Original Posting 7/17/2025 at Time Stamped: 10:35 AM

Milford SCHOOL DISTRICT

HOME *of the* BUCCANEERS

906 Lakeview Avenue Milford, DE 19963
Phone: (302) 422-1600

AGENDA FOR MONDAY, JULY 21, 2025, AT 7:30 AM
REGULAR SCHOOL BOARD MEETING

The Milford Board of Education will hold this meeting electronically and in-person in the District Office Conference Room, 906 Lakeview Avenue, Milford, DE 19963. Public comments will be held in person only.

Public may access this meeting at the following link: https://milford.webex.com/milford/j.php?MTID=m1f23316f54e5dfb3e32019d1a934220a

Webinar number: 2862 490 2616

Webinar password: KPvMnjPi254 (57866574 when dialing from a phone or video system)

Join by phone +1-415-655-0001 US Toll **Access code: 286 249 02616**

1. Call to Order by President

2. Roll Call

_____Mr. Scott Fitzgerald
_____ Mr. Matt Bucher
_____ Mrs. Ashlee Connell
_____ Mr. Victor "Butch" Elzey
_____ Mrs. Jennifer Massotti
_____ Ms. Yanelle Powell

3. Pledge of Allegiance

4. Approval of Minutes

A. Regular Meeting Minutes for July 7, 2025 ***Action Item***

5. Adjournment to Executive Session *Action Item*

6. Return to Open Session *Action Item*

7. Changes to Agenda

8. Personnel – Mrs. Laura Bond

1. Personnel ***Action Item***

9. Student Matter

1. 2025 - 47 *Action Item* – Dr. Jessica Weller

10. Public Comment

11. Board Discussion

A. **Introduction of Recommended Draft Revisions of Board Policy (Dr. Jessica Weller)**

1. **Gun Safe School Act – Policy #5406** ***Action Item***
2. **Use of Force – Policy #4227** ***Read Only***
3. **MCA School Discipline Improvement Plan** ***Action Item***
4. **MHS School Discipline Improvement Plan** ***Action Item***

12. Adjournment *Action Item*

MILFORD SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR
BOARD MEETING
July 7, 2025

Board Members in Attendance	
Mr. Scott Fitgerald	Ms. Yanelle Powell
Mr. Matt Bucher	Mrs. Ashlee Connell
Mr. Butch Elzey	Mr. Travis Moorman, Executive Secretary

The Regular Meeting of the Milford Board of Education was called to order by President Scott Fitzgerald at 6:04 PM on Monday evening, July 7, 2025, at the Milford High School Auditorium.

PLEDGE OF ALLEGIANCE
Mr. Scott Fitzgerald led everyone in reciting the Pledge of Allegiance

CHANGES TO AGENDA
No changes were made to the agenda.

NEW MEMBER SWEARING IN
Mr. Travis Moorman confirmed there was an issuance certificate of election for a newly elected board member. Ms. Yanelle Powell was sworn in as a new board member to the Milford School District Board of Education. Ms. Powell will serve in the capacity of Member At Large. Ms. Powell took the Oath of Office with her mother present and Mr. Matt Bucher, Vice President Presiding.

Mr. Travis Moorman was temporarily appointed as Chairperson of the Milford School Board.
MOTION MADE BY Mr. Matt Bucher/ SECONDED BY Mr. Scott Fitzgerald to adjourn the 2024-2025 Milford School Board Sine Die **Motion passed unanimously.**
Mr. Travis Moorman, Executive Secretary, called the 2025-2026 Milford School Board to order.
Roll Call was completed. Five board members were present.

Nominations were requested for the office of Milford School Board President. Mr. Scott Fitzgerald was nominated. No other nominations were brought forth **MOTION MADE BY Mr. Matt Bucher/ SECONDED BY Mrs. Ashlee Connell.** that the nominations for President be closed. **Motion passed unanimously.** With only one nominee, there was a verbal vote in unison with no opposed. Results rendered 5-0, Mr. Scott Fitzgerald was voted in unanimously as the 2025-2026 Milford School Board President.

Nominations were requested for the office of Milford School Board Vice President. Mr. Matt Bucher was nominated. No other nominations were brought forth **MOTION MADE BY Mrs. Ashlee Connell / SECONDED BY Mr. Butch Elzey.** that the nominations for Vice President be closed. **Motion passed unanimously.** With only one nominee, there was a verbal vote in unison with no opposed. Results rendered 5-0, Mr. Matt Bucher was voted into the office unanimously as the 2025-2026 Milford School Board Vice President.

Travis Moorman, Superintendent, was designated as Executive Secretary of the Milford School Board for the 2025-2026 school year.

APPROVAL OF MINUTES
MOTION MADE BY Mr. Matt Bucher / SECONDED BY Mrs. Ashlee Connell to approve the Regular Meeting Minutes for June 16, 2025, **Motion passed unanimously**.

ADJOURNMENT TO EXECUTIVE SESSION
MOTION MADE BY Mrs. Ashlee Connell / SECONDED BY Ms. Yanelle Powell to adjourn into Executive Session at 6:04 PM. **Motion passed unanimously.**

RETURN TO OPEN SESSION
MOTION MADE BY Mrs. Ashlee Connell / SECONDED BY Mr. Butch Elzey to adjourn Executive Session and return to Open Session at 7:15 PM. **Motion passed unanimously.**

PUBLIC COMMENT
No Public Comments were made.

SUPERINTENDENT'S REPORT
Mr. Travis Moorman reported that he was excited and grateful for the opportunity to serve as Milford School District's Superintendent. He stated that it was the most honorable position he has ever held. Mr. Moorman ensured everyone that the leadership transition would be as smooth as possible. Summer School is currently taking place. Mr. Moorman thanked the staff who facilitates the summer school programs. He stated, "student learning takes place all year long." Work continues to progress with the opening of the new Middle School. Mr. Moorman thanked the custodial and maintenance staff for getting the schools ready for the return of students and staff in the Fall. The District Office has started its new summer hours of being open Monday through Thursday and closed on Friday. He thanked Mr. Buford, the High School principal for hosting the board meeting. Mr. Travis Moorman reported that Federal Government Funding has been delayed but is not cut. The district will work closely with the Department of Education to implement a strategic plan, in the off-chance funding is cut.

ACADEMIC EXCELLENCE:
Dr. Jennifer Hallman presented a Field Trip for Approval. The Field Trip is for the high school band and choir students to go to Chicago. Mr. Fitzgerald ask what was the form of transportation? Mr. Buford stood at the podium and stated they will take a coach bus from Milford, DE to the airport and then fly to Chicago with transportation arranged once they arrive. Mr. Buford stated the students will be lodged in the suburbs of Chicago and not in the inner city. Mr. Fitzgerald ask if the cost of the trip was covered by the PTO/Boosters?
Mr. Buford explained that the district is not expending any cost. The students will be required to pay a small fee with the PTO covering the balance. Mr. Matt Bucher ask the names of the staff who will be attending the Chicago trip with the students? Mr. Buford replied, Julie Keifer, Brandon Mask, and Mr. Noal Link. Mr. Buford said he would find out the names of the other two staff members. The parents will also be attending the Chicago trip.
***Mr. Butch Elzey gave a verbal note of appreciation for the work Dr. Jennifer Hallman did with the Johnson Family and their student. The student has special needs.*
MOTION MADE BY Mr. Matt Bucher / SECONDED BY Mrs. Ashlee Connell to approve the student Field Trip to Chicago. **Motion passed unanimously.**

Dr. Jessica Weller presented to the school discipline and improvement plans to the board for Milford Central Academy and the Milford High School as required by the Delaware of Education through regulation. 793 of Title 14. It was decided that the school discipline plan be brought before the board to be voted on at the July 21, 2025, board meeting. **MOTION MADE BY Mr. Matt Bucher / SECONDED BY Mrs. Ashlee Connell** to table the school discipline and improvement plan until the July 21, 2025, board meeting. **Motion passed unanimously.**

BUILDING OUR FUTURE: Mr. Scott Kessel
Mr. Schott Kessel presented the tax warrants for Kent and Sussex County.

MOTION MADE BY Ms. Yanelle Powell / SECONDED BY Mr. Butch Elzey to approve the Kent and Sussex County Tax Warrants **Motion passed unanimously.**
Construction Change Orders: Mr. Scott Kessel
MOTION MADE BY Mrs. Ashlee Connell / SECONDED BY Ms. Yanelle Powell to accept all Change Orders as presented. **Motion passed unanimously.**

EMPOWERING AND INVESTING IN OUR PEOPLE: Mrs. Laura Bond
Personnel report was presented by Mrs. Laura Bond requesting that the report be accepted as presented in the executive session. Mrs. Laura Bond stated that there were no additions or changes.
MOTION MADE BY Mr. Matt Bucher / SECONDED BY Mrs. Ashlee Connell to accept the Personnel Report as presented by Mrs. Laura Bond in Executive Session, **Motion passed unanimously.**

BOARD DISCUSSION
A. DSBA UPDATES
Mr. Matt Bucher stated he did not have an update due to legislative session being closed. In keeping with tradition Mr. Bucher ask for unanimous consent to continue with the volunteer process. Mr. Bucher also stated that Mr. Adam Brownstein was the DSBA Executive Committee Representative and now that Dr. Brownstein has resigned, there will need to be a new executive committee representative. Mr. Matt Bucher stated he will be glad to return to his position of representative of DSBA and he will show the new volunteer "the ropes." Yanelle Powell volunteered to fill the seat of Milford School District Representative for Executive Committee Mr. Matt Bucher moved that the agenda items 1, 2, 3, 4, regarding DSBA volunteers be approved in mass. **MOTION MADE BY** Mr. Matt Bucher **that agenda items 1,2,3,4, be voted on in mass / SECONDED BY**. **Motion passed unanimously.** Mr. Bucher / Mrs. Ashlee Connell. Mr. Scott Fitzgerald is the Executive Committee Alternate Representative. Mrs. Ashlee Connell is the alternate for the Legislative Committee.

B. Recommended Revised Board Policies for Action
Mr. Scott Kessel presented Board Policies: 4303A, 4303B, and 4339 regarding salary for maintenance and chief custodian, and paid leave for child adoptions **MOTION MADE BY Mr. Matt Bucher / SECONDED BY Mrs. Ashlee Connell** to make all three items presented action items. **passed unanimously.**
MOTION MADE BY Mr. Matt Bucher / SECONDED BY Mrs. Ashlee Connell to approve Board Policies: 4303A, 4303B, and 4339 **passed unanimously.**

Policy 5406 was presented by Dr. Jessica Weller as a First Read due to revisions to the State and Federal Guns Free Schools Act regarding reporting requirements for Delaware public schools about firearms. Per state and federal regulation, a student with a firearm must be expelled for no less than 180 school days. Mr. Bucher suggested an edit on page one to change the wording from "supports" to "complies with". The Policy 5406 presented as a first read will be brought back to the board on July 21, 2025.

ADJOURNMENT
MOTION MADE BY Ms. Powell / SECONDED BY Mrs. Ashlee Connell that the Regular Meeting of the Milford Board of Education held on Monday June 16, 2025, adjourn @ 9:20 PM

_____
Donna E. Robinson, Executive Recording Secretary

BOARD AGENDA #1

June 16, 2025

PERSONNEL REPORT – ***Action Item***

RECOMMEND FOR ADMINISTRATIVE TRANSFER*
KILGORE, Bobbie
District – From Supervisor of Instruction to Director of Student Learning Effective: July 1, 2025

RECOMMEND FOR EMPLOYMENT – PERMANENT CONTRACT*
GRACE, Helena
Morris – Music Teacher
Effective: August 18, 2025

FULLERTON, Molly
Middle – Music Teacher
Effective: August 18, 2025

BUTTERFIELD, Lauren
Ross – Elementary Teacher
Effective: August 18, 2025

DUPICHE, Juliann
Ross- Elementary Teacher
Effective: August 18, 2025

MCEVOY, Samantha
High - English Language Arts
Effective: August 18, 2025

CAVERLY, Ashley
High/Central - Special Education Teacher - ABA Secondary Program
Effective: August 18, 2025

BROOME, Justin
High/Central - Special Education Teacher - ILC Secondary Program
Effective: August 18, 2025

TAYLOR, Rebekah
High - Health and Physical Education Teacher
Effective: August 18, 2025

PERRY, Austun
High - Special Education Teacher
Effective: August 18, 2025

RECOMMEND FOR EMPLOYMENT*
RICHARDSON, Gabriel
District - Technology Summer Intern

Effective: TBD

REED, Braedon
District - Technology Summer Intern
Effective: TBD

TRANSFER
ROBERTS, Justice
From Central Science Teacher to High Science Teacher
Effective: August 18, 2025

BAKER, David
From Child Nutrition Assistant Cafeteria Manager (10 month) to District Child Nutrition Operations Manager (12 month)
Effective: July 1, 2025

WARD, Brandy
From Central Special Education Teacher to High/Central Special Education Teacher - ABA Secondary Program
Effective: August 18, 2025

JULIUS, Michael
From High Special Education Teacher to High/Central Special Education Teacher - ILC Secondary Program
Effective: August 18, 2025

WEILER, Amy
From Mispillion Library Media Specialist to District Library Media Specialist
Effective: August 18, 2025

RESIGNATION
WHITE, Leona
Central – Girls Basketball Head Coach
Effective: June 3, 2025

LYNCH, Kate
High – Career and College Counselor
Effective: July 3, 2025
Service to MSD: 14 years

COOK, Andrea
High – Math Teacher
Effective: July 31, 2025
Service to MSD: 2 years

SANTOS, Angela
High - Full-Time Educational Support Paraprofessional
Effective: June 30, 2025
Service to MSD: 1 year

ATEN, Olivia
Central - Agriscience Teacher
Effective: August 8, 2025
Service to MSD: 6 years

JONES, Ashlee
Mispillion - Special Education Teacher
Effective: June 30, 2025
Service to MSD: 1 year

SMITH, Amaya
Ross - Part-Time Educational Support Paraprofessional
Effective: June 30, 2025
Service to MSD: 2 years

WALLS, Caitlyn
Banneker - Full-Time Educational Support Paraprofessional
Effective: July 11, 2025
Service to MSD: 2 years

SMITH, Sharone
Morris - Full-Time Educational Support Paraprofessional
Effective: June 30, 2025
Service to MSD: 6 years

RECOMMEND FOR EMPLOYMENT – SUMMER PROGRAMMING*
Recommend for employment in summer school, contingent upon funding and enrollment

TEACHERS
SMITH, Paige

PARAPROFESSIONALS

NURSES
NASH, Ann-Marie
BOYD, Jane (NE)
CARABALLO, Kelly (NE)
WHITE, Yvonne

RECOMMEND FOR EMPLOYMENT COMPREHENSIVE INDUCTION COACHES

Induction Coordinator	BROOKS, Montessa
Lead Coach, High School	REED, Jessica
Lead Coach, Central	METZ, Trevor
Lead Coach, Middle	LOCKWOOD, Ashley
Lead Coach, Mispillion	ZEVENEY, Toni
Lead Coach, Ross	DUFFY, Tenesha
Lead Coach, Banneker	HUDSON, Vicki
Lead Coach, Morris	ALLEN, Erika
Coach, High School	STUMP, Trina
Coach, Middle	WORLEY, Darren
Coach, Middle	SHARP, Kelly
Coach, Mispillion	HENRY, Jamie
Coach, Ross	LEE, Courtney
Coach, Banneker	LEYANNA, Candice
Coach, Banneker	TABORDA, April
Coach, Morris	LAYTON, Janelle

RECOMMEND FOR HIRE LIMITED CONTRACTS 2025-2026*

Morris	School Leadership Team, Pre-K	KRAJEWSKI, Amber
Morris	School Leadership Team, Grade K	SIMON, Sarah
Morris	School Leadership Team, Grade 1	STEIGERWALT, Alexandra
Morris	School Leadership Team, Literacy	LAYTON, Janelle
Morris	School Leadership Team, Spec Ed	CREAMER, Teri
Morris	School Leadership Team, Related Arts	TKACH, Christine
Morris	School Leadership Team, At-Large	BEISAW, Ashleigh
Morris	School Leadership Team, At-Large	ALLEN, Erika
Middle	School Leadership Team, Grade 5	LOCKWOOD, Ashley
Middle	School Leadership Team, Grade 5	CRAIG-EVANS, Heather
Middle	School Leadership Team, Grade 6	CONAWAY, Jenna
Middle	School Leadership Team, Grade 6	DAVIS, Trisha
Middle	School Leadership Team, Literacy	VECCHIOLLI, Stephany
Middle	School Leadership Team, Spec Ed	FRENCH, Lauren
Middle	School Leadership Team, Related Arts	JOHNS, Marcy
Middle	School Leadership Team, At-Large	HOLLEGER, Carrie
Mispillion	School Leadership Team, Grade 2	REYNA, Yaritza
Mispillion	School Leadership Team, Grade 3	SCHOEPP, Catherine
Mispillion	School Leadership Team, Grade 4	SANCHEZ, Itzel
Mispillion	School Leadership Team, Literacy	BUCKSON, Krisanne
Mispillion	School Leadership Team, Spec Ed	BLIZZARD, Kristine
Mispillion	School Leadership Team, Related Arts	CAMPBELL, Vicki
Mispillion	School Leadership Team, At-Large	DILL, Diana
Mispillion	School Leadership Team, At-Large	WHITE, Alyssa

*Employment at Milford School District is contingent upon employment verification, education and other credential verifications, the receipt of satisfactory criminal background and child protection registry checks, and adherence to Milford School District policies.

Milford School District
Board Policy 5406
Gun Free Schools Act Weapons Policy

PURPOSE

To set forth a policy that establishes a gun free school zone in accordance with the Gun-Free Schools Act of 1994 (20 U.S.C. §7961) and 11 *Del. C.* §1457A.

DEFINITIONS

"Safe School Zone" Any building, structure, athletic field, sports stadium or real property owned, operated, leased or rented by the District; or any motor vehicle owned, operated, leased or rented by the District.

"Deadly Weapon" includes a firearm (any weapon from which a shot, projectile or other object may be discharged by force of combustion, explosive, gas and/or mechanical means, whether operable or inoperable, loaded or unloaded. It does not include a BB gun), a bomb, a knife of any sort (other than an ordinary pocketknife carried in a closed position), switchblade knife, billy, blackjack, bludgeon, metal knuckles, slingshot, razor, bicycle chain or ice pick or any "dangerous instrument" (any instrument, article or substance which, under the circumstances in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury, or any disabling chemical spray or any electronic control devices including but not limited to a neuromuscular incapacitation device designed to incapacitate a person), which is used, or attempted to be used, to cause death or serious physical injury. For the purpose of this definition, an ordinary pocketknife shall be a folding knife having a blade not more than 3 inches in length.

"Firearm" is defined in Section 921 of Title 18, United States code.

"Gun Free Schools Violation" shall mean students are prohibited from bringing a Firearm into a Safe School Zone, or Possession of a Firearm while in a Safe School Zone.

POLICY STATEMENT

The Board of Education of the Milford School District ("Board") complies with Delaware's establishment of a gun free school zone and prohibits possession of a Firearm or other Deadly Weapon while in or on a Safe School Zone in compliance with the Gun-Free Schools Act of 1994 and 11 *Del.C.* §1457A.

The District prohibits any person from bringing, possessing, or transferring a Firearm or

Deadly Weapon in a Safe School Zone, including those individuals who have a permit to carry a concealed weapon.
A student who is determined to have brought a Firearm to a Safe School Zone, or to have possessed a Firearm in a Safe School Zone, shall be expelled for a period of not less than 180 school days.

Pursuant to 11 *Del.C*. §1457A(f), modification to the expulsion requirement may be made on a case-by-case basis by the Board. Any modification to the expulsion requirement must be reported to the Delaware Department of Education.

All students shall receive a Student Handbook that contains this policy at the beginning of each school year, and whenever a student enters or re-enters the District during the school year, to be shared with their parent/guardian/custodial adult. This policy will be accessible on the District's website and a paper version can be requested from the front office in each school.

This policy shall apply to all students. Nothing in this policy shall alter the District's duties pursuant to the Individuals with Disabilities Education Act.

EXCEPTIONS

The following are exceptions to possession of a firearm while in a Safe School Zone:

(1) Police officer
(2) A constable employed by the District who is acting in an official capacity within a Safe School Zone.
(3) An active-duty member of the United States Armed Forces or Delaware National Guard who is acting in an official capacity within a Safe School Zone.
(4) A holder of a valid license to carry concealed deadly weapons issued by the Superior Court, but only if the firearm is in a motor vehicle.
(5) Employees of the Department of Services for Children, Youth, and Their Families who are authorized by the Secretary of the Department to carry a firearm or projectile weapon while acting in the employee's official capacity.
(6) Probation and parole officers acting within the officer's official capacity.
(7) A qualified retired law-enforcement officer who is employed or contracted by the District to assist with security or investigations and who is acting in an official capacity within a Safe School Zone.

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963
POLICY 4227
USE OF FORCE

The Milford School District Board of Education and its school constables recognize the value of human life, specifically, the lives of students, staff, and visitors of the school district. The use of force, especially force likely to result in serious bodily injury or death by use of a firearm, is a serious action. When deciding to use force, the school constables shall act within the boundaries of the United States and Delaware constitutions and laws. It is the policy of the Milford School District Board of Education to provide its school constables with guidelines for the use of deadly force in accordance with Delaware Code Title 11, Section 464-465.

It is the policy of the Milford School District to afford school constables the authority to use deadly force to the extent permitted by Delaware law statute. A school constable is authorized to use deadly force only when the constable's belief is, to the greatest extent afforded deference by Title 11, authorized by Title 11 given the circumstances known to the constable at the time in order to protect students, school employees, or visitors of the Milford School District from apparent death, serious physical injury, kidnapping or sexual intercourse compelled by force or threat.

The Superintendent and/or their designee is empowered to implement and monitor the provisions of this policy.

RESTRICTIONS ON THE USE OF FORCE:

School constables shall not resort to the use of deadly force if the constable believes (to the greatest extent such belief is afforded deference by Title 11) that an alternative to the use of deadly force will avert or eliminate an imminent danger of death, serious physical injury, kidnapping or sexual intercourse compelled by force or threat.

School constables will not use deadly force on persons whose actions are only destructive to property.

School constables shall not discharge a weapon as a signal for help or a warning shot. School constables shall not pursue an individual who has left the school grounds.

EXHIBITING A FIREARM:

A school constable shall not unholster or exhibit a firearm except under the following circumstances:

a. For maintenance of the firearm only in the event it is necessary to perform maintenance on the firearm on school grounds due to unforeseen, exigent circumstances such as debris or liquid being introduced into the holstered firearm and upon approval from the Supervisor of School Climate and Safety. In all other instances, firearm maintenance shall occur off school grounds.

b. To secure the firearm in an appropriate and approved secure area.

c. During on-duty training, practice or qualification with the firearm, and under the supervision of a qualified range master.

d. When circumstances create a reasonable belief that it may be necessary to use the firearm for the protection of any students, staff, or visitors of the Milford School District.

DEFINITIONS:

“Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing death or serious physical injury; or any disabling chemical spray, or any electronic control devices, including but not limited to a neuromuscular incapacitation device, designed to incapacitate a person.

"Deadly force" means force which the defendant uses with the purpose of causing, or which the defendant knows creates a substantial risk of causing death or serious physical injury, including the use of a chokehold. Purposely firing a firearm in the direction of another person, or at a vehicle in which another person is believed to be, constitutes deadly force. A threat to cause death, serious bodily harm, kidnapping or sexual intercourse compelled by force or threat, by the production of a weapon or otherwise, so long as the defendant's purpose is limited to creating an apprehension that deadly force will be used, if necessary, does not constitute deadly force.

"Deadly weapon" includes a firearm, bomb, knife of any sort (other than an ordinary pocketknife carried in a closed position), switchblade knife, billy, blackjack, bludgeon, metal knuckles, slingshot, razor, bicycle chain or ice pick or any dangerous instrument, which is used, or attempted to be used, to cause death or serious physical injury. For the

purpose of this definition, an ordinary pocketknife shall be a folding knife having a blade not more than 3 inches in length.

"Serious physical injury" means physical injury which creates a substantial risk of death, or which causes serious and prolonged disfigurement, prolonged impairment of health, or prolonged loss or impairment of the function of any bodily organ, or which causes the unlawful termination of a pregnancy without the consent of the pregnant female.

ADOPTED: 3/20/23
UPDATED:

SCHOOL DISCIPLINE IMPROVEMENT PLAN

Template

As required by 14 *Del. C.* § 703(b)

A school that has been identified as meeting a threshold under 14 *Del. C.* § 703(a)(4) is responsible for submitting a plan that identifies strategies the school will implement beginning in the following school year to reduce the use of exclusionary disciplinary practices or disproportionate use of exclusionary disciplinary practices with racial subgroups or students with disabilities, or both. This form is a suggested template that is intended to be a guide to schools that are required to submit a School Discipline Improvement Plan.

Schools also identified as qualifying for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) or as out of compliance with the Individuals with Disabilities Act (IDEA) Determination Indicator 4A must include in this plan, information around how the school intends to align its strategies related to discipline and satisfy the state and federal requirements. The statute also allows schools to include this plan as part of their school improvement plan.

<table>
<tr><td colspan="2">School/Charter
School Name: Milford Central Academy</td><td colspan="2">School
District: Milford School District</td></tr>
<tr><td colspan="2">School Contact: Rene Diaz</td><td colspan="2">District Contact: Jessica Weller</td></tr>
<tr><td colspan="4">Please indicate if your school is currently identified as (check all that apply):
X CSI ☐ TSI X IDEA Indicator 4A</td></tr>
<tr><td>Identified School Years (3 most consecutive years):
1. 23/24
2. 22/23
3. 21/22</td><td colspan="2">Identified Subgroups (check all that apply):
☐ All Students
X Economically Disadvantaged Students ☐ English learners
X Gender
X Racial Subgroups
☐ Students with Disabilities</td><td>Plan Implementation School Year: 25/26</td></tr>
<tr><td colspan="4">SECTION 1: STAKEHOLDER INPUT
Per 14 Del. C. § 703(b)(3)b., the plan must be developed with input from the following groups to incorporate strategies to promote fairness and equity in discipline. Please select all that provided input and provide a separate attachment with a list of names by each group below.</td></tr>
<tr><td colspan="2">X Administrators</td><td colspan="2">X Parents</td></tr>
<tr><td colspan="2">X Community Stakeholders</td><td colspan="2">X Students</td></tr>
<tr><td colspan="4">X Educators</td></tr>
<tr><td colspan="4">SECTION 2: REVIEW & PLANNING</td></tr>
</table>

1. Review of Discipline Data – 14 *Del. C.* § 703(b)(1)	**Where are the discrepancies? What have you determined to be the root causes for the discrepancies?** - **Lack of evidence-based interventions to use prior to exclusionary discipline identified subgroups** - **Lack of parental involvement with student support** - **Need for MTSS system for students to be identified and supported** - **Need for Special education training and system for staff to identify function-based supports through IEP instead of moving straight to discipline** - **Lack of Code of Conduct and discipline training and understanding**	**Date(s) of Review:** 1/10/2025 1/23/2025 2/13/2025 3/11/2024 3/24/2025

SCHOOL DISCIPLINE IMPROVEMENT PLAN

2. Review of Discipline Policies and Practices – 14 *Del. C.* § 703(b)(1)	**What were the targeted areas for improvement?** - **Identify evidence-based interventions for identified subgroups** - **Evaluate needs and strengthen MTSS framework** - **Code of Conduct alignment with MTSS framework** - **Training in Code of Conduct (Discipline), De-escalation (Staff effectiveness), and Universal (Tier 1) Trauma-Informed Approaches (Conscious Discipline)** - **Conduct survey and focus groups with all stakeholders: students, staff, and families to gather and analyze data on ongoing discipline policies and practices to formulate data driven goals for the three year SDIP plan.**	**Date(s) of Review:** **Nov, 24** **December 24** **January 10, 25** **Jan 23, 25** **March 24, 25** **Spring and Summer 2025**

3. Review of Existing Programming – Per 14 *Del. C.* § 703(b)(2), if a school has already implemented restorative justice practices, the school must review interventions being used to assure research based quality, scope of training provided, and follow-up support to assure proper implementation. Please indicate below if the school has already implemented restorative justice practices.

Intervention	Type of Training	Date(s) of Training	Follow-Up Action Steps
Classroom Management	**Conscious Discipline**	**Aug 24, Jan 25**	**Continue implementation in 25/26 school year**
	Trauma-Informed Practices	**Oct 2024**	**Trep classes**
	Code of Conduct understanding	**Aug 2024**	**Ongoing training at building level, surveys**
	Behavioral Threat Assessment Process	**Aug 24**	**Ongoing coaching and training. Achieving train the trainer to sustain**

			model
Cultural Competency	**Conscious Discipline** **Brain Architecture Game** **Trauma Responsive Educational Practices**	**Aug 24, Jan 25** **Oct, 2024** **Feb 25**	**Continue implementation in 25/26 school year** **Trep classes**
Implicit Bias Awareness	**Conscious Discipline** **Brain Architecture Game** **Trauma Responsive Educational Practices**	**Aug 24, Jan 25** **Oct, 2024** **Feb 25**	**Continue implementation in 25/26 school year** **Trep classes**
Restorative Practices	**High Five Consulting**	**2023/2024**	**Coaching 23/24**
Trauma Informed Care	**Conscious Discipline** **Trauma Informed Practices** **Brain Architecture Game** **Trauma Responsive Educational Practices**	**Aug 24, Jan 25** **Oct, 2024** **Feb 25**	**Continue implementation in 25/26 school year** **Trep classes**
Other Programming	**Skills Connection - Parenting for Resilience** **Safe and Positive Approaches classes**	**Feb and Mar 2025** **Ongoing**	**Continued outreach connection with families** **Continued recertification and implementation**

4. Action Steps – Utilizing the SMART goal format, please describe strategies/actions the school will implement to reduce the use of exclusionary disciplinary practices or disproportionate use of exclusionary disciplinary practices with racial subgroups or students with disabilities, or both. [14 *Del. C.* § 703(b)(3)] If your school has been identified as needing support for CSI, TSI or IDEA Determination Indicator 4A, please use this section to align and describe those strategies, making sure SMART goal setting is utilized. You are also welcome to attach a separate response for this item.

SCHOOL DISCIPLINE IMPROVEMENT PLAN

Goal 1: By the conclusion of the 2025-2026 school year, our school will maintain a disparity of less than ten percent in the application of exclusionary discipline between the most and least disciplined student subgroups. This will reduce the disproportionate impact on racial subgroups and students with disabilities, as reflected in discipline data and student demographic reports.

Goal 2: Milford Central Academy will collaborate with teachers, students, families, and external stakeholders to establish and lead small group sessions for male students and students with disabilities. These sessions will address academic challenges and social-emotional needs, helping students develop skills that enhance their success in school. The school will track group participation and engagement, aiming to reduce discipline referrals for group members by at least 5%. This reduction will be measured using discipline data from the 2024-25 school year compared to the 2025-26 school year.

Goal 3: Throughout the 2025-2026 school year, staff will participate in Safe and Positive Approaches Staff Effectiveness training, as well as Conscious Discipline training and coaching. These trainings aim to equip staff with strategies to manage classrooms and behaviors with de-escalation techniques with a focus of self-regulation. These efforts align with the Milford School District's strategic vision of Supporting the Whole Child and Academic Excellence. By working toward this goal, Milford Central Academy will contribute to the SDIP objective of reducing the disproportionality of exclusionary discipline by 5%. Progress will be measured through overall out-of-school suspension data by the end of the 2025-2026 school year.

Goal 4: Milford Central Academy will continue to implement MTSS to support students' social and emotional well-being, utilizing the Compass Curriculum as a Tier 1 intervention. Student growth and understanding in these areas will be assessed through pre-, mid-,

and end-of-year evaluations within the curriculum. MCA's goal is to achieve a 5% improvement in social-emotional growth by mid-year and a 10% improvement by the end of the school year. The development of students' SEL skills will improve the success of the school and decrease discipline as a whole in all identified areas.

Goal 5: Milford Central Academy will continue implementing the Bridges Program to support students who require development in social and emotional competencies, whether due to code of conduct violations or a need for increased mental health support. This intervention aims to reduce disciplinary incidents among participating students by 10% and improve their attendance by 10%.

SECTION 3: APPROVED PLAN SUBMISSION – DUE NO LATER THAN JULY 1, 2025 Please submit the plan to the following mailbox: DDOE.SchoolClimate@doe.k12.de.us

Board Approval Date:

School Contact Name and Signature:	**Date:**
Superintendent, Charter Head of School or Designee – Name and Signature:	**Date Submitted to DDOE:**

SCHOOL DISCIPLINE IMPROVEMENT PLAN

Template

As required by 14 *Del. C.* § 703(b)

A school that has been identified as meeting a threshold under 14 *Del. C.* § 703(a)(4) is responsible for submitting a plan that identifies strategies the school will implement beginning in the following school year to reduce the use of exclusionary disciplinary practices or disproportionate use of exclusionary disciplinary practices with racial subgroups or students with disabilities, or both. This form is a suggested template that is intended to be a guide to schools that are required to submit a School Discipline Improvement Plan.

Schools also identified as qualifying for comprehensive support and improvement (CSI) or targeted support and improvement (TSI) or as out of compliance with the Individuals with Disabilities Act (IDEA) Determination Indicator 4A must include in this plan, information around how the school intends to align its strategies related to discipline and satisfy the state and federal requirements. The statute also allows schools to include this plan as part of their school improvement plan.

School/Charter **School Name: Milford Senior High School**	**School** **District: Milford School District**	
School Contact: Jed Bell	**District Contact: Jessica Weller**	
Please indicate if your school is currently identified as (check all that apply): X **CSI** ☐ **TSI** X **IDEA Indicator 4A**		
Identified School Years (3 most consecutive years): 1. 23/24 2. 22/23 3. 21/22	**Identified Subgroups (check all that apply):** ☐ All Students X Economically Disadvantaged Students ☐ English learners X Gender X Racial Subgroups ☐ Students with Disabilities	**Plan Implementation School Year: 25/26**

SECTION 1: STAKEHOLDER INPUT

Per 14 *Del. C.* § 703(b)(3)b., the plan must be developed with input from the following groups to incorporate strategies to promote fairness and equity in discipline. Please select all that provided input and provide a separate attachment with a list of names by each group below.

X **Administrators**	X **Parents**
X **Community Stakeholders**	X **Students**
X **Educators**	

SECTION 2: REVIEW & PLANNING

1. Review of Discipline Data – 14 *Del. C.* § 703(b)(1)	**Where are the discrepancies? What have you determined to be the root causes for the discrepancies?** - **Lack of evidence-based interventions to use prior to exclusionary discipline identified subgroups** - **Lack of parental involvement with student support** - **Need for MTSS system for students to be identified and supported** - **Need for Special education training and system for staff to identify function-based supports through IEP instead of moving straight to discipline** - **Lack of Code of Conduct and discipline training and understanding**	**Date(s) of Review:** 1/10/2025 1/23/2025 2/13/2025 3/11/2024 3/24/2025

SCHOOL DISCIPLINE IMPROVEMENT PLAN

2. Review of Discipline Policies and Practices – 14 *Del. C.* § 703(b)(1)	**What were the targeted areas for improvement?** - **Identify evidence-based interventions for identified subgroups** - **Evaluate needs and strengthen MTSS framework** - **Code of Conduct alignment with MTSS framework** - **Training in Code of Conduct (Discipline), De-escalation (Staff effectiveness), and Universal (Tier 1) Trauma-Informed Approaches (Conscious Discipline)** - **Conduct surveys and focus groups with all stakeholders: students, staff, and families to gather and analyze data on ongoing discipline policies and practices to formulate data driven goals for the three year SDIP plan.**	**Date(s) of Review:** **Nov, 24** **December 24** **January 10, 25** **Jan 23, 25** **March 24, 25** **Spring and Summer 2025**

3. Review of Existing Programming – Per 14 *Del. C.* § 703(b)(2), if a school has already implemented restorative justice practices, the school must review interventions being used to assure research based quality, scope of training provided, and follow-up support to assure proper implementation. Please indicate below if the school has already implemented restorative justice practices.

Intervention	Type of Training	Date(s) of Training	Follow-Up Action Steps
Classroom Management	**Conscious Discipline**	**Aug 24, Jan 25**	**Continue implementation in 25/26 school year**
	Trauma-Informed Practices	**Oct 2024**	**Trep classes**
	Code of Conduct understanding	**Aug 2024**	**Ongoing training at building level, surveys**
	Behavioral Threat Assessment Process	**Aug 24**	**Ongoing coaching and training. Achieving train the trainer to sustain model**

Cultural Competency	**Conscious Discipline** **Brain Architecture Game** **Trauma Responsive Educational Practices**	**Aug 24, Jan 25** **Oct, 2024** **Feb 25**	**Continue implementation in 25/26 school year** **Trep classes**
Implicit Bias Awareness	**Conscious Discipline** **Brain Architecture Game** **Trauma Responsive Educational Practices**	**Aug 24, Jan 25** **Oct, 2024** **Feb 25**	**Continue implementation in 25/26 school year** **Trep classes**
Restorative Practices			
Trauma Informed Care	**Conscious Discipline** **Trauma Informed Practices** **Brain Architecture Game** **Trauma Responsive Educational Practices**	**Aug 24, Jan 25** **Oct, 2024** **Feb 25**	**Continue implementation in 25/26 school year** **Trep classes**
Other Programming	**Skills Connection - Parenting for Resilience** **Safe and Positive Approaches classes**	**Feb and Mar 2025** **Ongoing**	**Continued outreach connection with families** **Continued recertification and implementation**

4. Action Steps – Utilizing the SMART goal format, please describe strategies/actions the school will implement to reduce the use of exclusionary disciplinary practices or disproportionate use of exclusionary disciplinary practices with racial subgroups or students with disabilities, or both. [14 *Del. C.* § 703(b)(3)] If your school has been identified as needing support for CSI, TSI or IDEA Determination Indicator 4A, please use this section to align and describe those strategies, making sure SMART goal setting is utilized. You are also welcome to attach a separate response for this item.

Goal 1: By the conclusion of the 2025-2026 school year, Milford Senior High School will achieve a disparity of less than ten percent in the application of exclusionary discipline between the most and least disciplined student subgroups. This will reduce the disproportionate impact on racial subgroups and students with disabilities, as reflected in discipline data and student demographic reports.

Goal 2: Milford Senior High School will collaborate with teachers, students, families, and external stakeholders to establish and lead small group sessions for african-american, low-income students and students with disabilities. These sessions will address academic challenges and social-emotional needs, helping students develop skills that enhance their success in school. The school will track group participation and engagement, aiming to reduce discipline referrals for group members by at least 5%. This reduction will be measured using discipline data from the 2024-25 school year compared to the 2025-26 school year.

Goal 3: Throughout the 2025-2026 school year, staff will participate in Safe and Positive Approaches Staff Effectiveness training, as well as Conscious Discipline training and coaching. These trainings aim to equip staff with strategies to manage classrooms and behaviors with de-escalation techniques with a focus of self-regulation. These efforts align with the Milford School District's strategic vision of Supporting the Whole Child and Academic Excellence. By working toward this goal, Milford Senior High School will contribute to the SDIP objective of reducing the disproportionality of exclusionary discipline by 5%. Progress will be measured through overall out-of-school suspension data by the end of the 2025-2026 school year.

Goal 4: Milford Senior High School will continue to implement MTSS to support students' social and emotional well-being, utilizing the Compass Curriculum as a Tier 1 intervention. Student growth and understanding in these areas will be assessed through pre-, mid-, and end-of-year evaluations within the curriculum. MHS's goal is to achieve a 5% improvement in social-emotional growth by mid-year and a 10% improvement by the end of the school year. The development of students' SEL skills will improve the success of the school and decrease discipline as a whole in all identified areas.

Goal 5: Milford Senior High School will implement the Bridges Program to support students who require development in social and emotional competencies, whether due to code of conduct violations or a need for increased mental health support. This intervention aims to reduce disciplinary incidents among participating students by 10% and improve their attendance by 10%.

SECTION 3: APPROVED PLAN SUBMISSION – DUE NO LATER THAN JULY 1, 2025 Please submit the plan to the following mailbox: DDOE.SchoolClimate@doe.k12.de.us

Board Approval Date:

School Contact Name and Signature:	**Date:**
Superintendent, Charter Head of School or Designee – Name and Signature:	**Date Submitted to DDOE:**