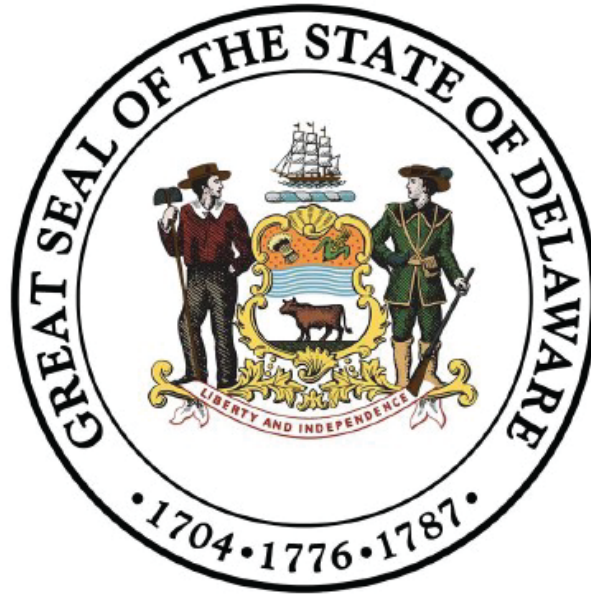


Student Behavior and School Climate Task Force Final Report



November 1, 2024
Senate Concurrent Resolution 119

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Executive Summary

This final report reflects the work of the Student Behavior and School Climate Task Force, which was created as a result of Senate Concurrent Resolution 119 in 2024 to craft recommendations that address negative student behaviors and school climate in Delaware's public schools. The Task Force was charged with reviewing current conditions and identifying legislative, regulatory and operational actions that would improve student behavior and school climate.

Specifically, the Task Force was required to examine the following:

- 1) The causes of student behavior issues, including the connection between student behavior and the social determinants of learning.
- 2) The impact of student behavior issues on student learning, including for the individual student with behavior issues as well as for their classmates.
- 3) The impact of student behavior issues on educators' job satisfaction and retention.
- 4) The effectiveness of current school discipline policies and initiatives in preventing and addressing student behavior issues, including restorative practices as adopted in Delaware and other jurisdictions.
- 5) Adoption of data-driven, developmentally-appropriate school discipline policies and interventions to improve school climate in Delaware schools.
- 6) Effective school policies related to engaging families in the process of addressing student behavior issues.

This report will provide more detail on the topics during Task Force meetings as well as recommendations for improvement.

The Task Force acknowledges that the work completed is preliminary and those involved are committed to continuing the discussion in 2025.

Task Force Introduction

Background

Senate Concurrent Resolution 119 (SCR 119), sponsored by Senator Bryan Townsend and Representative Sherae'a Moore, was passed by the General Assembly on March 12, 2024. This resolution established the Student Behavior and School Climate Task Force, which is charged with examining and recommending a course of legislative, regulatory, and operational actions related to improving student behavior and school climate.

Task Force Mandates

The Student Behavior and School Climate Task Force was mandated to develop a report with recommendations that considers or addresses all of the following:

- 1) The causes of student behavior issues, including the connection between student behavior and the social determinants of learning.
- 2) The impact of student behavior issues on student learning, including for the individual student with behavior issues as well as for their classmates.
- 3) The impact of student behavior issues on educators' job satisfaction and retention.
- 4) The effectiveness of current school discipline policies and initiatives in preventing and addressing student behavior issues, including restorative practices as adopted in Delaware and other jurisdictions.
- 5) Adoption of data-driven, developmentally-appropriate school discipline policies and interventions to improve school climate in Delaware schools.
- 6) Effective school policies related to engaging families in the process of addressing student behavior issues.

Task Force Strategy

The Task Force met every three weeks from April 2024 through October 2024. Early meetings were focused on defining the scope of the challenges facing students, educators and schools.

The Task Force heard from a variety of stakeholders involved in this area, including school districts, charter schools, professional organizations and state agencies. The input guided the conversations of the Task Force as focus turned to potential solutions. Final meetings were dedicated to reviewing and refining recommendations.

Task Force Membership

Co Chairs

Senator Bryan Townsend

Representative Sherae'a Moore

Task Force Members

Senator Eric Buckson

Senator Stella Parker Selby

Senator Laura Sturgeon

Representative Kevin Hensley

Rosalie Morales, Education Associate, School Climate

- o Designee for the Secretary of Education

Meredith Seitz, Chief of Staff

- o Designee for the Secretary of Department of Services for Children, Youth and their Families

Stephanie Ingram, President, Delaware State Education Association

Ralph Ackerman, President, Delaware School Board Association

Lisa Lawson, President, Delaware Association of School Administrators

Kevin Dickerson, President, Delaware Chief School Officers Association

Bill Doolittle, Co-Chair, Special Education Strategic Plan Advisory Council

Dorrell Green, Superintendent, Red Clay Consolidated School District

Susan Brown, Superintendent, Smyrna School District

Jay Owens, Superintendent, Indian River School District

Alison Parey, Educator, Brader Elementary School

Anita Bulischeck, Educator, Chipman Middle School

Donna Huston, Educator, Sussex Technical High School

Task Force Membership (con't)

Brittini Piser, School Counselor, Bunker Hill Elementary School

Lt. David Diana, School Resource Officer

Josette Threatts, Education Support Professional, Major George S. Welch Elementary School

Kelly Shahan, Director of Transportation, Red Clay Consolidated School District

Kim Willson, Parent Representative

Task Force Discussions

- Over a six-month period, April 2024 through October 2024, the Task Force met and discussed the current landscape related to student behavior and school climate.
- The initial meeting was used to set the course for the Task Force and to level set the group related to common language and definitions related to student behavior and school climate, outcome expectations, and Task Force composition.
- During the course of the Task Force meetings, current regulatory and legislative discipline policy was reviewed and student discipline data collection and reporting was discussed.
- The Task Force also learned about the Multi-Systems of Support Framework that schools are employing and how that can support improvements in student behavior as well as school climate. Additionally, a presentation was given by the Department of Education related to Social Emotional Learning and Restorative practices.
- Stakeholders shared the models and suggestions for improving student behavior on school buses and potential best practices.
- District Superintendents shared highlights related to school discipline practices, In-school Suspensions, and family engagement.
- Additionally, the Task Force learned more about the Consortium Discipline Alternative Programs (CDAP) and how they are structured in each county. CDAP representatives shared funding information, structure, and successes.
- The Delaware State Education Association provided data related to educator job satisfaction and retention as well as member recommendations related to improving student behavior and school climate.

Task Force Recommendations

Based on the various stakeholder presentations and corresponding discussions, the Task Force puts forward the following recommendations for consideration:

1. Data-Driven Practices

- Districts and charters utilize discipline data and referrals to identify at-risk students.*
- Districts and charters conduct annual analysis of student discipline data for updates to codes of conduct.*
- DDOE improves its statewide behavioral data acquisition and analysis system.
- Districts and charters collect and analyze data on student behavior and outcomes to assess the implementation of restorative practices and other interventions.*
- Districts and charters implement streamlined reporting processes for behavior incidents.
- Districts and charters collect data to measure progress and effectiveness of interventions.*

2. Multi-Tiered Systems of Support (MTSS)

- DDOE sets minimum standards for MTSS implementation.*
- Districts and charters establish MTSS teams to analyze data and recommend supports.*
- Districts and charters strengthen early intervention and preventive measures through MTSS.*
- Districts and charters ensure resources and training for effective MTSS implementation.*

3. Behavioral Interventions and Supports

- Districts and charters align supports with other youth-involved state agencies (DSCYF, DHSS, PBH, Family Court).
- Districts and charters provide targeted Behavioral Interventions and Supports, including FBAs and BIPs.*
- Districts and charters create clear behavioral expectations and reinforce positive behaviors.*
- Districts and charters incorporate Social-Emotional Learning (SEL) programs.*
- Districts and charters expand classroom behavioral supports and mentoring for educators.
- DDOE supports districts and charters in identifying resources for drug/addiction counseling and behavioral needs.

** Activity is currently required by statute or regulation; however, the Task Force agreed additional assistance, guidance, or resources are needed.*

Task Force Recommendations (con't)

4. Parent and Community Engagement

- Districts and charters define parent engagement and increase involvement in action plans.*
- Districts and charters engage families in discussions about school discipline policies and addressing student behavior issues.
- Districts and charters provide resources and training for parents on the impact of student behavior on school climate.
- Districts and charters create opportunities for relationship-building between families and schools.
- General Assembly extends the expiration of background checks for volunteers and considers covering the costs of background checks for lower-income families.

5. Funding and Resource Allocation

- General Assembly provides funding for experts to review school climate and discipline practices.
- General Assembly provides funding for certified behavior analysts in schools.
- General Assembly funds alternative programs for Tier 4 interventions.
- General Assembly updates Budget epilogue language related to outcome measures and funding for CDAP.
- Public Education Funding Commission Review and update funding mechanisms for equitable support across districts for students with complex behavioral challenges.
- Districts and charters fund training opportunities for transportation staff to manage student behavior.
- General Assembly provides funding for districts and charters to hire vendors/contractors to provide Social Emotional Learning (SEL) programs for staff and students.

** Activity is currently required by statute or regulation; however, the Task Force agreed additional assistance, guidance, or resources are needed.*

Task Force Recommendations (con't)

6. Legislative and Policy Framework

- General Assembly analyzes legal frameworks related to IEP disputes and procedural safeguards, for example, as it relates to burden of proof.*
- Districts and charters establish neutral mediation processes for special education disputes.*
- DDOE increases state oversight and monitoring of IEP implementation through regular audits.
- DDOE revises standards for proficiency and testing to be developmentally appropriate.
- School Climate Advisory group defines and adopts a common definition of student behavior.
- DDOE develops a model policy for discipline procedures for students with disabilities.*
- School Climate Advisory group analyzes and improves ISS models to keep students in school.
- Public School Transportation Committee implements a statewide standard school bus discipline matrix.
- DDOE develops a model policy for attendance policy for schools and districts.
- Districts and charters with support from DDOE implements research-based, developmentally appropriate curriculum to include play for grades K-3.
- General Assembly implements a statewide school cell phone policy.
- General Assembly investigates the connection between class size and outcomes regarding student behavior and school culture.
- General Assembly investigates the connection between co-teaching requirements and outcomes regarding student behavior and school culture.
- DDOE's School Climate Advisory Group collaborates with the General Assembly and education stakeholders to examine the framework of Senate Substitute 1 for Senate Bill 85 (149th General Assembly) and recommend potential changes for improvement to more fully realize the spirit of the legislation.

** Activity is currently required by statute or regulation; however, the Task Force agreed additional assistance, guidance, or resources are needed.*

Task Force Recommendations (con't)

7. Transportation Safety Measures

- Support the Public School Transportation Committee's recommendation to provide funding for cameras on all school buses.
- Provide funding to districts for a new role of Transportation Department Discipline Officer.
- Explore or pilot the Public School Transportation Committee's recommendation for lap/shoulder belts on all new buses.
- Provide additional funding to districts to offer professional training opportunities for all transportation staff.
- Provide funding for all districts to incent drivers, attendants, and students to ensure well-behaved passengers and a safe ride to school.
- Support the Public School Transportation Committee's recommendation for a Transportation Discipline Block Grant Fund which would allow for additional bus attendants.

8. Professional Development and Training

- DDOE expands training opportunities for educators in PBIS, restorative practices, and cultural competency.
- DDOE supports higher education collaborations to train future educators.
- Districts and charters provide comprehensive ongoing coaching and peer support for staff.

9. Monitoring and Accountability

- School Climate Advisory Group monitors school climate and discipline needs.
- School Climate Advisory Group asks building leadership and educational professionals what is working for them.

Appendix A:

Meeting Minutes and Presentations

SCR 119
Student Behavior and School Climate Task Force
April 4, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, Senate Chamber

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly
Representative Sherae'a Moore, Delaware General Assembly (virtual)
Senator Laura Sturgeon, Delaware General Assembly (virtual)
Senator Eric Buckson, Delaware General Assembly
Rosalie Morales, Department of Education
Alison McGonigal, Department of Services for Children, Youth and Families (virtual)
Stephanie Ingram, Delaware State Education Association
Lisa Lawson, Delaware Association of School Administrators (virtual)
Bill Dolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District Superintendent (virtual)
Valicia Cade, Capital School District Superintendent (virtual)
Jay Owens, Indian River School District Superintendent (virtual)
Alison Parey, Brader Elementary School Teacher (virtual)
Anita Bulischeck, WT Chipman Middle School Teacher (virtual)
Donna Huston, Sussex Technical High School Teacher
Josette Threatts, Caesar Rodney School District, Education Support Professional (virtual)
Kelly Shahan, Red Clay School District Transportation
Kim Willson, parent (virtual)

Members Absent

Representative Stell Parker Selby, Delaware General Assembly
Representative Kevin Hensley, Delaware General Assembly
Ralph Ackerman, Delaware School Boards Association
Shawn Larrimore, Delaware Chief School Officers Association

Support Staff

Lisa Henry, Department of Education

Members of the public

Marcille Sewell-Liningham
Shannon Griffin
Eric Romero
Taylor Hawk
Michael Rodriquez
Shay Edwards
Tammy Croce

Amy Roe
Jennifer Davis
Dawn Alexander
Kendall Massett
Cassandra Codes-Johnson
Blair Catlin Brown
Tony Carrell
Teri Lawler
Susan Veenema
Dr. Luis Cosme
Pam Weir
Megan Knight
Jenny Howard
Meredith Seitz
Jon Cooper
William Lescas
Joana Flourney
Cecilia Till
Maureen McGurk
Sarah Petrowich
Sherry Macbury

I. Opening Remarks and Task Force Introductions

The meeting was called to order at 4:00 pm by Senator Townsend, Co-Chair of the Task Force. Senator Townsend introduced Representative Sherae'a Moore as the other Co-Chair for the Task Force. Senator Townsend and Representative Moore introduced themselves and provided an overview of Senate Concurrent Resolution 119 as well as their expectations for the Task Force. Preference is to have a meeting schedule that allows the group to meet frequently to develop solutions. The Task Force will look to gather feedback from the public to help inform their recommendations. Senator Townsend requested that all Task Force Members provide a short introduction and their focus on this Task Force.

II. Topics for Task Force

Senator Townsend provided some background information that he and Representative Moore had discussed related to topics for the Task Force to work through. Topics including:

1. Student Behavior – bullying, harassment, outbursts, student disruption, physical violence (student on student; student on educator); minor and relatively minor infractions within the umbrella of student behavior
2. Drivers of Student Behavior and Scope of the problem
3. Defining the problem in Delaware – what is the data? Is the data accurate? What are the data gaps? Is there standardized data collection across the local education agencies? Are there disparities illustrated through the data?
4. Various discipline practices across the local education agencies
5. Parent accountability
6. Restorative practices – what has worked? What has not worked?

7. Are there legislative or regulatory opportunities as solutions or are there enforcement concerns?
8. What funding exists and how is it deployed? How does the mental health funding impact this topic versus other programmatic funding?

Representative Moore asked the Task Force members to share their experiences related to their intersection with the educational system as it relates to student behavior and school climate. What does student behavior mean to each of the Task Force members?

Senator Sturgeon provided the following comments: Big picture ideas – school level discipline and classroom level discipline; three stages of discipline – 1) what do we do preventively; 2) what do we do during or while the infraction is occurring; and 3) what we do post the infraction (follow through and what does that look like). Structural situations that either help or impede a classroom teacher.

Senator Sturgeon spoke specifically about class size and how that impacts building relationships with students.

Alison Parey commented that she agreed with Senator Sturgeon related to class size and relationship building. She mentioned size is important but so is the make-up of the classroom in terms of academics, behaviors, and needs. She also mentioned there is lack of development and support and training in restorative practices. Staff are expected to perform in ways that they have not been adequately trained. There needs to be time to ensure restorative practices are utilized effectively. Ms. Parey mentioned that there needs to be a well-rounded SEL curriculum.

Stephanie Ingram mentioned that students come to school with an “invisible” backpacks, meaning they come to school with social factors that are affecting the behaviors that are happening. She also mentioned that educators are pressed more and more to drive the academics which leads less and less time to create a classroom community which would prevent some of the behaviors being seen.

Bill Dolittle agreed with comments made by Senator Sturgeon. Would like the Task Force to come to a common understanding of what student behavior is. Mr. Dolittle commented that Delaware’s behavioral support system is a top heavy and reactive system.

Kelly Shahan agreed with many of the comments related to training and the need for training for school transportation staff and stated that funding needs to be allocated for this type of training for transportation. She also agreed that class size is an issue and related that to transportation and having bus aides on every bus as a way to assist with positive student behavior. Lastly, Ms. Shahan said we need to raise the bar on what we as a whole accept as acceptable behavior.

Jossette Threatts agreed with what Alison Parey stated. Stated we should try to be more proactive than reactive with our students.

Anita Bulischeck agreed that relationship building and strong bonds between teachers and students is essential. Recommended a consistent statewide approach to expectations and responses to behavior.

Donna Huston asked how do we address attendance as a behavior? She stated that the Task Force should look at attendance because if this is not addressed then we aren't preparing the students for career and college readiness.

Representative Moore requested that the attendance issue be discussed when the Task Force discusses parent accountability.

Senator Buckson stated he is looking for solutions for disruptive behavior and lack of discipline in schools. He provided some examples of disruptive behaviors in schools. He stated that the schools and students need structure and ensure accountability and enforcement of the rules.

Dorrell Green agreed with Mr. Dolittle that the Task Force needs to level set so the group is all speaking the same language. Dr. Green stated that schools are microcosms of the community and that society is changing. He also said that we need to acknowledge the changes including with technology, substance abuse, acceptance, and inclusivity. He stressed the importance of supporting educators with the ability to build relationships so that is not put on the back burner. Dr. Green also brought up addressing disengagement of students in school. He stated the Task Force should look at behaviors at each grade level, Pre-K through grade 12, to start to address early on.

Valicia Cade agreed with many of the points Dr. Green and Senator Buckson provided. She added that the Task Force should look into staffing as well as how vacancies are affecting the student behavior issues.

Senator Townsend thanked Dr. Green for bringing up the issue of technology. He also asked if there was data or best practices out there related to having a 2nd adult on buses to support this initiative. He also asked about the impact of mental health and while it is a piece of the puzzle based on the comments, it is not all.

Ms. Parey mentioned that when discussing academic expectations that the Task Force also look at what is developmentally appropriate for each age group versus just what the standardized tests think are developmentally appropriate. That we need to look at what is physically, socially and developmentally appropriate and if we aren't, are we doing a disservice to the students and the educators.

Mr. Dolittle made comments related to Department of Education data. He provided some concerns related to accurate data collection.

Senator Buckson wanted to add that data, IEPs and 504s are a problem. He discussed some mis- labeling of students and forgetting that students learn at their own pace.

Ms. Bulischeck stated her concern that medical diagnosis is now diagnosing educational issues leading to IEPs and 504s.

III. Public Comment – 2 minutes per person

Tony Carrell, previous public school educator – commented he sees student discipline as academic learning for life. He said this is about helping students be prepared for life. He mentioned that teachers are being physically hurt. He commented that with regard to structural issues, we need to do school different.

Amy Roe – commented on lead issues with children and provided some journal article information related to young children and lead poisoning.

Blair Catlin Brown, school social worker, commented that we need to help our parents. She commented that parents are struggling with what to do. She also commented that educators need help especially related to classroom size and if classroom size cannot be reduced, then teachers need more assistance in the classroom.

Joanna Flournoy, kindergarten teacher at a public school, commented about critical wrap around services, specifically for multi-language learners. There are policies that some services cannot be provided until a student has been in school for 2 years. She also agreed about attendance issues and parent accountability.

Kendall Massett, Executive Director for Charter School Network, commented that there are models related to cellphone use and provided an example of what Gateway Charter did related to cellphones. She mentioned that Positive Outcomes Charter has a best practice in attendance tracking. Lastly, she mentioned that Academy of Dover uses a program that measures and tracks student behavior on buses and follows up on the behaviors.

Megan Knight, an employee at special needs school, commented that she is seeing behavior related issues with the students at her school as well which is causing employee workman's compensation cases to significantly increase. She advocated for additional resources as well. Ms. Knight also mentioned that attendance is very important related to student discipline. She said we need to set the expectation high for students and they will strive to reach it.

Pam Weir, Executive Director for the Governor's Advisory Council for Exceptional Citizens (GACEC), explained what GACEC is and does. Requested to have a member of GACEC added to this Task Force as she believes there is overlap with the work they are doing.

Dr. Luis Cosme, District Administrator in a public school that alignment of multi-tiered levels of support across buildings, transportation, and with district plan is very important. He also commented on the misdiagnosis related to 504s. Dr. Cosme emphasized data and measures into their strategic plans and holding people accountable. He also encouraged community and student voice when discussing school culture and climate.

Shay Edwards, a transportation service employee, recommended the Task Force develop a measure to define success so improvements can be measured over time. What will success look like for topics for students, parents, educators, etc.?

Shannon Griffin, ACLU Delaware, Encouraged the Task Force to define a welcome and inclusive school. Also, asked the Task Force to provide a working understanding of restorative practices as some schools are using the term restorative practice for things they are doing, and the actions are not restorative practice. Ms. Griffin also stated that as an educational system, parental engagement is underfunded and has not been a priority in education reforms. She also stated that students struggling academically and failing is a root cause of negative student behavior.

Marcille Sewell- Liningham, representing My Sister's Keeper, provided an overview of My Sister's Keeper and the success of that program with students. She encouraged the Task Force to increase parent involvement and also reach out to programs such as My Sister's Keeper to help support this work.

IV. Meeting Schedule

The next meeting information will be sent in the next couple weeks after connecting with Task Force members related to availability to set a future schedule. Information regarding future meetings will be sent in the next couple of weeks after Task Force members connect to set a schedule.

V. ADJOURN

Senator Townsend thanked everyone for the open discussion and all their comments. He commented that he and Representative Moore will be working closely with Task Force members for future meeting discussions. He adjourned the meeting at 6:00 pm.

SCR 119
Student Behavior and School Climate Task Force
April 29, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly
Representative Sherae’a Moore, Delaware General Assembly
Senator Laura Sturgeon, Delaware General Assembly (virtual)
Senator Eric Buckson, Delaware General Assembly
Ryan Bond designee for Representative Stell Parker Selby (virtual)
Representative Kevin Hensley (virtual)
Rosalie Morales, Department of Education
Alison McGonigal, Department of Services for Children, Youth and Families
Stephanie Ingram, Delaware State Education Association (virtual)
Ralph Ackerman, Delaware School Boards Association
Lisa Lawson, Delaware Association of School Administrators
Bill Dolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District Superintendent
Valicia Cade, Capital School District Superintendent (virtual)
Jay Owens, Indian River School District Superintendent
Alison Parey, Brader Elementary School Teacher (virtual)
Anita Bulischeck, WT Chipman Middle School Teacher (virtual)
Donna Huston, Sussex Technical High School Teacher (virtual)
Jossette Threatts, Caesar Rodney School District, Education Support Professional
Kelly Shahan, Red Clay School District Transportation
Kim Willson, Parent
Britni Piser, School Counselor at Bunker Hill Elementary School (virtual)
David Diana, School Resource Officer (virtual)

Members Absent

Shawn Larrimore, Delaware Chief School Officers Association

Support Staff

Lisa Henry, Department of Education

I. Opening Remarks, Summary of April 4th meeting and approval of minutes

The meeting was called to order by Senator Townsend and Representative Moore, Co-Chairs of the Task Force. Senator Townsend provided a recap of the April 4th meeting. He quickly reviewed the minutes and Task Force members made minor amendments to the minutes. A motion was made to approve the minutes and a second was made. The minutes were approved.

II. Discussion of Current law and Protocols regarding School Discipline

Senator Townsend provided an overview of this topic and introduced Rosie Morales, DOE, to provide a presentation on the topic. He mentioned that the Task Force should focus on laws, protocols and regulations that can be addressed.

Rosie provided a presentation of a document she shared related to school Discipline Legislation and Regulations. This document lists the legislation and regulations related to school climate and discipline in Delaware. She walked through the responsibilities of various entities associated with school climate and discipline. During the presentation Task Force members referenced the school discipline report and asked several questions related to privacy limits for data and how data is captured and counted. Concerns were raised related to how data is collected and reported.

Representative Moore asked how the state reports students and occurrences. Rosie responded that the data can be disaggregated and reported by repeat offenders as well as occurrences.

The discussion moved into conversations related to interventions such as restorative practices, multi-tiered systems of support, etc. that can impact behavior responses and discipline occurrences. Representative Moore asked how are supporting school districts with student outliers related to discipline. Mr. Dolittle mentioned that earlier intervention is needed.

Representative Moore asked if DOE has a list of what early interventions schools are using to mitigate negative behaviors. Rosie mentioned that DOE does not currently have that list. Ms. Lawson mentioned that this year the districts will be reporting to DOE what they have been doing.

Senator Buckson provided comments related to school-based interventions regarding in school suspensions and proposed a model to help students “level up”.

Ms. Parey would like to comment that if restorative practices were being done to fidelity, then it would be applied the same way in all schools.

Dr. Cade discussed Multi-Tiered System of Supports (MTSS) and the importance of the MTSS in schools.

Ms. Huston and Senator Sturgeon commented on the need for Professional Development specific to restorative practices and behavior interventions.

The Task Force discussed the staffing in districts related to personnel who assist with student behavior issues as well as how can schools connect with students and know what is happening in the community. The group also discussed all the competing priorities.

Senator Buckson, Representative Moore, and Senator Sturgeon commented about funding opportunities related to intervention supports.

Dr. Cade discussed data-based decision making, the importance of addressing systems and the importance of the human capital to do this work.

Dr. Green discussed the need to address developmentally appropriate education.

Senator Townsend thanked everyone for the discussion and then asked what policies or laws need to be changed for improvements.

Ms. Morales provided a brief overview of student behavior data. The Task Force asked if the data system could be shared with them so that they could review all available data.

III. Public Comment – 2 minutes per person

Elyse Baerga, Director of Student Services for Woodbridge School District, stated that schools to capture and report data differently.

Jenni Sampson, educator, asked if the Task Force will be addressing early childhood education. She also discussed how early childhood education and how it can address developmentally appropriate education when children reach K-12.

Maureen McGurk, educator, discussed education reform over the last few decades. She specifically addressed common core standards and how they are not beneficial to students.

Kendall Massett, Charter Network, thanked Rosie for the data she presented and provided comments about the public data portal.

IV. Meeting Schedule

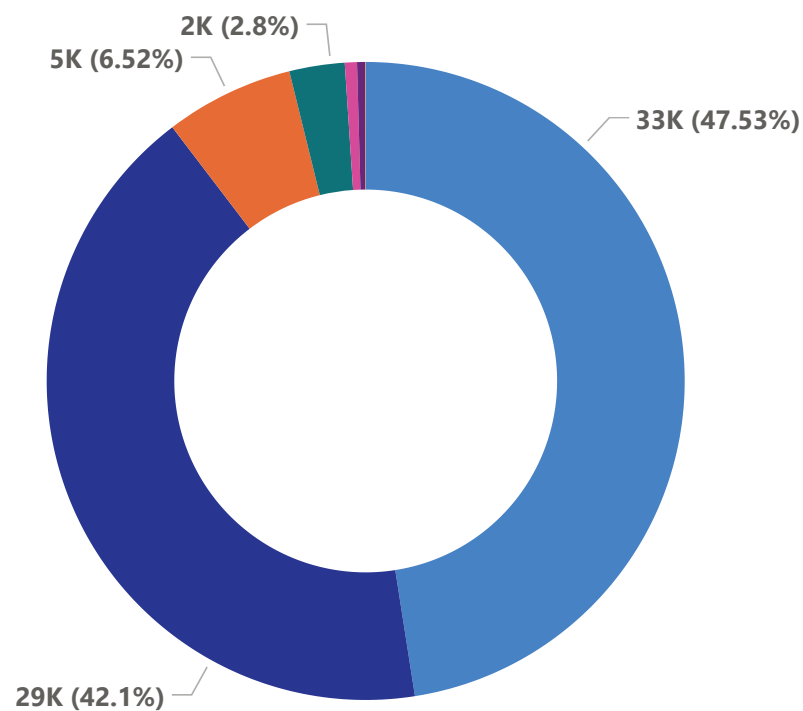
Information regarding future meetings will be sent in the next couple of weeks after Task Force members connect to set a schedule.

V. ADJOURN

Representative Moore and Senator Townsend thanked everyone for the open discussion and all their comments. The meeting adjourned at 6:00 pm.

April 29th Presentations

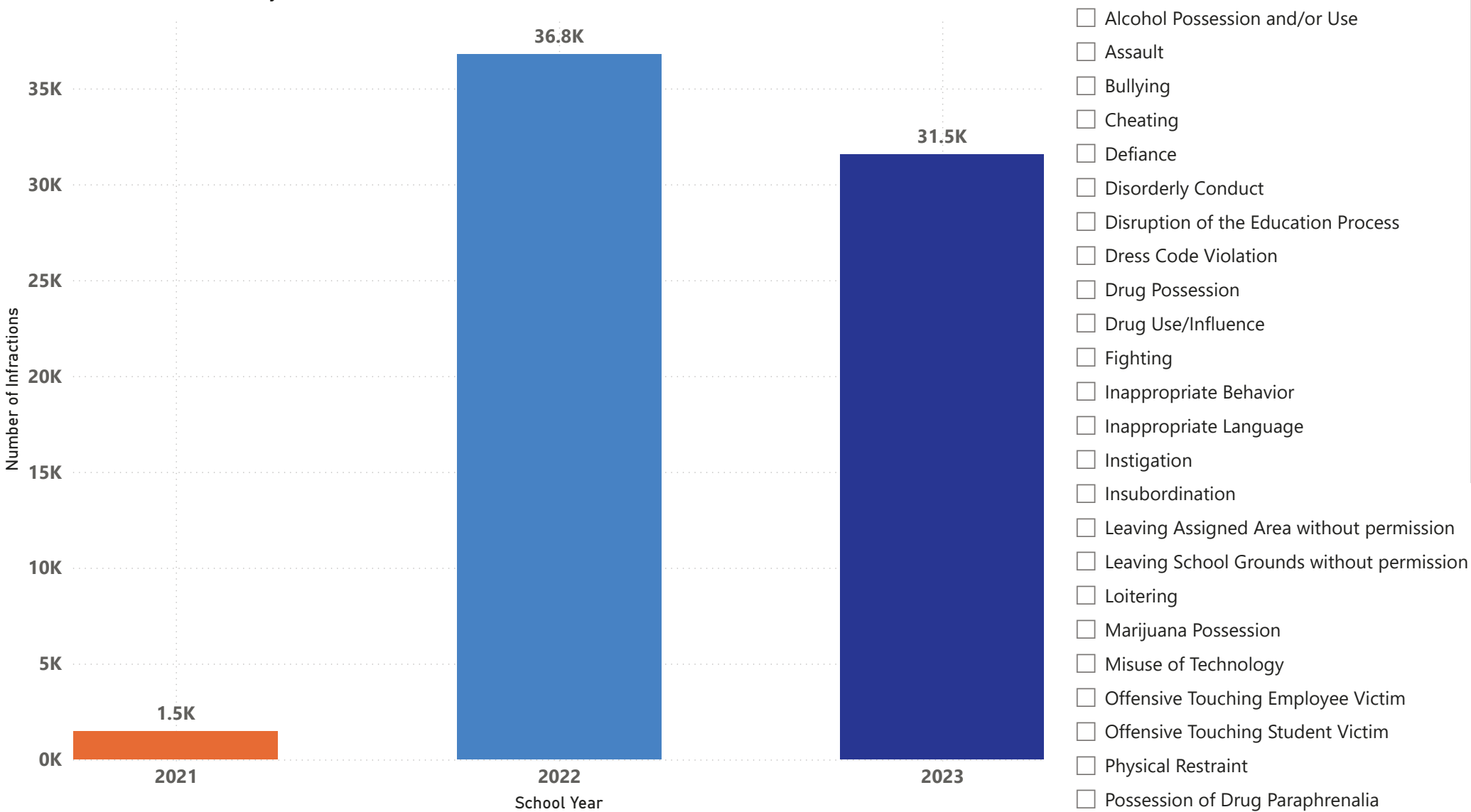
Statewide Breakdown of Infractions with Disciplinary Action Taken, 2021-2023



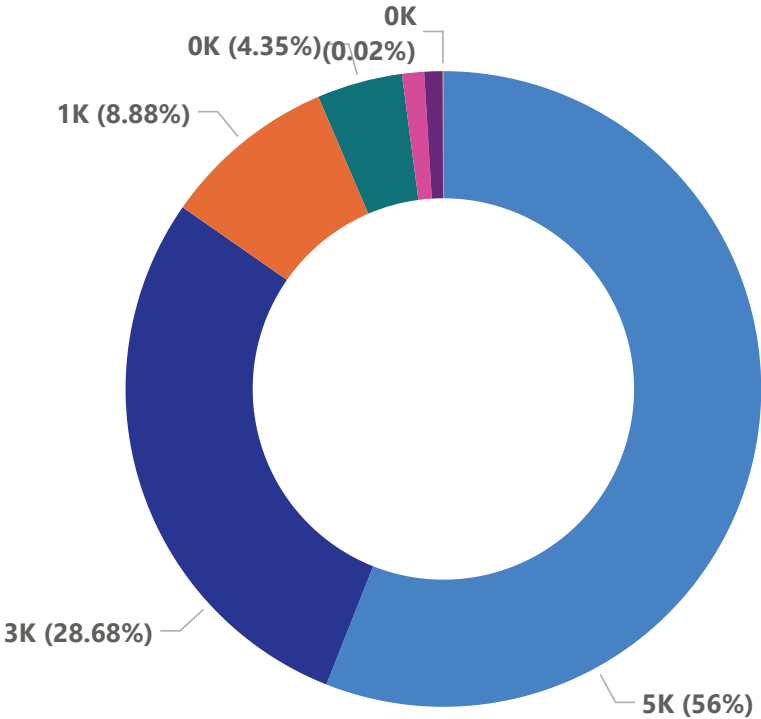
- Disciplinary Action Taken**
- Suspension - Out of School without Services
 - Suspension - In School
 - Suspension - Out of School with Services
 - Suspension - In School- School Intervention
 - Alternative to Suspension
 - Suspension - Out of School with CDAP Placement
 - Expulsion with Services
 - Expulsion without Services

- Infraction**
- ☐ Alcohol Possession and/or Use
 - ☐ Assault
 - ☐ Bullying
 - ☐ Cheating
 - ☐ Defiance
 - ☐ Disorderly Conduct
 - ☐ Disruption of the Education Process
 - ☐ Dress Code Violation
 - ☐ Drug Possession
 - ☐ Drug Use/Influence
 - ☐ Fighting
 - ☐ Inappropriate Behavior
 - ☐ Inappropriate Language
 - ☐ Instigation
 - ☐ Insubordination
 - ☐ Leaving Assigned Area without permission
 - ☐ Leaving School Grounds without permission
 - ☐ Loitering
 - ☐ Marijuana Possession
 - ☐ Misuse of Technology
 - ☐ Offensive Touching Employee Victim
 - ☐ Offensive Touching Student Victim
 - ☐ Physical Restraint
 - ☐ Possession of Drug Paraphernalia

Number of Infractions by School Year



Countywide Breakdown of Infractions with Disciplinary Action Taken, 2021-2023



Disciplinary Action Taken

- Suspension - Out of School without Ser...
- Suspension - In School
- Suspension - Out of School with Services
- Suspension - In School- School Intervent...
- Alternative to Suspension
- Suspension - Out of School with CDAP P...
- Expulsion with CDAP Placement
- Expulsion with Services

County

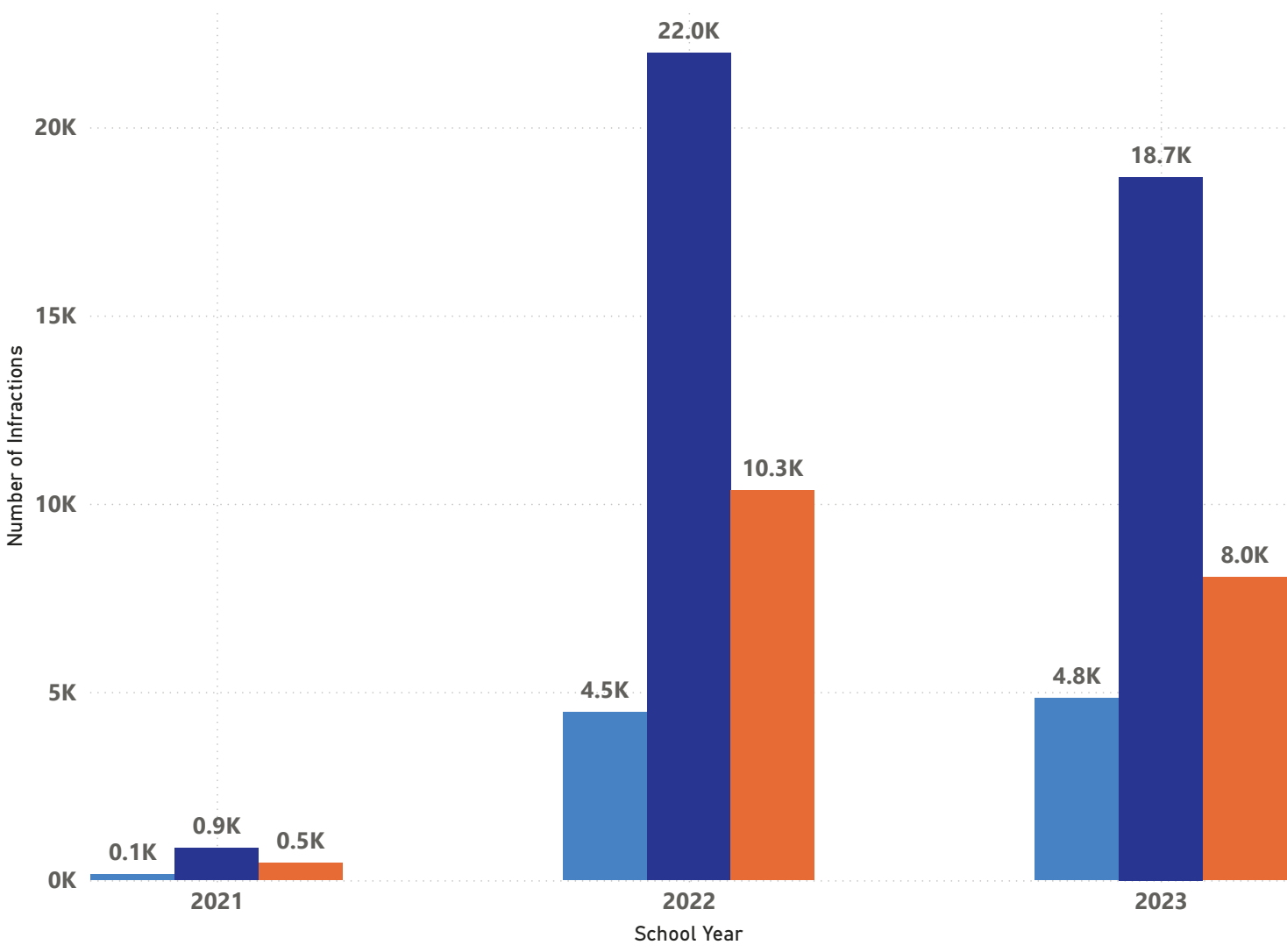
- Kent County
- New Castle County
- Sussex County

Infraction

- Alcohol Possession and/or Use
- Assault
- Bullying
- Cheating
- Defiance
- Disorderly Conduct
- Disruption of the Education Process
- Dress Code Violation
- Drug Possession
- Drug Use/Influence
- Fighting
- Inappropriate Behavior
- Inappropriate Language
- Instigation
- Insubordination
- Leaving Assigned Area without permission
- Leaving School Grounds without permission
- Loitering
- Marijuana Possession

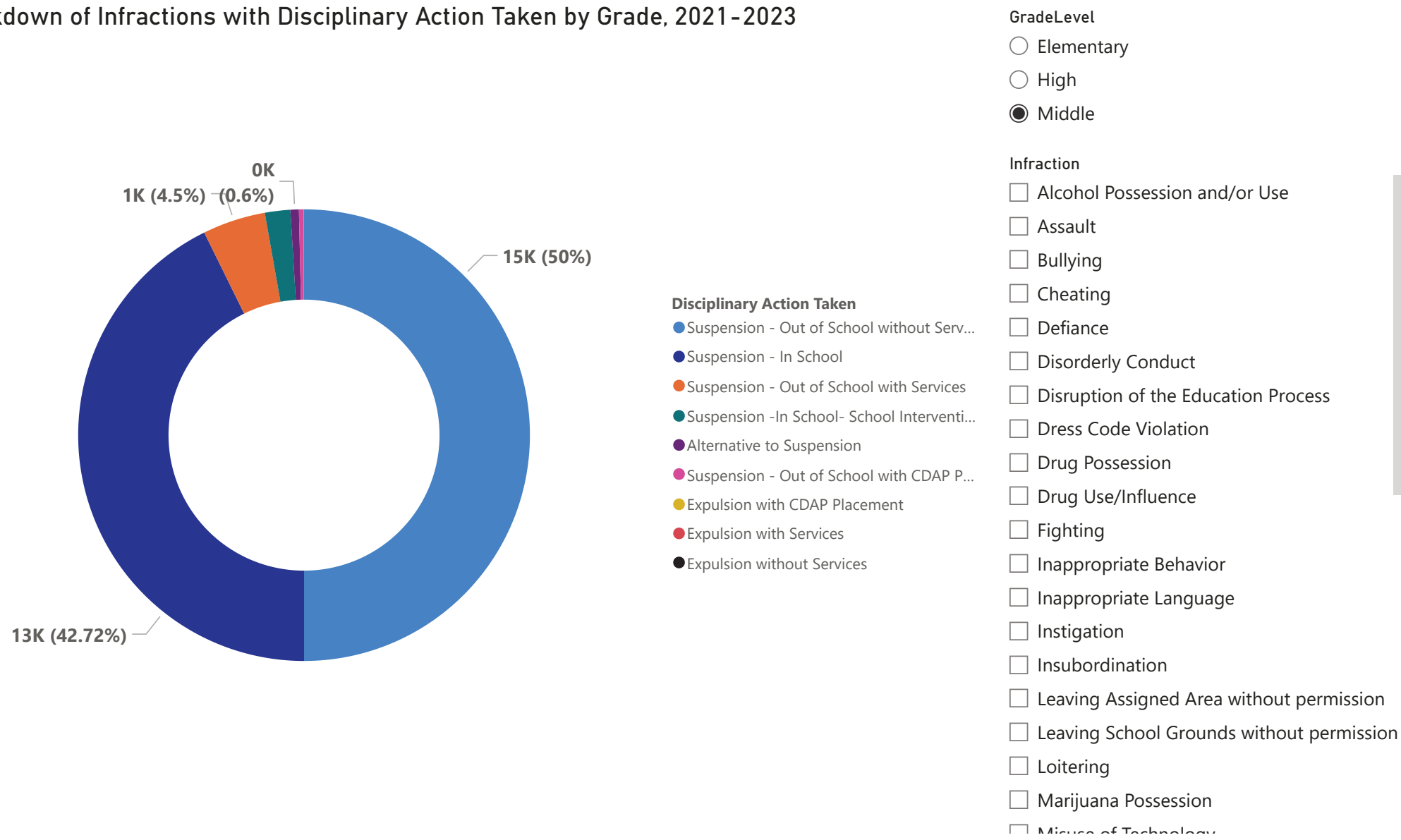
Number of Infractions by County and School Year

County ● Kent County ● New Castle County ● Sussex County



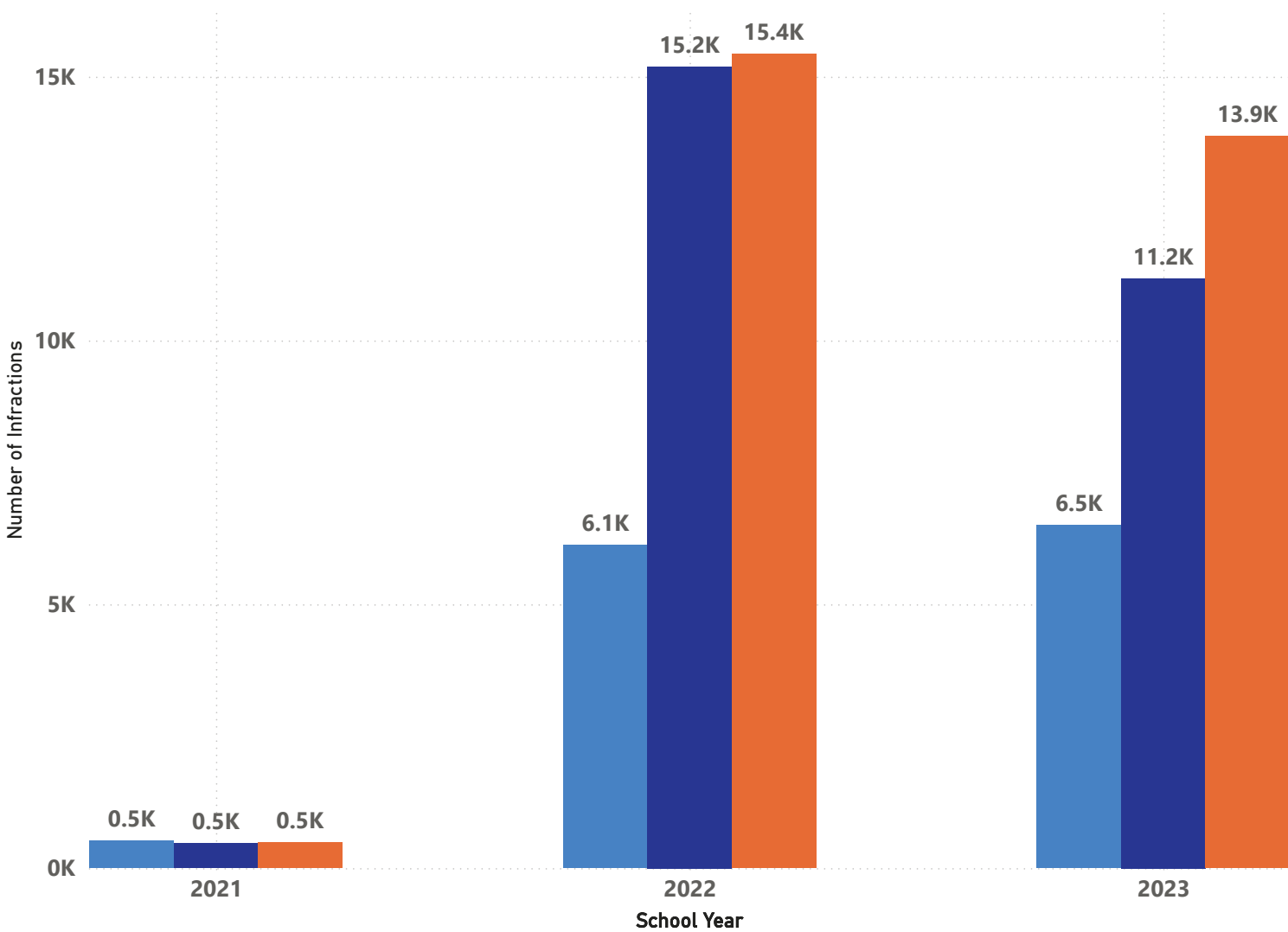
- Infraction
- ☐ Alcohol Possession and/or Use
 - ☐ Assault
 - ☐ Bullying
 - ☐ Cheating
 - ☐ Defiance
 - ☐ Disorderly Conduct
 - ☐ Disruption of the Education Process
 - ☐ Dress Code Violation
 - ☐ Drug Possession
 - ☐ Drug Use/Influence
 - ☐ Fighting
 - ☐ Inappropriate Behavior
 - ☐ Inappropriate Language
 - ☐ Instigation
 - ☐ Insubordination
 - ☐ Leaving Assigned Area without permission
 - ☐ Leaving School Grounds without permission
 - ☐ Loitering
 - ☐ Marijuana Possession
 - ☐ Misuse of Technology
 - ☐ Offensive Touching Employee Victim
 - ☐ Offensive Touching Student Victim
 - ☐ Physical Restraint
 - ☐ Possession of Drug Paraphrenalia

Breakdown of Infractions with Disciplinary Action Taken by Grade, 2021 -2023



Number of Infractions by Grade Level and School Year

Grade Level ● Elementary ● High ● Middle



Infraction

- ☐ Alcohol Possession and/or Use
- ☐ Assault
- ☐ Bullying
- ☐ Cheating
- ☐ Defiance
- ☐ Disorderly Conduct
- ☐ Disruption of the Education Process
- ☐ Dress Code Violation
- ☐ Drug Possession
- ☐ Drug Use/Influence
- ☐ Fighting
- ☐ Inappropriate Behavior
- ☐ Inappropriate Language
- ☐ Instigation
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SCHOOL DISCIPLINE LEGISLATION AND REGULATIONS

Legislation/Regulation	Brief Description	Link
Student Discipline Report; School Discipline Improvement Plan	- Requires DDOE to annually report disaggregated discipline data. - Requires DDOE to identify schools that suspend at a high rate or with a significant disparity in suspension rates between racial subgroups or between students with disabilities and students without disabilities. - Requires schools meeting an identified threshold for 3 consecutive schools years must develop a plan.	14 Del. C. § 703
Reporting School Crimes	Requires the reporting of violent felonies, assault III, sexual offenses, and possession of weapons and controlled substances to DDOE.	14 Del. C. § 4112
Reporting Specific Incidents of Misconduct	Requires the reporting of bullying, cyberbullying, teen dating violence and other offenses to DDOE.	14 Del. Admin. C. § 601
Gun-Free Schools Act/Possession of a Firearm in a Safe School Zone	- State law in response to the federal Gun-Free Schools Act. - Requires schools to expel a student from school, who is determined to have brought a firearm to school or to have possessed a firearm at school, for a period of not less than one year. - Allows the LEA's chief administering officer to modify the expulsion requirement on a case-by-case basis.	11 Del. C. § 1457A 14 Del. Admin. C. § 603
Unsafe School Choice Option Policy	- Allows students attending a persistently dangerous school to choose to a safe school. - Allows a student who is the victim of a violent felony in or on school grounds to choose to a safe school.	14 Del. Admin. C. § 608
Limitations on Use of Seclusion and Restraint	Discusses standards and procedures for the use of physical restraint, chemical restraint, mechanical restraint, and seclusion of students.	14 Del. Admin. C. § 610

Legislation/Regulation	Brief Description	Link
Consortium Discipline Alternative Programs for Treatment of Severe Discipline Problems	Discusses students who are eligible for placement in an alternative program.	<u>14 Del. Admin. C. § 611</u>
Possession, Use or Distribution of Drugs and Alcohol	Discusses the minimum requirements for what should be included in the school's policies related to possession, use or distribution of drugs and alcohol.	<u>14 Del. Admin. C. § 612</u>
Uniform Procedures for Processing Attorney General's Reports	Provides uniform procedures for processing reports received by the Department of Justice for: 1) an enrolled student's alleged criminal conduct, which shows disregard for the health, safety and welfare of others, including, but not limited to acts of violence, weapons offenses, and drug offenses; 2) wanted persons enrolled in a school; and 3) missing persons enrolled in a school.	<u>14 Del. Admin. C. § 613</u>
Uniform Due Process Procedures for Alternative Placement Meetings and Expulsion Hearings	Provides uniform procedures for the following situations: referral of students who warrant consideration for placement outside the regular school program into an alternative program; placement of students into an alternative program; monitoring student progress while in alternative placement; return of students back into the regular school program from an alternative program; suspensions; and expulsion hearings.	<u>14 Del. Admin. C. § 616</u>

SCR 119
Student Behavior and School Climate Task Force
June 3, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly
Representative Sherae'a Moore, Delaware General Assembly
Senator Laura Sturgeon, Delaware General Assembly (virtual)
Senator Eric Buckson, Delaware General Assembly
Rosalie Morales, Department of Education
Meredith Seitz, Department of Services for Children, Youth and Families
Kevin Dickerson, POLYTECH School District
Stephanie Ingram, Delaware State Education Association (virtual)
Ralph Ackerman, Delaware School Boards Association
Lisa Lawson, Delaware Association of School Administrators
Bill Doolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District Superintendent (virtual)
Jay Owens, Indian River School District Superintendent
Alison Parey, Brader Elementary School Teacher (virtual)
Anita Bulischeck, WT Chipman Middle School Teacher
Donna Huston, Sussex Technical High School Teacher
Kelly Shahan, Red Clay School District Transportation
Kim Willson, Parent (virtual)

Support Staff

Lisa Henry, Department of Education (virtual)
Tina Shockley, Department of Education

The meeting began at 4:14pm. Welcome, introductions, and remarks were made by Rep. Moore. Anita Bulischeck motioned to approve the minutes of the April 29, 2024, meeting and Jay Owens seconded the motion. Meredith Seitz and Kevin Dickerson abstained as they did not attend last month's meeting. All members were in favor and the motion carried. The minutes were approved.

Next, Rep. Moore provided the results of feedback form survey that was sent out prior to the meeting, which asked members to define student behavior and student climate. A variety of definitions were received. Rep. Moore noted that the state does not have a clear definition of student behavior, and that could be addressed via regulation and/or school boards to ensure we have concrete definitions.

Sen. Buckson did not complete the survey, but wanted to request we take a bigger look. He suggested we identify some individuals (especially those working in the school system) outside

the committee to take a broader look and provide a larger interpretation. Those that are implementing school discipline are the ones that should be defining it. He suggested they present their findings on student behavior and school discipline.

Rep. Moore asked everyone to consult with their respective groups regarding information for the feedback forms.

Stephanie Ingram asked if she was to send the survey to DSEA members to collect their input on the data form. Sen. Townsend said that he does not believe that every DSEA member needs to be polled, but that certainly DSEA executive leadership should come together and collectively give their feedback on the form.

Sen. Buckson reminded everyone that we are here because of the members that DSEA represents. It is vital that we listen to them.

Dorrell Green asked how are we looking at this information. Will we be looking for trends? Rep. Moore noted that the consensus is that we will bring all the data back to the committee once we have it all gathered and it will help to inform our future decisions.

Alison Parey cautioned that as members we should not only classify negative behavior, as positive behavior should be considered in the definition as well. She also suggested that we have someone in the behavior counseling field provide input as that level of expertise would be beneficial to the task force's discussions.

Sen. Buckson suggested we receive feedback from all individuals on all the questions that were on the survey. Rep. Moore confirmed that everyone can provide feedback on all the questions.

Next, Rosie Morales of the Dept of Education presented the Department of Education's Discipline Data (her full presentation is included with these minutes). Following her presentation, members had the following questions:

Q: Is this data available online, so that members can take a more thorough look at it.

A: Rosie will check to see if we have permission to post it online (but it is attached to these minutes for members to review.)

Q: Does this data include school bus infractions?

A: No, it does not. Bus suspension data can be pulled into this data if necessary.

Q: Can we get a streamline report on bus data, so that we can compare in school and on the bus data?

A: Rosie noted that not everyone uses our student information system to report infractions, so this data is only part of the story considering the data DOE does have at its disposal.

Kelly Shahan said it would be useful even if not 100% accurate, as we may be able to make some assumptions. Sen. Townsend clarified that there are pros and cons of those who do not use those systems. Lisa Lawson added that data can be entered in both Data Service Center and E-school.

E-school does not have all capabilities for reporting data. Some of the suspensions that occurred on buses may be in Rosie's data, but to Townsend's point, those using Data Service Center may capture other data. Kelly Shahan suggested we look to create things to address kids getting to school despite being removed from the bus. It was confirmed that non-suspendable infractions that occur on buses are not included in Rosie's data.

Q: Are demographics reported out with offenses? Do we know racial and population data?

A: Rosie said the data is not currently separated into those categories. We have data on race, on gender, on English Language Learners and whether they are receiving special education services. However, the demographics were not included in the current data set that was uploaded. We'd have to pull that data.

Kelly Shahan noted that there is a difference between kids who are acting out and kids with special conditions that are acting out.

Next, Sen. Buckson recommended that we provide some guidance on the data. What are we doing with this data that is presented? Again, he noted that people who are working in the system need to address the bad behavior. We need data to tell us the story. So, what does it mean to have a student suspended for fighting – one kid with one incident is one thing, but there are some kids who have repeatedly had incidents, and this is causing fear for teachers and students. We need to unpack the data. How do we take this data and make it effective for this task force?

We need to look at the three most popular offenses - fighting, touching and inappropriate behavior. What does "inappropriate" mean in this context? Again, looking at several types of student populations may be a good place to start. He agrees we should also look at bus data. We need to get our children's behavior back to 2017, pre-COVID. What is causing chronic, repetitive behaviors? We need to address that.

Next, Bill Doolittle noted that he has concerns with the definitions of data. Rosie noted that these definitions are either in Delaware Code, regulations, federal law or criminal code (Title 11). He suggested that we find a way to longitudinally track these kids.

Anita Bulischeck agreed "inappropriate" may be unclear term, and these terms are subjective. Different school districts may define this differently. Rosie added we are looking at ways to reorganize these offenses to streamline the reporting. This would help with subjectively interpreting the definitions.

Lisa Lawson added that the school codes due vary, but criminal codes are very clear especially for more serious offenses.

Donna Huston added that offenses made in larger class sizes are still an issue day-to-day, and that is where teacher burnout and school climate issues start. The continually low-level offenses can be ongoing issues as well.

Sen. Buckson added that with multiple incidents, teachers apply discipline measures that they can. Different teachers will deal with each issue differently. He invites different opinions.

Kelly Shahan agreed it is the levels of disrespectful behavior that can turn a classroom into chaos. If we continue to accept this, people will leave their heart at home and just get through the work. We need to establish – across the state - some core behaviors that are not tolerated –things that are non-negotiable, and then we need to hold kids accountable.

Bill Doolittle noted that small behaviors will escalate, so deal with them when they are small. We need to design a system that detects early on student's issues.

Someone else added if lower-level offenses are different in different districts, kids are going to figure this out. There are much more transient families that are going from district to district. What does it tell kids if these offenses are not being managed the same way across all districts.

Kevin Dickerson suggested common definitions of these behaviors so we can make them the same across districts. He also noted that we do offer outside school supports so the student can return to school.

Sen. Townsend is frustrated that the data is not available by district, as this prevents us from diving down into issues at the district level.

Q: Is there a district that does bus policy better than others and has a good model? How do they do it (resources, supports?)? It would be good to learn from a district that is doing student behavior well. Kelly Shahan confirmed that there is no one district that has been able to figure it out.

Rep. Moore said it is important to see the demographic breakdown. Get a grasp of whether it is boys, girls or students with disabilities involved in such incidents? It is clear that out-of-school suspension does not solve the issue. Suspension data is about those students who disrupt, causing teachers to not be able to do their jobs. How are we helping them? What needs to be done? And what about parent accountability?

Bill Doolittle added that Woodbridge School District at one time had a program with extensive supportive services program that was successful.

Sen. Buckson added that we need to be careful about how we review the data. Some schools may not be reporting accurately. How does the data get collected, and how do we use it? He agreed that out-of-school suspension is mostly ineffective, and it should only be used for legal or safety issues. Additionally, in-school suspension needs to be used effectively – based on demerits like when he was at PolyTech. Disruptive students were taken out of the regular setting, and they earned demerits or merits for positive behavior. If they are not doing well, they extend the time they are out of the classroom. With high quality teachers you can provide a path out of bad behaviors.

Sen. Townsend noted that the first few meetings of this task force were informative and allow us to start to grapple with this topic. The data can be confusing, but we need to find a gold standard that we can try to reach. He suggested looking at pilot programs around the country, but believes our answer lies in the data in Delaware. We need to move toward specifics and solutions very quickly. He noted our next meeting is to talk about MTSS (specifically at the next meeting the

University of Delaware's Multi-Tiered Systems of Support Technical Assistance Center will present on MTSS) and wants to find data-based evidence of what's working/solutions. We need to move past what is wrong in schools and move toward a more positive direction of solutions.

Next, Rep. Moore called for public comment. Kendall Massett, Executive Director of the Delaware Charter School Network is saddened that the district and charter school bus transportation staff do not hold meetings together. She knows that at districts and charterst one charter school is tracking this data, and they know when a bigger problem is coming. Additionally, they have tracked this into the classroom. There is communication back to the teacher as to whether the administration did something about an incident. She suggested having leadership from the Academy of Dover to present on those ideas at a future meeting.

Next, Shay Edwards, owner of bus companies, and sees that if we are to solve this problem, we should look at key stakeholders - teachers, admin staff, parents, and students. Bring together these groups and have them break down the problem. What tools and solutions do these groups need to address student behavior and school climate. Each group will have their own solutions, and when viewed collectively it would solve the issues.

Pam Weir, Executive Director of the Governor's Advisory Council for Exceptional Citizens (GACEC) wants her agency to be here to represent students with disabilities. We are looking at issues of parent accountability, teacher capacity, etc. Most concerning is where does the buck stop in this. If we cannot get data on individual schools, we cannot target the behavior with special interventions. Why can't this group hold DOE accountable for the data? We do repetitive tasks force, councils, etc., but what we need to do is problem solve. She will follow up with an e-mail of questions to Rep. Moore.

The following individuals virtually attended the meeting and made public comment:

Jenny Howard – She spoke about the danger for students who walk 1-2 miles to school. She wants to make sure no student is killed going to school. What does “confirmed by the state” as a student who is required to walk to school mean? She is asking districts to reevaluate their walking patterns.

Melissa Martin works with CBA and RBTs and wants to be able to participate more with this group. Specifically, she wants to improve staff and classroom use of behavioral systems, and to build capacity for positive interactions, safety, interpersonal relationships, and increased learning. She wants to collaborate with us and share her expertise.

Maureen McGurk, a 5th grade teacher in Brandywine School District, suggested that there is a connection between developmentally appropriate standards and practices on student behavior. She said kids bring an “invisible backpack” filled with various emotions, traumas, experiences, and this has changed over the years. It is having a huge impact on behavior, and we need to bring back the joy in elementary classrooms. Reforms of the last two decades have included many non-academic providers. She asked the committee to consider these issues.

Alethea Smith Tucker, a Christina Board of Education member. Important to note our children are a representation of the environment within which they are growing. She appreciates this

committee looking at the broader issue than behavior. Mental health and safety are priorities on a recent committee she is working on. Developing a framework and evaluating our systems for better outcomes is needed. To create a healthy ecosystem, we must examine many different factors. She is interested in working collaboratively on these issues.

Rep. Moore reminded members that the feedback form will be sent back around to the committee, and to pdistricts and charterse respond within one week of receiving it. Sen. Townsend reiterated that we need to use this data to inform our decision and get to solutions. Rep. Moore noted that the next meeting would be June 24, 2024.

As the meeting wrapped up there was a motion to adjourn the meeting made by Sen. Townsend and it was seconded by Kevin Dickerson. All were in favor and the motion carried. The meeting adjourned at 6:09 p.m.

June 3rd Presentation

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
Alcohol Possession and/or Use	Having on your person, consuming or exhibiting a strong odor of any alcohol product (which includes seltzers and other flavored drinks).	14 Del. Admin. C. § 601
Assault	Assault in the first degree: (1) The person intentionally causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument; or (2) The person intentionally disfigures another person seriously and permanently, or intentionally destroys, amputates or disables permanently a member or organ of another person's body; or (3) The person recklessly engages in conduct which creates a substantial risk of death to another person, and thereby causes serious physical injury to another person; or (4) While engaged in the commission of, or attempt to commit, or flight after committing or attempting to commit any felony, the person intentionally or recklessly causes serious physical injury to another person; or (5) The person intentionally causes serious physical injury to a law-enforcement officer, a volunteer firefighter, a full-time firefighter, emergency medical technician, paramedic, fire police officer, fire marshal, public transit operator, a code enforcement constable or a code enforcement officer who is acting in the lawful performance of duty; or (6) The person intentionally causes serious physical injury to the operator of an ambulance, a rescue squad member, licensed practical nurse, registered nurse, paramedic, licensed medical doctor or any	11 Del. C. §§ 611-613

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
	other person while such person is rendering emergency care; or (7) The person intentionally causes serious physical injury to another person who is 62 years of age or older. Assault in the second degree: (1) The person recklessly or intentionally causes serious physical injury to another person; or (2) The person recklessly or intentionally causes physical injury to another person by means of a deadly weapon or a dangerous instrument; or (3) The person intentionally causes physical injury to a law-enforcement officer, a volunteer firefighter, a full-time firefighter, emergency medical technician, paramedic, fire police officer, fire marshal, correctional officer, a sheriff, a deputy sheriff, public transit operator, hospital security officer or constable, code enforcement constable, or a code enforcement officer who is acting in the lawful performance of duty. For purposes of this subsection, if a law-enforcement officer is off duty and the nature of the assault is related to that law-enforcement officer's official position, then it shall fall within the meaning of "official duties" of a law-enforcement officer; or (4) The person intentionally causes physical injury to the operator of an ambulance, a rescue squad member, licensed practical nurse, registered nurse, paramedic, licensed medical doctor, or any person providing health-care treatment or employed by a health-care provider while such person is performing a work-related duty; or	

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
	(5) The person intentionally causes physical injury to any other person while such person is rendering emergency care; or (6) The person recklessly or intentionally causes physical injury to another person who is 62 years of age or older; or (7) The person intentionally assaults a law-enforcement officer while in the performance of the officer's duties, with any disabling chemical spray, or with any aerosol or hand sprayed liquid or gas with the intent to incapacitate such officer and prevent the officer from performing such duties; or (8) The person intentionally, while engaged in commission of any crime enumerated in this chapter, assaults any other person with any disabling chemical spray, or with any aerosol or hand sprayed liquid or gas with the intent to incapacitate the victim; or (9) The person intentionally causes physical injury to any state employee or officer when that employee or officer is discharging or attempting to discharge a duty of employment or office; or (10) The person recklessly or intentionally causes physical injury to a pregnant female. It is no defense to a prosecution under this subsection that the person was unaware that the victim was pregnant; or (11) A person who is 18 years of age or older and who recklessly or intentionally causes physical injury to another person who has not yet reached the age of 6 years. In any prosecution of a parent, guardian, foster parent, legal custodian or other person similarly responsible for the general care and supervision of a child victim	

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
	pursuant to this paragraph, the State shall be required to prove beyond a reasonable doubt the absence of any justification offered by § 468(1) of this title. In any prosecution of a teacher or school administrator pursuant to this paragraph, the State shall be required to prove beyond a reasonable doubt the absence of any justification offered by § 468(2) of this title; or (12) The person recklessly or intentionally causes physical injury to a law-enforcement officer, security officer, fire police officer, fire fighter, paramedic, or emergency medical technician in the lawful performance of their duties by means of an electronic control device shall be a class C felony. Assault in the third degree: (1) The person intentionally or recklessly causes physical injury to another person; or (2) With criminal negligence the person causes physical injury to another person by means of a deadly weapon or a dangerous instrument. Includes Under 12: Assault III Employee Victim and Under 12: Assault III Student Victim.	
Bullying	Any intentional written, electronic, verbal or physical act or actions against another student, school volunteer or school employee that a reasonable person under the circumstances should know will have the effect of: (1) Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or (2) Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the	<u>14 Del. Admin. C. § 614</u>

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
	target; or (3) Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or (4) Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.	
Cheating	Fraudulent deception in preparing or presenting course work or class assignments as a student's own work when it is not.	School Offense - Student Code of Conduct
Defiance of School Authority	(1) A verbal or non-verbal refusal to immediately comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action; or (2) A verbal or non-verbal display of disrespect and/or uncivil behavior toward school personnel which either causes a substantial disruption or material interference with school activities.	14 Del. Admin. C. § 614
Disorderly Conduct	Means conduct in the School Environment which causes public inconvenience, annoyance or alarm or creates a risk thereof by engaging in fighting or violent tumultuous or threatening behavior or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing, abusive language to any person present.	14 Del. Admin. C. § 614
Disruption of the Education Process	Behavior which produces distractions or disturbances that seriously or repeatedly interfere with the teacher, student or class.	School Offense - Student Code of Conduct
Dress Code Violation	Failure to comply with the Student Dress Code.	School Offense - Student Code of Conduct
Drug Possession	A student has on the student's person, in the student's belongings, or under the student's reasonable control prohibited items or substances. Includes Look-Alike (Drugs) Possession and Prescription Drug Illegal Possession.	14 Del. Admin. C. § 614

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
Drug Use/Influence	Means that a student is reasonably known to have ingested, smoked or otherwise assimilated Alcohol, a Drug or a Drug Like Substance, or is reasonably found to be under the influence of such a substance.	14 Del. Admin. C. § 612
Fighting	Any aggressive physical altercation between two or more individuals.	14 Del. Admin. C. § 614
Inappropriate Behavior	Inappropriate Behavior: any behavior that is not appropriate for School Environment and interferes with the effective functioning of the members of the school community. Inappropriate Behavior: Disrespect towards a Staff Member – behavior that disturbs and/or offends and is directed at or in regard to a staff member that is rude, unpleasant, discourteous and/or inappropriate. Inappropriate Behavior: Disrespect towards a Student – behavior that disturbs and/or offends and is directed at another student that is rude, unpleasant, discourteous and/or inappropriate, causing distress. Inappropriate Behavior: Careless & Reckless Behavior – unintentional behavior that threatens to or causes injury or property damage or intentional behavior that causes or has the potential to cause injury or property damage. Inappropriate Behavior: Safety Violation – any behavior that is not appropriate for school and has the potential to put themselves or others in danger. Inappropriate Behavior: Consensual Sexual Misconduct – consensual sexual act(s) between two individuals within the school environment.	School Offense - Student Code of Conduct

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
Inappropriate Language	Written or spoken language or gestures, directed toward an individual or group, that are considered offensive, obscene, or vulgar.	School Offense - Student Code of Conduct
Instigation	Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.	School Offense - Student Code of Conduct
Insubordination	Repeated, bold, rebellious, willful and persistent open challenges by words or other behaviors which demonstrate disobedience and defy written and/or verbal requests to follow instructions. This is a challenge to authority after opportunities to correct behavior or to obey have occurred.	School Offense - Student Code of Conduct
Leaving Assigned Area without permission	Leaving the assigned room without required staff permission.	School Offense - Student Code of Conduct
Leaving School Grounds without permission	Leaving the school building or the school grounds during school hours without required staff permission.	School Offense - Student Code of Conduct
Loitering	Student's unauthorized presence in any school area and/or student's failure to leave the school building at the time designated.	School Offense - Student Code of Conduct
Marijuana Possession	(b) Any person who knowingly or intentionally uses, consumes, or possesses other than a personal use quantity of a controlled substance or a counterfeit controlled substance classified in § 4714(d)(19) of this title, except as otherwise authorized by this chapter, shall be guilty of an unclassified misdemeanor and be fined not more than \$575, imprisoned not more than 3 months, or both.	16 Del. C. § 4764
Misuse of Technology	The use of school technology equipment in: • Soliciting, using, receiving or sending pornographic or obscene material; or • Accessing unauthorized email; or • The unauthorized downloading and/or installing of files; or • Intentionally damaging technology equipment in the School Environment; or	14 Del. Admin. C. § 614

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
	• A situation in which a student deliberately: Tamper with, damages, alters, accesses, crashes, or corrupts the computer/communications system in the School Environment resulting in the loss or corruption of information or the ability of the system to operate; or • In any way disrupts or degrades the school or District's technology infrastructure.	
Offensive Touching Employee Victim	Intentionally touching [a staff member or adult either] with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or intentionally striking another person with saliva, urine, feces or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.	<u>14 Del. Admin. C. § 614</u>
Offensive Touching Student Victim	Intentionally touching another [student] either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or intentionally striking another person with saliva, urine, feces or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.	<u>14 Del. Admin. C. § 614</u>
Physical Restraint	A restriction imposed by a person that immobilizes or reduces the ability of a student to freely move arms, legs, body, or head. "Physical restraint" does not include physical contact that: • Helps a student respond or complete a task; • Is needed to administer an authorized health-related service or procedure; or • Is needed to physically escort a student when the student does not resist or the student's resistance is minimal.	<u>14 Del. Admin. C. § 610</u>
Possession of Drug Paraphernalia	a) It is unlawful for any person to use, or possess with intent to use, drug paraphernalia.	<u>16 Del. C. § 4771</u>

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
	(b) It is unlawful for any person to deliver, possess with intent to deliver, convert, manufacture, convey, sell, or offer for sale drug paraphernalia, knowing or under circumstances where one should reasonably know that it will be used to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the human body a controlled substance. (c) This section does not apply to items that are used, or intended primarily for use, with marijuana.	
Profanity	Any language considered foul or obscene; cursing or swearing.	School Offense - Student Code of Conduct
Repeated Code of Conduct Violations	Five or more violations of the school's Code of Conduct within a school year, excluding chronic infractions for tardiness or unexcused absences to school/class.	School Offense - Student Code of Conduct
Sexual Harassment	(1) The person threatens to engage in conduct likely to result in the commission of a sexual offense against any person; or (2) The person suggests, solicits, requests, commands, importunes or otherwise attempts to induce another person to have sexual contact or sexual intercourse or unlawful sexual penetration with the actor, knowing that the actor is thereby likely to cause annoyance, offense or alarm to that person.	11 Del. C. § 763
Skippping Class	Any time a student is present in school but does not attend class.	School Offense - Student Code of Conduct
Stealing	Taking, exercising control over or obtaining an item or property of another person intending to deprive that person of it or appropriate it.	School Offense - Student Code of Conduct
Tardiness	Three (3) unexcused tardies to school or to a class without authorization or approved	School Offense - Student Code of Conduct

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
	reason. Includes Tardiness: Late to Class and Tardiness: Late to School.	
Terroristic Threatening	(1) A person threatens to commit any Crime likely to result in death or in serious injury to person or property; or (2) A person commits an act with intent of causing an individual to believe that the individual has been exposed to a substance that will cause the individual death or serious injury. Includes Terroristic Threatening Employee Victim and Terroristic Threatening Student Victim.	14 Del. Admin. C. § 614
Tobacco Possession and/or Use	Using, possessing, or dispensing of any tobacco product, tobacco like, or tobacco substitute products (which includes e-cigarettes, juuling and vaping).	School Offense - Student Code of Conduct
Truancy	Absence from school without a valid excuse for more than three (3) days or the equivalent thereof during a given school year.	School Offense - Student Code of Conduct
Unauthorized Use of Cell Phone	Unauthorized possession or use of cell phones in school during the normal student day without permission from school/staff.	School Offense - Student Code of Conduct
Unauthorized Use of Electronic Devices	Unauthorized possession or use of technology in school during the normal student day without permission from school/staff.	School Offense - Student Code of Conduct
Unlawful Sexual Contact	Unlawful sexual contact in the first degree: (1) In the course of committing unlawful sexual contact in the third degree or in the course of committing unlawful sexual contact in the second degree, or during the immediate flight from the crime, or during an attempt to prevent the reporting of the crime, the person causes physical injury to the victim or the person displays what appears to be a deadly weapon or dangerous instrument; or represents by word or conduct that the person is in possession or control of a deadly weapon or dangerous instrument. (2) [Repealed.] (3) The person intentionally has sexual contact with another person who is less	11 Del. C. §§ 769-767

DEFINITIONS FOR DISCIPLINE CODES

Offense	Definition	Source
	than 13 years of age or causes the victim to have sexual contact with the person or a third person. Unlawful sexual contact in the second degree: A person is guilty of unlawful sexual contact in the second degree when the person intentionally has sexual contact with another person who is less than 18 years of age or causes the victim to have sexual contact with the person or a third person. Unlawful sexual contact in the third degree: A person is guilty of unlawful sexual contact in the third degree when the person has sexual contact with another person or causes the victim to have sexual contact with the person or a third person and the person knows that the contact is either offensive to the victim or occurs without the victim's consent.	
Unprepared for Class	A habit or pattern of chronic unpreparedness for classes.	School Offense - Student Code of Conduct
Unsafe Item	Bringing to school any item which is unsafe or dangerous. Use of any dangerous item on school property. Using any item in such a way as to be dangerous.	School Offense - Student Code of Conduct
Vandalism	Intentionally or recklessly damaging tangible property of another person or tampering with tangible property so as to endanger another person or property.	14 Del. Admin. C. § 601
Weapons Possession	Any deadly weapon, destructive weapon, dangerous instrument or incendiary or explosive device as prohibited by Title 11. Includes Gun Free Schools Violation, Dangerous Instrument Possession/ Concealment/Sale and Deadly Weapon Possession/Concealment/Sale.	14 Del. C. § 4112(c)

SCR 119
Student Behavior and School Climate Task Force
June 24, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly
Representative Sherae'a Moore, Delaware General Assembly(virtual)
Senator Laura Sturgeon, Delaware General Assembly (virtual)
Senator Eric Buckson, Delaware General Assembly
Rosalie Morales, Department of Education (virtual)
Meredith Seitz, Department of Services for Children, Youth and Their Families (virtual)
Stephanie Ingram, Delaware State Education Association (virtual)
Ralph Ackerman, Delaware School Boards Association
Lisa Lawson, Delaware Association of School Administrators
Bill Doolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District (virtual)
Alison Parey, Brader Elementary School Teacher
Donna Huston, Sussex Technical High School Teacher (virtual)
Kelly Shahan, Red Clay Consolidated School District
Kim Willson, Parent
Brittini Piser, Appoquinimink School District (virtual)

Support Staff

Lisa Henry (virtual)
Tina Shockley

The meeting began at 4:05pm. Welcome, introductions, and remarks were made by the Sen. Townsend. No quorum of members was present. The minutes of the June 3, 2024 meeting were not approved.

There was a presentation on the Multi-Tiered Systems of Support made by Kathy Kelly and Dale Matusevich of the Delaware Department of Education. The presentation is attached. Sen. Townsend is interested in using the MTSS to address student behavior and school climate. Sen. Buckson requested a better understanding of the MTSS. Specifically, how the data collected will help districts to assist with school climate. Dale Matusevich explained that the data collected informs districts regarding discipline, especially how local education agencies should develop policies and procedures. The MTSS Center (Univ of Delaware) provides technical assistance around the MTSS framework academically and non-academically to address the whole child.

It was noted that sometimes data can be whatever you want to make it, and that it may show things are better, but in reality, they are not. At the end of the day, the data needs to help inform those in the classroom (teachers and students).

Kathy Kelly noted that the data does, at times, present more questions than it answers. As you go through the tiers of MTSS, the student data gets more detailed. DOE is looking at academic and discipline data, and then has conversations with local education agencies to learn what is working for them. DOE looks to identify model areas. A refuting point was made that we may be overcomplicating this data, and that students need to realize there is accountability in the system.

Alison Parey provided her experience with MTSS as a classroom teacher. She noted that teachers are trained on MTSS each year and she is familiar with this process.

Next, members discussed her experience with the following questions:

Q: Since MTSS has been put in place, has there been instances where MTSS has improved behavior?

A: Yes. DOE can verify this through new assessment scores and the discipline data that Rosie Morales presented. MTSS did roll out during COVID, so over the last few years we have analyzed the data to see what needs to change, what intensive supports districts need.

Dale Matusevich noted that with MTSS a team approach is needed. The team must look at ways to support the whole child. All schools are dealing with the social-emotional issues, and we need to address that while not losing sight of academics. In his previous position, he worked with middle school students and learned that we have to wed the transition and academic piece. We must look at rolling out professional development for our schools on this, collaborating more with districts in various areas such as special education, curriculum, Title I programs, career technical education, and higher education.

Kelly Shahan said it seems like we are lumping everyone together, especially the social-emotional issues. Instead of making kids go to school and buckle down, there seems to be a lot of coddling them. She suggested that maybe MTSS doesn't need to be applied to every student. She suggested we identify some basic behaviors that students must follow. Certainly, we should look at special education students separately based on their needs. Sen. Buckson agreed with Kelly Shahan's point.

Sen. Townsend validated that the data we are seeing suggests MTSS is successful. We also need to learn from other states, by learning what they are doing to successfully implement MTSS.

It was further noted that in MTSS/Tier I all students are provided supports. Also, 85% students are getting Tier I supports, 10% need Tier 2 intervention supports and 5% need Tier 3 supports.

Q: Is the transportation system integrated into MTSS?

A: Yes. Districts pull transportation from the Data Service Center and report it up to DOE.

Alison Parey continued sharing her academic experience with MTSS. She noted that to make a MTSS referral, educators have to have enough data to go to the core MTSS team within the district. This requires 6-12 weeks of data collection (approximately 2-3 marking periods). If a student comes in during mid-year, they may have to wait until the next school year for MTSS services.

She noted that for a Tier 3 MTSS referral, the student must be in both an academic group for reading and math. Because the student must have referrals for both, this can be a barrier in getting the student supports as soon as possible. It was noted that for behavior referral there are not as many barriers. Alison Parey advised the group that if they are able to get a referral, to always include the parents in the process.

Alison Parey noted that teachers can assess immediately if a student is behind, and they shouldn't have to have 6-12 weeks of data to get the student help. She suggested changing this timeline, but

Kathy noted that is in regulation (which could be changed). Kathy Kelly added that processes may vary in terms of how to identify students for MTSS. MTSS means your providing Tier I grade level instruction and non-academic supports. As you see students struggling, you don't have to wait 6-12 weeks to add in Tier 2 or Tier 3 supports. Supports can be layered as soon as teachers see the need.

Bill Doolittle voiced concern that educators are responsible for requesting an evaluation, and that educators don't have to wait on a parent or administrator to request or make a MTSS referral.

It was explained that MTSS looks to address patterns, specifically academic or behavior struggles. The idea is to do as much as possible at the classroom level. MTSS is designed to provide supports and interventions before more drastic measures have to be taken.

Q: Is MTSS the only thing for behavior or interventions?

A: No, MTSS is not the only way to address behavior or academics. The Data Service Center and e-school data go into MTSS. MTSS is a methodology, not a data system. All students are in MTSS.

Stephanie Ingram noted that MTSS is not where you put your documented information. It is a system.

Dorrell Green added that it is a theoretical framework and schools should be operating on this framework. Additionally, problem-solving teams are helpful for this too, to analyze data and decide what is needed for the student. He noted that in Tier 3, outside school resources is where we fall short. In many instances there are no supports outside the school district. We need to discuss what's available for families in communities and schools.

It was noted that special education works in tandem with MTSS.

Sen. Buckson said some kids are doing bad things but nothing happens to address it. Tier 3 is where they should be, but they aren't there. Maybe we need to strengthen supports for that child, but the regular curriculum child also suffers.

Kim Willson, a parent representative, said that her experience with children in middle school was that there are MTSS supports, except it is done through immersion class. She asked how do kids in a secondary setting get captured if they don't go to the MTSS class.

Alison Parey clarified that MTSS separates kids out to go to the level group they need to be in (reading intervention, behavior, comprehension, etc.).

Kim Willson noted in middle school there are just a handful of kids wreaking havoc. Administrations are frustrated as well. Are those kids in Tier 3? Someone said yes and Kim Willson is interested in learning more about Tier 3. This is the group in need of the most supports.

As she continued sharing her experience, Alison Parey pointed out that kids can be deceiving. There are some kids who don't appear to have issues, but need more supports. Meanwhile, other kids function well, but may need Tier 3 supports.

Sen. Buckson noted that the majority of kids coming from stable environments, and so we aren't talking about all students. Therefore, we can't treat them all as if they are from challenged homes. We can't baby the kids whose parents are following the rules.

Dorrell Green informed the group that there is no level lower than zero. Kids exhibiting normal behavior received Tier 1 supports. There are issues with the schools' ability to implement MTSS due to changes with staff, seasons, etc. He suggested an in depth conversation about schools, but noted schools can't be the only option for support. Rep. Moore agreed with the need to build and continue providing schools with the resources they need to serve all children.

Stephanie Ingram agreed that students in need come from all types of families, with various supports and backgrounds. Mental health impacts all students at all social-economic levels.

It was noted that if House Bills 200 and 300 pass, they will provide additional mental health supports in our schools.

Kathy Kelly clarified that "tiers" are not places. They are systems and supports you put in place for students.

Another member noted that we tend to forget how other agencies' decisions effect schools. For example, DSCYF's decision that there would no longer be placement for children needing Tier 3 supports in an exclusive placement like a student center (Terry Center, etc.). Best practice was that student centers should be closed and kids returned to schools. However, the supports didn't follow the child back to the school.

Sen. Townsend summed it up to say that there are lots of challenges. He said no one saying MTSS is not a good path to be on, but rather that there are challenges to implementing the system with fidelity. He noted that if we implement it well, we'd all be good. He is interested in knowing what we need to do to implement MTSS well. Are there more supports? What can we do better?

Next, Rep. Moore noted she is still going through the latest round of feedback received via the feedback form, and that will be discussed at a later meeting. Specifically, a vote on adapting a clear definition of "school climate" and "student behavior" will be identified and we will work to codify that definition based on the work of this committee.

Sen. Townsend is interested in learning what other studies have been done in other states, and if so, which state has done this well.

Sen Buckson summarized his position on MTSS via these points:

1. He appreciates everyone's position on this, and realizes that things are challenging. He is hearing from both parents or teachers.
2. It's important to stay focused on age-appropriate learning. If we miss that, then we have to be reactive.
3. We need to unpack the data and really understand it. Is it really telling an accurate story?
4. It's important to continue to hear from educators who are dealing with MTSS.
5. He believes Tier 3 is where we can really make a difference. Sen Buckson reiterated the demerit system he used when he was in the school. He is happy to share it with everyone.

Dorrell Green noted that in 2015 MTSS began. Previously it was known as Response to Intervention. He believes a good next step would be for us to inventory the highest level of needs in schools in order to identify the greatest level of supports that need to be provided.

Sen. Townsend noted that we should also be thinking about MTSS both academically and in light of behavior-related issues. Let's look at illiteracy, science of reading and other issues that can turn into behavior issues.

A member noted that districts are looking at the academic side of this, including more playtime in kindergarten. Rep. Moore noted that she participated in the Delaware State Education Association's (DSEA) listening session with teachers, where the topic of playtime was discussed. She anticipates working on legislation to allow more playtime for pre-K to third grade - 3,ct grade, as this provides more development of students.

It was also suggested that the committee learn how much funding is flowing to MTSS. Specifically, how much teacher classroom units are being stripped out to support MTSS.

Sen Buckson added that the Joint Finance Committee has approved a pilot program for no cell phones in schools. This may be helpful overall to address behavior in schools.

Sen. Townsend asked members of the committee to email Rep. Moore and himself what they would like to see on future agendas.

There was no in-person public comment. Virtual public comment included the following:

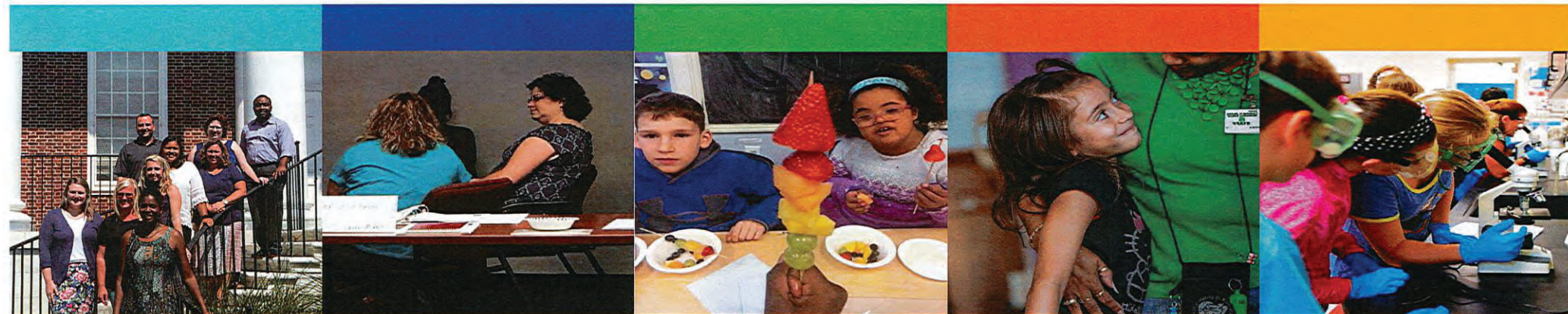
Ms. Blair Catlin Brown's public comment: She is a licensed clinical social worker for the Indian River School District and she echoed what Dorrell Green and Lisa Lawson shared. We, as a state, have to find better ways to support families. Even a trained individual such as herself required many years to find the much-needed support for her special needs son to succeed. Typical families don't know what to do. Early education is key, as children are not getting the support they need at an early age. Behavior and academics snowball and then there are issues.

Jenni Sampson's public comment: Last time we met we talked about different roles of people in the system - support staff, transportation, educators, etc. One important role we need to consider is the role of the child in the system. She hasn't met a kid who does not want to be successful. They are key to their own success.

Sen. Townsend noted that the next meeting will be held July 15, 2024 at 4:00 p.m. DSEA will bring data from their information session to share. Kelly Shahan will provide transportation models at our next meeting.

The meeting adjourned at 6:04 p.m.

June 24th Presentation



MTSS

Curriculum, Instruction and Professional Development
Exceptional Children Resources
School Support Services



What is MTSS?

- MTSS is a **framework** that provides the data and infrastructure necessary to implement effective practices to improve student outcomes.
- MTSS integrates data, instruction, and intervention within a schoolwide, multilevel prevention system to maximize student outcomes.



Center on
Multi-Tiered System of Supports
at the American Institutes for Research* ■





Defining MTSS in Delaware

DE-MTSS is a framework designed to meet the needs of the whole child through an ***integrated, multilevel prevention system*** that optimizes ***team-based leadership*** and ***data-driven decision making*** to meet the academic and nonacademic needs of all students.



Multi-Tiered Systems of Supports (MTSS)

Academic

Student's response to
academic instruction
and tiered supports

**MTSS is a framework
that aligns academic
and behavior supports
to serve the whole child**

Non-Academic

Student's response to
positive behavior tiered
supports



Why MTSS?

Evidence suggests it works.

Improved outcomes

- Decreased expulsion, behavioral referrals, and suspension rates
- Sustained academic improvement
- Increased in on-time graduation

(Burns et al., 2005; Dexter et al., 2008; Hattie, 2015; Simmons et al., 2008)

Strong positive effects on system outcomes

- Increased instructional and planning time
- More efficient use of resources and staff
- Decreased inappropriate special education referral and placement rates
- Reduction in student time in special education services
- Reduction in student grade retention

Center on
Multi-Tiered System of Supports

at the American Institutes for Research" ■





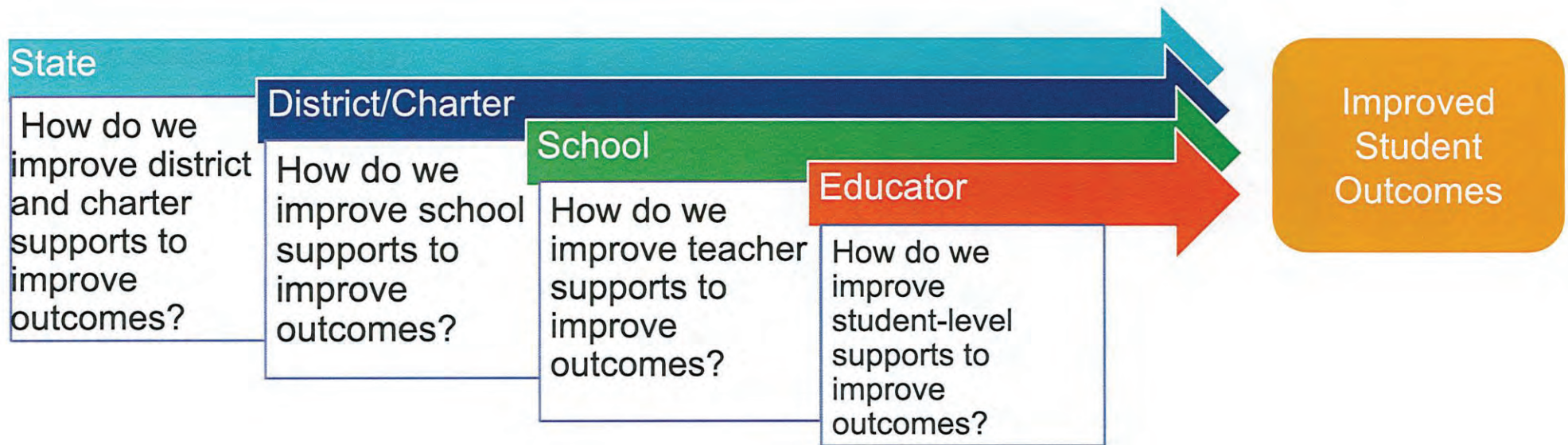
DE-MTSS Related Regulations

Let's take a look at the regulations that support MTSS

- Regulations 508, 922, and 925 have been updated, complement each other and can be found at:
 - [Regulation 508](#) - Multi-Tiered System of Support
 - [Regulation 922](#) - Children with Disabilities Subpart A, Purposes and Definitions
 - [Regulation 925](#) - Children with Disabilities Subpart D, Evaluations, Eligibility Determination, Individualized Education Programs



MTSS is a System Wide Approach to Improving Student Outcomes



7

Center on
Multi-Tiered System of Supports

at the American Institutes for Research* ■



Essential Components of DE-MTSS

Essential Components:

1. Tiered system of supports
2. Data-based decision making with consideration of academic and non-academic needs
3. Team-based leadership
4. Comprehensive Screening and Balanced Assessment System
5. Evaluation and Selection of instructional resources, supports and interventions





Essential Component 1: Tiered System of Supports Non-Academic Tiers



- Diagnostic Assessment Measures
- Referrals to outside resources
- Monitoring
- Individual counseling
- Crisis response

Specific Examples:

- FBA /behavior plans
- Collaborative problem solving
- Trauma-focused Cognitive Behavior Therapy (TF-CBT)

- Targeted screening and assessment tools
- Targeted SEL supports
- Small group counseling
- Identification & monitoring of students

Specific Examples:

- Check in/check out
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

- School Discipline Improvement Program (SDIP) Strategies
- Universal Screening
- Social Emotional Learning (K-12)
- Suicide Prevention (K-12)
- Bullying Prevention
- Mental Health Programming (K-12)
- Personal Body Safety/Erin's Law (K-12)
- Substance Use Prevention (K-12)
- Comprehensive Health Education (K-12)

Specific Examples:

- Trauma-informed Practices, CRE, Equity, Mindfulness, Restorative Practices, SEL programming
- Evidence-based SEL (i.e. Second Step, PATHS)
- YMHA, Teen Mental Health First Aid

- Before and after school programs
- Summer programs

Specific Examples:

- Evidence-based SEL programming



Essential Component 1: Tiered System of Supports Academic Tiers



In addition to Tier 1,

- Targeted Diagnostic Assessment Measures
- Small or 1:1 support with explicit, focused interventions
- Progress Monitoring of interventions and student growth

Specific Examples:

- Reading or math improvement plans
- Collaborative problem solving teams
- Increase of intensity of interventions and/or reduce group size
- This is not synonymous with special education

In addition to Tier 1,

- Targeted screening and diagnostic tools
- Targeted academic supports
- Progress monitoring of interventions and student growth

Specific Examples:

- Using screening data to determine necessary diagnostic measure
- Determining progress monitoring tools necessary to measure growth
- Small fluid groups
- additional opportunities for practice

- High Quality, Standards Aligned Instructional Materials
- Universal Screening Process for all students
- Inclusive practice, which is linguistically responsive and culturally sustaining

Specific Examples:

- Access to high quality instruction for **ALL** students including texts, videos
- Small group and differentiated supports within Tier 1
 - Visuals, exemplars graphic organizers, rubrics
 - Direct instruction when needed
- Use of multiple data points as part of the universal screening process (i.e., previous local and state assessment data, screening tools, attendance)

- Before and after school programs
- Summer programs

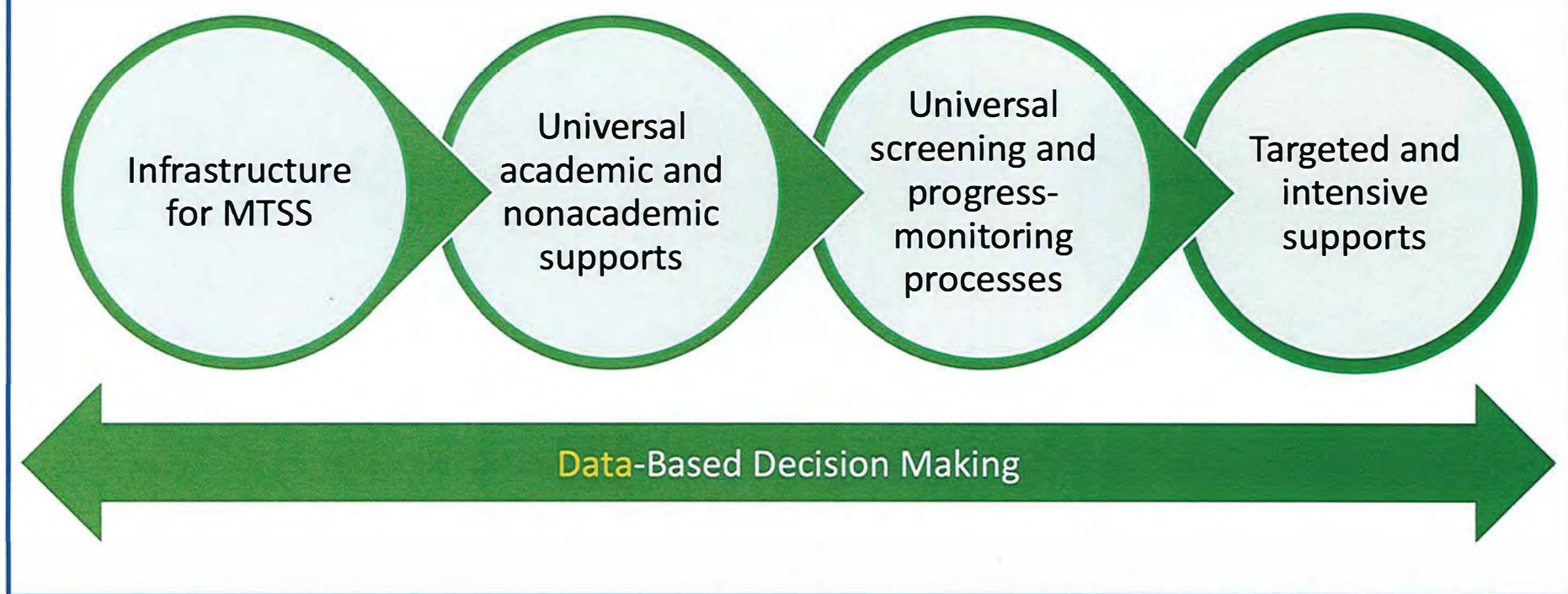
Specific Examples:

- Before and after care connected to Tier 1 instruction
- Summer learning connected to Tier 1 instruction



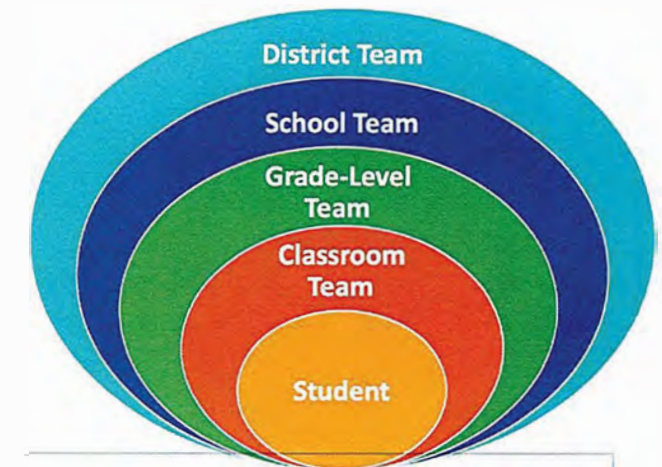
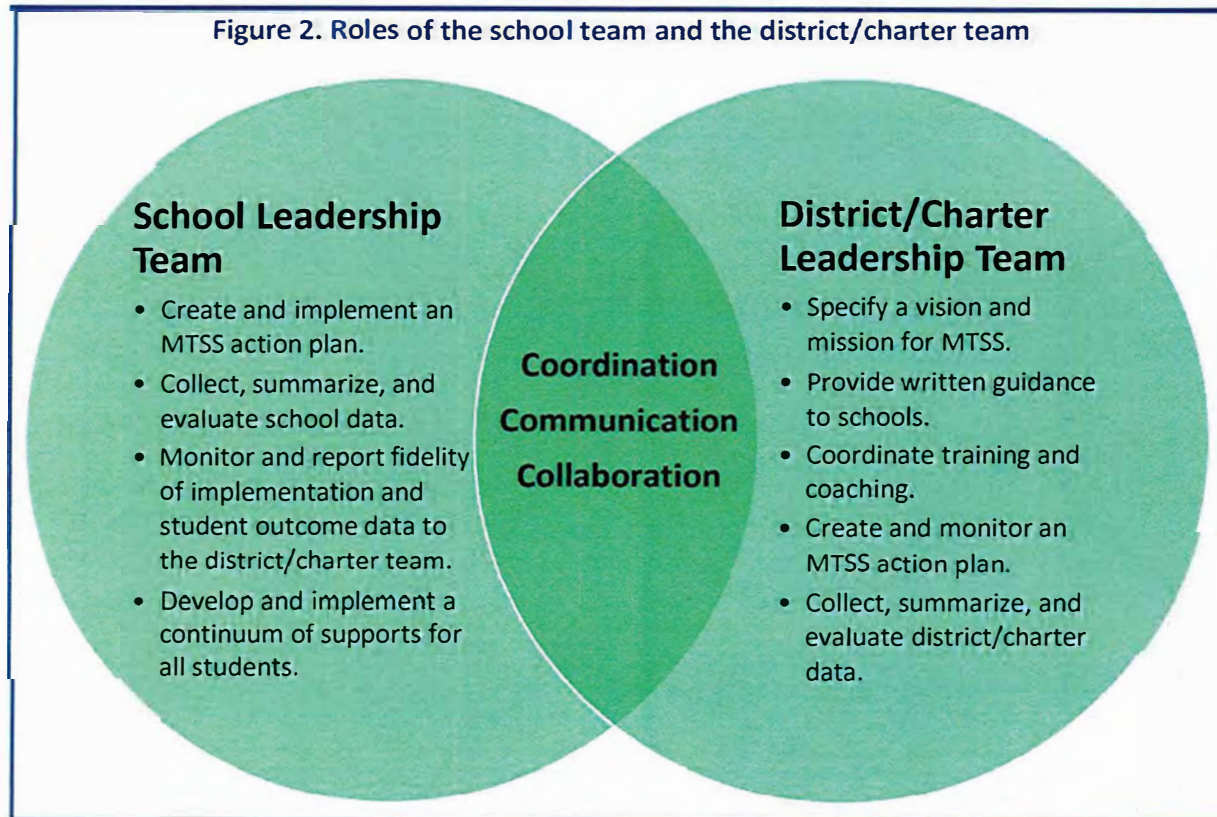
Essential Component 2: Data Based Decision Making

Figure 2. Priority areas for DE-MTSS



Essential Component 3: Team Based Leadership

Figure 2. Roles of the school team and the district/charter team





Essential Component 4 : Comprehensive Assessment System



Screening/ Benchmarking

Helps identify students who need additional supports beyond Tier 1.



Diagnostic Data

Helps identify students' current skill level and needs.



Progress Monitoring

Helps identify if students are making adequate progress.



Fidelity

Helps identify how consistently educators are implementing a practice.





Essential Component 5: Evaluation & Selection of Instructional Resources



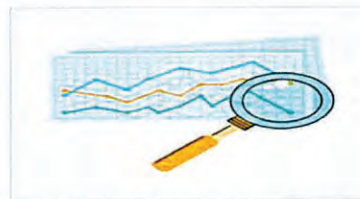
Stakeholder Engagement

Teachers, content specialists/coaches, related service providers, families, interventionists



Continued Assessment

Using resource inventories and needs assessment to identify areas where additional resources are needed



Analyses and Evaluation

Interpreting and evaluating research supporting educational materials



Outcomes

Establishing goals and outcomes for resources, supports, and interventions



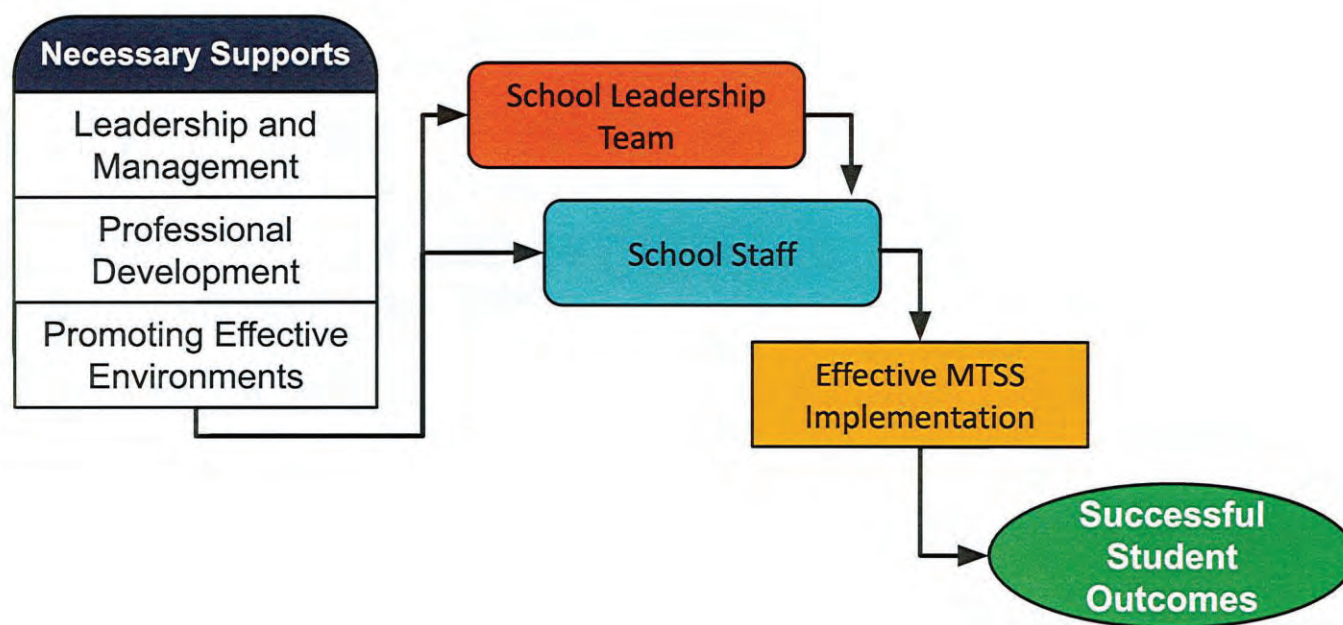
Planning

Professional learning and coaching to support effective implementation





Successful MTSS Implementation



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DE-MTSS Useful Supports

Resources for LEAs:

- [DE-MTSS Overview Video](#)
- [DE-MTSS Overview Infographic](#)
- [DE-MTSS Implementation Guide](#)
- [District/Charter Quick Reference Guide](#)
- [School Quick Reference Guide](#)
- [Classroom Quick Reference Guide](#)
- [Delaware PBS](#)
- [DE-MTSS Tier 1 Planning Guide](#)
- [Digital DE](#)

MTSS@doe.k12.de.us

Questions/Comments



SCR 119 Student Behavior and School Climate Task Force
July 15, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly (virtual)
Representative Sherae'a Moore, Delaware General Assembly
Senator Laura Sturgeon, Delaware General Assembly (virtual)
Senator Eric Buckson, Delaware General Assembly
Rosalie Morales, Department of Education
Meredith Seitz, Department of Services for Children, Youth and Their Families (virtual)
Stephanie Ingram, Delaware State Education Association
Ralph Ackerman, Delaware School Boards Association (virtual)
Dr. Lisa Lawson, Delaware Association of School Administrators (virtual)
Bill Doolittle, Special Education Strategic Plan Advisory Council
Dr. Dorrell Green, Red Clay Consolidated School District
Alison Parey, Brader Elementary School Teacher
Donna Huston, Sussex Technical High School Teacher
Kelly Shahan, Red Clay Consolidated School District
Kim Willson, Parent (virtual)
David Diana, School Resource Officer (virtual)
Representative Kevin Hensley, Delaware General Assembly (virtual)
Dr. Jay Owens, Indian River School District
Josette Threatts, Caesar Rodney School District (virtual)
Kim Willson, Parent (virtual)
Dr. Susan Brown, Smyrna School District

Members Absent

Kevin Dickerson, Delaware Chief School Officers Association
Brittini Piser, Appoquinimink School District
Anita Balischeck, Lake Forest School District
Representative Stella Parker Selby, Delaware General Assembly

Support Staff

Lisa Henry

The meeting was called to order by Representative Moore. Welcome, introductions, and remarks were made by Representative Moore. The minutes of the June 3, 2024, and June 24, 2024, were approved.

Rosalie Morales, Delaware Department of Education (DDOE), gave a brief update on the cellphone pilot project approved by the Delaware General Assembly. The DDOE is preparing a

Request for Application for schools to apply. The applications will be reviewed and locations will be selected during Fall 2024. Implementation of the pilot program is slated to begin in January 2025.

Dr. Teri Lawler, DDOE, provided a presentation entitled *Strategies for Cultivating a Culture of Care*. The presentation provided more in-depth discussion on Multi-tiered Systems of Support (MTSS) and the Delaware Developmental Framework for Professional Development for educators related to trauma-informed care.

After the presentation, Ms. Parey requested Dr. Lawler to go into more detail as to why Tier 1 support is so important. Dr. Lawler stated that Tier 1 supports are prevention and wellness promotion. Ms. Huston asked if every district/charter school has a team that meets with DDOE on this topic. Dr. Lawler responded that yes, every district/charter has a team, but it is not mandatory that they meet with DDOE. However, many do. Mr. Doolittle asked how many hours it would take for a classroom teacher to be proficient in what Dr. Lawler presented. Dr. Lawler responded that it would take about 28 hours. Senator Buckson had several questions for Dr. Lawler related to accountability for actions on behalf of the students. Dr. Lawler addressed the accountability issue while providing support for students and educators. Representative Moore summarized her experience with MTSS and how she goes about making the connections at Tier 1 to support her students.

Kendall Massett, director, Charter School Network, along with Michelle Marinucci, head of school for Academy of Dover Charter School, and Dave Zickafoose, Rotulu, provided a presentation on school transportation models in use at local charter schools. Rotulu is an intelligent student system as a solution for student incident management. It is currently in limited use in Delaware related to bus referrals. Dr. Green asked if the system could integrate with Infinite Campus, the state's new student information system and other state systems. Mr. Zickafoose said it can but is not currently integrated. Ms. Ingram asked how the model prevented issues on the bus. Mr. Zickafoose said the system gives them a warning of what is happening on buses. Ms. Massett added that the system shows the pathway for each referral, so people know what the outcome is of each referral.

Ms. Shahan provided a presentation related to opportunities to improve student behavior on school buses. Ms. Shahan discussed the Public Transportation Committee. She mentioned two recommendations that the committee provided for funding this year, but they did not get funded. Recommendation 1: Provide a Transportation Block Grant funding to provide bus aides on buses and Recommendation 2: Lap Shoulder Belts on buses to keep students in their seats. Ms. Shahan also discussed the State Standard Bus Matrix and Strategies, Interventions and Administrative Responses for issues arising on the school bus. This would standardize school bus consequences across all school districts and charter schools. Lastly, she discussed using RAP in the Data Service Center as a best practice used in many school districts related to bus referrals. She discussed the School Bus Officer pilot program. Ms. Parey asked if there is additional support or Professional development given to transportation staff. Ms. Shahan stated yes, there is support and professional development, but not enough. Ms. Parey asked if there are opportunities for parents to get an introduction to transportation for parents and students before the school year. Ms. Shahan responded that she does not know if any efforts like that are made but that it is an innovative idea.

Ms. Ingram provided a presentation on the Impact of Student Behavior on Educators' Job Satisfaction. Ms. Ingram provided the results of a survey that was completed by DSEA members related to topics reflective of the impact of student behavior. Mr. Doolittle made comments related to what he does to assist educators regarding getting them what they need to support students with special needs. Senator Buckson asked questions related to what we are doing to address the concerns of the educators.

There was no in-person public comment. Virtual public comment included the following:

Ms. Massett wanted to caution the committee on making every response a standard response to how to solve problems as not all students and schools are the same. She also mentioned a couple schools that are currently using pouches to secure cellphones during the day.

Jennifer Howard, public attendee, raised awareness of other transportation issues related to students getting to school each day.

Representative Moore noted that the next meeting will be held August 5, 2024, at 4:00 p.m. The meeting adjourned at 6:00 p.m.

July 15th Presentations

IMPACT OF STUDENT BEHAVIOR ON EDUCATORS' JOB SATISFACTION AND RETENTION

JULY 2024

Stephanie Ingram, DSEA President

DELAWARE EDUCATOR SURVEY FEEDBACK

METHODOLOGY



1,057 DSEA
Members



Margin of Error +/- 2.95 at
95% confidence



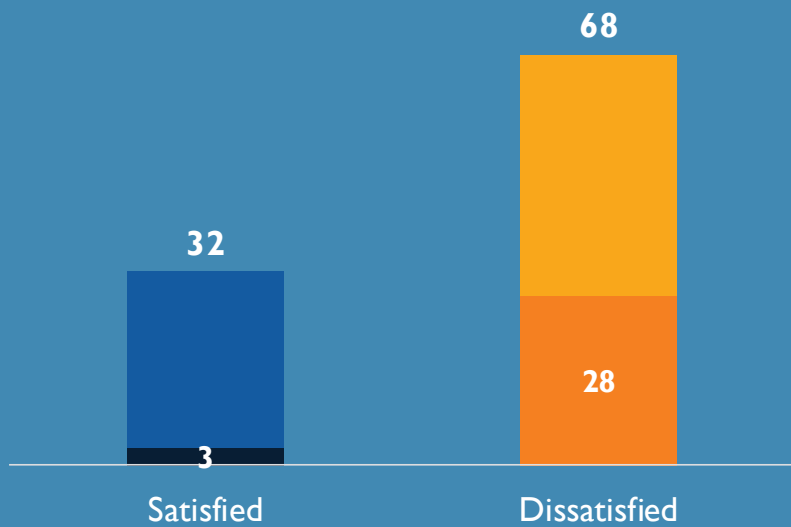
Survey was conducted via
email from
November 27 – December
10, 2023



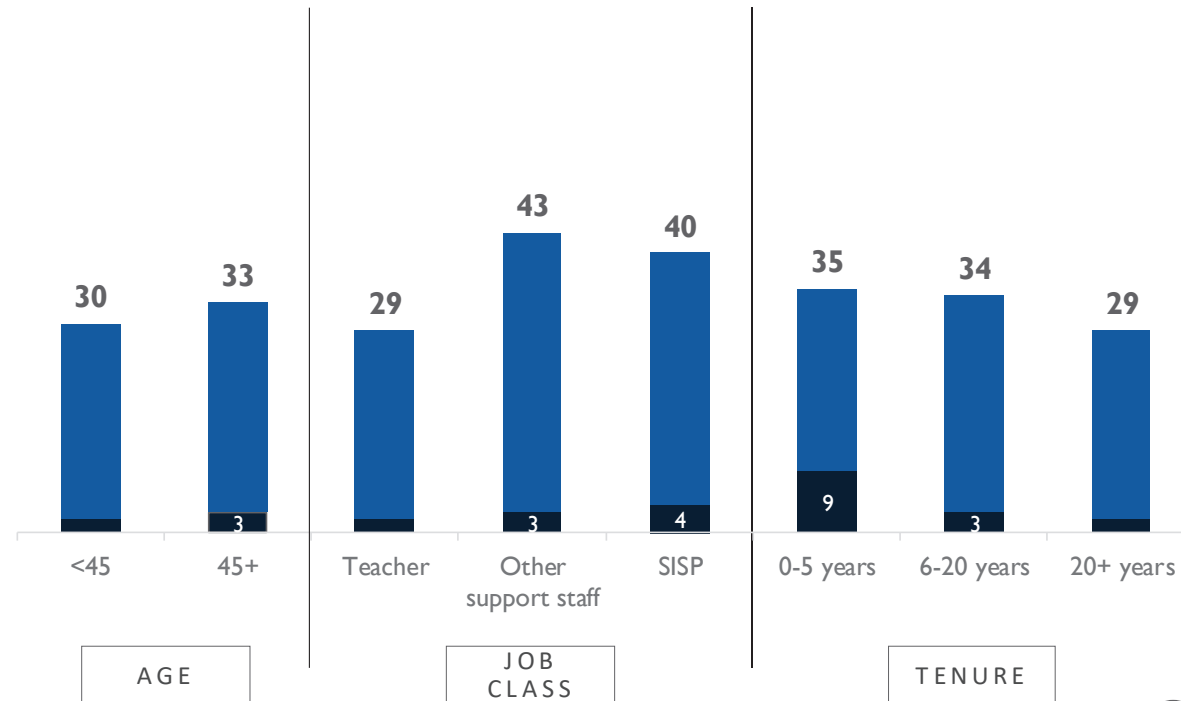
Sample was pulled from a
list of members

NEARLY 7 IN 10 SURVEYED EDUCATORS ARE DISSATISFIED WITH WORKING CONDITIONS

Very satisfied
Very dissatisfied
Somewhat satisfied
Somewhat dissatisfied



SATISFACTION WITH WORKING CONDITIONS



Generally speaking, how satisfied are you with conditions facing educators like you in your district these days?

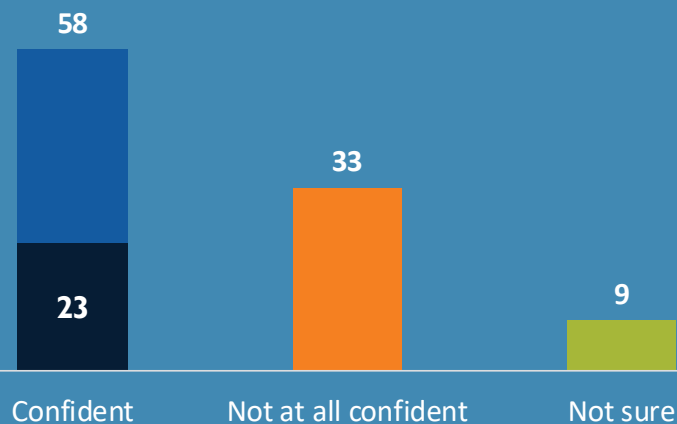
SCHOOL CLIMATE ISSUES ARE SERIOUS CONCERNS FOR DELAWARE EDUCATORS



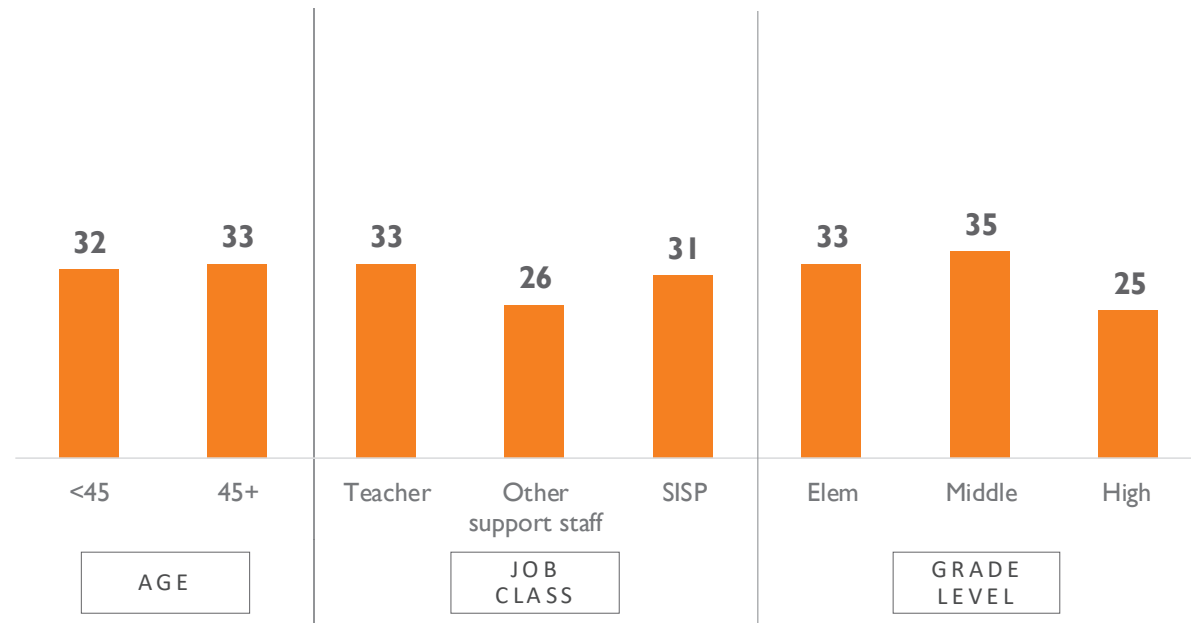
Below is a list of problems that some Delaware school employees are concerned about. For each issue, please indicate how serious a problem it is.

1/3 ARE NOT AT ALL CONFIDENT THAT THEY WILL CONTINUE WORKING IN EDUCATION AS A CAREER, JUST A QUARTER ARE VERY CONFIDENT.

● Very confident
● Somewhat confident

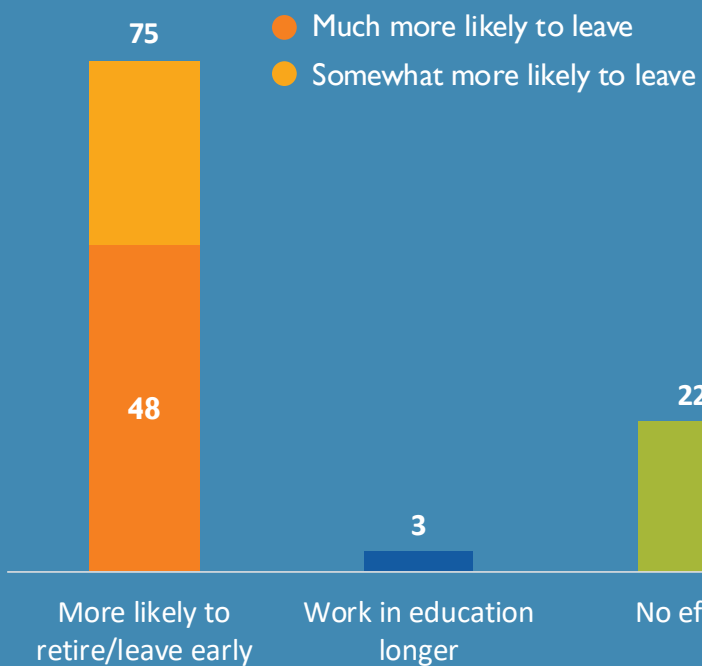


● Not at all confident

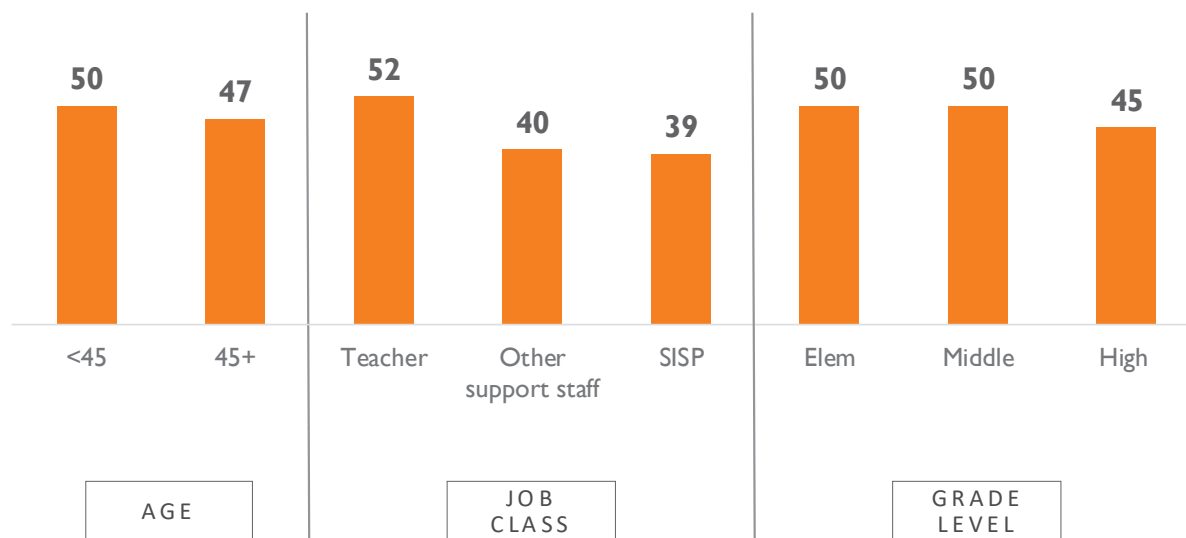


Based on how you feel right now, how confident are you that you will continue working in education as a career?

75% OF RESPONDENTS SAY THEY ARE MORE LIKELY TO RETIRE/LEAVE EDUCATION EARLIER THAN PLANNED, NEARLY HALF ARE *MUCH* MORE LIKELY



MUCH MORE LIKELY TO LEAVE/RETIRE EARLY



Compared to a few years ago, are you more likely to retire or leave education earlier than you'd planned, more likely to work longer than you'd planned, or is there no difference in your plans?

SURVEYED EDUCATORS SAID INCREASED PAY,
FOLLOWED BY IMPROVEMENTS IN SCHOOL
SAFETY, **STUDENT DISCIPLINE**, AND EDUCATOR
RESPECT COULD CONVINCE THEM TO STAY IN THE
PROFESSION

What would convince you to stay in the profession?

PRELIMINARY FEEDBACK FROM EDUCATOR LISTENING SESSIONS

ADDRESS COMMON CHALLENGES

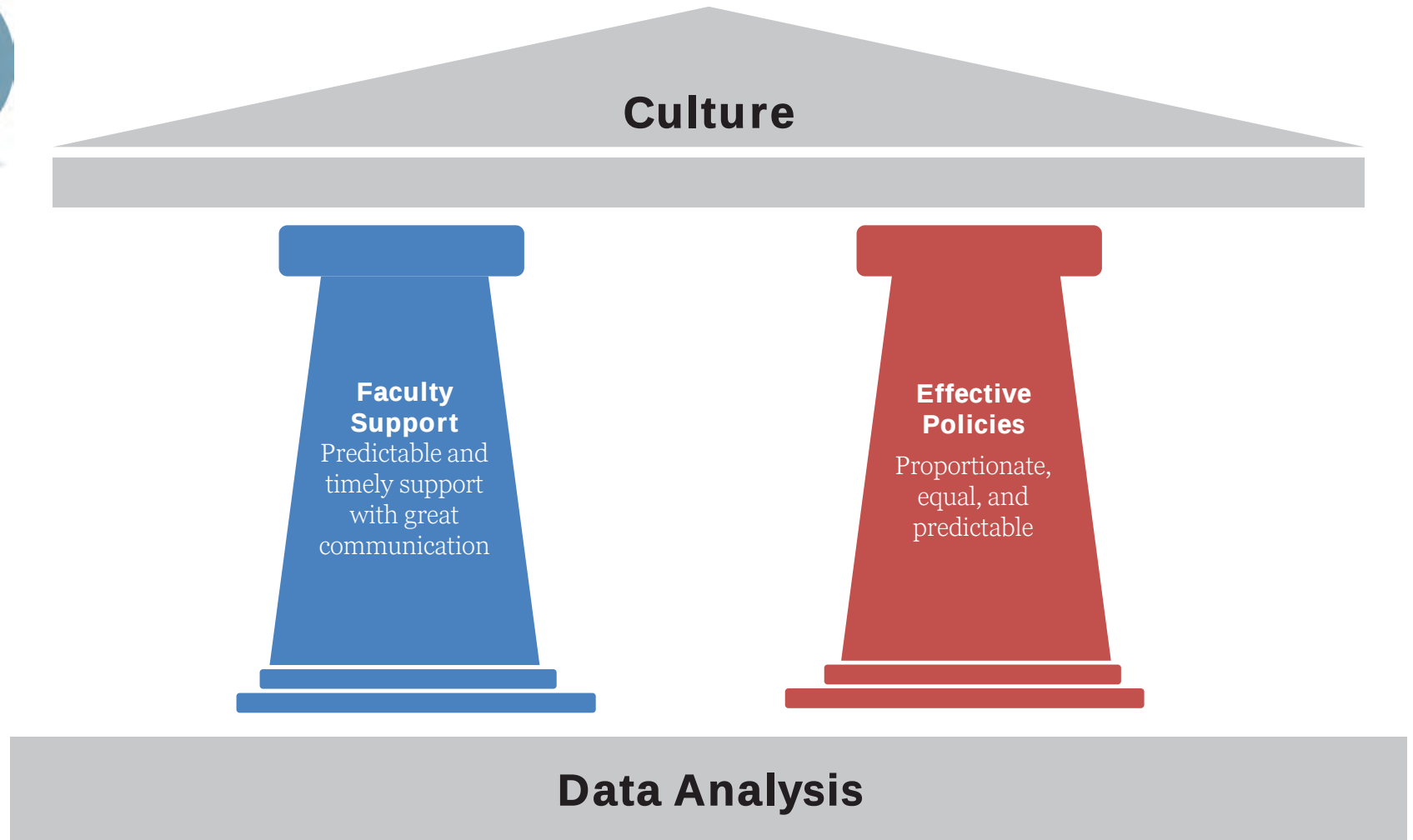
- Mental health professionals are not afforded the necessary time to provide the needed direct and indirect services to students. Eliminate and/or limit the amount of non-essential administrative tasks from their workload.
- Communication devices (cell phones, smart watches, etc.) create significant distractions in classrooms and can lead to other issues such as bullying. Develop and implement programs that remove these challenges.
- Student learning environment needs are not being met for all children. Establish more C settings to ensure the students receive the necessary academic and behavioral supports they need to be successful.
- More opportunities are needed to support student learning during non-traditional academic times. Increase funding to provide extended learning opportunities such as summer school and after school tutoring
- Staffing shortages continue to be a major hurdle that limits solutions to addressing student behavioral challenges. Continue to address staffing shortages by creating more incentives for individuals to consider education as a career option.

PROVIDE NECESSARY SUPPORT AND AUTONOMY

- Younger students need time to play. Institute policies that increase the amount of time young students learn critical social skills through play with their classmates.
- Curriculum must be developmentally-appropriate, set achievable expectations, and include realistic timelines for learning. Review curriculum to determine if it accomplishes all three.
- Student behavioral expectations and consequences must be clear and consistent, and followed by all. Review local practices to ensure codes of conduct are being followed consistently in all situations.
- Classroom educators and building administrators need autonomy to make appropriate decisions related to student behavior and discipline. Provide the necessary support and authority to school-level educators to address student misconduct.
- Injury to school staff resulting from student misbehavior is a serious issue that must be taken as such. Ensure all reports of staff member injury are taken seriously and all proper protocols are followed when investigating and resolving such situations.

ENSURE TIME AND RESOURCES ARE AVAILABLE TO CONNECT WITH STUDENTS & FAMILIES

- Families serve as critical partners in supporting the academic and behavioral needs of our students. All too often, educators are asked to take on much of this work alone. Offer the necessary training and support to families to build a repertoire of strategies they can use with their children, enhancing the efforts of school personnel.
- Communication between schools and families strengthens the partnership and better allows all involved to support each other to ensure student needs are met. Provide educators with the necessary time to establish regular ongoing communications with families.
- Building strong partnerships with families takes time. Reduce federal, state, and local mandates to remove unnecessary requirements that interferes with the very valuable and limited time educators have.
- Building relationships with students is a key factor to proactively addressing student behavioral challenges. Establishing a rapport and trust with students takes time and cannot happen with larger class sizes. Limit class size to a reasonable number that would allow educators to work closely with the families of all their students.





Faculty Support

Predictable and
proactive support
with great
communication

Alignment with Code of Conduct



Administrators can see trends



Faculty able to see resolution steps

Create History

[Date Range](#)
 1/1/2024 - 1/1/2024

You have 3 resolved incidents awaiting acknowledgement

3/16/24, 8:28 PM Lauren Bauer Graham Middle School Students	3/17/24, 10:52 PM Jessie Arias Graham Middle School Students	4/10/24, 8:44 AM Athena Clay Graham Middle School Students
Type Students Incident With Subjects	Type Students Incident With Subjects	Type Students Incident With Subjects
Category Category With Consequence Action	Category Bullying	Category Category With Consequence Action
Incident Comments I tag your friend, Clara and her roomie	Incident Comments Tagging someone's name online. Anonym	Incident Comments Bullying. Class & Room For Individuals

All dismissed incidents acknowledged 

Summary	Type	Category	Group	Date
Dismissed Class & tag tag	Students Incident With Subjects	Category With Consequence Action	Smithville Elementary School	4/10/24, 8:22 AM
	Students Incident With Subjects			



Effective Policies

Proportionate,
equal, and
predictable

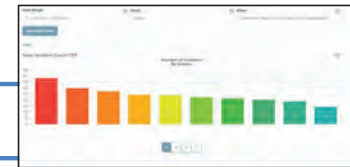
Equality through
systematic
response



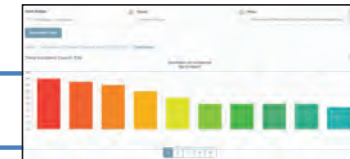
Administrators are
able to track trends



Identify faculty in
need of help



Identify students in
need of help



Policy
effectiveness
comparison

Automated reports

Report on Defiance Incidents at

Introduction

This report provides an analysis of defiance incidents at the [REDACTED]. The data includes various types of incidents, but this analysis focuses specifically on the category of 'Defiance.' The goal is to identify trends related to the day of the week, the individuals reporting the incidents, and the students involved.

Summary of Findings

- Total Defiance Incidents: 250
- Peak Days: Tuesday, Wednesday, Thursday
- Top Reporters: [REDACTED], [REDACTED], [REDACTED]
- Top Students Involved: [REDACTED], [REDACTED], [REDACTED]

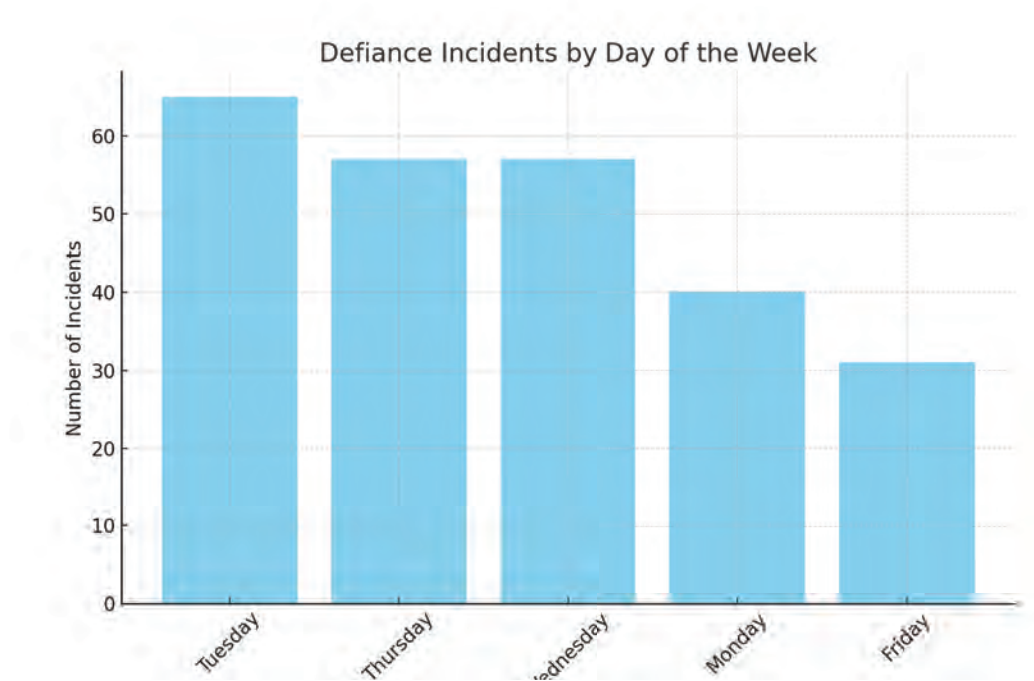
Trends by Day of the Week

The analysis shows a clear pattern in the occurrence of defiance incidents throughout the week. The distribution of incidents by the day of the week is as follows:

- Tuesday: 65 incidents
- Thursday: 57 incidents
- Wednesday: 57 incidents
- Monday: 40 incidents
- Friday: 31 incidents

Visualization

Defiance Incidents by Day of the Week

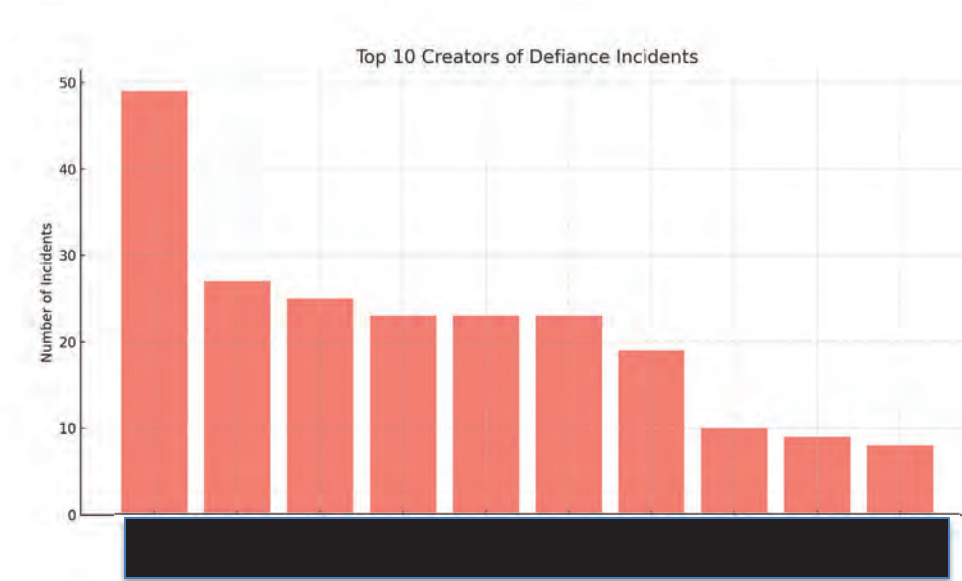


This graph shows that Tuesday has the highest number of defiance incidents, followed by Wednesday and Thursday. There is a noticeable decrease towards the end of the week, with Friday having the fewest incidents.

Trends by Creator

The majority of incidents are reported by a few individuals, suggesting they may be more involved in situations where defiance is observed, or they may be more diligent in reporting.

Top 10 Creators of Defiance Incidents

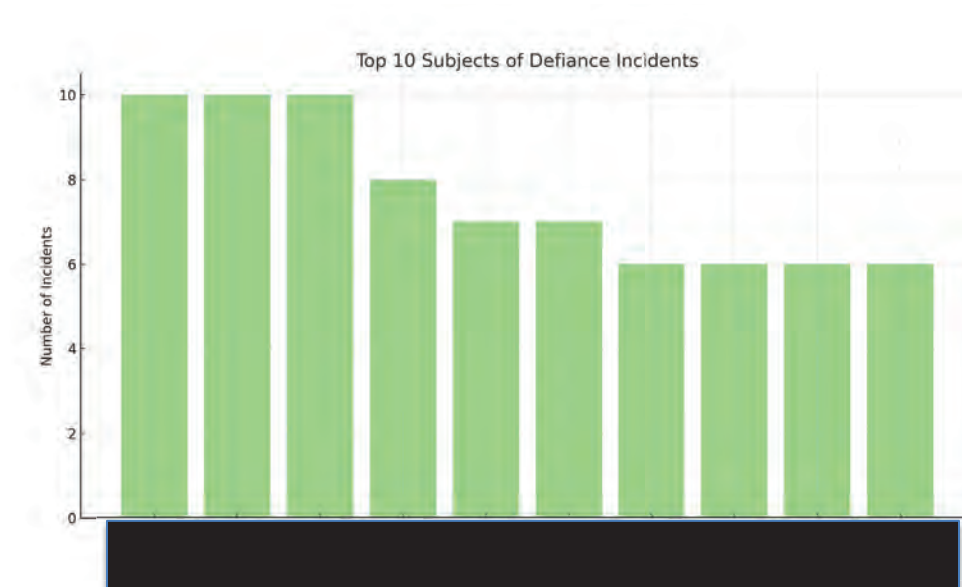


This graph highlights the top 10 individuals who reported the most defiance incidents. [Redacted] is the highest, followed by [Redacted] and [Redacted].

Trends by Subject

A small group of students is repeatedly involved in defiance incidents, indicating these students might need targeted interventions or additional support.

Top 10 Subjects of Defiance Incidents



This graph shows the top 10 students involved in defiance incidents. [Redacted], [Redacted], and [Redacted] are the most frequent subjects, indicating that these students might need targeted interventions.

These visualizations help to clearly see the trends and focus areas for addressing defiance incidents. The graphs show that Tuesdays have the highest number of incidents, a few individuals are responsible for reporting most incidents, and a small group of students are repeatedly involved in defiance incidents. This insight can help in targeting specific days, reporters, and students for interventions to reduce the number of defiance incidents.

Recommendations

Based on the analysis of defiance incidents at the [REDACTED], the following specific recommendations are proposed to address the identified trends and reduce the number of incidents:

Targeted Interventions on Peak Days

1. **Additional Supervision and Support:** Deploy additional staff and resources on Tuesdays, Wednesdays, and Thursdays to monitor student behavior more closely. This could include hall monitors, floating teachers, or support staff.
2. **Engagement Activities:** Organize engaging activities such as team-building exercises, workshops, or clubs on these peak days to keep students occupied and reduce opportunities for defiant behavior.



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Strategies for Cultivating a Culture of Care

Student Behavior and
School Climate
Task Force



July 15, 2024



US Department of Education

Pillars of School Climate		
Engagement	Safety	Environment
• Cultural and linguistic competence • Relationships • School participation	• Emotional safety • Physical safety • Bullying/cyberbullying • Substance abuse • Emergency readiness/management	• Physical environment • Instructional environment • Physical health • Mental health • Discipline



Social, Emotional, Behavioral Wellbeing Plan

The DDOE Social, Emotional, and Behavioral Wellbeing (SEBW) Plan creates a pathway for LEAs, schools, and individual educators to access tools, resources, and professional learning.

The [SEBW Plan](#) offers support through 2 key strategies:

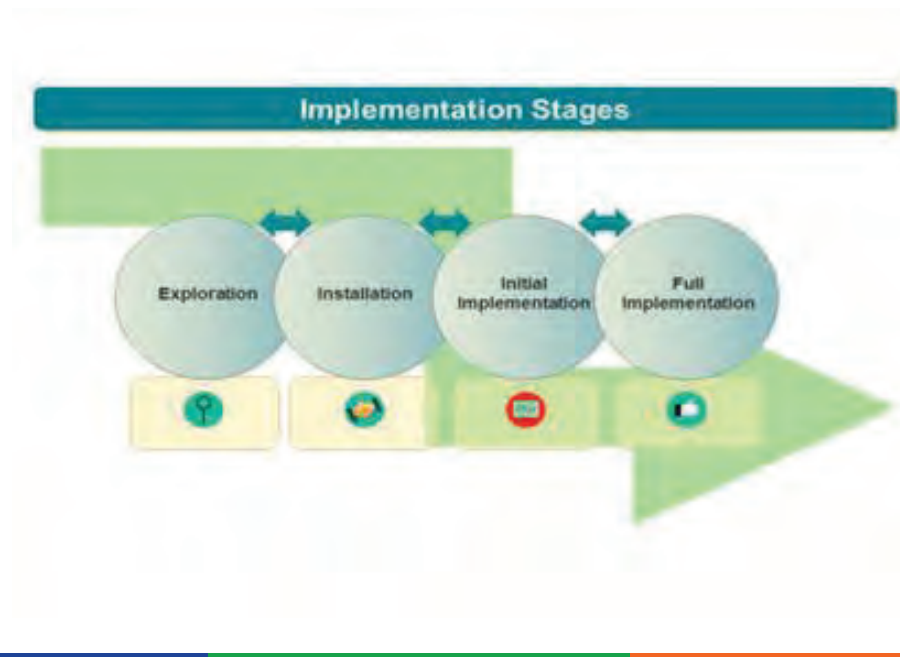
- A differentiated array of available social, emotional, and behavioral (SEB) resources and supports with multiple entry points for each district/school to access opportunities as you build your Multi-Tiered Systems of Support
- Strategies based on implementation science to guide districts/schools to identify strengths and needs and install evidence based practices.





The Science of Support

Levels of Support are based on implementation science to guide districts/schools to identify their strengths and needs and install evidence based practices.



SEBW Plan Overview



Level 1: Exploration – Resources and online learning tools to use independently



Level 2: Installation – Guided Professional Learning opportunities for schools and districts



Level 3: Implementation – Ongoing coaching and professional learning for district/charter leadership teams at the readiness phase for full implementation or expansion

MULTI-TIERED SYSTEMS OF SUPPORT



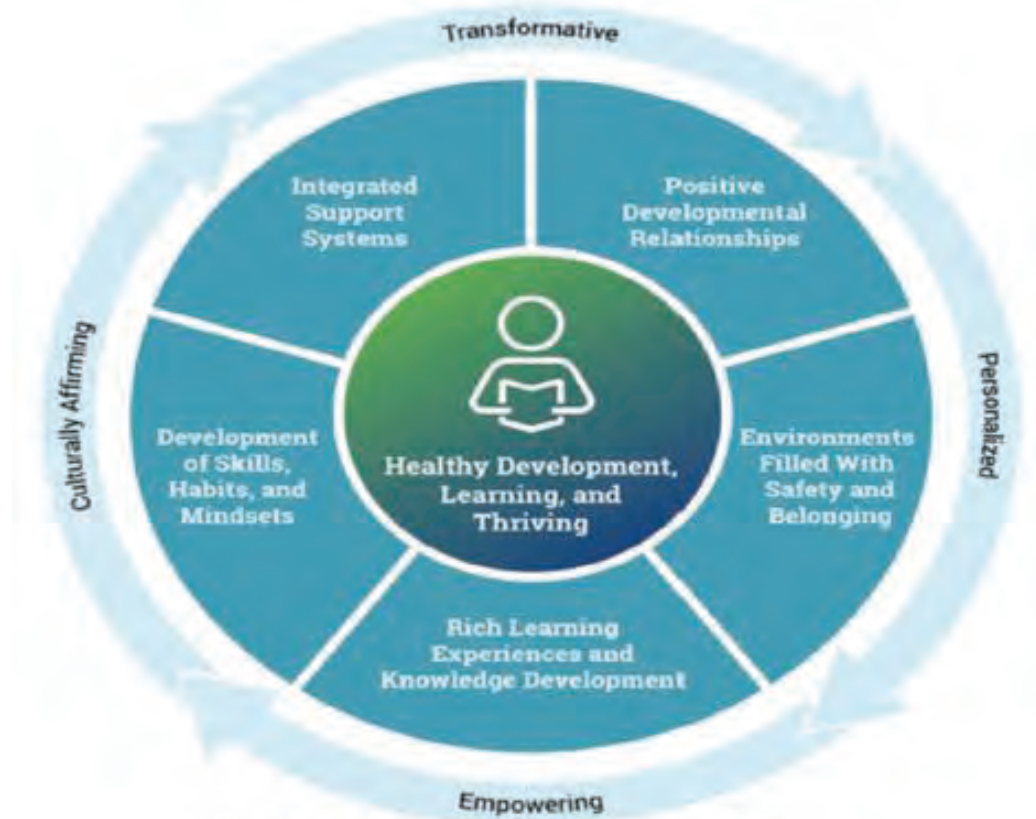


POLICY LANDSCAPE

- Comprehensive School Discipline Improvement Plan (SDIP)
- House Bills 100, 300, 500
- House Concurrent Resolution 54
- Regulation 508
- House Bill 301
- House Bill 4
- House Bill 5



Whole Child Development



**Guiding Principles for
Equitable Whole Child Design**

Multi-Tiered System of Supports (MTSS)

Academic

Student's response to academic instruction and tiered supports.

MTSS is a framework that aligns academic and behavioral supports to serve the whole child

Non

Academic

Student's response to positive behavior tiered supports.



MTSS Integration of Interconnected Systems



- Diagnostic Assessment Measures
- Referrals to outside resources.
- Monitoring
- Individual counseling
- Crisis response

Specific Examples:

- FBA/behavior plans
- Collaborative problem solving
- Trauma-focused Cognitive Behavior Therapy (TF-CBT)

- Targeted screening and assessment tools
- Targeted SEL supports
- Small group counseling
- Identification & monitoring of students

Specific Examples:

- Check in/check out
- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

- School Discipline Improvement Program (SDIP) Strategies
- Universal Screening
- Social Emotional Learning (K-12)
- Suicide Prevention (K-12)
- Bullying Prevention
- Mental Health Programming (K-12)
- Personal Body Safety/Erin's Law (K-12)
- Substance Use Prevention (K-12)
- Comprehensive Health Education (K-12)

Specific Examples:

- Trauma-informed Practices, CRE, Equity, Mindfulness, Restorative Practices, SEL programming.
- Evidence-based SEL (i.e., Second Step, PATHS)
- YMHA, Teen Mental Health First Aid

- Before and after school programs
- Summer programs

Specific Examples:

- Evidence-based SEL programming

Designing Schoolwide Systems for Student Success

Academic Instruction

Tertiary Interventions (for individual students)

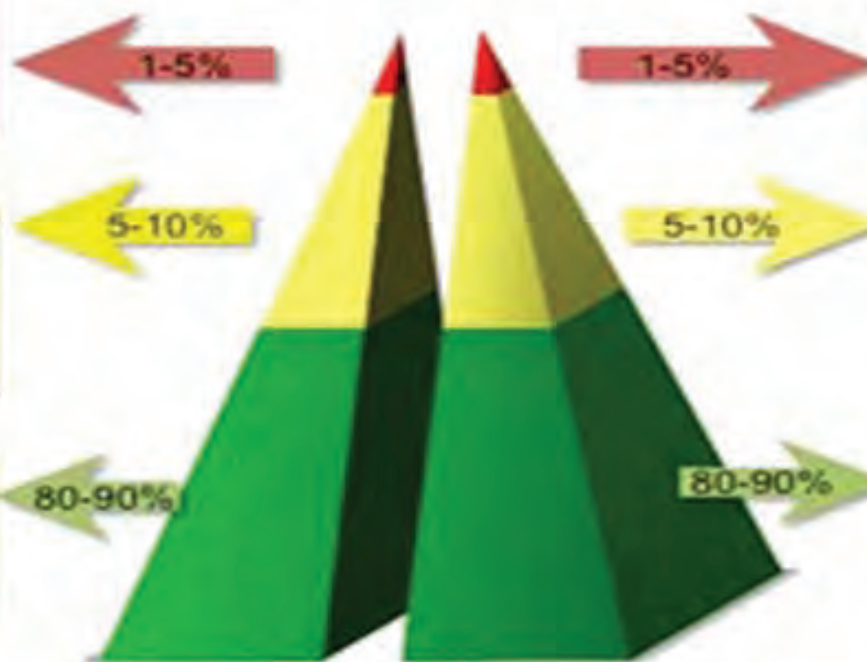
- Assessment-based
- High Intensity

Secondary Interventions (for some students)

- High Efficiency
- Rapid Response

Universal Interventions (for all students)

- Preventive, Proactive



Behavioral Instruction

Tertiary Interventions (for individual students)

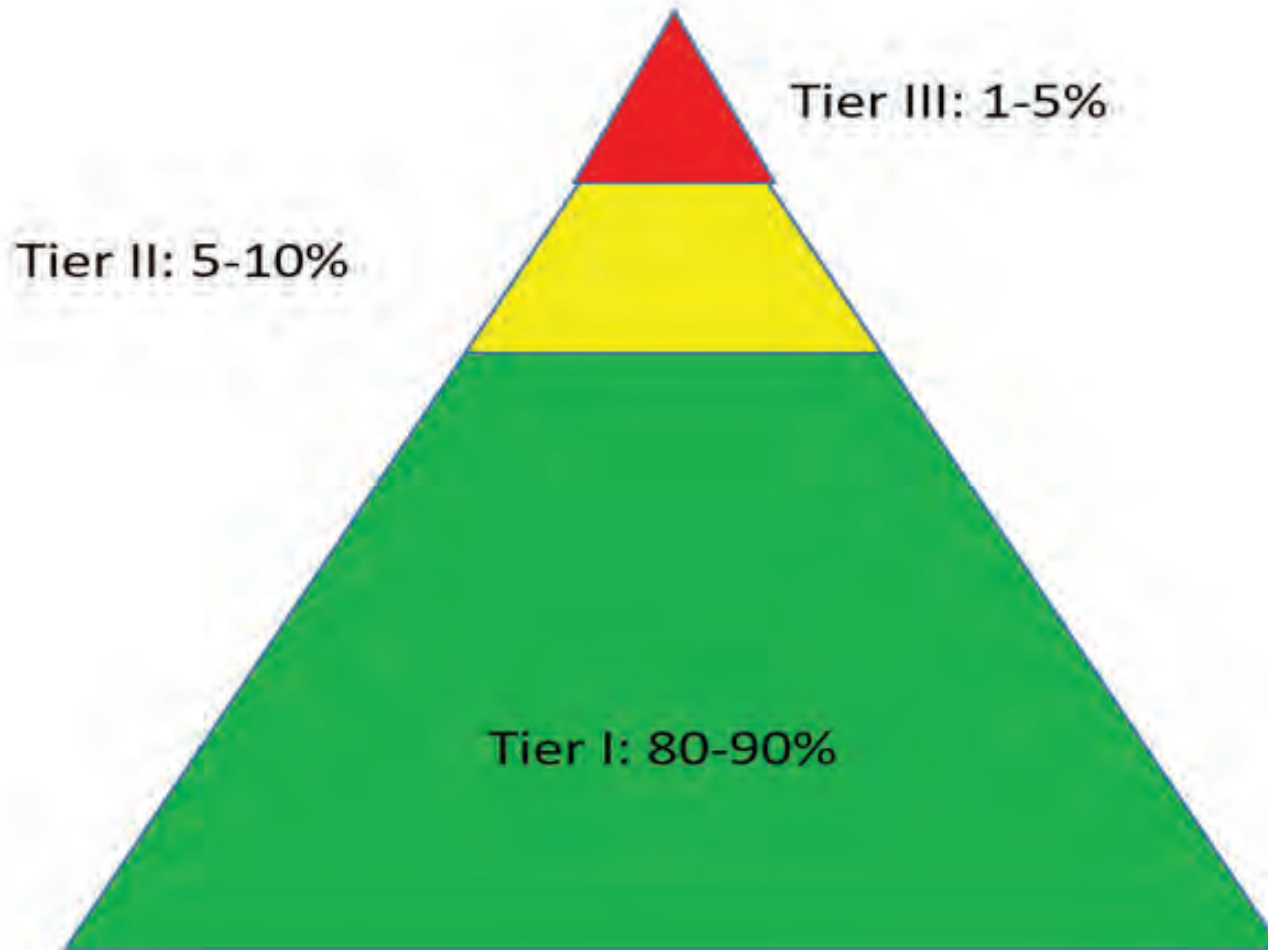
- Assessment-based
- Intense, durable procedures

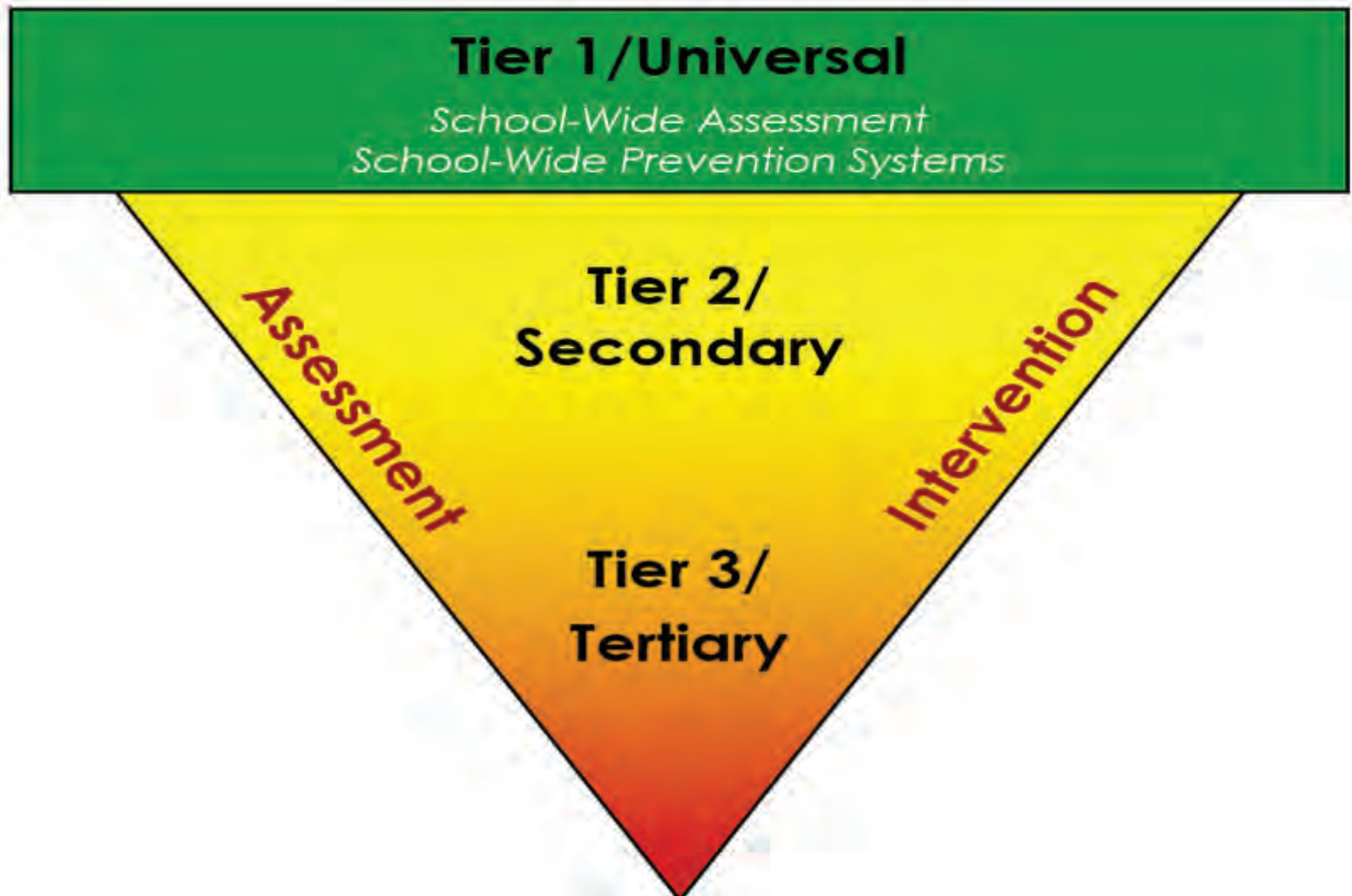
Secondary Interventions (for some students: at-risk)

- High Efficiency
- Rapid Response

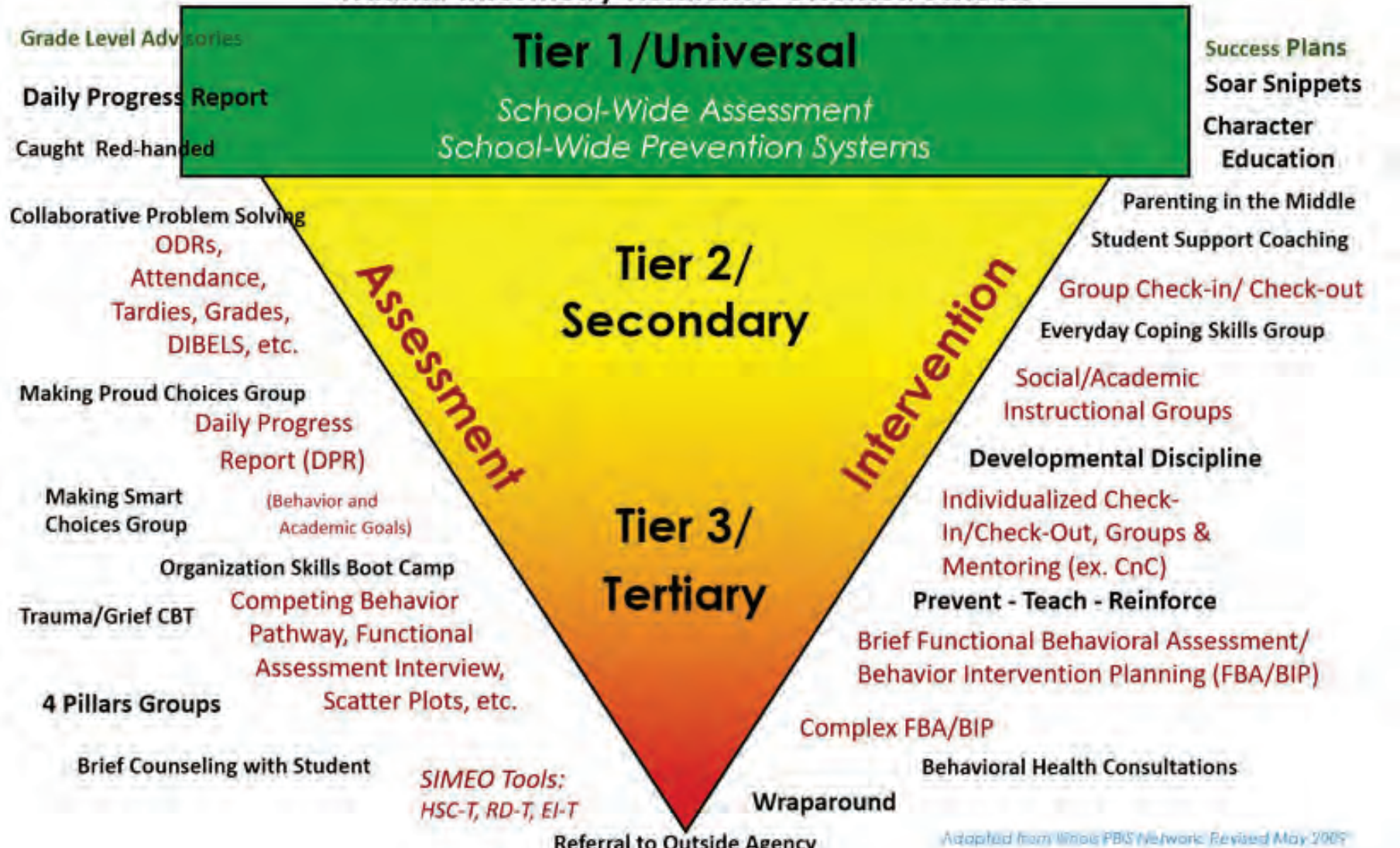
Universal Interventions (for all students)

- All Settings
- Preventive, Proactive

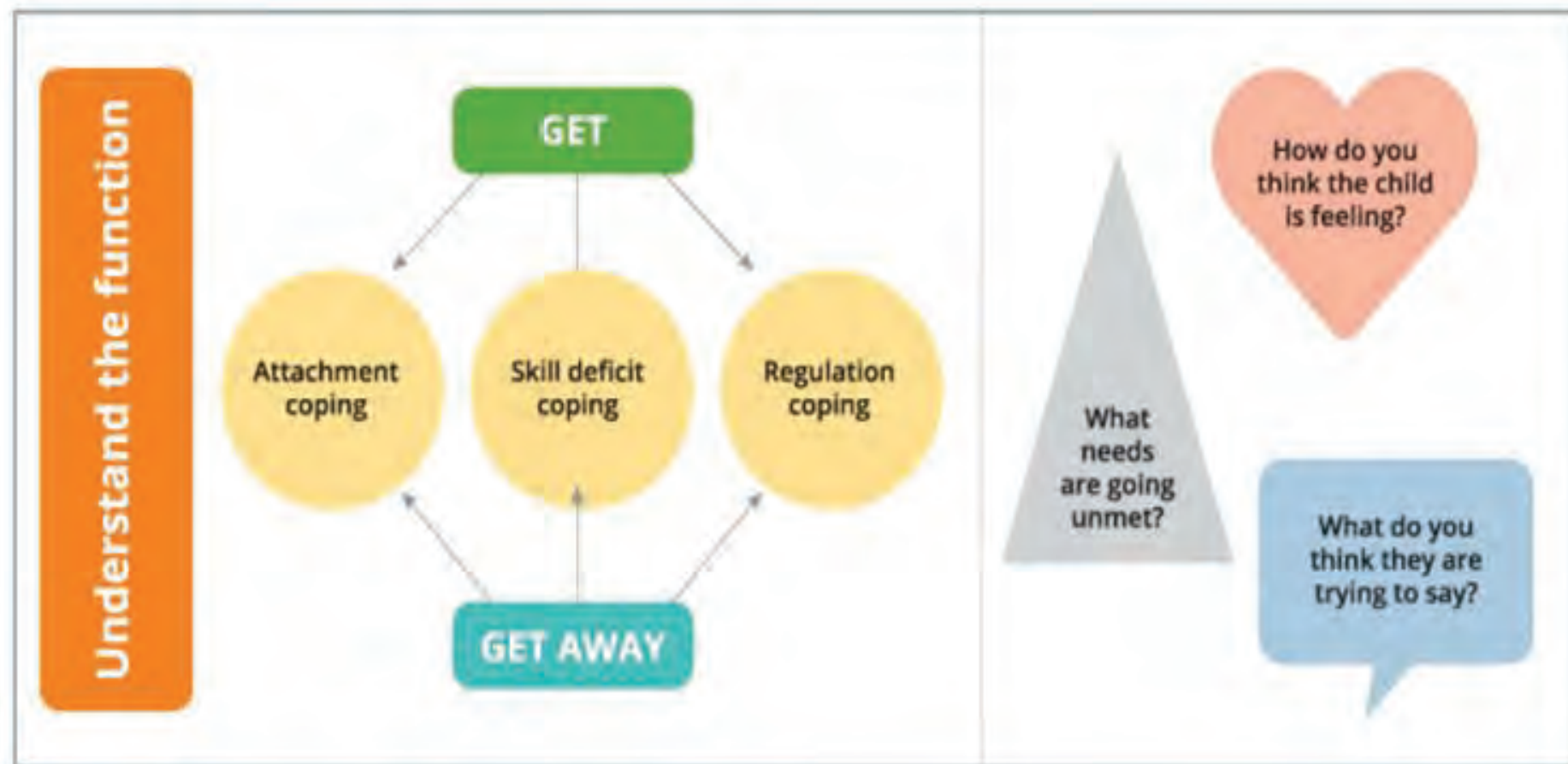




Trauma-Informed / Resilience-Oriented Schools



Tier 3 FBA and BSP Planning Process





Potential Tier 3 Supports:

- Mentoring
- Collaborative Problem Solving
- Social Skills Development
- Check in/Check Out (CICO)
- Individual, Visual Schedule
- Structured Breaks
- School Counseling
- Skills Streaming
- Trauma-Focused CBT
- Behavior Reflection
- Behavior Meetings with Caregivers
- Collaboration with Physician, Therapists, or MH Provider

Educator Capacity Building





DELAWARE DEVELOPMENTAL FRAMEWORK

TRAUMA AWARE

Staff understand the term "trauma" and how it can change the way they view and interact with others.

Workplace safety is a priority and the workplace considers both physical and mental health.

TRAUMA SENSITIVE

Organization values a trauma-informed lens and identifies trauma and resilience in policies.

Trauma training is institutionalized for all staff.

Staff feel supported and understood in the workplace.

TRAUMA RESPONSIVE

Staff applies knowledge of trauma and resilience in work.

Staff utilizes language that supports safety, choice, collaboration, trustworthiness, and empowerment.

TRAUMA INFORMED

Entire staff is skilled in using trauma-informed practices.

Individuals outside the organization understand that trauma and resilience are at the center of our mission.

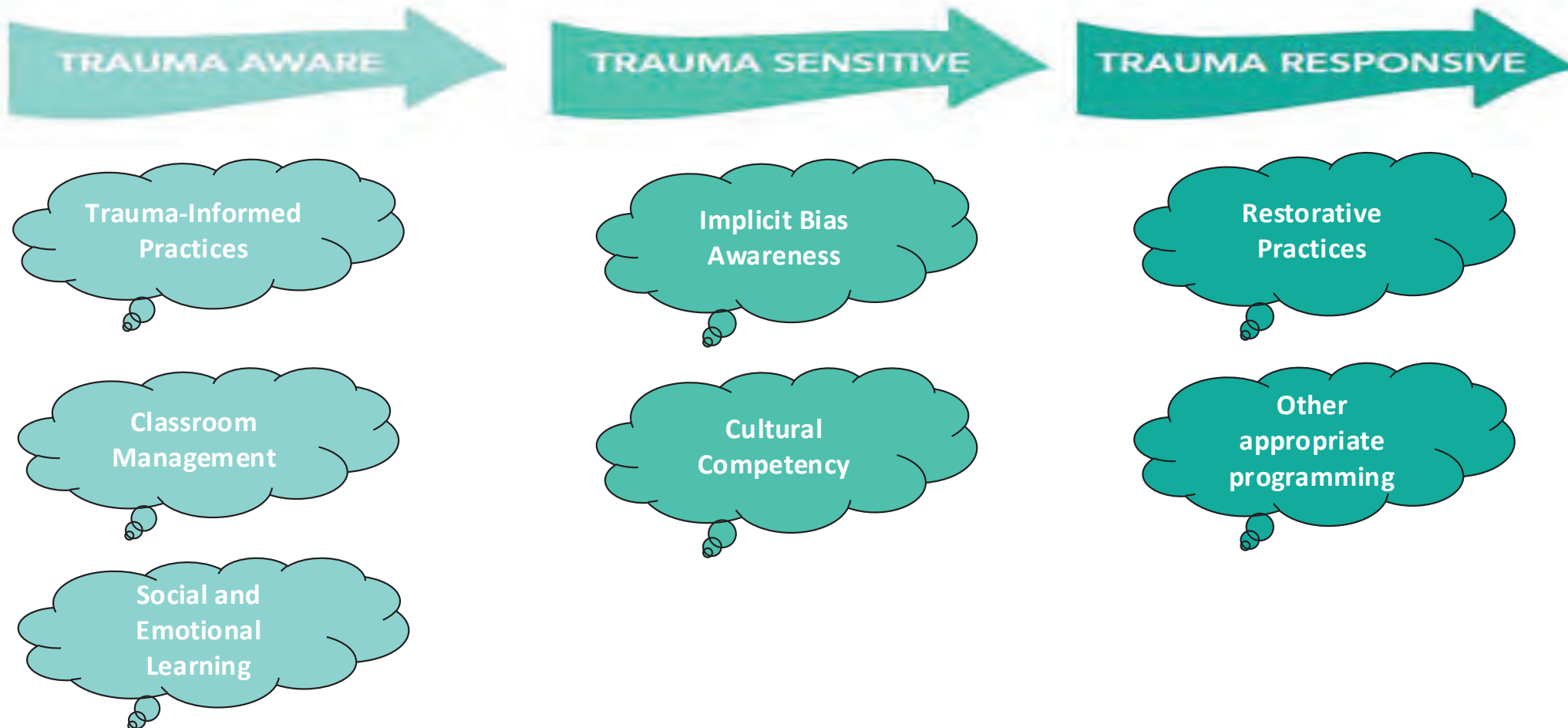
Change process framework adapted by the Philadelphia ACE Task Force from the Missouri Model: A Development Framework for Trauma Informed.

SDIP Language:

c. The plan may increase or improve professional development opportunities for educators, administrators, and staff. Components of such professional development may include 1 or more of the following:

1. Restorative practices.
2. Trauma informed care.
3. Implicit bias awareness.
4. Cultural competency.
5. Classroom management.
6. Other appropriate programming.

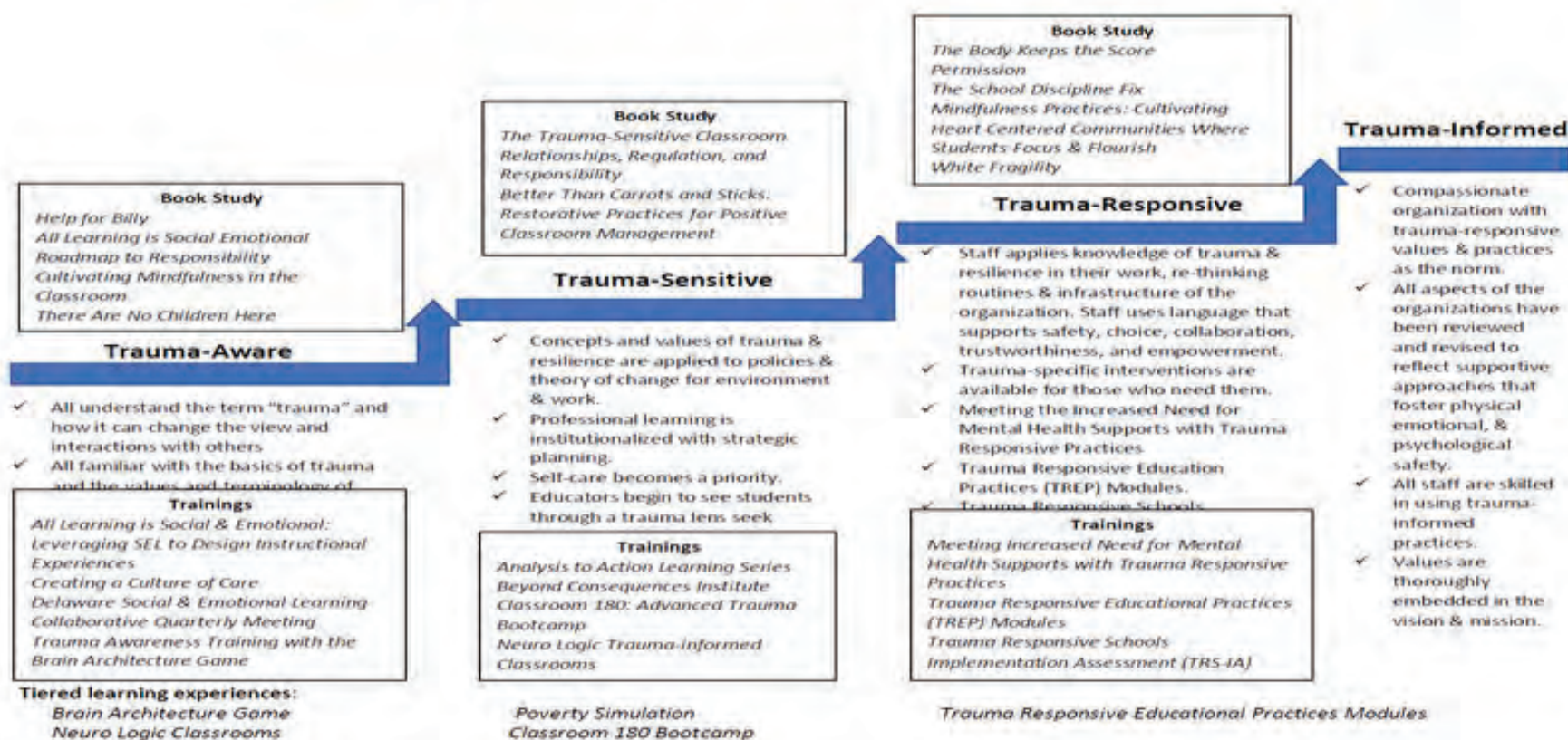
Professional Development



Continuous Learning Opportunities



CULTURE OF CARE CAPACITY BUILDING PROGRESSION





Accessing Support & Resources through the SEBW Plan



The SEBW Team is available to all districts and charters to provide resources or to join your team in exploration, installation, and implementation of SEBW supports within your MTSS framework. These supports and resources can provide foundational solutions and/or prevention methods to aid in changing and reducing discipline practices and number of incidents.

Please complete this brief [SEBW Plan Survey](#) to request support from the SEBW Team.





On behalf of Delaware's children, youth, and families





DDOE Contact Information



School Climate and Safety

Rosalie Morales

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Trauma-Informed Practices & Social
Emotional Learning

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Social, Emotional, Behavioral Wellbeing
(SEBW) Plan

Sandi Syglowski

Sandra.syglowski@doe.k12.de.us



<u>School Bus</u>	<u>Classroom</u>
Moving	Stationary
Avg. 48 Students	Avg. 25 Students
Students Behind Adult	Students in Front of Adult
No Staff Immediately Available	Staff Immediately Available
Student not quickly able to be removed to de-escalate	Student able to be quickly removed to de-escalate
Hazards to conduct Job Duties (Parents, Pedestrians, Motorists, etc.)	

Public School Transportation Committee Recommendations

Transportation Discipline Block Grant Funding

- Total Funding Request - \$2.5 million

Lap Shoulder Belts

- Approximate cost for lap shoulder seatbelts for year 1 is \$410,000 and will increase annually until reaching \$1.4 million in year 7 of implementation

State Standard School Bus Matrix of Strategies, Interventions, and Administrative Responses

SCHOOL BUS MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

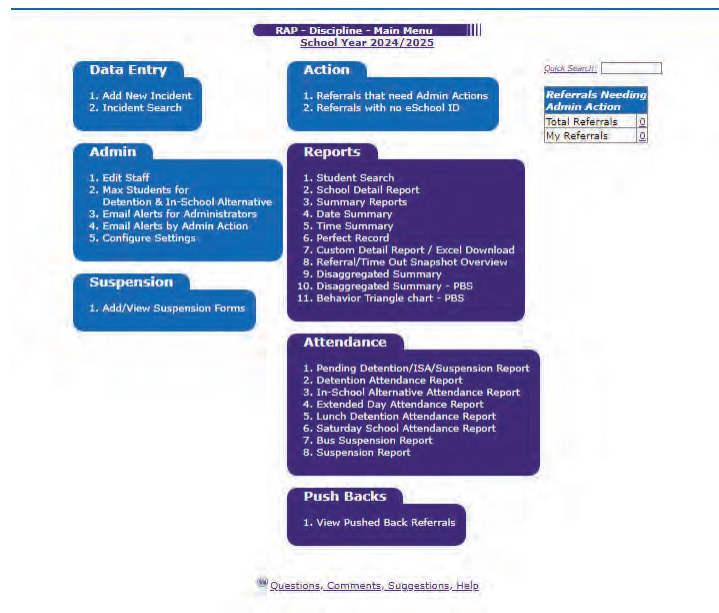
Age Appropriate for Students in Grades KN-5								
Behaviors	Level of Response							
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
KN-5	Conference with student	In School Discipline	1 Day Bus Suspension	3 Day Bus Suspension	5 Day Bus Suspension	7 Day Bus Suspension	9 Day Bus Suspension	Loss of Services
Abusive Language: Student to Staff	*	*	*	*	*	*	*	*
Abusive Language: Student to Student	*	*	*	*	*	*	*	*
Assault on a Staff			*	*	*	*	*	*
Assault on a Student			*	*	*	*	*	*
Bullying		*	*	*	*	*	*	*
Criminal Mischief / Vandalism		*	*	*	*	*	*	*
Dangerous Instrument(s) (Possession, Concealment/Sale)				*	*	*	*	*
Defiance of School Authority		*	*	*	*	*	*	*
Drugs / Alcohol - (Under the Influence/Possession Of), use and/or distribution of Drugs/Alcohol/ Paraphernalia/look-alike substances (including, but not limited to steroids, inhalants, medications, prescription drugs, edibles)			*	*	*	*	*	*
Falsification		*	*	*	*	*	*	*
Fighting			*	*	*	*	*	*
Inappropriate Behavior: Careless/Reckless Behavior	*	*	*	*	*	*	*	*
Inappropriate Behavior: Disrespect toward Staff	*	*	*	*	*	*	*	*
Inappropriate Behavior: Disrespect toward Students	*	*	*	*	*	*	*	*
Inappropriate Behavior: Disruption of the Safety Environment	*	*	*	*	*	*	*	*
Inappropriate Behavior: Insubordination	*	*	*	*	*	*	*	*
Inappropriate Behavior: Item/Material (Throwing Objects)	*	*	*	*	*	*	*	*
Inappropriate Behavior: Safety Violation	*	*	*	*	*	*	*	*
Inappropriate Sexual Behavior	*	*	*	*	*	*	*	*
Intimidation	*	*	*	*	*	*	*	*
Leaving School Bus without Permission	*	*	*	*	*	*	*	*
Misuse of Technology (Cameras, 2-Way Radio)	*	*	*	*	*	*	*	*
Offensive Touching – Staff Victim		*	*	*	*	*	*	*
Offensive Touching – Student Victim		*	*	*	*	*	*	*
Reckless Burning		*	*	*	*	*	*	*
Sexual Contact (12 & over) / Unlawful Sexual Contact (12 & under)		*	*	*	*	*	*	*
Sexual Harassment		*	*	*	*	*	*	*
Sexual Misconduct (Consensual)		*	*	*	*	*	*	*
Smoking/Vaping		*	*	*	*	*	*	*
Stealing - MINOR	*	*	*	*	*	*	*	*
Stealing - MAJOR	*	*	*	*	*	*	*	*
Tampering with any Safety Device		*	*	*	*	*	*	*
Threat to the Orderly School Process/Terroristic Threatening (Students or Staff)			*	*	*	*	*	*
Threat to the Orderly School Process / Terroristic Threatening – Security Threat				*	*	*	*	*
Weapons/Deadly Weapon(s)* (Possession, Concealment, Sale)								*

Age Appropriate for Students in Grades 6-12								
Behaviors	Level of Response							
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
6 - 12	Conference with student	In School Discipline	1 Day Bus Suspension	3 Day Bus Suspension	5 Day Bus Suspension	7 Day Bus Suspension	9 Day Bus Suspension	Loss of Services
Abusive Language: Student to Staff			*	*	*	*	*	*
Abusive Language: Student to Student		*	*	*	*	*	*	*
Assault on a Staff				*	*	*	*	*
Assault on a Student				*	*	*	*	*
Bullying		*	*	*	*	*	*	*
Criminal Mischief / Vandalism				*	*	*	*	*
Dangerous Instrument(s) (Possession, Concealment/Sale)				*	*	*	*	*
Defiance of School Authority			*	*	*	*	*	*
Drugs / Alcohol - (Under the Influence/Possession Of), use and/or distribution of Drugs/Alcohol/ Paraphernalia/look-alike substances (including, but not limited to steroids, inhalants, medications, prescription drugs, edibles)					*	*	*	*
Falsification				*	*	*	*	*
Fighting				*	*	*	*	*
Inappropriate Behavior: Careless/Reckless Behavior		*	*	*	*	*	*	*
Inappropriate Behavior: Disrespect toward Staff		*	*	*	*	*	*	*
Inappropriate Behavior: Disrespect toward Students		*	*	*	*	*	*	*
Inappropriate Behavior: Disruption of the Safety Environment		*	*	*	*	*	*	*
Inappropriate Behavior: Insubordination		*	*	*	*	*	*	*
Inappropriate Behavior: Item/Material (Throwing Objects)		*	*	*	*	*	*	*
Inappropriate Behavior: Safety Violation		*	*	*	*	*	*	*
Inappropriate Sexual Behavior		*	*	*	*	*	*	*
Intimidation		*	*	*	*	*	*	*
Leaving School Bus without Permission	*	*	*	*	*	*	*	*
Misuse of Technology (Cameras, 2-Way Radio)	*	*	*	*	*	*	*	*
Offensive Touching – Staff Victim				*	*	*	*	*
Offensive Touching – Student Victim				*	*	*	*	*
Reckless Burning				*	*	*	*	*
Sexual Assault				*	*	*	*	*
Sexual Contact (12 & over)/Unlawful Sexual Contact (12 & under)				*	*	*	*	*
Sexual Harassment				*	*	*	*	*
Sexual Misconduct (Consensual)				*	*	*	*	*
Smoking/Vaping		*	*	*	*	*	*	*
Stealing - MINOR		*	*	*	*	*	*	*
Stealing - MAJOR		*	*	*	*	*	*	*
Tampering with any Safety Device		*	*	*	*	*	*	*
Threat to the Orderly School Process/Terroristic Threatening (Students or Staff)					*	*	*	*
Threat to the Orderly School Process / Terroristic Threatening – Security Threat								*
Weapons/Deadly Weapon(s)* (Possession, Concealment, Sale)					*	*	*	*

Best Practice for Referrals

Data Service Center

- RAP – Referral Action Profile
 - Links directly to school referral process
 - Schools response sent back to Transportation Department
 - Transportation communicates to bus drivers



Districts/Charters currently using RAP

Appoquinimink
Brandywine
Caesar Rodney
Cape Henlopen
Capital
Colonial
DMA
Early College School
First State Montessori
Gateway Charter
Lake Forest
Milford
Newark Charter
Odyssey Charter
Polytech
Positive Outcomes
Red Clay
Sussex Academy
Thomas Edison

School Bus Climate Officer Pilot

- Current district pilot 2023-2024 SCYR
- State funding needed
- MTSS/RAP

SCR 119 Student Behavior and School Climate Task Force

**August 5, 2024
4:00 p.m. to 6:00 p.m.**

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly (virtual)
Representative Sherae'a Moore, Delaware General Assembly
Senator Eric Buckson, Delaware General Assembly (virtual)
Rosalie Morales, Department of Education (virtual)
Meredith Seitz, Department of Services for Children, Youth and Their Families (virtual) Stephanie Ingram, Delaware State Education Association
Ralph Ackerman, Delaware School Boards Association
Lisa Lawson, Delaware Association of School Administrators
Bill Doolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District
Donna Huston, Sussex Technical High School Teacher (virtual)
Jay Owens, Indian River School District
Jossette Threatts, Caesar Rodney School District (virtual)
Susan Brown, Smyrna School District
Kevin Dickerson, Delaware Chief School Officers Association
Ryan Bond for Stella Parker Selby, Delaware General Assembly (virtual)

Members Absent

Senator Laura Sturgeon, Delaware General Assembly
Alison Parey, Brader Elementary School Teacher
Kelly Shahan, Red Clay Consolidated School District
Kim Willson, Parent
David Diana, School Resource Officer
Kevin Hensley, Delaware General Assembly
Brittini Piser, Appoquinimink School District
Anita Balischeck, Lake Forest School District

Support Staff

Lisa Henry

The meeting was called order by Representative Moore. Welcome, introductions, and remarks were made by Representative Moore. The minutes of July 15, 2024, meeting were approved.

Jay Owens, Superintendent of Indian River School District provided a presentation on the Indian River School District's policies and responses to behavior concerns at their schools. Dr. Owens was joined by two principals from his District, Mr. Michael Williams, and Dr. David Carter, who

discussed how they each work with educators and students on prevention efforts to behavior referrals. (Presentation)

Following the presentation, Ms. Ingram asked does every school has a Student Support community. Mr. Owens said yes, most of the secondary schools have behavioral support but elementary schools do not have as many. Ms. Ingram asked how much time educators are given at the beginning of the school year to build relationships with the students. Mr. Williams said the first month of school at the high school is dedicated to building those relationships. Ms. Ingram asked if the Professional Development that is offered is ongoing. Mr. Williams responded that Professional Development is ongoing all year.

Mr. Dolittle asked if it is common across the district to implement the best practice of separating the responsibilities of the person responsible for discipline and that of the person responsible for behavioral triage. Dr. Owens stated it is common across all the middle schools in his District.

Representative Moore asked what family engagement looks like for the Indian River District. Dr. Carter stated they try to meet parents where they are such as through social media and community events. They also make themselves available to parents when the parents want to meet.

Senator Buckson asked if the model provided by Indian River included elementary in its model of discipline. Dr. Owens responded that they do include a matrix for elementary schools related to discipline. Senator Buckson also asked about In School Suspension days and if the district provides multiple day ISS for students. Dr. Owens stated that they do give multiple days of ISS, but that each case is different and looked at independently. Senator Buckson asked if the group was familiar with the demerit system and explained the demerit system. Mr. Williams said they do not employ a demerit system, but they do have consequences such as social probation, which includes dances and sports.

Dr. Steven Lucas, Superintendent of the Lake Forest School District, provided an overview of the activities public school administrators are doing to engage families to assist with increasing positive student behaviors. (Presentation)

Mr. Doolittle asked if any of the family engagements were based on national models. Dr. Lucas mentioned some examples from his presentation that could be related to national models.

The group briefly discussed the Parent Information Center. Dr. Green commented that working with other community organizations for support and services are helpful in connecting with families.

Representative Moore asked how do we get this to work related to family engagement because we know the educators are already overloaded. Dr. Green replied that the alignment of supports and services for education would be helpful. For example, school counselors are now being asked to be therapists. Make sure supports and services are equally available to all students geographically. Dr. Green mentioned that school has become the default for all childrens needs and hinders educators' teaching. He suggested looking at alignment of all resources in the community and schools to appropriately support the families.

Ms. Ingram commented that incentivizing parents to engage with schools and maximize those interactions with the schools.

Dr. Lawson provided some discussion related to the past decisions to move children with severe emotional support needs back to comprehensive schools. She mentioned that schools are then juggling the behavioral needs of those students and educating them.

Senator Buckson commented that community engagement is vital, but we must still make all accountable in the classrooms.

There was no in-person public comment. Virtual public comment included the following:

Maureen McGurk provided comments related to play in schools. Why does Delaware still push standardized curriculum and assessments? She advocated for child centered, culturally responsive practices.

Deanna Bilecki had a question related to data trends in Indian River School District related to the behavior matrix. What funds are used for family engagement? How do the matrix and policies systems integrate with students with IEPs (Individualized Education Plans). Dr. Owens responded to the questions.

Jennifer Howard provided comments related to family engagement and student accountability. Encourage districts to ensure meetings have virtual and in-person options and allow written public comments at public meetings.

Sherry Long provided comments about the concerns related to including special populations of students in regular classrooms.

Representative Moore noted that the next meeting will be held August 26, 2024, at 4:00 p.m. and outlined the focus of the next few meetings. The meeting adjourned.

August 5th Presentations



EQ: How do we engage our communities about school behavior?

Building Relationships

District Policies

Communication/Outreach

Building Capacity of Staff



EQ: How do we engage our communities about school behavior?

Building Relationships

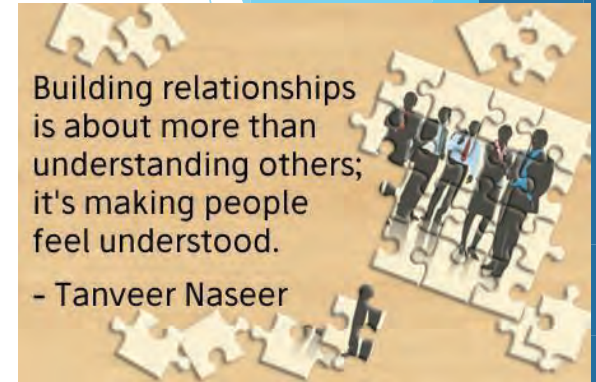
Open Door Policy at all Levels

Partner with Local Businesses and Community Organizations

Direct Outreach to Parents and Community Leaders

Transparent, Two-Way Communication

Community Events





EQ: How do we engage our communities about school behavior?

District Policies



Explicit Goals for Managing Behavior in Strategic Planning Documents

Student Code of Rights and Responsibilities

Guidance for Staff about Behavior Management in Writing



EQ: How do we engage our communities about school behavior?

Community Outreach



Surveys and other Requests for Feedback

Parent Teacher Organizational Partnerships

Town Halls/Open Houses/Community Forums

Community Inclusion in Committees and Decision Making

Publicizing District Success through Multiple Media Modes



EQ: How do we engage our communities about school behavior?

Building Capacity of Staff

Best Practices for Managing Behavior

Cultural Competence

Positive Behavior Intervention Strategies

Recruiting Multilingual Staff





EQ: How do we engage our communities about school behavior?



Student Behavior and School Climate Task Force

August 5, 2024



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Relationship-Centered Schools

Response to Discipline

Driving Principles	Non-Negotiables
We believe... • Students learn best and engage most in the classroom. • A purposefully planned classroom culture promotes appropriate behaviors. • Communication with parents is essential to teaching the whole child. • The optimal learning location for students is in Tier 1 instruction. • Relationships between staff, students and families are essential. • All students come with a “backpack” and knowing what they carry helps you determine what they need. • You won’t know if a student is “off” if you don’t know what “on” looks like. • It is our responsibility to teach replacement behaviors so students have strategies to be successful.	→ Teachers/Staff will teach and enforce trauma-informed classroom structures, routines and expectations. → Every classroom will incorporate SEL resources in their classroom culture. → Teachers will plan quality lessons that utilize time appropriately in order to minimize behavioral disruptions. → Administrators, teachers and support staff will effectively communicate with all stakeholders in a timely manner. → All teachers/staff must involve parents/families with classroom concerns by phone and/or through a conference. → All schools must follow the school’s PBIS Plan and MTSS Process. → Students will receive additional support as needed. → Be proactive and consistent. → Maintain professionalism and show empathy while establishing and monitoring high expectations for <u>ALL</u>.

Positive Behavior Interventions and Support (PBIS)

Driving Principles	Non-Negotiables
We believe... • That qualities of a positive school climate are explicitly taught, modeled, expected, recognized, and celebrated by students and staff. • All staff play a crucial role in establishing, monitoring, and maintaining a positive school environment that promotes safety and success. • We can support students' behavioral success through a tiered supportive approach. • That a schoolwide Positive Behavioral Interventions and Supports (PBIS) system is culturally responsive, equitable, and data-driven.	→ All staff contribute to the success of a schoolwide PBIS system by establishing high expectations for all. → Student and staff successes will be recognized and celebrated on a regular and timely basis. → Schoolwide PBIS systems are pervasive, accounting for classrooms, hallways, common areas, and school events; and all staff and students are responsible for accountability to the system. → School teams will regularly review PBIS and referral data to drive school improvement decisions. → PBIS recognition and rewards are earned based on schoolwide criteria and once awarded, are final.

Relationship-Centered Schools

Monthly Discipline Data Analysis

- School-wide Discipline Assemblies (September & January)
- Monthly data reviews by school
- Analyze student groups and offense codes
 - What are the trends and patterns?
- What new supports should be leveraged for individual students?



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Tiered Response to Discipline



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School:	Ref. Teacher:	Date:	Time:	Student:
Grade:	State ID #:	Receives Special Ed. Services - Yes ☐ No ☐ Receives 504 Accommodation- Yes ☐ No ☐	Sp. Ed. Co-Ord. Contact ☐ 504 Coordinator Contact Yes ☐ No ☐	
Location:	☐ 01 Admin. Office ☐ 02 Cafeteria ☐ 03 Classroom ☐ 04 Fields / Grounds	☐ 05 Gym ☐ 06 Hallway / Stair ☐ 07 Parking Lot ☐ 08 Rest Room	☐ 09 School Bus ☐ 10 Bus Stop ☐ 11 Bus Load Zone ☐ 12 Off Grounds (Non-School Function)	☐ 12A Off Grounds (School Function) ☐ 13 Auditorium ☐ 14 Library ☐ 15 Locker Room

Details of Incident

School Violation

- | | | |
|---|--|---|
| ☐ S0011-Use of Profanity | ☐ S0104-Inappropriate Behavior/Disrespect to Staff | ☐ S0181-Acceptable Use Policy/Misuse of Technology |
| ☐ S0032-Tardiness to Class | ☐ S0105-Inappropriate Behavior/Disrespect to Student | ☐ S0201-Failure to Perform in ISS |
| ☐ S0041-Skipping Class | ☐ S0107- Inappropriate Behavior/Careless & Reckless Behavior | ☐ S0231- Failure/Report Discipline Action |
| ☐ S0051-Leaving Grounds w/o Permission | ☐ S0108- Inappropriate Behavior/ Consensual Sexual Misconduct | ☐ S0271-Trespassing |
| ☐ S0052-Leaving Assigned Area w/o Permission | ☐ S0111-Stealing | ☐ S0291-Dress Code Violation |
| ☐ S0071-Loitering | ☐ S0131-Unsafe Item(s) | ☐ S0301-Abusive/Inappropriate Language |
| ☐ S0081-Defiance School Authority | ☐ S0132-Unsafe Item Fireworks/Firecracker | ☐ S0302-Instigation |
| ☐ S0082-Insubordination | ☐ S0141-Academic Cheating | ☐ S0312-Unauthorized Use of Cell Phone |
| ☐ S0091-Disrupting Educational Process | ☐ S0151-Fire Alarm Incident | ☐ Other- _____ |
| ☐ S0101-Inappropriate Behavior | ☐ S0161-Attorney General Report | |
| ☐ S0102-Inappropriate Behavior/ Safety Violation | ☐ S0162-Report From CDAP | |

Department of Education:

- | | | |
|--|---|--|
| ☐ D0101-Pornographic Violation | ☐ D0802-Offensive Touching (Employee Victim) | ☐ D1301- Drug Paraphernalia |
| ☐ D0301-Criminal Mischief | ☐ D0901-Terroristic Threat (Student Victim) | ☐ D1401-Tobacco Possession/Use |
| ☐ D0501-Alcohol Possession/Use | ☐ D0902-Terroristic Threat (Employee Victim) | ☐ D1601-Medications- Inappropriate Possession/Use |
| ☐ D0502-Drug Use/Influence | ☐ D1001-Sexual Harassment | ☐ D1701-Under 12 Assault III/Student VIC |
| ☐ D0701- Bullying/Cyberbullying | ☐ D1101- Fighting | ☐ D1702-Under 12 Assault III/Employee VIC |
| ☐ D0750 Hate Speech/Conduct | ☐ D1201- Inhalants | ☐ D1801-Under 12/Unlawful Sexual Contact III |
| ☐ D0801- Offensive Touch (Student Victim) | | ☐ D2011- Teen Dating |
| | | ☐ Other- _____ |

House Bill Offense

- | | | |
|--|---|--|
| ☐ C01xx-Violent Felony | ☐ C0201-Assault III | ☐ C0703-Marijuana Possession |
| ☐ C0106-Assault 2nd | ☐ C0250-Disorderly Conduct | ☐ C0714-C0716 Drug Deal Aggravated Possession |
| ☐ C0120-Unlawful Sexual Contact 2nd | ☐ C0301-Unlawful Sexual Contact III | ☐ C0719- Illegal Delivery of Prescription Drugs |
| ☐ C0159-Sexual Abuse by Person Authority/Trust 1st | ☐ C06xx-Weapons Offense(s) | ☐ Other- _____ |
| ☐ C0160- Sexual Abuse by Person Authority/Trust 2nd | ☐ C0701-Prescription Drug Illegal Possession | |
| | ☐ C0702- Cocaine/Powder Substance Possession | |

Administrative action for this incident:

- | | | |
|--|---|--|
| ☐ 05-Detention | ☐ 12-Privilege Restriction | ☐ 25-Time Out (Less than 1 Day) |
| ☐ 06-Documented Warning | ☐ 14-Behavioral Contract | ☐ 26-Bus Suspension |
| ☐ 08-In-School Suspension ($\geq$ 1 Day) | ☐ 21B-Administrative Conference | ☐ Other (Specify) _____ |
| ☐ 10-OSS | ☐ 24-Removal From Class ($\leq$ 1 Period) | ☒ 27-Lunch Detention |

Signature ~ Building Administrator

Date

Signature ~ Student

Date

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Indian River School District Middle School Matrix 2024-2025

Offense	1st Violation	2nd Violation	3rd Violation	4th Violation	5th Violation
Abusive Language towards Staff S0301	1 day OSS	1 day OSS and 5 days CAMP	1 day OSS and 10 days CAMP	OSS and Recommended Expulsion or Alternative Placement	
Disrespect to Student S0105	Time out or removal from class	Detention	1 day ISS	2 days ISS	1 day OSS
Defying School Authority S0081	Detention	1 day ISS	2 days ISS	1 day OSS	1 day OSS and 5 days CAMP



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**INDIAN RIVER SCHOOL DISTRICT HIGH SCHOOL DISCIPLINE REFERRAL
MATRIX 2024-2025**

Offense	1st Violation	2nd Violation	3rd Violation	4th Violation	5th Violation
Abusive Language towards Staff <i>S0301</i>	3 days OSS	5 days OSS/ CAMP	OSS/ Recommended Expulsion		
Disruption of the Educational Process <i>S0091</i>	Detention	1 day ISS	1 day ISS	3 Days ISS	1 day OSS/ 5 days CAMP



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Questions?



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SCR 119 Student Behavior and School Climate Task Force
August 26, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly
Representative Sherae'a Moore, Delaware General Assembly (virtual)
Senator Eric Buckson, Delaware General Assembly
Rosalie Morales, Department of Education
Meredith Seitz, Department of Services for Children, Youth and Their Families (virtual)
Stephanie Ingram, Delaware State Education Association
Ralph Ackerman, Delaware School Boards Association
Lisa Lawson, Delaware Association of School Administrators
Bill Doolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District (virtual)
Jay Owens, Indian River School District (virtual)
Jossette Threatts, Caesar Rodney School District (virtual)
Susan Brown, Smyrna School District
Kevin Dickerson, Delaware Chief School Officers Association
Anita Balischeck, Lake Forest School District (virtual)
Alison Parey, Brader Elementary School Teacher (virtual)
Brittni Piser, Appoquinimink School District (virtual)
Kelly Shahan, Red Clay Consolidated School District
Kim Willson, Parent
David Diana, School Resource Officer

Members Absent

Senator Laura Sturgeon, Delaware General Assembly
Kevin Hensley, Delaware General Assembly
Donna Huston, Sussex Technical High School Teacher
Stella Parker Selby, Delaware General Assembly

Support Staff

Lisa Henry

The meeting was called order by Senator Townsend. Welcome, introductions, and remarks were made by Senator Townsend and Representative Moore. The minutes of August 5, 2024, meeting were approved. All Task Force members introduced themselves.

Kendall Masset, Executive Director of the Charter School Network led a discussion related to current Charter School initiatives regarding family engagement. She emphasized relationship

building. Ms. Masset provided several links to resources for the Task Force members to review related to the topics she discussed:

Good morning, Wilmington - <https://youtu.be/fw-ByfaZDLA?si=IN1oMXfeNhIY7IMe>

Parent Camp - <https://www.parentcamp.org/>

Practical Life Work at First State Montessori - https://firststatemontessori.org/wp-content/uploads/2024/06/2_3-Summer-Homework-Practical-Life-Choices.pdf

Community Education Building - <https://cebde.org/programs-and-services/>

Reach Riverside - <https://reachriverside.org/>

Mr. Doolittle expressed comments related to the need to communicate with families as a whole community and not just with the schools their students attend. Ms. Masset responded that we need to build community within the schools and be inclusive of the families.

Mr. Ackerman stated that the systems have made it very difficult for parents to be involved, specifically referencing the yearly criminal background checks for parents to volunteer at schools.

Ms. Parey commented about the conflict between when parents are available (in the evenings) and when teachers are available (during the day). She asked about examples to solve this concern. Ms. Masset highlighted an App that a Charter School uses to engage with parents during the day.

Representatives from the three County Consortium Discipline Alternative Programs provided an overview of their respective programs (Presentation)

- New Castle County - Jon Cooper and Malvine Richards
- Kent County - Brittany Hazzard and Tania Alexander
- Sussex County – Dionne Keeler and Jamie Jiron

Following the presentation, Mr. Doolittle thanked the programs for what they do. He also asked questions related to students with disabilities. Mr. Cooper responded that these programs still follow the IDEA requirements related to 45-day placement.

Mr. Ackerman commented on the limited amount of funding the programs receive and how they have not received an increase in funding in many years.

Senator Buckson asked if more funding would increase the number of seats that would be available for more students to attend the alternative programs. The answer was yes.

Ms. Lawson pointed out that educators at the alternative schools across the state are not always given raises like other educators because of the lack of increase in funding for the alternative programs.

Mr. Doolittle asked if all the students are tuition eligible. Ms. Lawson commented that only those with IEPs are tuition eligible. Mr. Doolittle stated the Secretary of Education could change that and the local board needs to raise tuition tax. Senator Townsend asked the percentage of students

that do not have IEPs. The percentage varies across the state, but the response was that most do not have IEPs.

Senator Townsend asked for the most recent end of year reports for the Alternative Programs. He also requested a document on how each alternative program is funded.

Representative Moore thanked the programs for presenting and informing the members of their work.

There was no in-person public comment. Virtual public comment included the following:

Sherry Long provided comments related to how we, as a state, can serve all students that need additional support.

Deanna Bilecki asked if there were specific topics related to the Task Force was working on and stated she was looking for solutions to improve student behavior and climate throughout the state.

Representative Moore provided an overview of the next steps the Task Force will take to draft and review recommendations.

Senator Townsend noted that the next meeting will be held September 16, 2024, at 4:00 p.m. and outlined the focus of the next few meetings. The meeting adjourned.

August 26th Presentation



New Castle County Consortium

Presentation to the Student Behavior and
School Climate Taskforce
August 26th, 2024

New Castle County Consortium Alternative Program 1



The New Castle County Consortium Programs began in 1993



The first recipient of the New Castle County Consortium Grant was awarded to **J. Frandell** in 1993.



The second recipient of the Consortium Grant was awarded to **A Friend of the Family** in 2000.



The third recipient of the Consortium Grant was **Pathways**. They were awarded the grant in 2007 and have retained the contract ever since.

New Castle County Consortium Alternative Program 2



The New Castle County Consortium **Pilot Program** Began in 2003



The first recipient of the New Castle County Pilot Program Consortium Grant was awarded to **Kingswood Academy**, led by Rita Ferguson



The second recipient of the New Castle County Pilot Program Consortium Grant was awarded to **Kingswood Academy**, led by Dr. Yvonne Barnett in 2006



The third recipient of New Castle County Pilot Program Consortium Grant was awarded to **Y.E.A.R.R.R.N.**, led by Dr. Yvonne Barnett in 2022

Referral Process

The process for referring students to Alternative Educational Placements is outlined in [611 Consortium Discipline Alternative Programs for Treatment of Severe Discipline Problems](#)

Clarvida (Parkway North Lower School)

Parkway North Lower School had an enrollment of 38 students for the school year 2023 – 2024.

Parkway North Lower School had an enrollment of 34 students for the school year 2022 – 2023.

The Parkway North Lower School Academy serves students in elementary through middle school (ages 9 – 14).

Lower School Mission:

Provide an individualized educational, psychological and social services to youth who have been recommended for an alternative school placement.

Establishing

Establishing an orderly and appropriate atmosphere of learning and development

Providing

Providing a therapeutic environment for individualized and group treatment staff by counseling and educational professionals

Using

Using an integrated model of teacher-directed and computer-based instruction

Partnering

Partnering with community and agency services to expand the support network and opportunities for students, and families

Building

Building strong relationships with families through open communication and counseling services

Clarvida (Parkway North Upper School)

Parkway North Upper School had an enrollment of 105 students in their upper school for 2023 -2024

Parkway North Upper School had an enrollment of 80 students in their upper school for 2022 -2023

The Parkway North Upper School serves students ages (15 – 21)

Upper School Mission:

Provide an individualized educational, psychological and social services to youth who have been recommended for an alternative school placement.

Establishing

Establishing an orderly and appropriate atmosphere of learning and development

Providing

Providing a therapeutic environment for individualized and group treatment staff by counseling and educational professionals

Using

Using an integrated model of teacher-directed and computer-based instruction

Partnering

Partnering with community and agency services to expand the support network and opportunities for students, and families

Building

Building strong relationships with families through open communication and counseling services



Y.E.A.R.R.R.N. Academy

Y.E.A.R.R.R.N Academy had an enrollment of 160 students for the school year 2023 – 2024.

Y.E.A.R.R.R.N Academy had an enrollment of 156 students for the school year 2022 – 2023.

Y.E.A.R.R.R.N Academy serves high school students only.

Y.E.A.R.R.R.N Academy philosophy:

To empower students and their families through providing skills to turn negative learned behaviors into positive outcomes.

Informs	Informs parents how to raise healthy youth
Teaches	Teaches students about the effects of drugs, sex and weapons
Provide	Provide families with the tools to combat the destructive behavior that affects their child's ability to learn & function in today's society
Partnering	Partnering with community and agency services to expand the support network and opportunities for students, and families
Building	Building strong relationships with families through open communication and counseling services

Transition Processes

Each program routinely **evaluates** each student's **progress** on the following factors:

- **Academics**
- **Behavior**
- **Participation in Counseling**
- Each **program** routinely meets with **sending school district** representatives to mutually determine if it is appropriate for a student to return at a transition time.
- **Transitions** take place at the beginning of a new Marking Period and/or beginning of a School Year.

Transition Processes (continued)

The recommendations are reviewed with parents/guardians before making the final decision. Other state agency representatives (i.e. probation officers, CASA, DFS caseworker, etc.) are involved in the discussion as appropriate.



If a decision is made for the student to return to their home school, the districts have a variety of approaches to working with the student to support their successful transition.

Results

Y.E.A.R.R.N. Academy has a particular focus on supporting high school students through **earning their diploma**. **Diplomas** for each graduating student are awarded through their **home school district**.

Graduates have gone on to the following:

- Delaware State University
- DelTech Community College
- Military Service
- Secondary Trade Programs
- Employment

Parkway Academy has a particular focus on supporting students to transition back to their **sending school**.

- Each **Home School District** has their own supports for supporting successful reintegration
- In summer, 2023, Colonial applied for and received federal funding for a 5 year grant to support students' successful transition and improve coordination among state and local agencies and school districts

For the **22-23 School Year**, recidivism rates for both programs was **0 percent**

Graduation Data

Graduation data: 22-23 School Year		
Sending District	June Graduation	August Graduation
Appoquinmink	8	0
Brandywine	32	2
Christina	10	5
Colonial	5	1
Red Clay	4	2
NCCo Vo-Tech	1	0
TOTAL	60	11

Graduation Data (continued)

Graduation data: 23-24 School Year		
Sending District	June Graduation	August Graduation
Appoquinmink	7	0
Brandywine	17	7
Christina	4	4
Colonial	3	2
Red Clay	3	3
NCCo Vo-Tech	2	0
TOTAL	36	16

Conclusion

Every year the New Castle County Consortium Alternative School Programs provide a safe, nurturing educational environment for hundreds of students, many of whom have demonstrated severely disruptive behavior in their home schools.

These programs support students (when appropriate) to graduate with a high school diploma and / or transition successfully back to their home school.

Additionally, the New Castle County Consortium Alternative School Programs support students developing into successful citizens in the State of Delaware.



Discipline Alternative Programs CDAP Kent County 111 West Street Dover, DE



History

Clavida (which was previously named Pathways and Parkway)

- Has served students for 16 years
- Serves students in grades 6-12 from
 - Smyrna
 - Capital
 - Caesar Rodney
 - Lake Forest
 - Milford
- Clardiva Middle School Serves 6-8
- Clarvida High School Serves 9-12
- Clarvida served
 - 2021-2022 (102 students)
 - 2022-2023 (131 students)
 - 2023-2024 (135 students)



Goals of the Program

- Delivers a challenging and inviting curriculum in a smaller setting
- Provides a personalized experience for every student addressing their psychological, self regulation , and academic needs
- Collects data to assess needs, strengths, progress, and performance of students to make informed decisions and revise plans
- Fosters transformation in the academic, behavioral , social and emotional performance of students



Outcomes of the Program

- Successfully transitioning students to their home school and or graduation
- Increase in (GPA) and credit recovery
- Improve attendance
- Decrease in Suspensions
- Full Integration of Restorative Practices, Mindfulness, Trauma Informed care, and Crisis Prevention



Structure of the Program

Duration

- 45 days
- 90 days
- 180 days

Format of the program

- In person
- Virtual
- Evening

Exit Criteria

- Meet attendance requirements
- Course Completion
- Participate within interventions and supports
- Transition meeting prior to returning to the home school
- Clarvida staff support after transition back to homeschool

Supports Provided

Academic/ Enrichment Support	Mental Health/Behavioral Health Counseling
Division of Family Services	Evening School
Counseling	Virtual Instruction
Social Emotional Skills	
Conflict Resolution	
Summer Academy	
Youth Empowerment Program	
Advanced Credit Recovery	
DAPI (HS Only)	
Del Tech out School Youth Program(HS Only)	

Staff



Principal (1)	Edgenuity Instructor (5)
Instructional Coach (1)	Student Support Specialist (1)
Student Advisor (1)	Behavior Interventionist (1)
Lead Clinician (1)	Administrative Assistant (1)
Clinician (3)	School Nurse (1)
Special Education Teacher (1)	Bus Drivers (4)
Math Teacher (1)	
ELA Teacher (1)	



Testimonial 2021-2022

“I am reaching out to you to express my sincere gratitude for all your staff has done to help my student. It has not been an easy road, but your staff stuck by him and he now has completed his requirement to graduate. Thank you for all that you do.”



Highlights of Success

- Around 2.5% of Middle School Students return to the program
- About 1 % of the Highschool Students return to the program
- About 31.8% of the students who returned to their home school had a decrease in their post program absences.



Needs

- Additional slots
- Additional funding (cost of transportation has increased)



S.C.O.P.E

A Focus on the Future



Sussex County Opportunity Program in Education

History

- Founded in 1993 by the Woodbridge School District which became the fiscal agent for the county-wide program. Named the Sussex County Alternative School, serving students in 6th -12th grades.
- All Sussex County students were served in Bridgeville from 1993 until 1998 until a 2nd site was opened in Roxana.
- North site (Bridgeville) capacity 60 students, serves the following districts:
 - Woodbridge
 - Seaford
 - Laurel
 - Milford
 - Sussex Tech
- South site (Roxana) capacity 50 students, serves the following districts:
 - Indian River
 - Delmar
 - Cape Henlopen
 - Sussex Tech



History

- In 1997 we added Transition Facilitators to our team, this happened three years before DOE requested data collection on students that completed our program.
- Another foundational piece of our program is our Counseling component. North site has 2 school counselors and South site has an LCSW and their Transition Facilitator is also a school counselor. This team performs thousands of individual counseling hours yearly as well as group and family counseling.
- Through our sub-grant funding we have been able to provide extended year services to our students since 1999. Back on Track is our summer school program where any current or former SCOPE student can attend a 2 week summer session, for the opportunity to earn credit recovery. With approval from their home school, students complete an application that our Transition Facilitators distribute in the spring. We provide transportation, breakfast and lunch, free of charge to student and no additional tuition to home school. Over 500 students have earned more than 1000 credits since the start of Back on Track.



History

- The 1999-2000 school year brought many changes to our program. Our model shift went from a “point system” approach to a “responsibility and opportunity” transformation.
- Name change from Sussex County Alternative School to Sussex County Opportunity Program in Education (S.C.O.P.E.)
- The name change emphasized our shift from a punitive model, that was ineffective and resulted in a high rate of out of school suspensions to one that is truly an enriched and supportive educational model. It is a genuine opportunity for each student to identify areas that require attention and acceptance of accountability, creating an improved school outlook.



S.C.O.P.E. Referral & Intake Process

[Intake 24/25](#)

[Referral 24/25](#)



2023/2024 School Year

- Served 158 students 6th-12th grade 11-19 years old
- 6 of the 158 students were seniors and reached graduation
- 207 students were seen within our 8 school districts, spanning 20 middle schools/high schools every month by our (2) Transition Facilitators.
- Back on Track - 26 students, 41 credits earned, 1 summer graduate



Program Highlights

- 100% of the students decreased their behavioral referrals upon leaving S.C.O.P.E.
- 52% of students return to their home-school and never received another behavior referral
- 0.7% Recidivism Rate
- 89% of our students graduate from high school (data collected since 2000)

Referral Rates: North

AG Report

10.2%

Inappropriate Behavior

12.2%

Def. School Authority

8.2%

Sexual Harrasment

18.4%

Assault III

8.2%

Offensive Touching

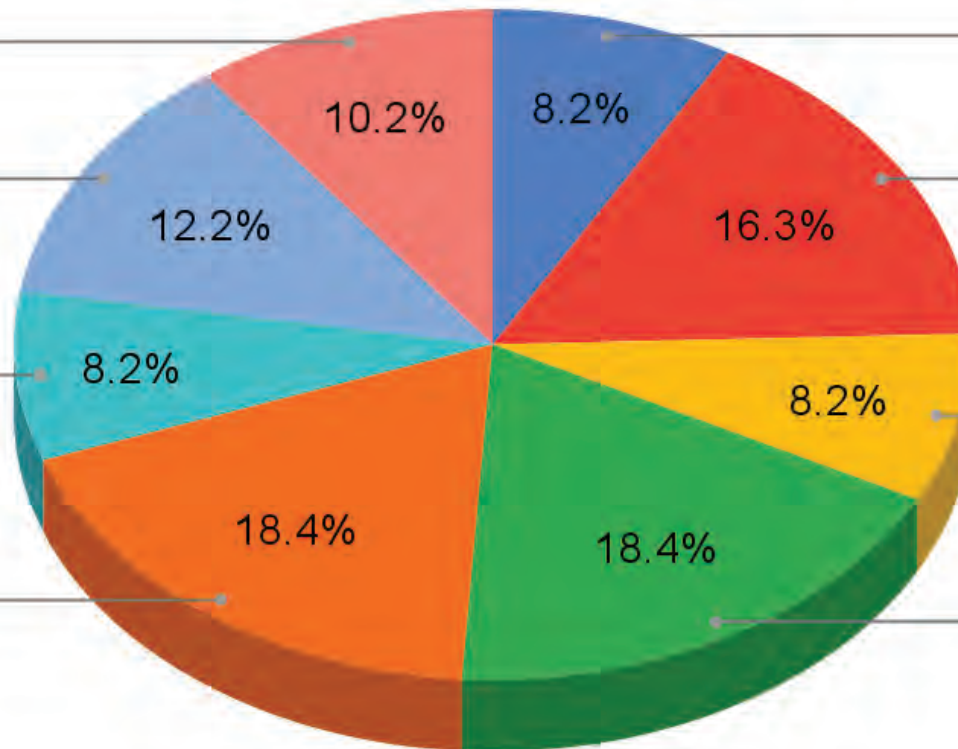
16.3%

Code of Conduct Violations

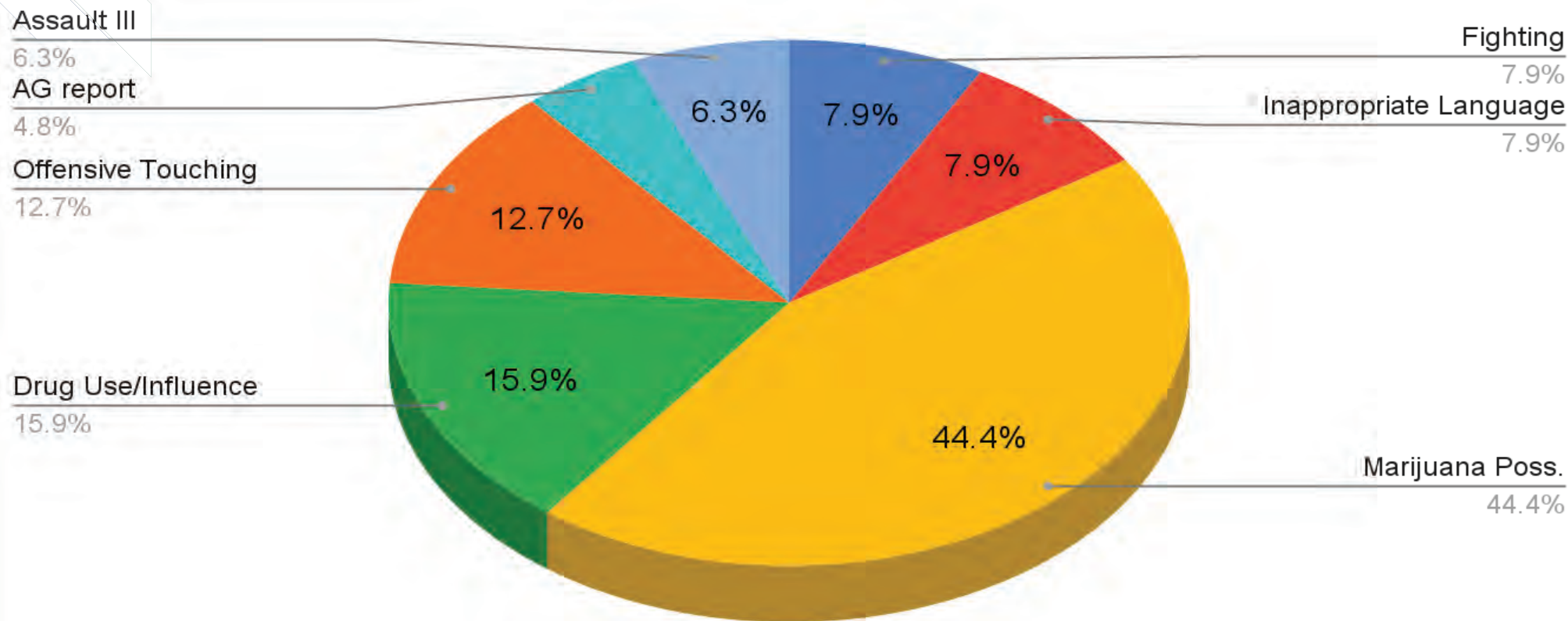
8.2%

Marijuana Poss.

18.4%

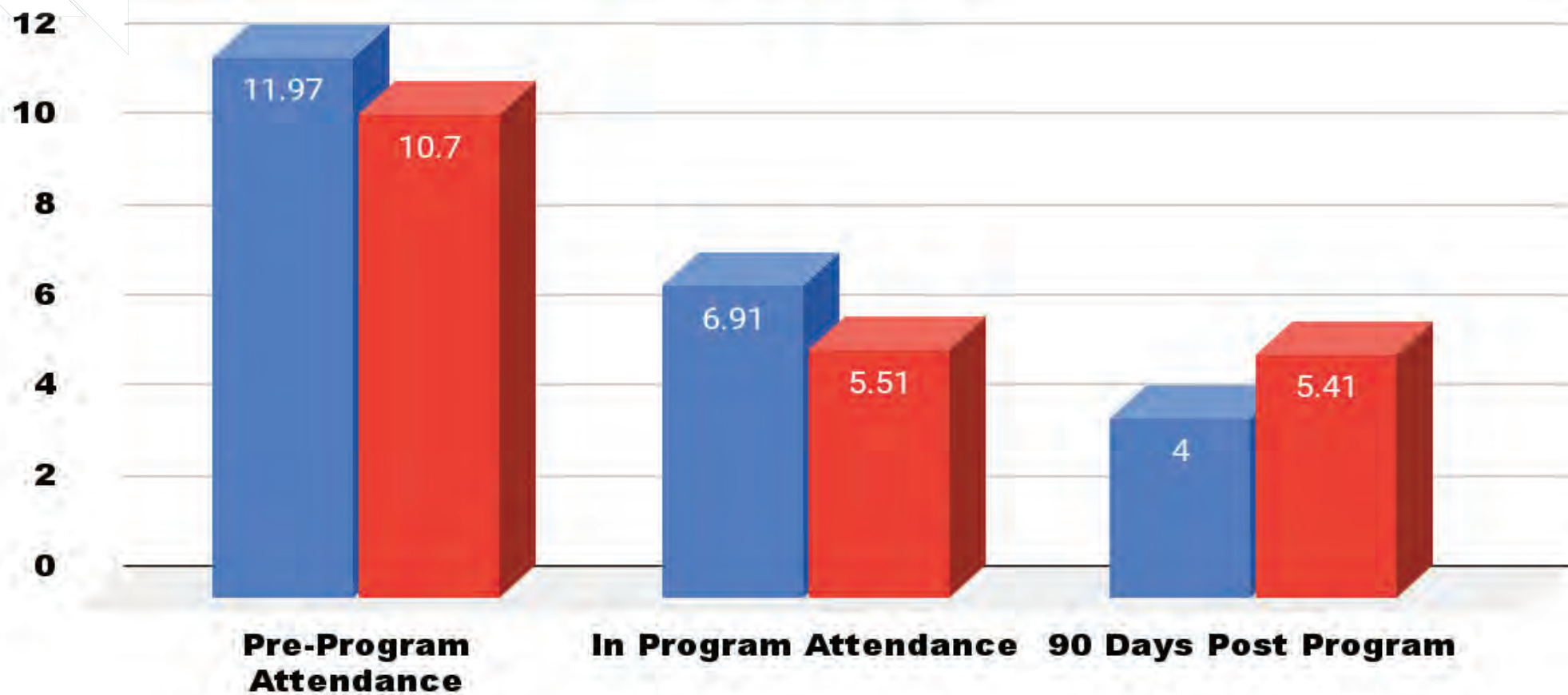


Refferal Codes: South



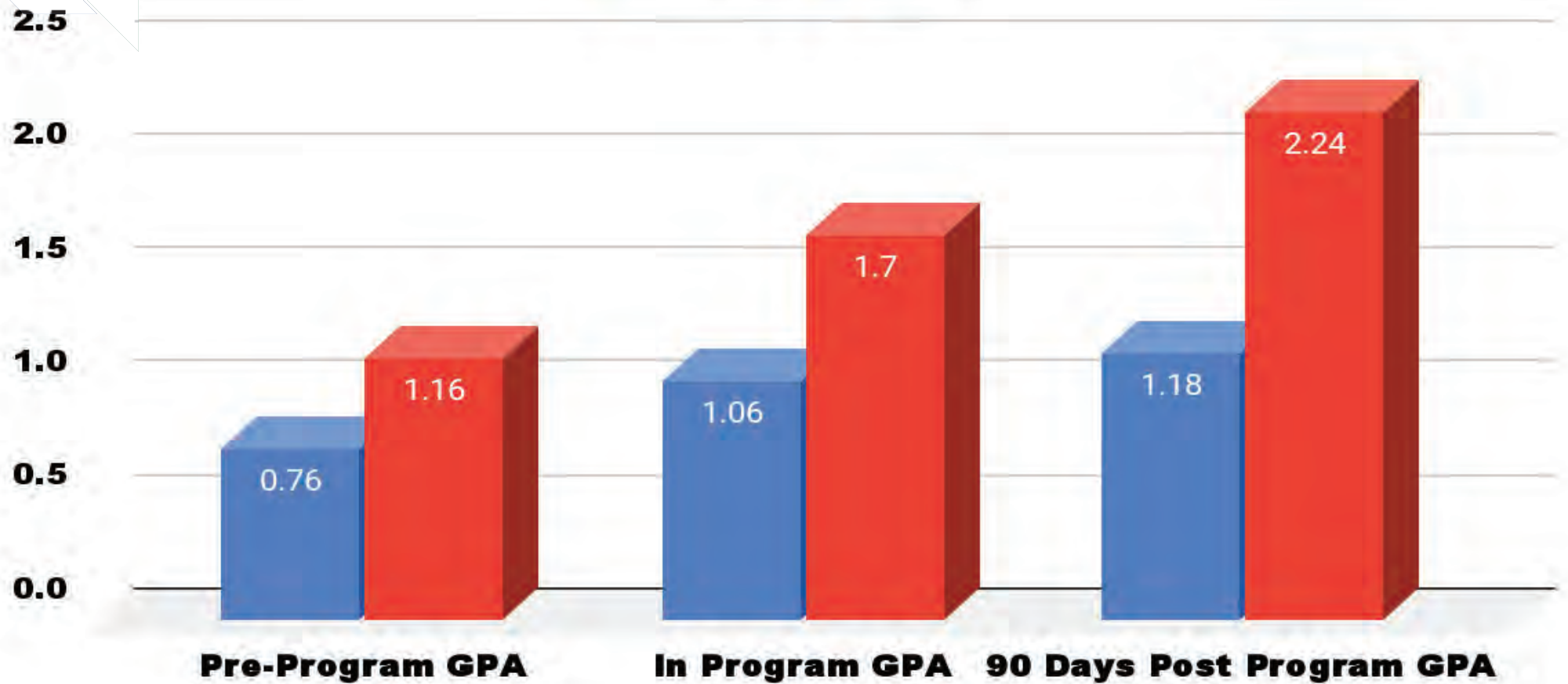
Student Absences

■ North ■ South



Student Grade Point Averages

■ North ■ South





Counseling Component

South Site

- 1016 total counseling sessions between two counselors
- 102 outside referrals
- providing an internship opportunity for five prospective Salisbury University Social Work students (Both sites)
- 74 students completed Emotional and Social Skills Building

North Site

- 1610 total counseling sessions between two counselors
- 84 Students completed Social and Emotional Skills Building
- 84 Teen Risk Assessments completed
- 118 outside referrals



SCOPE In Program Student Services

- ☐ Advanced Credit Recovery
- ☐ Best Interest Meeting
- ☐ Bully Prevention
- ☐ Contract for Safety
- ☐ Covid Testing
- ☐ Crisis Resource Letter
- ☐ Drug & Alcohol Counseling
- ☐ Food Pantry
- ☐ Futurenet
- ☐ Individual Counseling, 1, 2, & 3
- ☐ Job Shadowing/Service Learning
- ☐ Nursing Services
- ☐ Social & Emotional Skills/Conflict Resolution
- ☐ Team Building
- ☐ Teen Screen
- ☐ Testing



SCOPE External Student Services

- ☐ Adopt-a-Family
- ☐ Child Priority Response
- ☐ Child Study Team
- ☐ CHOICE Program
- ☐ Christian Store House
- ☐ Community Food Shelter
- ☐ Crossroads
- ☐ Delaware Guidance
- ☐ Delaware Help Line
- ☐ Delaware Hospice
- ☐ Delaware Psychological Services
- ☐ Delaware Public Health Services
- ☐ Delaware Tech Out of School Youth Program
- ☐ Delmarva Counseling
- ☐ Dept. Family Services
- ☐ Eastern Shore Psychological
- ☐ Psychiatric Evaluation
- ☐ Sun Behavioral
- ☐ Survivors of Abuse in Recovery
- ☐ Tutoring
- ☐ First State Behavioral
- ☐ First State Community Action
- ☐ Groves Adult Education
- ☐ Heart & Mind
- ☐ Holiday Gift Baskets
- ☐ Job Corp
- ☐ LaRed Center
- ☐ Latin Amer. Community Center
- ☐ Laurel Psychological Association
- ☐ Lighthouse Counseling
- ☐ Milestone Consultants
- ☐ Mobile Crisis Unit
- ☐ NCALL-Housing Service
- ☐ Pathways of Delaware
- ☐ Peoples Place
- ☐ Raising Our Daughters Mentoring Program
- ☐ Salisbury Counseling
- ☐ Social Services
- ☐ Truancy
- ☐ Wellness Center



Challenges/Needs

Operating on the exact same \$1,162,667.00 funding that we have received from the state since 1993. We have a dire need to add a drug and alcohol counselor to our team, but our budget will not allow that at this time.

Ideally a centrally located building in Georgetown would be best where our team could operate under the same roof rather than our leadership team having to split time between two sites.

SCR 119 Student Behavior and School Climate Task Force
September 16, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly
Representative Sherae’a Moore, Delaware General Assembly (virtual)
Senator Eric Buckson, Delaware General Assembly
Rosalie Morales, Department of Education
Meredith Seitz, Department of Services for Children, Youth and Their Families (virtual)
Stephanie Ingram, Delaware State Education Association
Ralph Ackerman, Delaware School Boards Association
Lisa Lawson, Delaware Association of School Administrators
Bill Doolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District
Jay Owens, Indian River School District (virtual)
Jossette Threatts, Caesar Rodney School District
Kevin Dickerson, Delaware Chief School Officers Association (virtual)
Anita Balischeck, Lake Forest School District (virtual)
Alison Parey, Brader Elementary School Teacher (virtual)
Kelly Shahan, Red Clay Consolidated School District
Kim Willson, Parent (virtual)
Donna Huston, Sussex Technical High School Teacher (virtual)

Members Absent

Senator Laura Sturgeon, Delaware General Assembly
Kevin Hensley, Delaware General Assembly
Susan Brown, Smyrna School District
Stella Parker Selby, Delaware General Assembly
Brittni Piser, Appoquinimink School District
David Diana, School Resource Officer

Support Staff

Lisa Henry

The meeting was called order by Senator Townsend. Welcome, introductions, and remarks were made by Senator Townsend. The August 26, 2024 meeting minutes were then approved.

Taylor Hawk, Director of Legislative and Political Strategy for Delaware State Education Association (DSEA), provided an overview of results from a survey about issues facing Delaware educators. According to the survey, educators state that the following strategies would be effective or somewhat effective changes in schools:

- 1) Small class sizes to allow more time for teachers to develop strong relationships with students -
- 2) Improving support from administration in managing disciplinary situations
- 3) Better support from administration in communicating behavioral expectations and consequences to parents
- 4) Implementing policies on cell phone usage that apply at the district or building level
- 5) Co-teaching requirements based on the number of students and/or number of students with IEPs in each classroom
- 6) Freeing up the time of mental health professionals to provide direct and indirect services to students
- 7) Hiring more school-based mental health professionals
- 8) Hiring more paraprofessionals
- 9) Providing free breakfast and lunch for all students
- 10) Expanding services such as housing support and parental counseling provided through the schools
- 11) Increasing training for educators about using restorative practices effectively

Ms. Hawk ended the presentation with the following recommendations for the task force based on DSEA data:

- 1) Reducing class sizes
- 2) Increasing administrative support for discipline
- 3) Building or district-level cell phone policies
- 4) Co-teaching requirements based on the number of students with IEPs
- 5) Hiring more mental health professionals and freeing up their time to support students

Several task force members commented on the data and noted that they are hearing similar information from Delaware educators.

Mr. Doolittle and Ms. Ingram briefly discussed second and third hand trauma that the teachers are experiencing. They stated that educators are internalizing their students' trauma.

Dr. Green asked if the data could be broken down by county and if there were any best practices that could be shared.

Ms. Parey commented about the social learning loss that occurred for students during the pandemic years.

Senator Townsend asked questions related to school operations and the following recommendation: Better support from administration in communicating behavioral expectations and consequences to parents.

Dr. Green responded with explanations of what can and cannot be done related to students with IEPs. He also provided information related to counseling services and how administrators are

looking at the needs of the students. He said administrators are doing what they can do. He noted that he is concerned that administrators are equally as burned out as educators.

Ms. Lawson concurred with what Dr. Green stated.

Ms. Parey provided some comments regarding class composition (student groups in the classroom) and how that affects the ability to have enough time to build relationships with the students.

Senator Buckson provided comments related to prioritizing strategies and efforts that are most effective where needed as well as what resources are available for those strategies.

Senator Townsend made comments related to parent engagement and support.

Several additional comments provided related to parent teacher organizations, parent teacher conferences, and school engagement.

The task force members discussed in school suspensions (ISS) and their impacts on student behavior and staff. Senator Townsend suggested identifying model programs – with costs – that can target students in middle school to begin positively influence middle school student behavior.

The task force members discussed nutrition programs, including snack programs. Representative Moore stated she would like to be able to fund free breakfast and lunch for all students in the state.

Dr. Green suggested a need for family and parent education to help parents understand their role in the education of their children.

Senator Townsend provided directions related to the recommendations and asked that each task force member send Lisa Henry, staff to the task force, their top priorities from the submitted recommendations no later than September 26, 2024. Senator Townsend stated his openness to continue talking about the issues with task force members even after the legislative requirement is complete.

Mr. Ackerman suggested the report distinguish between recommendations that cost money versus those that do not cost money. He did state that he believed the CDAP funding level does need to be increased.

There was no in-person public comment. Virtual public comment included the following:

- Sherry Long thanked the task force for the detailed conversation that the group had. She provided comments related to nutrition services for students.
- Deanna Bilecki thanked the task force for the discussions. She shared that she and some colleagues have crafted a document related to things they believe should be changed within the schools.
- Maureen McGurk asked that the task force consider other data related to the current common core standards and that the standards of education be examined.

Senator Townsend noted that the next meeting will be held October 7, 2024, at 4:00 p.m. and outlined the focus of the next few meetings. The meeting adjourned.

September 16th Presentation

Delaware Educators' Experience of Student Behavior Challenges



Emma White
Research LLC

for



Methodology

N=1,009 active DSEA members (including teachers, specialists/certified staff, and support staff) working in Delaware, conducted online from July 10-15, 2024.

The data have been weighted to match the population of members and potential members by member type, gender, age, county, race, and party registration.

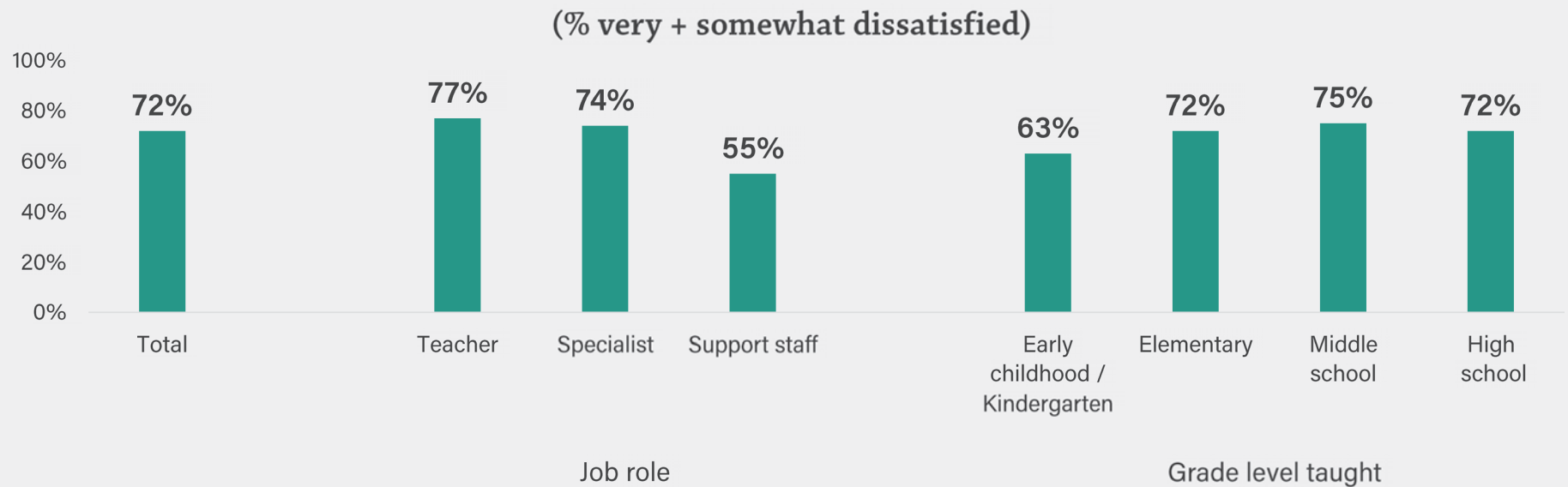


Job satisfaction



A majority are dissatisfied with conditions in education. Teachers and specialists are more likely to be dissatisfied.

And generally speaking, how satisfied are you overall with conditions facing educators like you these days?

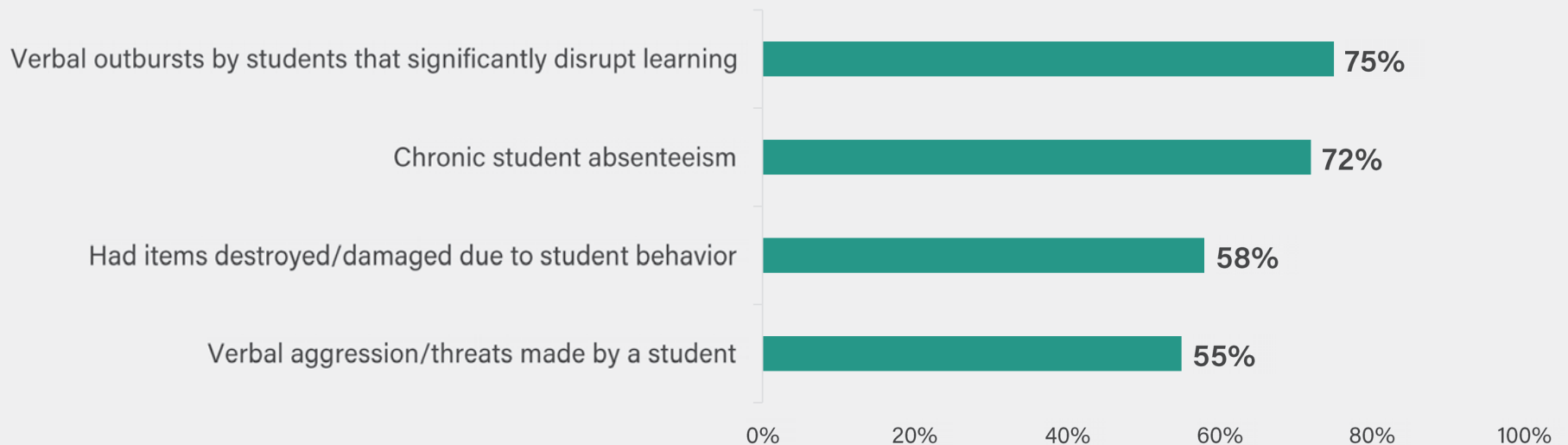


Student behavior incidents and concerns at workplace



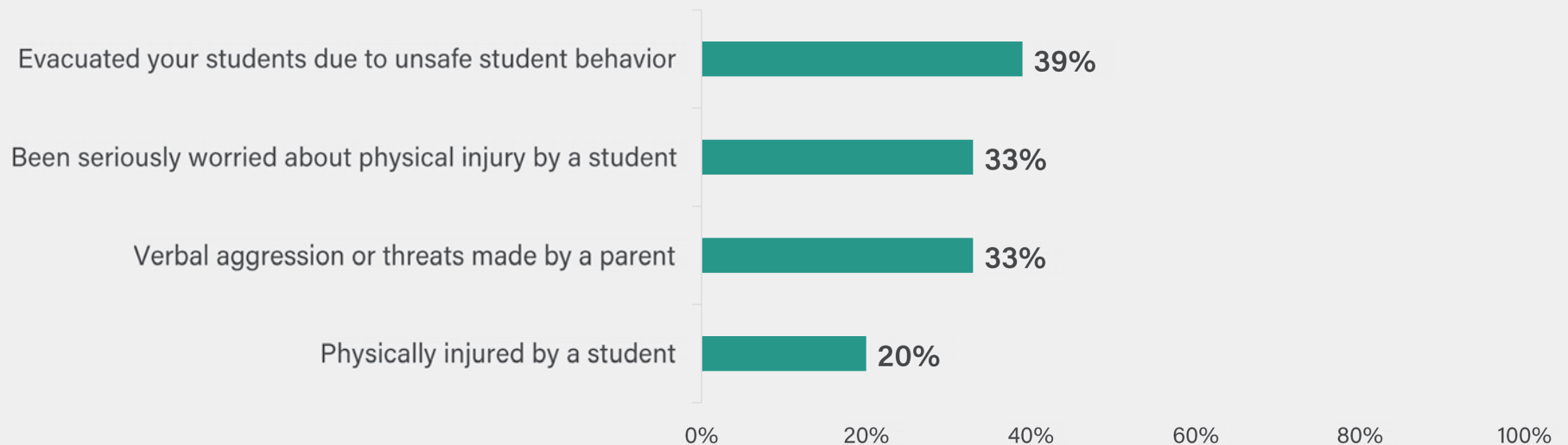
Majorities say they have experienced verbal outbursts, chronic absenteeism, destruction of property, and verbal threats within the last three years.

Have you experienced any of the following at your job within the last three years? Select all that apply.



About 1 in 3 educators has worried about physical injury by a student, while 1 in 5 has been injured.

Have you experienced any of the following at your job within the last three years? Select all that apply.

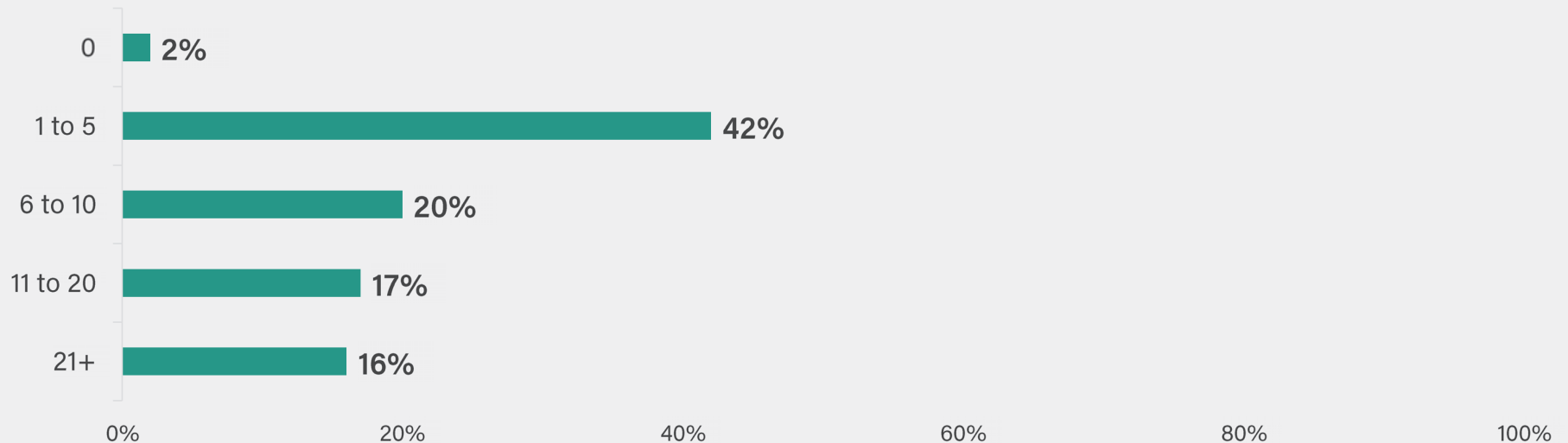


Instruction time lost



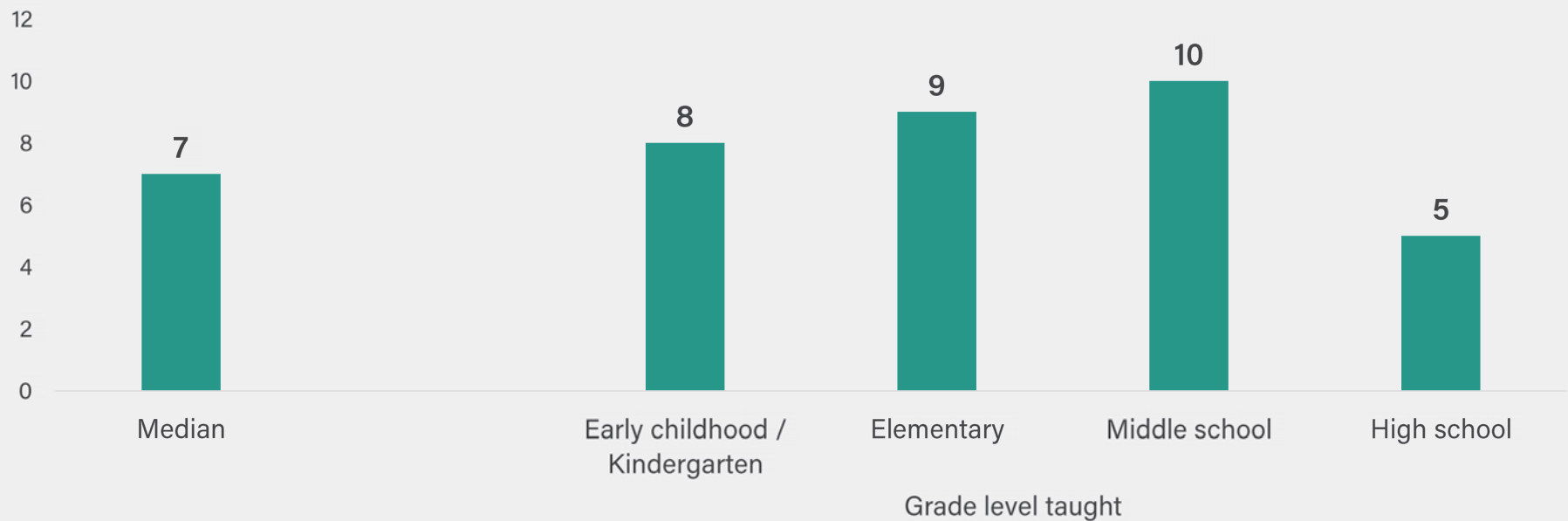
A majority of classroom teachers say they are losing at least six hours a month of direct instruction time.

In your best estimate, how many hours of direct instruction time are lost each month in your classroom due to disruptive student behaviors? (Classroom teachers, N=646)



The median number of hours classroom teachers report lost to behavior is 7, with the highest for middle school at 10 hours.

In your best estimate, how many hours of direct instruction time are lost each month in your classroom due to disruptive student behaviors? (Classroom teachers, N=646)

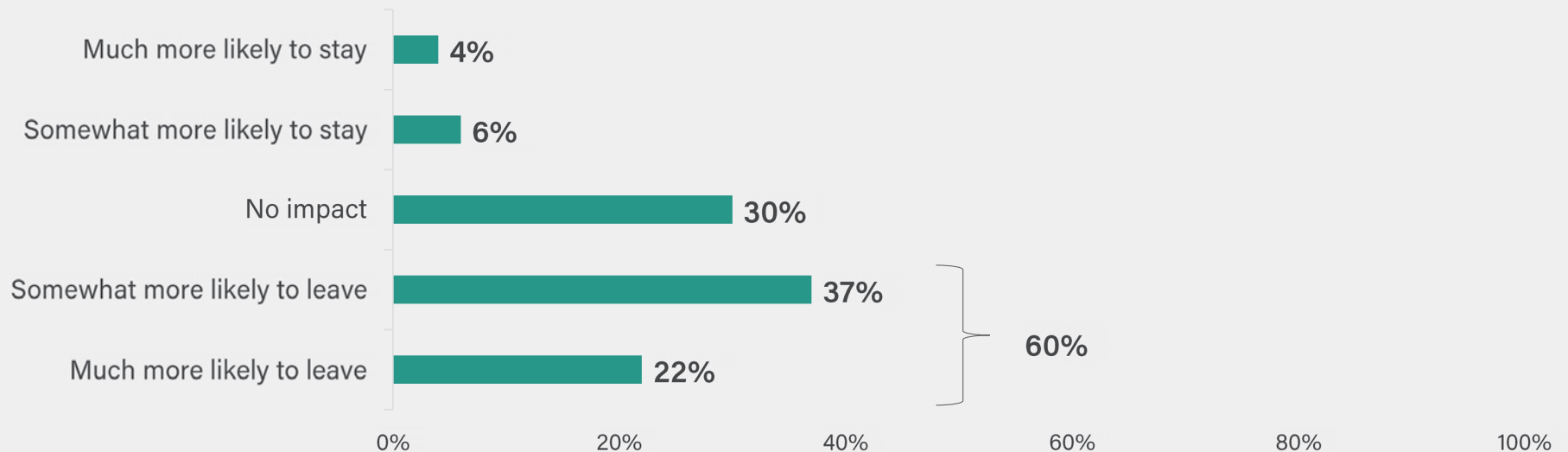


Impact on career decisions



Six in ten say student behavioral challenges make them more likely to leave education.

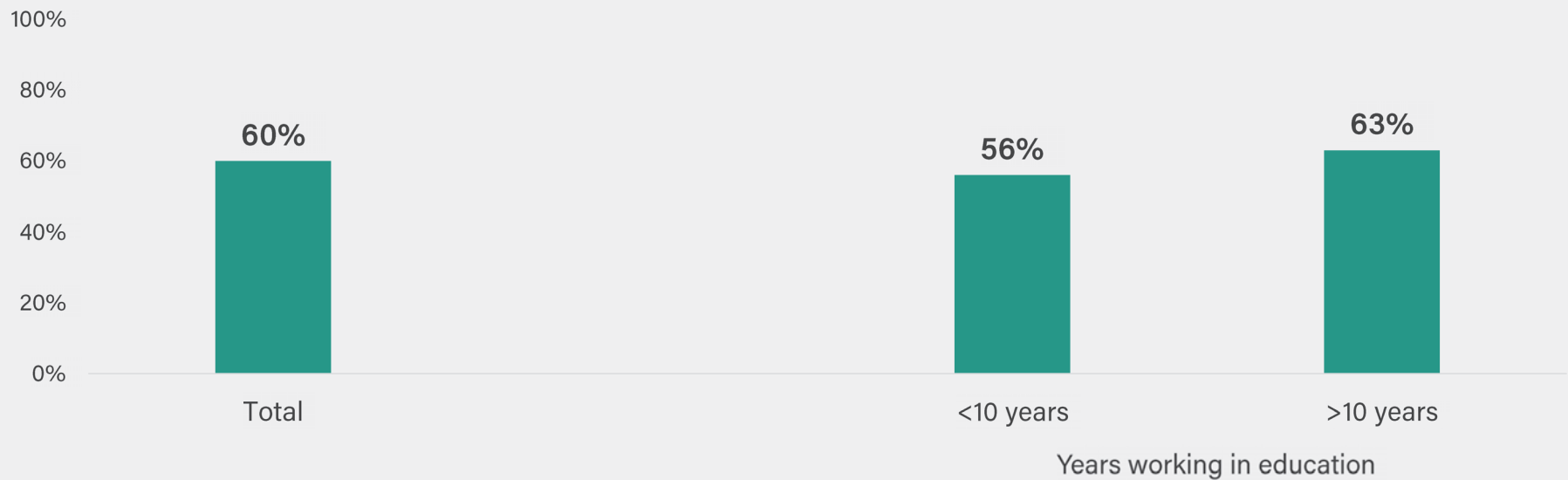
How, if at all, do student behavioral challenges impact your likelihood to continue working in education?



Educators who have been in the field 10+ years report a higher likelihood of considering leaving the field due to student behavioral challenges.

How, if at all, do student behavioral challenges impact your likelihood to continue working in education?

% more likely to leave

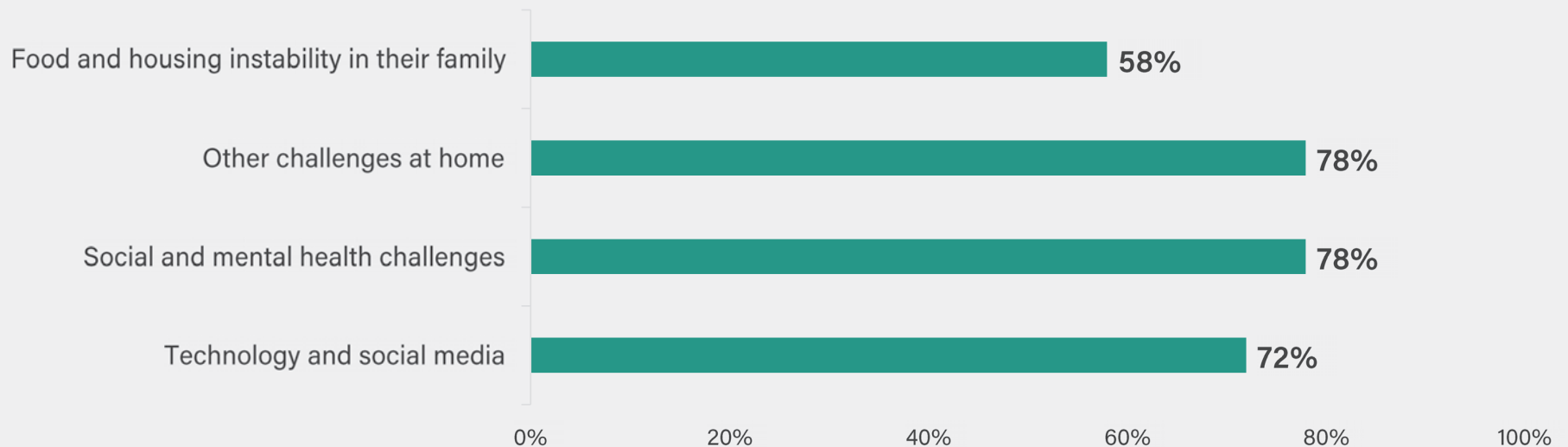


Contributing factors and management strategies



Educators identify social and mental health challenges, along with other home-related issues, as the primary contributors to students' behavioral challenges in school.

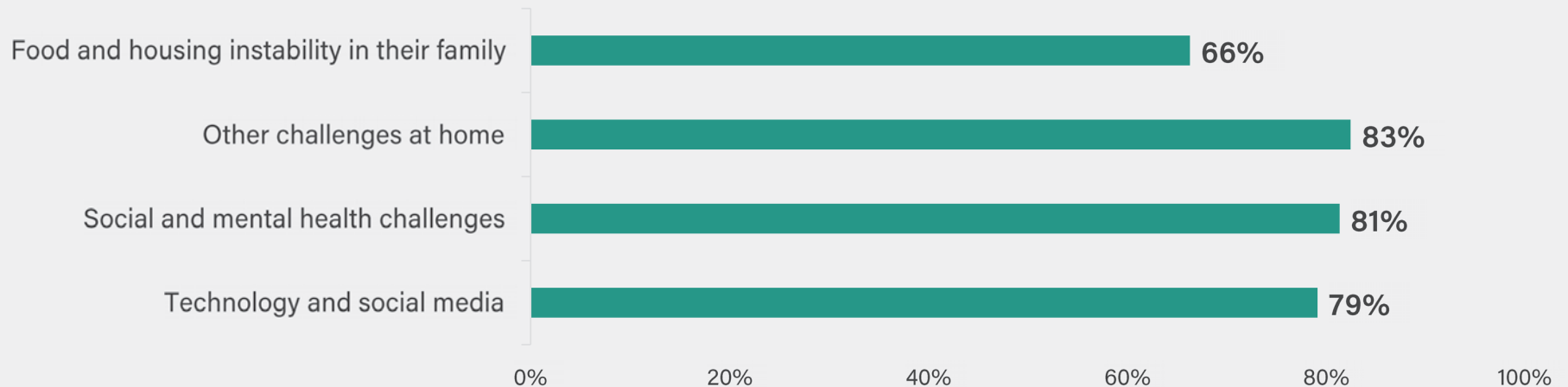
Which of the following factors do you think contribute to students' behavioral challenges in school? Select all that apply.



Educators witnessing the highest number of behavioral issues report slightly higher perceptions that social media and food and housing instability are contributors.

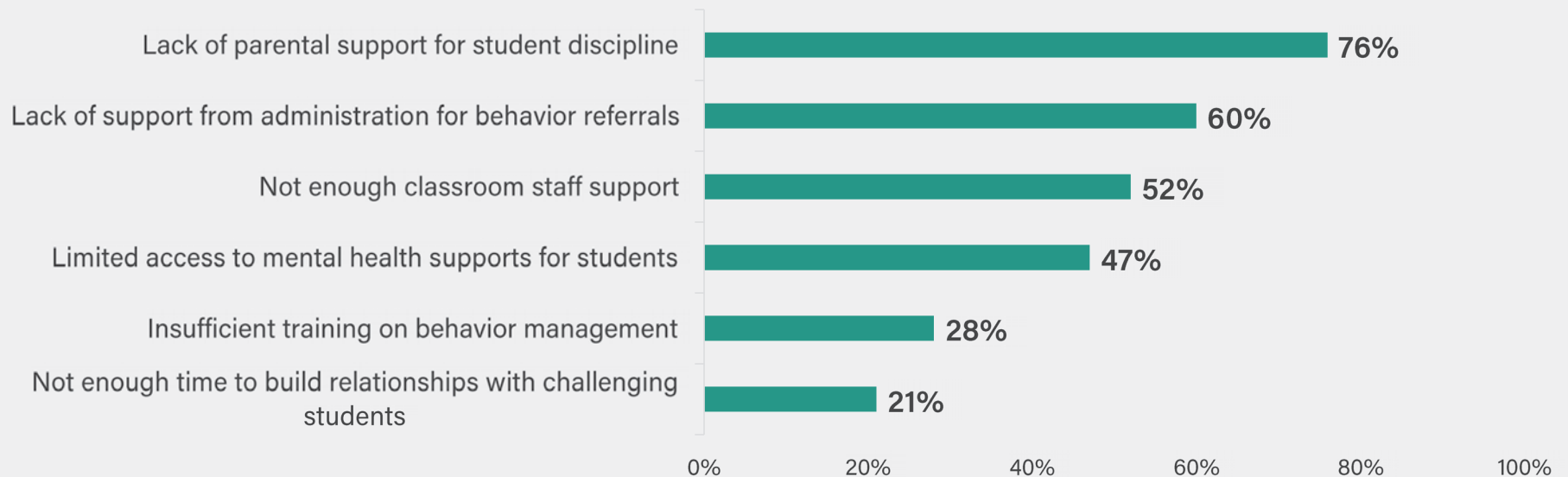
Which of the following factors do you think contribute to students' behavioral challenges in school? Select all that apply.

Among those who experienced 7-8 behavioral issues



Educators say top barriers to behavior management are lack of support from parents and administration.

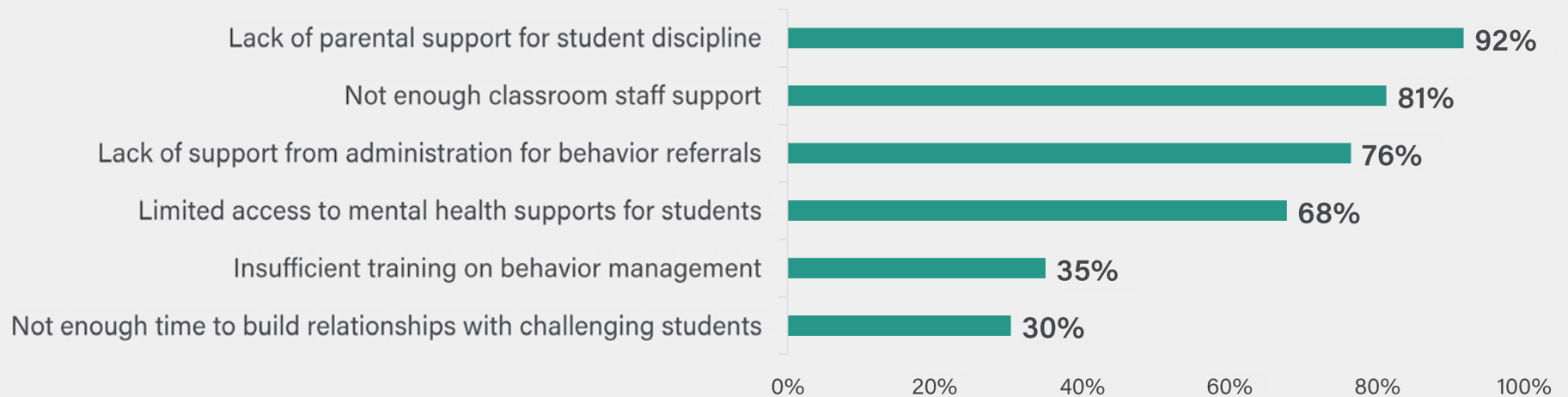
Over the last three years, what barriers have you faced when managing student behavior?
Select all that apply.



Educators facing the most behavioral issues are also more likely to have faced barriers to managing it. In particular they are more likely to cite a lack of classroom staff support.

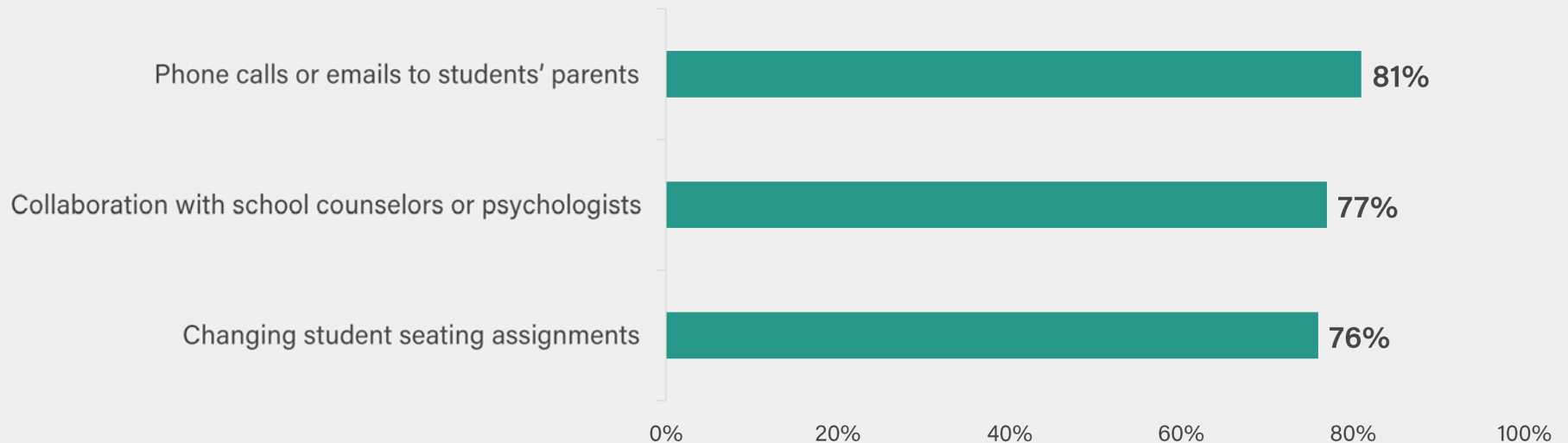
Over the last three years, what barriers have you faced when managing student behavior?
Select all that apply.

Among those who experienced 7-8 behavioral issues



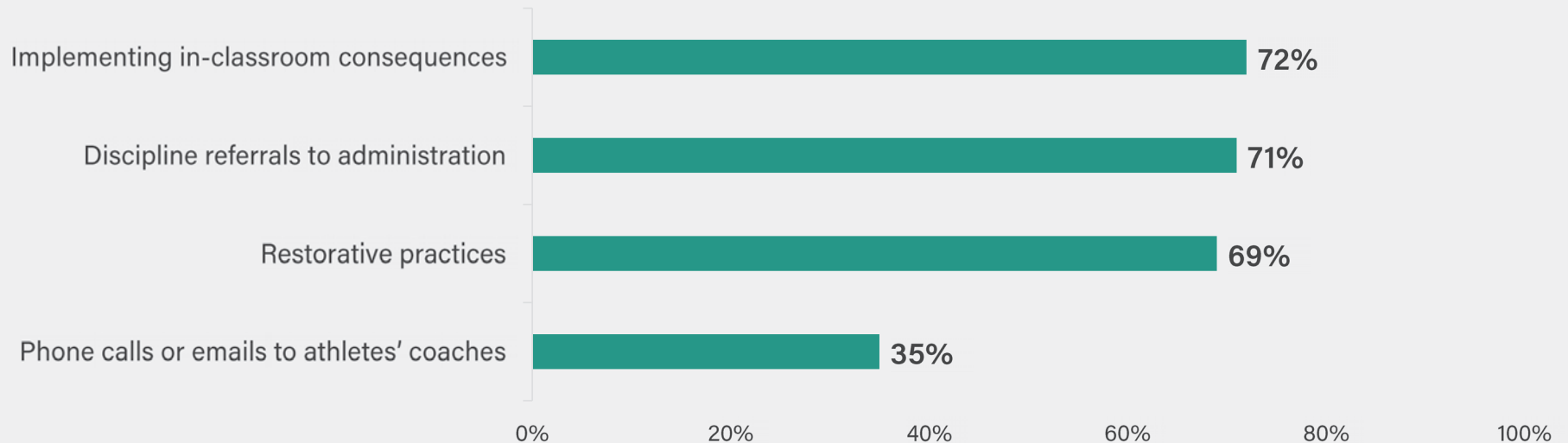
Most educators have tried to manage student behavior through outreach to parents, collaboration with school counselors or psychologists, and changing student seating assignments.

What strategies have you tried to manage student behavior? Select all that apply.



Majorities have also tried in-classroom consequences, referring students to administration for discipline, and restorative practices.

What strategies have you tried to manage student behavior? Select all that apply.



Effectiveness of potential solutions



Majorities say a variety of strategies would be very effective changes, including smaller class sizes, improved administrative support, cell phone policies, and co-teaching requirements.

Next are some potential ideas to address challenges regarding student behavior. For each, please indicate how effective you think each would be:	% very effective	% very/somewhat
Smaller class sizes to allow more time for teachers to develop strong relationships with students	75%	95%
Improving support from administration in managing disciplinary situations	65%	93%
Better support from administration in communicating behavioral expectations and consequences to parents	61%	90%
Implementing policies on cell phone usage that apply at the district or building level	61%	81%
Co-teaching requirements based on the number of students, and/or number of students with IEPs in each classroom	60%	91%
Freeing up the time of mental health professionals to provide direct and indirect services to students	53%	86%
Hiring more school-based mental health professionals	51%	83%



Majorities say hiring more paraeducators, providing additional support services, and restorative practices training would be very or somewhat effective as well.

Next are some potential ideas to address challenges regarding student behavior. For each, please indicate how effective you think each would be:	% very effective	% very/somewhat
Hiring more paraeducators	45%	83%
Providing free breakfast and lunch for all students	38%	69%
Expanding services such as housing support and parental counseling provided through the schools	34%	74%
Increasing training for educators about using restorative practices effectively	30%	65%



Conclusions



Conclusions

1. Many DSEA members are experiencing serious behavior challenges from their students, and most are losing hours of direct instruction time.
2. This is affecting their job satisfaction and likelihood of staying in the profession.
3. Members say that there are societal factors contributing to students' behavior problems, such as problems at home, and social media and other technology.
4. They have attempted many management strategies including calling parents and pulling in administration – and they identify lack of support from families and administrators as key barriers to improvement.



The path to improvement

To address the high levels of dissatisfaction and intent to leave, the data show DSEA members believe the most effective changes would be:

1. Reducing class sizes
2. Increasing administrative support for discipline
3. Building or district-level cell phone policies
4. Co-teaching requirements based on the number of students with IEPs
5. Hiring more mental health professionals and freeing up their time to support students



SCR 119 Student Behavior and School Climate Task Force
October 7, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly (virtual)
Representative Sherae’a Moore, Delaware General Assembly
Senator Eric Buckson, Delaware General Assembly
Rosalie Morales, Department of Education (virtual)
Meredith Seitz, Department of Services for Children, Youth and Their Families (virtual)
Stephanie Ingram, Delaware State Education Association (virtual)
Ralph Ackerman, Delaware School Boards Association
Lisa Lawson, Delaware Association of School Administrators
Bill Doolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District
Jay Owens, Indian River School District
Anita Balischeck, Lake Forest School District (virtual)
Alison Parey, Brader Elementary School Teacher (virtual)
Kelly Shahan, Red Clay Consolidated School District
Kim Willson, Parent (virtual)
Donna Huston, Sussex Technical High School Teacher (virtual)
Senator Laura Sturgeon, Delaware General Assembly
Brittini Piser, Appoquinimink School District
David Diana, School Resource Officer

Members Absent

Kevin Hensley, Delaware General Assembly
Susan Brown, Smyrna School District
Stella Parker Selby, Delaware General Assembly
Jossette Threatts, Caesar Rodney School District
Kevin Dickerson, Delaware Chief School Officers Association

Support Staff

Lisa Henry (virtual)
Kathryn Evinger

The meeting was called order by Representative Moore. Welcome, introductions and remarks were made by Representative Moore. The September 16, 2024, meeting minutes were then approved.

The meeting began with a review of draft recommendations for the task force, emphasizing the need for prioritization and addressing concerns about visibility and inclusion of recommendations.

Representative Moore indicated that if any submitted recommendations were not included in the current package, they would ensure to discuss them and include them in future meetings

Participants were encouraged to identify their personal priorities from the list of recommendations for voting, which would contribute to the final report of the task force. The Task Force members agreed on the need to analyze the priorities listed in the Google Doc to ensure all relevant issues are addressed and to potentially create a priority list for future actions. The committee agreed to prioritize some of the recommendations with the intention of taking action on them in the coming months.

The need to prioritize recommendations for actionable steps was agreed upon, particularly regarding the Multi-Tiered System of Supports (MTSS), which faced concerns about funding, teacher compensation, and professional development. The meeting discussion also addressed the necessity for collaboration between schools and external agencies for holistic student support, care coordination for students facing challenges, and the feasibility of implementing MTSS resources amidst staffing issues.

Most of the meeting was spent discussing the priority recommendations that were prepared for this meeting. After the Task Force members discussed several of the priority recommendations provided, the group determined that all recommendations should be grouped into like themes and presented to the entire Task Force for review before the next meeting.

Representative Moore stated that the Task Force members should be prepared to vote on recommendations. Finally, concerns about curriculum development and engagement were raised, suggesting a reevaluation of content delivery across grade levels. The meeting concluded with a commitment to further explore these issues in future sessions.

There was no in-person public comment. Virtual public comment included the following:

- Deanna Bilecki thanked the task force for the discussions. She mentioned working collaboratively with legislators and the Department of Education. She also mentioned that some parents may need support. Lastly, she spoke about the amount of and developmentally appropriate curriculum.

Representative Moore noted that the next meeting will be held October 28, 2024, at 4:00 p.m. and the Task Force will do the final review and approval of the recommendations. The meeting adjourned.

SCR 119 Student Behavior and School Climate Task Force
October 28, 2024
4:00 p.m. to 6:00 p.m.

In-Person/Anchor Location: Legislative Hall, House Hearing Room

MINUTES

Members Present

Senator Bryan Townsend, Delaware General Assembly (virtual)
Representative Sherae’a Moore, Delaware General Assembly
Senator Eric Buckson, Delaware General Assembly
Rosalie Morales, Department of Education
Meredith Seitz, Department of Services for Children, Youth and Their Families (virtual)
Stephanie Ingram, Delaware State Education Association (virtual)
Ralph Ackerman, Delaware School Boards Association
Lisa Lawson, Delaware Association of School Administrators
Bill Doolittle, Special Education Strategic Plan Advisory Council
Dorrell Green, Red Clay School District
Alison Parey, Brader Elementary School Teacher (virtual)
Kelly Shahan, Red Clay Consolidated School District
Kim Willson, Parent (virtual)
Donna Huston, Sussex Technical High School Teacher (virtual)
Brittni Piser, Appoquinimink School District (virtual)
David Diana, School Resource Officer 9(virtual)
Kevin Dickerson, Delaware Chief School Officers Association
Jossette Threatts, Caesar Rodney School District
Susan Brown, Smyrna School District

Members Absent

Kevin Hensley, Delaware General Assembly
Stella Parker Selby, Delaware General Assembly
Jay Owens, Indian River School District
Anita Balischeck, Lake Forest School District
Senator Laura Sturgeon, Delaware General Assembly

Support Staff

Lisa Henry

The meeting was called order by Representative Moore called the meeting to order. Representative Moore and Senator Townsend provided welcome remarks. The October 7, 2024, meeting minutes were then approved.

The final meeting of the Task Force focused on discussing and finalizing recommendations. The group engaged in structured discussions to approve recommendations, identify missing items, and evaluate existing regulations and statutes that already required some recommendations.

Participants highlighted the importance of clarity in recommendations and the need for collaboration with the General Assembly and education stakeholders to improve educational practices and address regulatory considerations.

The meeting concluded with a commitment to continue efforts in education, finalize recommendations, and raise awareness of educational issues with legislators.

There was no in-person public comment. Virtual public comment included the following:

- Kendall Massett thanked the Task Force for their work on this topic and for acknowledging that some of this work is already being done. She reminded everyone that every local education agency is different.
- Jaelyn Valentin shared some of her experience as a new educator related to student behavior and student and parent engagement.
- Deanna Bilecki provided comments on state regulation 703 and encouraged the group to have someone analyze the regulation related to suspensions. Specifically paying attention to no mention of student and parent accountability.
- Representative Kim Williams thanked Representative Moore and Senator Townsend for their leadership. She also thanked the Task Force for their participation. Lastly, she was glad to see that Burden of Proof was included in the discussion.

Representative Moore and Senator Townsend thanked all Task Force members for their participation. The meeting adjourned.