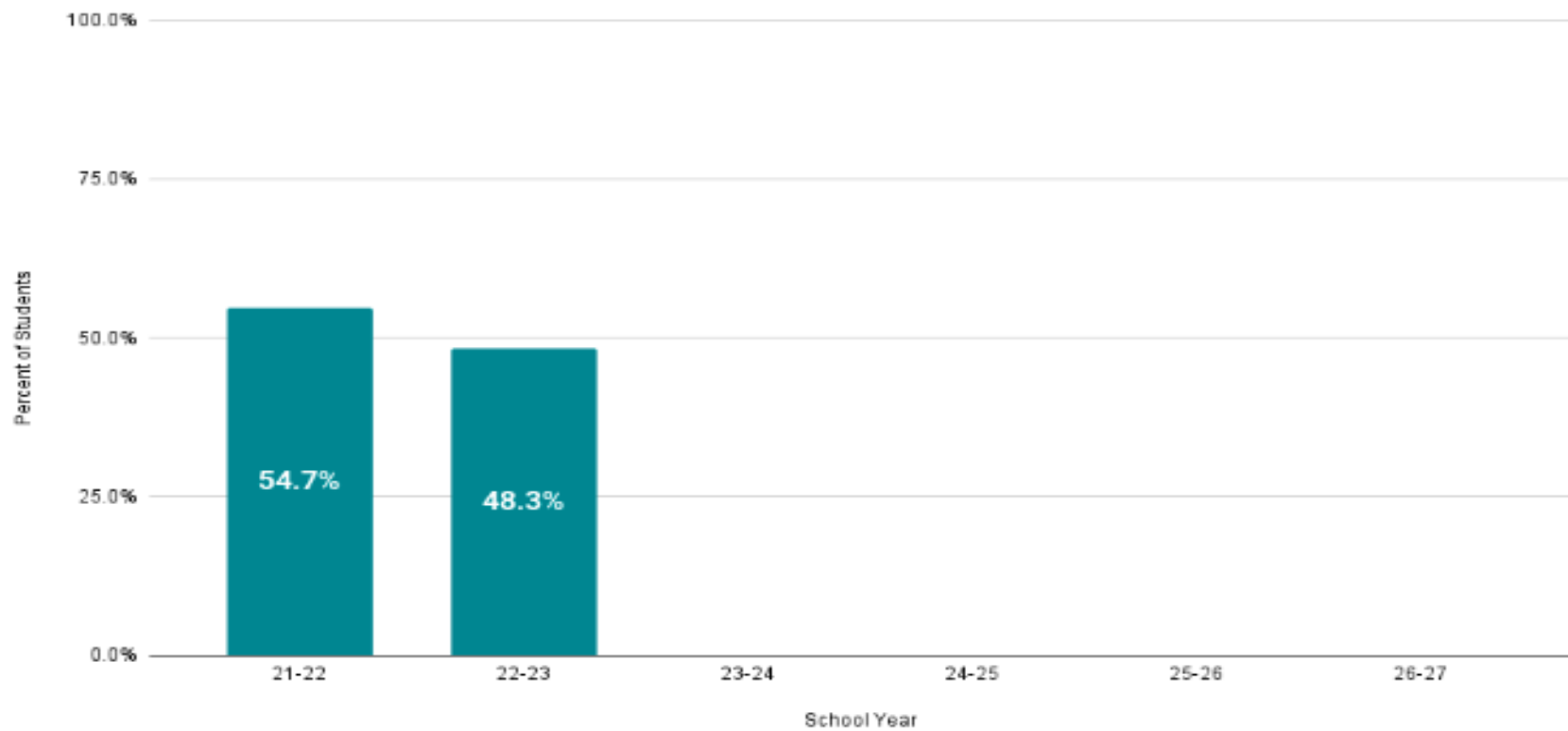
Staff with advanced degree(s) (SY-23)

**67.3%**

Illinois School Report Card  
[View Data](#)

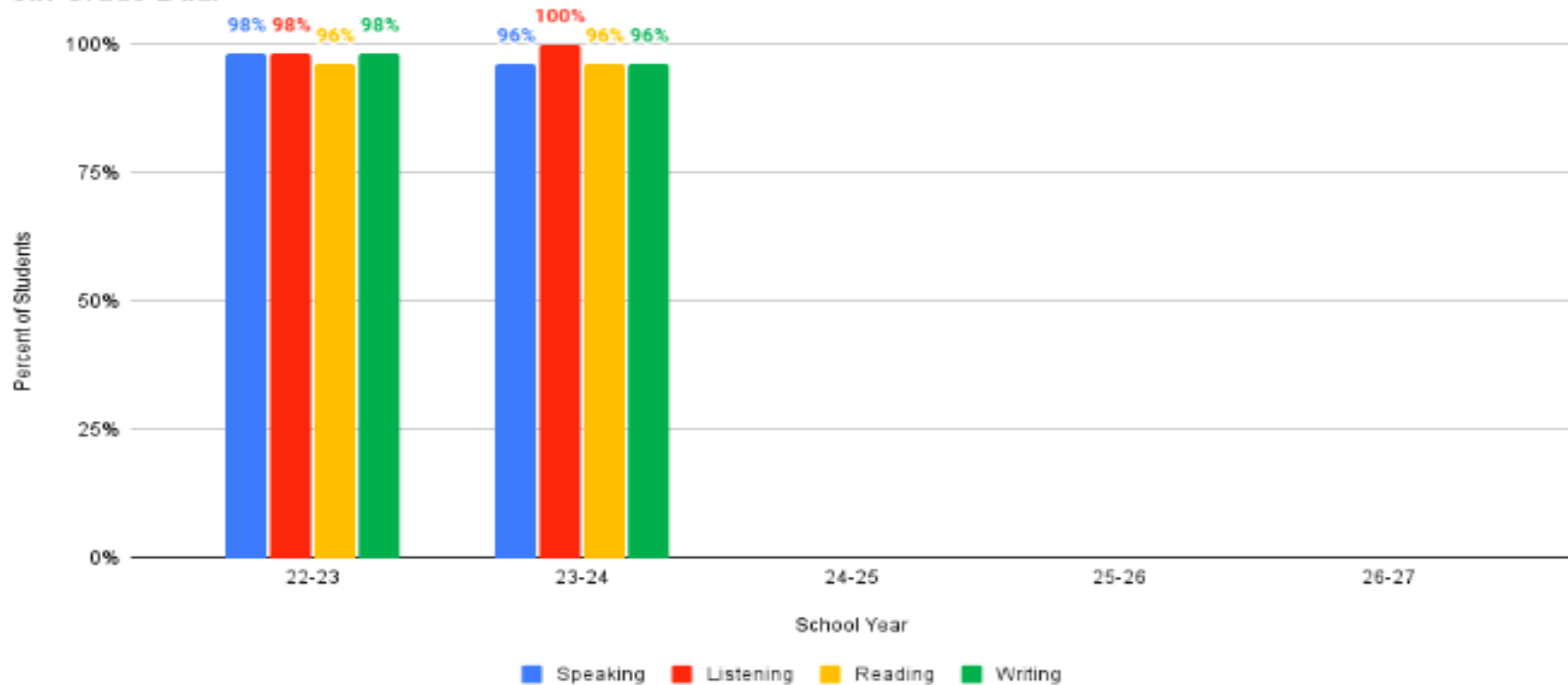
- Various data benchmarks to keep pulse on the dividends of GAT work (2023)
  - Students learning results
  - Staff recruitment and retainment
- A data set that is impacted by our work.
- NOT the only areas (data sets) our work impacts
  - Interconnection of the strategic plan

## EL Progress to Proficiency: Met Target



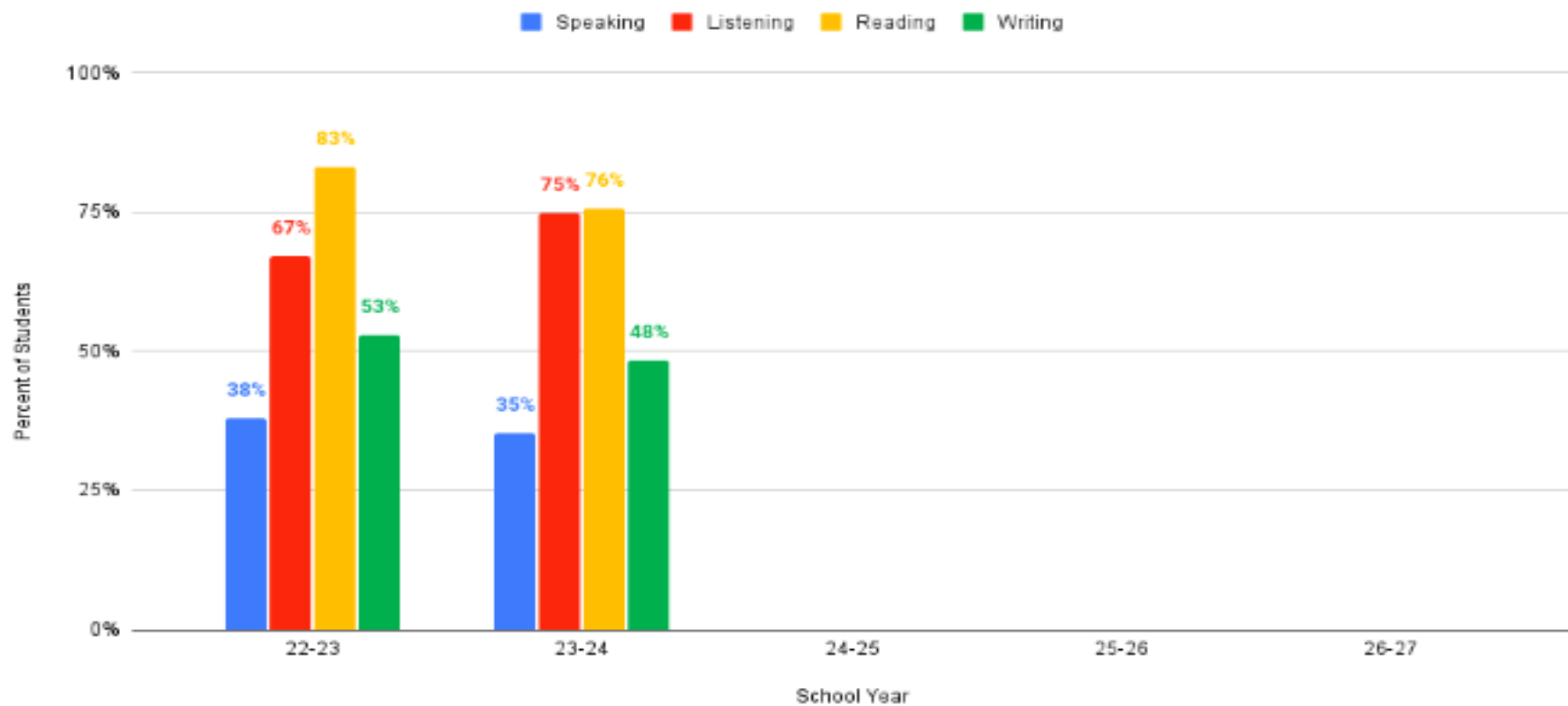
## On Track to Obtain Seal of Biliteracy in High School

### 8th Grade Dual

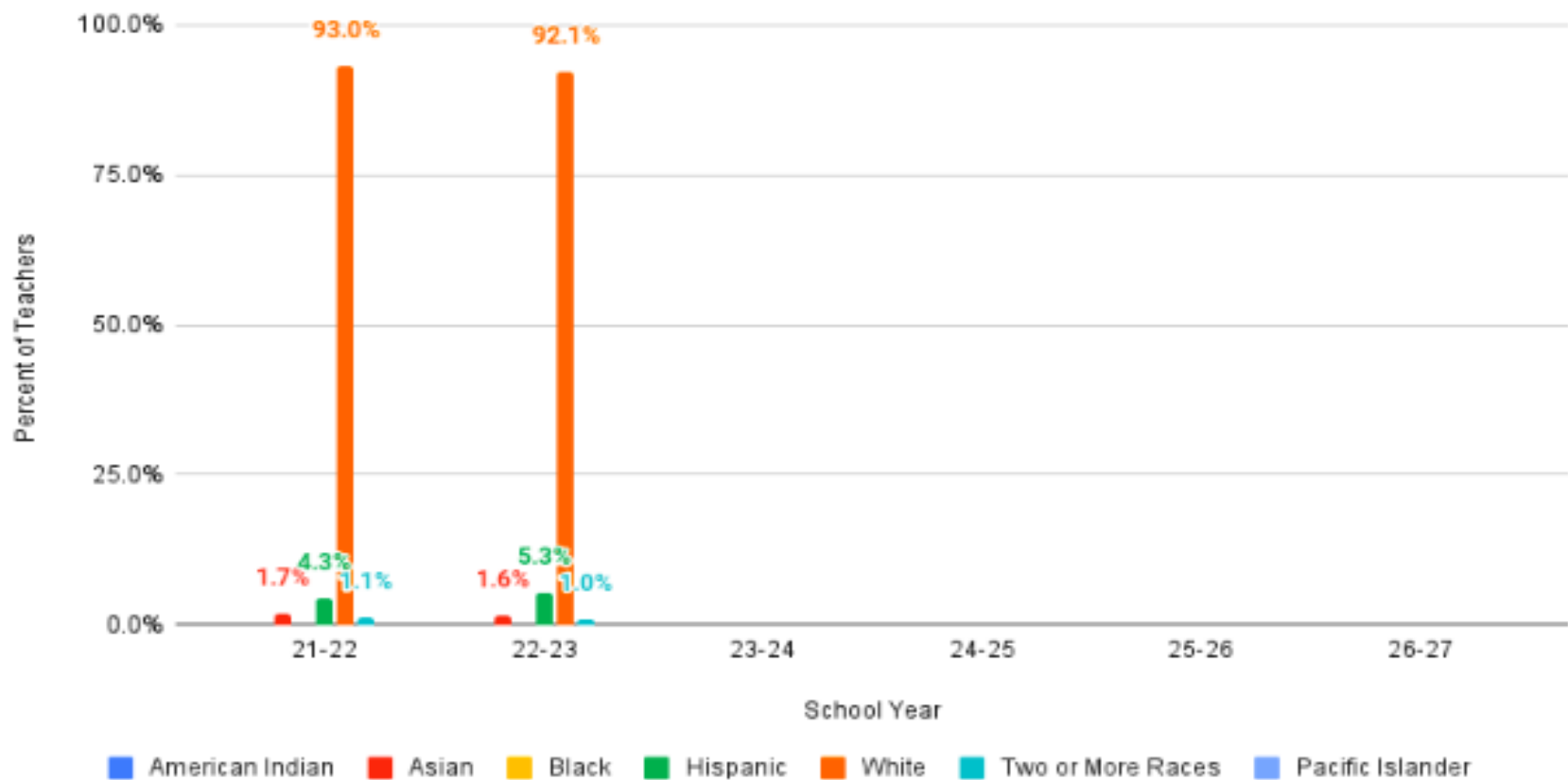


## On Track to Obtain Seal of Biliteracy in High School

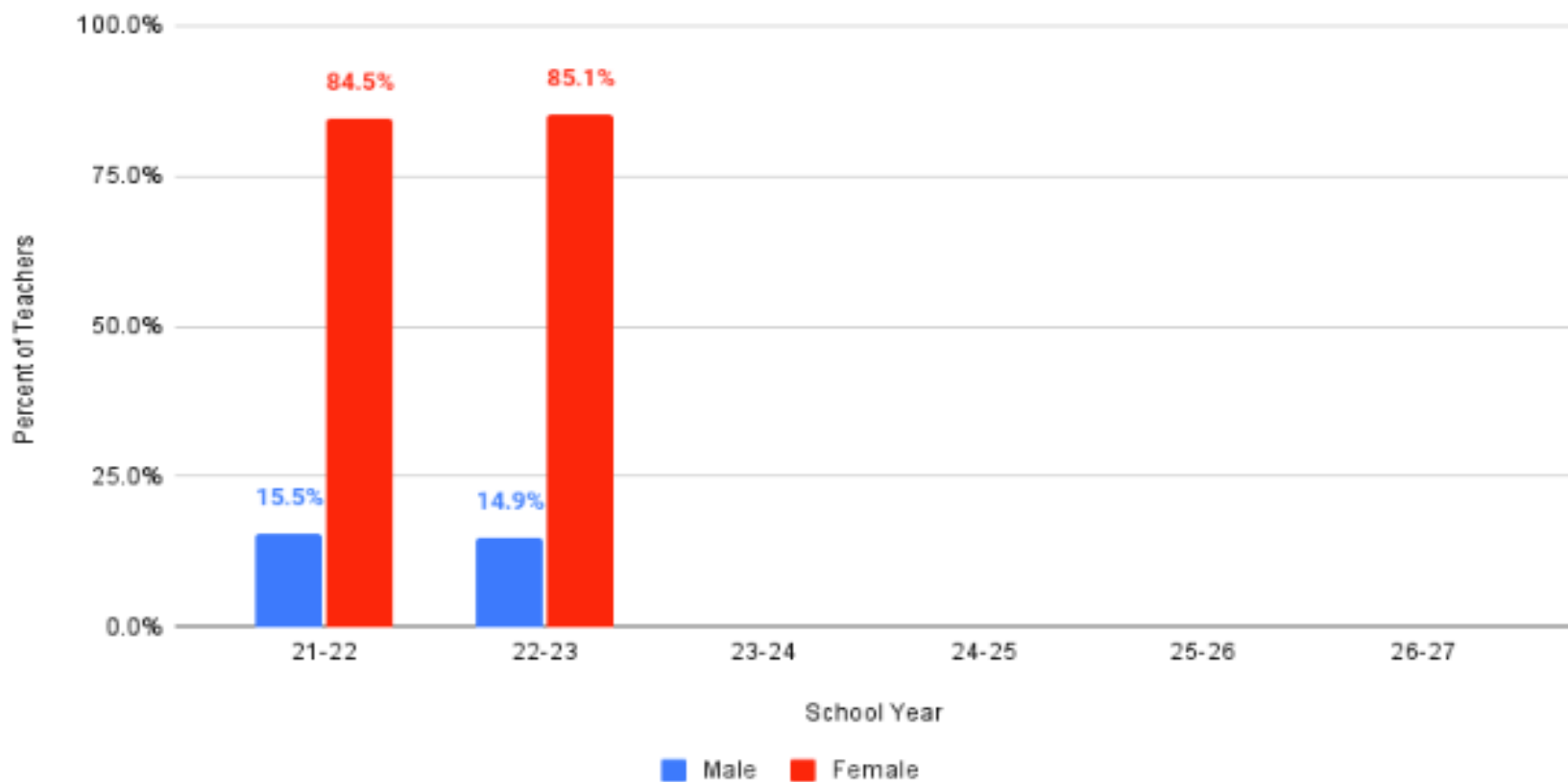
### 8th Grade FLES



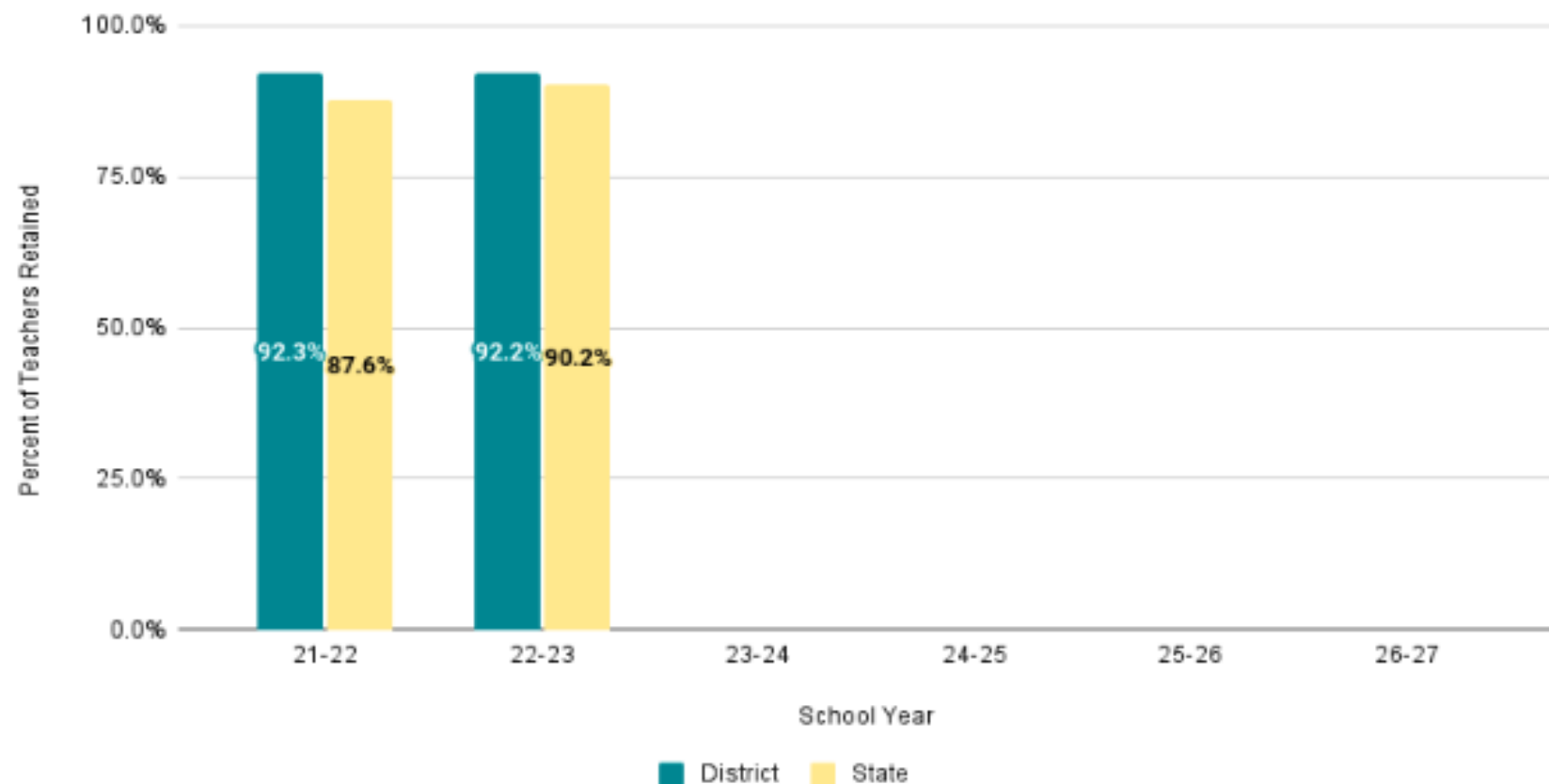
## District Teacher Demographics by Ethnicity



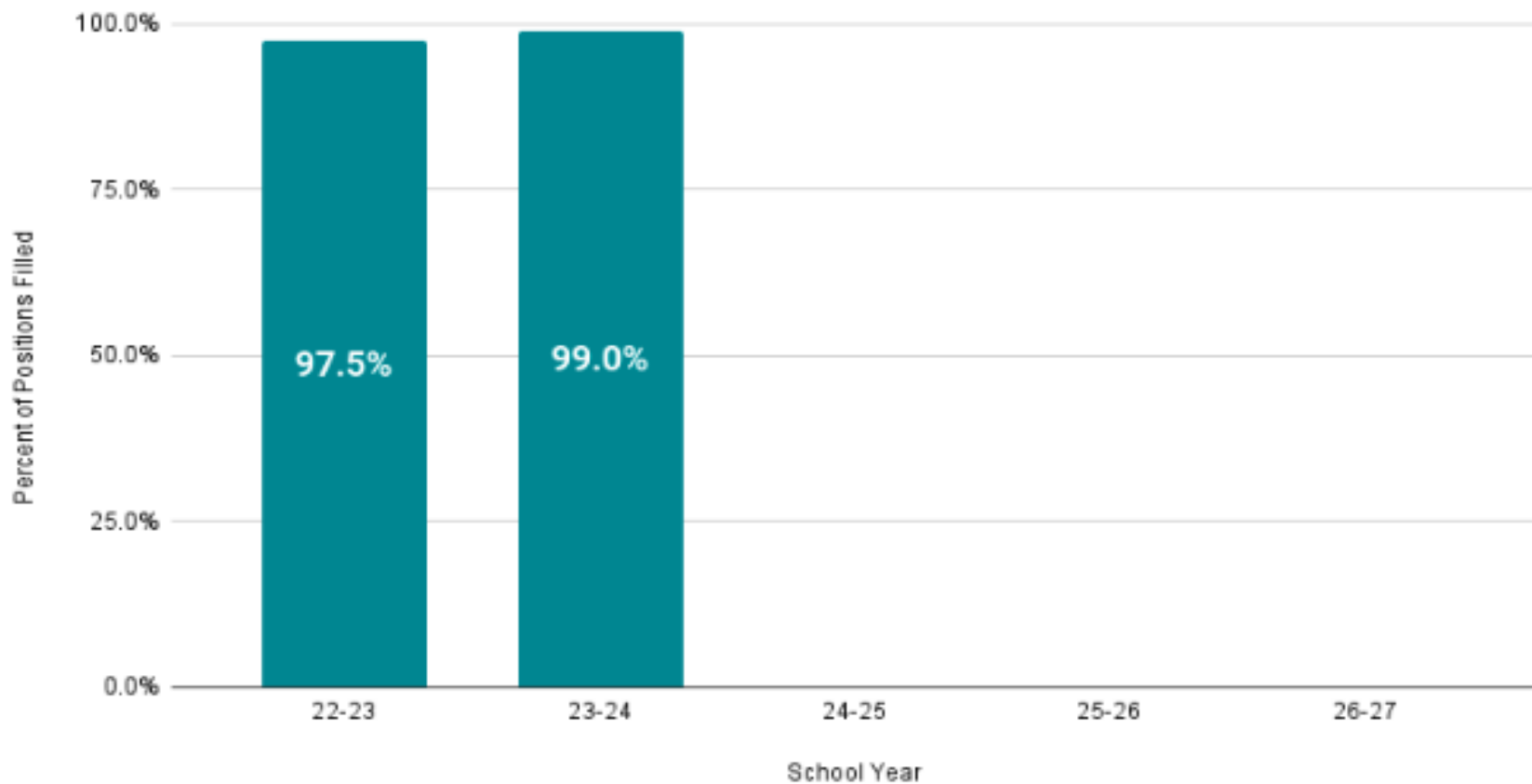
## District Teacher Demographics by Gender



## Teacher Retention Rate



## D41 Available Positions Filled



## Staff with Advanced Degree(s)

