GENESEO
COMMUNITY UNIT
SCHOOL DISTRICT #228

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Board Behavioral Interventions Committee

November 3, 2026; 1:00 pm; District Office

Board Members	District Members
Diane Olson, Board Secretary Julie Robinson, Board Member	Laura Delgado, Superintendent Cassie Hanson, Henry Stark Sped Coordinator

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MEETING AGENDA

From Board Policy 2:150: Behavioral Interventions Committee. This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy *7:230, Misconduct by Students with Disabilities*, and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

Agenda:

Purpose: Review current policies and procedures related to behavior and discipline.

- Review minutes from previous meeting (January 14, 2026)
- Review student behavior data
- Review bullying data
- Establish guidelines for setting up PTAC
- New: Universal Mental Health Screener 2027-28
- New: Updated laws regarding discipline for younger learners

Addressing and Supporting Behavior Concerns

- Goals by Building/Level | GHS - GMS - ELEM
- SEL/Climate Surveys
- SEL lessons
- Classroom Interventions/Support
- Targeted support - BCBA

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Reference: Policies and procedures regarding misconduct and discipline for students with disabilities and for general student behavior.

- 7:230 Misconduct by Students with Disabilities
- 7:190 Student Behavior
- 7:20 Harassment of Students Prohibited
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
- D228 Website page on Bulling/Harassement
- Student Handbooks

Meeting Notes:

- Reviewed meeting notes from last year
    - Noted that discipline of students with IEPs has been in compliance with policy
    - Policies and procedures were reviewed last year
    - We have worked as an admin team to clarify and unify the codes and definitions for conduct across the buildings so our data is consistent and actionable
        - Elem uses internal spreadsheets for minor behaviors/dysregulation
        - Middle and High School are using Skyward's district pulse to analyze their data
    - Bullying portal is up and running. To date, there has only been one report through the portal
    - There were no further reflections
- Reviewed bullying data
    - Four cases reported (1 elem, 2 middle, 1 high)
        - Question: Was this student to student? Yes
        - Student admitted to the allegations in 3 of 4 cases
        - Noted to be fewer instances than last year
        - Bullying is most prevalent in the middle school

        - Last year if there were 2 bullies and one victim they were recorded as 2 incidents. That is only one incident and the data is reflected accurately this year.
- The team next looked at all district offenses as reported in Skyward
    - Largest offenses: disruptive behavior, aggressive behavior, insubordination
- GHS offenses reviewed
    - Top offenses- classroom misconduct, other reason, tobacco, insubordination, drug offense (THC), disruptive behavior, unauthorized area.
- GMS offenses reviewed
    - Top offenses- disruptive behavior, insubordinate, disobedient behavior
- Elementary offenses reviewed
    - Top offenses- disruptive behavior, aggressive behavior, violence without physical injury
- Team discussed the operational definition of the behavior under some of the codes. What do they mean?
- Support for vaping/THC use
    - Noted that an antivaping club has been started at GHS
    - Noted the Robert Young Center does provide drug treatment classes
- GHS has a building goal (goal 4) to use student connection survey results to strengthen relationships with students
    - Satchel Pulse survey administered spring and fall- data used to set up intervention groups
- GMS goal 3 addresses this and includes action steps
    - Building climate survey
    - Counselors teach lessons about behavior and bullying
    - School Resource Officer involved in building relationships
- Elementary
    - Social emotional learning
    - LEAFS skills
    - Ticket and incentive systems

- ISBE Mental Health Screener
    - Schools will not be required to use the mental health screener until ISBE provides a free screener
    - Once schools are required to use this, Dr. Delgado would prefer to consider using the Satchel Pulse mental health screener since the high school already uses Satchel's SEL screener.
- Discipline for Young learners
    - No more K-2 expulsions with narrow exceptions (firearm or weapon with intent to harm)
    - Superintendent sign off for K-2 suspensions beyond 3 days
    - A hard cap tied to behavior or safety plan- can only be suspended for the amount of time it takes to create a plan
    - Tighter limits for PreK- no suspensions
- **Next steps**
    - Set up a Parent Teacher Advisory Committee
        - Ms. Robinson shared that she thought this committee was to be held on an as needed basis
        - Briefly discuss how to find parents who would like to serve- perhaps PTA
        - Goal to set up PTAC by the end of this school year and to have a secondary parent and an elementary parent
    - Asked if the team felt that another meeting this year is needed
        - Team determined no. Team feels the district is on the right track with goals and actions.