



D67 Parent-Teacher Advisory/Behavior Intervention Committee Agenda/Notes

Building a Culture of Belonging and Behavior Support (75 mins)

Meeting Dates and Agendas			
October 1, 2025	November 5, 2025	February 4, 2026	April 8, 2026
Committee Kick Off	Behavior Support Central	Belonging in Action	Review of Behavior Policies
Building a Culture of Belonging and Behavior Support	A Family-Friendly Hub for Expectations, Interventions, and Tools	Building a Culture of Upstanding Through Teacher Advisory & Portrait of a Learner Part 1	Building an Understanding of our Behavior Policies
Slides Articles	Articles Slides Website	Template	Slides 7:190 Student Behavior 7:200 Suspension Procedures 7:210 Expulsion Procedures Reciprocal Police Agreement 7:150 Agency and Police Interviews

October 1, 2025

Topic/Task	Facilitator	Time Allotted	Desired Outcome	Process	Notes & Next Steps
Inclusion Activity and	Jenny	15 mins	To connect and build trust	-Enjoy treats while getting to know each other	

Purpose			Ensure alignment so that everyone knows what is expected, and how they can contribute.	<u>Why I'm Here Roundtable</u> Each person shares the following: - Name - Ages and schools of children I joined this committee because... <u>Review Purpose</u> • Parent-Teacher Advisory Committee: assists in the development of student behavior policy and procedures; provides recommendations to the Board. • Behavioral Interventions Committee: develops and monitors procedures for interventions in accordance with Board Policy 7:230; provides recommendations to the Board. Ground in mission: supporting safe, equitable, and inclusive learning environments.	
Hopes and Wishes	All	15 mins	• Develop a shared vision of goals and values. • Identify common priorities.	-Take 3-5 mins to write down your ideas on post it notes and then stick them on the larger post-it note paper on the wall. -Each member shares one hope and one wish for the committee's impact this year.	
Jigsaw Activity	All	25 mins	Engage in learning together and focusing on the key practices that shape behavior	• Divide into small groups and read a short article.	Notes Tracker

			policies • Members understand the differences, strengths, and challenges of trauma-informed systems, restorative practices, and proactive supports.. • Everyone on the committee can talk knowledgeably about behavior-policies.	• Groups discuss and identify key takeaways. • Regroup and share highlights, focusing on how practices could inform district policies and procedures.	Articles
Look Ahead	All	5 mins	Preview upcoming meetings	• November 5, 2025: Behavior Support Central: A Family-Friendly Hub for Expectations, Interventions, and Tools (Dr. Jenny Sterpin) • February 4, 2026: Belonging in Action: Building a Culture of Upstanding Through Advisory (Mr. Sam Paulsen) • April 8, 2026: Behind the Behavior: How Coaching is Shaping a Positive School Culture (Dr. Megan Eigenrauch)	
Closing	All	5 mins	Reflection	Two Dollar Summary	

November 5, 2025

<i>Topic/Task</i>	<i>Facilitator</i>	<i>Time Allotted</i>	<i>Desired Outcome</i>	<i>Process</i>	<i>Notes & Next steps</i>
Welcome/ Inclusion Activity	Jenny	10 mins	Connection	In small groups of 4, take a moment to reacquaint yourself with the articles. Assign a note-taker and someone who will present the information. Then, answer the following questions on large post-it paper: 1. Something that resonated with you – What idea or insight really stood out or connected with your own experience? 2. A question or wondering – What are you still curious about or unsure of after reading? 3. Something new you learned – What information or perspective was new to you?	
Student supports	Jenny	20 mins	Shared Understanding	• Understanding brain development and our role as teachers • Teaching and Modeling skills • Restorative practices as an alternative to traditional discipline. • Considerations for development, age, disability, and first-time behaviors.	
Scenario Discussion	Jenny/Principals	30 mins	Promote collaborative problem solving and	Present real-life scenarios involving students. In small groups, discuss appropriate responses and	Members for Group 1: Jenny, Sam, Kim, Susan, Tyra, Chuck, Megan, Hilary, Kelley

			understanding	interventions for 3 case studies. • What level of behavior is this (Level 1, 2 or 3?) • What developmental considerations are important at this age? • How might you respond in the moment? • What restorative actions could be taken? • What might be an appropriate consequence? • Would your approach differ if this was part of an ongoing pattern? Share group insights with the larger group (10 mins)	Group 1: (Kindergarten) During independent art time, a student grabs another child's crayons without asking. When the peer asks for them back, the student yells, "No! They're mine now!" and pushes the peer away. (3rd Grade) A student is overheard telling a peer, "You're not invited to my party because no one likes you." The peer becomes visibly upset and reports the incident to the lunch supervisor. (Middle School) In class, a student is caught texting under their desk. When the teacher asks for the phone, the student mutters a profanity and refuses to give it up. ----- Members for Group 2: Jamie, Jessica, Kristin, Sarah, Aleksandra, Amanda, Kevin, Katherine, Julie, Kevin, Aubrey, Molly (Kindergarten) During independent art time, a student grabs another child's crayons without asking. When the peer asks for them back, the student yells, "No! They're mine now!" and pushes the peer away. Group 2: (3rd Grade) A student is overheard telling a peer, "You're not invited to my party because no one likes you." The peer becomes visibly
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Website and Resource Review	Jenny	10 mins	Ensure parents are aware of and can easily access relevant resources	Guide parents through the school's DSS website and available resources	
Closing and feedback collection	Jenny Sterpin	5 mins	Gather feedback to plan future meetings	Instructions: Provide each parent with a post-it note. Ask them to write down one takeaway from the meeting and/or one suggestion for improvement. Collect the post-it notes as they leave.	

February 4, 2026

In attendance:

<i>Topic/Task</i>	<i>Facilitator</i>	<i>Time Allotted</i>	<i>Desired Outcome</i>	<i>Process</i>	<i>Notes</i>	<i>Next Steps</i>
<i>February 4, 2026</i>						
Inclusion Activity	Jenny	5 mins	Connection	Seen, Supported and Belonging	Each committee member is given 3 sticky notes • Seen – What is one thing a school adult did that helped your child feel known or understood? • Supported – What support made the biggest difference for your child this year? • Belonging – When did your child feel they truly belonged at school? Pair Share: Parents turn to a neighbor (or small trio) and share one insight from any category.	
Building a Culture of Upstanding Through Teacher Advisory	Sam	15 mins	-To share about the purpose and impact of the Teacher	Presentation by Mr. Paulsen		

			Advisory process			
Small Group Parent Feedback	All	30 mins	Purpose: Parents and teachers co-create simple, realistic at-home activities that intentionally build the six Portrait of a Learner competencies. Total Time: 30 minutes Group Size: 5 per group (mix of parents + at least one teacher)	Directions: Step 1: Ground the why: It's helping kids practice the same skills we value at school, at home, in natural ways. Tonight, you'll design activities families can actually use. Step 2: Assign Competencies: Each group is assigned two competencies. Step 3: Co-Design the At-Home Activity Each group will design two strong at-home activities using the structured template.	Template Group 1 Members: Jenny, Megan, Tyra, Kristin, Sarah, Kevin **Empathy & Confidence ----- Group 2: Jamie, Aubrey, Sam, Hilary, Jessica, Molly **Critical Thinking & Adaptability ----- Group 3: Chuck, Kelley B, Amanda, Julie, Aleksandra, Katherine **Communication & Citizenship	

Large Group Share Out	All	15 mins	Each small group will share their at-home activity with the whole group to support shared understanding, learning, and idea-building across families and educators.	Each group shares: • Competency • Activity name • Look Fors related to the competency • Overview of the activity • One strong parent prompt or reflection question	Families will walk away with multiple, ready-to-use ideas for reinforcing the Portrait of a Learner competencies at home while strengthening our shared language and expectations across K–8.	
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April 8, 2026

In attendance:

Focus: Behavior Policies

<i>Topic/Task</i>	<i>Facilitator</i>	<i>Time Allotted</i>	<i>Desired Outcome</i>	<i>Process</i>	<i>Notes</i>
Inclusion Activity	Jenny	5-7 mins	Connection	Seen, Supported and Belonging	1. Introduce yourself 2. <i>"In one sentence—why did you choose to be part of this committee?"</i> 3. <i>Share one way the committee met your expectations.</i>
Bullying Policy	Jenny	15 mins	Understanding of what constitutes bullying	Presentation and scenarios	
Jigsaw of Behavior Policies	All	45 mins	Develop a deeper understanding of the Board policies on behavior	1. Each group will review the policy 2. Discuss and document findings using 3, 2, 1 strategy. 3. Each group will present their learning with the whole group.	Group 1 Members: Jenny, Megan, **Policy 1: 7:190 Student Behavior ----- Group 2: Sam, Hilary, ** Policy 2: 7:200 Suspension Procedures and 7:210 Expulsion Procedures -----

					Group 3: Chuck, Amanda, Julie, Aleksandra, Jessica ** Policy 3: Reciprocal Police Agreement and 7:150 Agency and Police Interviews
Two Dollar Summary	All	5 mins	Provide Immediate insight into what committee members took away	Using a post it note, write one idea or moment from this committee that will stick with you using 10 words!	
Community Wellness Task Force				Consider joining us on April 21st at CWTF's Adult Summit	