Wiesbaden Elementary School
SAC Meeting Minutes
February 24, 2025 | 3:00 – 4:30 pm | Computer Lab/Virtual
https://meet.google.com/ubz-avng-moh

1. Welcome/Meeting Norms

- Attendance
    - Committee Members Present:
        - Daphne Townzen - Teacher rep
        - Elizabeth Bishop - Teacher rep
        - Erin Kempen - Secretary
        - Netra Harwell - Principal, accompanied by Assistant Principal Seanie Munoz
        - Martha Campbell - Vice-Chair/Acting Chair
        - Rachel Plucker - Teacher rep
        - Courtney Foist - Parent rep
    - Committee Members Absent:
        - Telesia Utupo - Parent rep
- The meeting was called to order at 3:01 pm by Martha Campbell, Acting Chair
- Minutes from today's SAC meeting will be taken by Erin Kempen, Secretary

2. Reports

- SAC Acting Chair: Martha Campbell
    - Update on the recommendations submitted by SAC after the last meeting:
        - In response to parent concerns around quantity and quality of screen time in Sure Start and Kindergarten, an informal recommendation was made for admin to do unscheduled observations to see how often screens were used and in what quantity.
        - In response to parent concerns about inconsistent and limited communication about drills, evacuations, and significant behavior incidents, SAC made a formal recommendation to administration for:
            - Creating a schoolwide communication policy. Such a policy could include how and when the school would communicate specific events, standards for how far in advance or how soon after an event communication would occur, the timeframe in which a parent should expect to receive a response, and expectations for communication etiquette.
            - Ensuring that Everbridge is set up to contact all home communication methods that were provided in Aspen for official school alerts (drills, snow days, etc) and will include communication via text message, at a minimum.
            - Sending an email home from administration to notify parents for every employment of Standard Response Protocol (SRP), safety incidents, or significant disruptions to classroom activity. SAC

recommends these notifications are sent by administration no later than 2:30 pm, 1:30 on Thursdays, or by 3:30 pm, 2:30 pm on Thursdays if an incident occurs within an hour of the end of the school day. The overview of the precipitating event should include sufficient detail to provide a clear understanding of the event to the reader, while protecting student identities.
        - The recommendation was submitted on Feb 13th, with a response due from administration by Feb 27th.
- Principal: Mrs. Harwell
    - Response to screen-time observation recommendation:
        - DoDEA does not have a specific policy on technology or screen use when integrated into instruction, as digital resources are embedded across all content areas in the approved curriculum.
        - As part of our commitment to effective teaching and learning, administrators will continue to observe classroom instruction to ensure that technology is being used purposefully and meaningfully.
        - Parents who have questions about their child's screen usage in the classroom are encouraged to reach out directly to their child's teacher for more information.
    - Response to communication recommendation:
        - Leadership team met to discuss the recommendation and admin will share their response with the SAC Chair by Feb. 27th
- SLO: Christopher Dickson
    - April is Month of the Military Child -
        - Kinderfest (If orgs or parent groups want to have a table or booth at Kinderfest, contact SLO to let him know)
        - Will talk with admin about other ways to celebrate this month
    - Adopt-a-School - A second unit was identified to support recess and school crossings. This just started - (HHBN, USAREUR-AF)
    - Checking in about kiss-and-drop safety (this was an issue that was brought up at the Complex SAC meeting in the fall):
        - Orange barricades are up to block cars from speeding around others dropping off
        - The Department of Public Works (DPW) observed morning dropoff; they determined that it's not safe to make a crosswalk directly after the turn lane, so they are discussing other ways to encourage kids to use available walkways safely. They are waiting for warmer weather to begin.
            - SLO will follow up with DPW and share updates with SAC Chair
    - Behavioral health update
        - Shared information with attendees about new Behavioral Health Clinic available on Clay for active duty families
        - Has put in a request for more MFLCs to be assigned to WES
    - Town Hall update about executive orders
        - Stated that admin would respond to all questions related to EO implementation

3. Old Business: Behavioral health support

- Parent concerns have been raised at previous meetings and in recent Google form submissions about the number of behavior incidents and impact on instructional time.
- Ahead of this meeting, SAC asked admin to provide data (per month and by grade level) on the following items:

- Number of students in need of behavioral health support (children with IEPs, children with specific behavior plans in place, etc),
    - Citing privacy concerns, administration did not provide these numbers
- Number of behavior incidents by military vs. civilian population
    - A data chart was shared, highlighting the top **10 incident types by duty status**, with Student Physical Aggression being the most frequently reported. Additionally, data on **incident occurrences by duty status** indicated the highest frequency among Army Active personnel, followed closely by Army Civilian personnel.
    - Reported behaviors that required intervention beyond the classroom were referred to the principal for administrative action. It is important to note that not all discipline support requests result in a student being removed from their learning environment. Efforts are made to minimize instructional time loss and allow students to return to class promptly.
- SRP enactment
    - Data was not provided and limited time did not allow for follow up questions
- Number of incident reports
    - Data was provided for students with an IEP who have used the Reflect with Emotional Support for Educational Time (R.E.S.E.T.) Room Intervention
        - This data was broken down by Behavior Incident Totals (Elopements, Refusals, Verbal Aggression, and Physical Aggression) and by month
            - Behavior incidents involving this specific group of students increased from ~200 in August to a peak of ~950 in October
            - After the intervention in October, incidents dropped significantly, reaching ~400 in November
            - Continued decline to ~150 by February
            - Overall decrease from peak to February: ~84% reduction
            - Classroom Disruptions & Instructional Impact:
                - Since behavior incidents declined, there has been a significant decrease in lost instructional time.
                - Fewer evacuations and disruptions in the classroom
    - Admin did not provide data on general education population
    - Upon review of minutes, school administration added this response: Parent concerns regarding loss of instruction and student safety measures are directly related to the school's actions and interventions. The data is relevant in assessing the effectiveness of the strategies and measures implemented by administration to address these concerns. It provides insight into whether the interventions are successfully improving outcomes on

a whole-school level.
- All numbers presented in the two charts are reflective of students currently enrolled (data does not include students who have left the school this year)
- Instructional minutes lost
  - Admin provided the total hours of lost instructional time this year due to behavior incidents, as reported by each grade level team (time estimated by classroom teachers; no official timer was used):
    - K - 35 instructional hours lost
      - SAC follow up question: What actions have been taken or supports put in place to address this lost instruction time?
        - Upon review of the minutes, school administration added this response: Several actions and supports have been implemented to address lost instructional time, and the outcomes have been promising. Targeted interventions such as the R.E.S.E.T. Room, which have been utilized to help students self-regulate, reduce classroom disruptions, and maximize instructional time. Strategies such as restorative circles and SEL lessons have been incorporated to improve peer interactions and conflict resolution, reducing incidents that result in time out of class. Teachers have been supported with resources to implement proactive classroom management techniques that minimize disruptions. Students with repeated incidents have been provided with FBAs and individualized support plans that outline strategies to keep them engaged in learning while addressing behavioral concerns. These measures have contributed to a decrease in behavioral incidents and an increase in student engagement, ultimately reducing the amount of instructional time lost and giving us reason to be optimistic about the future.
    - 1st - no hours lost
    - 2nd - no hours lost
    - 3rd - 17 instructional hours lost
    - 4th - no hours lost for Quarter 3
    - 5th - no hours lost

- Supports:
  - R.E.S.E.T room:
    - Admin explained the RESET room intervention and updated SAC on

progress made since its implementation:
- The R.E.S.E.T room is a separate learning space for special education students to teach and support self-regulation strategies and coping mechanisms so they are ready to return to the classroom learning environment
- The R.E.S.E.T room is available for all students receiving special education services to support their self-regulation, emotional needs, and behavior interventions.
- Special education teachers support students in the R.E.S.E.T room.
- The R.E.S.E.T room was introduced in October. Since then, there has been an 84% reduction in behavior incidents by the kids who use the R.E.S.E.T room.
- Next year, this might become an intervention available to all students

- School counselors (3)
  - Are any changes expected for next year?
    - We will lose one full time counselor and one Kindergarten position (Based on current staffing allocations for the 2025-2026 school year, WES will be authorized 2.5 counselor positions and 5 kindergarten teachers. Currently, each kindergarten class has 15-16 students, with a maximum allowable class size of 18 students per DoDEA policy).
      - Staffing allocations are determined in late fall of the previous school year, based solely on projected student enrollment at that time.
      - If enrollment projections increase by the end of the school year, the school may submit a request for additional staffing.
      - .5 will be a ½ time counseling position
      - There may be opportunities to provide additional support if existing staff hold counseling certifications or relevant training.
      - The School Advisory Committee (SAC) discussed a potential recommendation to DoDEA HQ, requesting consideration of WES's Category 3 status to ensure appropriate counseling support. The SAC acting chair will review guidance regarding this type of recommendation.

- School psychologist (1)
- MFLC counselors (2)
  - One of the school's MFLC counselors, Erica Talbert, explained the support MFLC counselors provide:
    - Provide nonmedical services in the school for military families (ie. counseling support, Lunch Bunch)
    - Consult with the teacher on specific cases
    - Work to get families connected to outside providers
    - Attend meetings regularly with the CDCs for active duty families regarding care plans and resourcing.
    - One counselor is not always in the building as MFLCs work a

flexible 40-hour work week, sometimes her duties are away from the site, so at times the second MFLC is not always available for support.

- Michael Lybarger, Instructional Systems Specialist for DoDEA Europe (64 schools), joined via video call
  - What support does he provide?
    - Works on as-needed basis with schools, majority of support is creating and leading professional development sessions for teachers
    - His professional development focuses on helping schools address behavior through a tiered system of supports
    - Provided one onsite PD session for WES in September about behavior strategies and supports to use in the classroom setting
    - He is providing district-wide training to Student Support Staff (counselors, special education teachers, etc.) about supports to provide after gen ed classroom support on March 4th
  - How many schools are supported by specialist?
    - DoDEA Europe (64 schools)
  - How often is the specialist working with WES directly?
    - He's come onsite for one PD session in September; three more times to support classroom teachers with specific needs
  - Are any changes expected for next year?
    - This is his first year working for the region in this capacity; next year he will work with the school on implementing PBIS schoolwide
  - Parent question: what behavior intervention goals is he working on with teachers and students?
    - Response: He is helping the school with identifying what we are doing to reinforce appropriate behavior and what we are doing to not reinforce appropriate behavior. What behaviors need to be targeted, and what schoolwide practices can improve?
    - Principal added that implementing PBIS is a schoolwide goal. This will not happen in full this year, but the goal is to implement it next year.

- Community services
  - ACS services
    - Available to ALL DoD ID card holders through EFMP at ACS, we offer support groups, play groups, other monthly events, and we maintain a binder with local resources for specialists and therapy services.
  - A parent attendee shared about an online parent support group that has been created on Facebook - Wiesbaden Special Needs Parent Support Group - and shared a list of Special Needs Resources available in the Wiesbaden community

4. New Business: Implementation of EOs

- Questions and concerns were submitted by parents via Google form and email. These questions were passed on to admin in advance of the meeting. Admin stated that they would not be taking questions during the meeting and read a prepared statement on this topic:
  - "We are in compliance with Executive Orders as we receive guidance from DoDEA HQ. DoDEA schools cannot create displays/celebrate cultural heritage months outside of standards and curriculum. As of now, The Month of the Military

Child can be celebrated and is not considered a cultural heritage. Gender ideology books are under review in DoDEA information centers. No books have been permanently removed from circulation at this time. Curriculum is being reviewed at HQ. All curricular adjustments will come from HQ. My team does not create guidance, and we receive interpretation of orders from our HQ."
    - In addition to prepared statement, administration stated:
        - Referencing the guidance issued, books are considered business records and FOIA requests can be submitted for more information on these records
        - Send concerns in writing to the principal, and she will forward them on to the DoDEA civil rights lawyer
- The following questions were submitted by parents via Google form and email and were read for the record by the Chair:
    - Is DoDEA interpreting the EOs, or did it receive specific guidance, i.e., from DoD?
    - Is WES interpreting the EOs, or did it receive specific guidance, i.e., from DoD or DoDEA?
    - What guidance was provided with respect to the artwork that was removed?
    - What person or people at the school were responsible for the removal of artwork and books?
    - Will a list be provided to parents of books removed from the library? If not, why not?
    - Who is conducting the compliance review and making final decisions about books, curriculum, etc.?
    - What curriculum changes, outside of removing the instructional resources outlined in the attachment provided with the DoDEA memorandum, are being made?
    - What is the timeline? When is the review being completed? When/how will the results be communicated?

5. Open Forum (15 minutes)

- Parent questions re: EO implementation:
    - If FOIA requests are submitted for this specific school, can admin provide specific book lists?
    - FOIA is only for official records; the books removed are not officially removed (per admin statement), so how do we get a list of these books?
    - Why were parents not allowed to be told ahead of time?
    - What supports are being provided to kids in response to the removal of artwork and books from their classrooms?
    - MWR has made it clear that they are not pulling any books from the Clay Kaserne library. Does the school library also fall under Army Library Program regulations and ALA regulations?
    - The application of the EO guidance has been vastly different here vs. other DoDEA schools. What accounts for this difference? Why was the guidance interpreted more harshly here vs. other DoDEA Europe schools?
    - Will parents be notified in the future about curriculum removed, even if on an individual basis (ie. if one lesson is being changed, or entire units or books removed)?
    - Parents expressed concern about the adverse effects on students of a lack of

representation in curricula and the sudden removal of displays in school.
    - One parent provided examples of books that were removed from her daughter's classroom and asked, why do these books fall under the EO criteria for removal?
    - One parent shared a "cease and desist" order written by students at another DoDEA Europe school.
    - One parent shared information about a parental rights document - the right to review curriculum and the right to review if curriculum is altered by DoDEA
    - Administration's response to all questions: "We are in compliance with Executive Orders as we receive guidance from DoDEA HQ. My team does not create guidance, and we receive interpretation of Executive orders from our HQ."
- Possible SAC recommendations discussed:
    - Request DoDEA leadership hold town hall here in Wiesbaden
    - Request future guidance and EO implementation should not be interpreted by the school
    - Request information or clarification about why the school library is following different regulations and guidance than MWR public library - does the library not also fall under ALA guidance?
        - Upon review of the minutes, administration added this response: The MWR library does not fall under the jurisdiction of DODEA. All DODEA schools comply with the EOs as directed by DODEA HQ.
    - Request specific criteria used to remove books and list of books and curricula removed
- Additional parent questions:
    - Is there/can we gather data on behavior incidents and if they do or do not occur in classrooms with walls down? Can we gather comparative data (behavior incidents in classrooms with walls up vs. walls down in a grade level)? Can parental input be solicited in decisions to put walls up or down?
        - 21st century learning and wall configurations is a potential topic for the next SAC meeting
    - Can we adjust the format of the meetings to allow for clarifying questions asked by the community as information is being presented, as opposed to waiting until the Open Forum time?
        - SAC will discuss structure for the next meeting
    - What can be done about the reduction in kinder and counseling positions for next year?
        - SAC will look into this question and if it falls within its purview

6. Closing

- Potential topics for next meeting:
    - Wall configurations and 21st century schools
    - Continued discussion of behavior data