

MEETING NOTES
EQUITY/PROACTIVE PRACTICES COMMITTEE
COMMUNITY UNIT SCHOOL DISTRICT 200
January 25, 2022

A meeting of the Equity/Proactive Practices Committee of the Board of Education of Community Unit School District 200, DuPage County, Illinois, was called to order at the School Service Center, 130 W Park Ave, Wheaton, IL on Tuesday, January 25, 2022, at 3:35 PM.

PRESENT

Board Members: Mr. Dave Long
Dr. Mary Yeboah

Staff: Dr. Jeff Schuler, Superintendent
Dr. Charlie Kyle, Asst. Superintendent of Administrative Services
Mrs. Melissa Murphy, Asst. Superintendent of Educational Services
Dr. Chris Silagi, Asst. Superintendent of Student Services
Dr. Limaris Pueyo, Director of Multilingual Learners and Equity

Review of Student Discipline Data

Dr. Charlie Kyle provided a review of the student discipline data summarized after the midpoint in the year. This included the following components:

- Discipline Disproportionality by school year (2015-16 through 1/21/22)
 - Includes ethnicity, number of out of building suspensions, enrollment, and proportionality
- 2021-22 African-American OBS (out of building suspensions) by location
- 2021-22 African-American OBS by month
- 2021 Out of Building Suspensions – Reason for suspension
- Discipline Disproportionality Committee – 2018-19 African American students with IEP data dive
 - Gender, Impact of Poverty, Family Structure, Birth Order, Timeframe Enrollment to Minor Offenses, Entry into D200, Entry Point in School Year
 - 2018-19 Referrals African-American Students with an IEP – location, and reason for referral
 - Three-Year Trends – African Americans with IEP - Month Referrals Received

There was questions/comments/discussion on the following:

- Disproportionality is what served as the basis for the equity plan.
- At the state level, exclusionary discipline practices (suspension and expulsion) are being tracked.
- The SEL and restorative practices work being done in the District.
- The importance of connecting to students in the first two-to-three months.
- The current data is where we were just before COVID in terms of discipline incidents and behaviors.
- Digging into data to identify factors we can look at to get to kids before they are suspended.
- SB 100 and the impact on the number of suspensions.
- Identification and focus on the buildings that have the most suspensions of African American students.
- The goal is to reach kids before they receive suspensions.
- Discipline and the relationship to school safety.
- Reasons for suspension – how many categories listed have discretion.
- Other districts seeing the same in terms of discipline numbers.
- There have been no expulsions since March 2020.
- The in-depth student looked for patterns/predictors/pre-indicators in the data.

- The role and impact of the behavior interventionists in buildings.
- Are there any of these that could have been handled differently? If the behavior warranted the suspension, how do we get to the students before there is a suspension?
- The need to be cognizant of the transition of new students.
- The connection to restorative practices and school connectedness – some actions might not be a threat to safety or the learning environment.
- Doing a data dive to ensure we are treating all students the same.
- Ensuring part of the quantitative analysis includes talking to students/families.
- How to get kids to trust the school and communicate to staff before fighting occurs in school.
- How can we make sure kids are in a sport or club to stay connected?
- The link between de-escalation training and restorative practices; the schedule for training at the different levels; some parts of the training will be a reiteration, some will be new.
- One thing to not lose sight of – the overall OBS numbers are low.
- When doing the data dive, utilize the same strategy to look at all of the ethnicities noted on the charts.

Update to Equity Work Plan

Mrs. Melissa Murphy and staff provided the following update:

- The addition of the two new courses being offered at the high schools – Introduction to Teaching 1 & 2. Both high schools will put our surveys to students to gauge interest. included the following components:
- Dr. Pueyo spent time at both Johnson and Pleasant Hill Elementary Schools to observe classrooms as part of the Spanish Language Arts implementation. Students are building confidence. It is exciting to see the work that is happening in that space.

There was questions/comments/discussion on the following:

- Student achievement data desegregated by student groups.
- Correcting disparities as they occur and not waiting until the end of the year.
- A series of data dives are beginning this week. Small groups of elementary teams and middle school teams are coming together to look at growth and achievement and diving in by demographic groups.
- High school teams' data dive is occurring as well.
- School calendar and testing/assessment calendar – universal screening in the fall, winter, and spring.
- Request to hear a report on the data dives and the experience of what this looks like.
- The connection of the work being done in buildings to the equity plan; ensuring that staff and community members are making that connection.
- Asking the questions we should continue to explore how to help our kids.
- Connectedness data - the 5 Essentials survey data will break this out by demographics. Can this be done with our District trusted adult survey (break out by demographics)?

Request to schedule an early March Equity/Proactive Practices Committee meeting with a focus on student learning (mid-year benchmarks for math and reading). What are we learning and how are we applying strategies and resources?

Discussion of Future Agenda Topics

None

Public Comment

Harold Lonks: Building Suspensions; Number of Hispanic Students

The meeting adjourned at 4:40 PM.