I. Welcome and Introductions

A. Moment of Silence for Transgender Day of Remembrance
   1. Transgender Day of Remembrance (TDOR) is an annual observance on November 20 that honors the memory of the transgender people whose lives were lost in acts of anti-transgender violence.

II. LCPS Equity Update

A. Professional Learning
   1. All schools' licensed staff expected to complete training by March 2020
      a) November: ~20 Clerical & Secretarial staff recently completed training
      b) December: ~200 Digital Innovation staff to be trained

B. Secondary English Office to hold session: Talking about Race and Other Challenging Topics in Literature

C. Diverse Hiring Recruitment and Retention: Upcoming trip to Bowie State; making visits to HBCUs a priority

D. Community Engagement: Loudoun Chamber of Commerce recently making Diversity, Equity and Inclusion work a priority. Ms. Spurlock recently engaging last 3 months.

E. LCPS leadership invited to Loudoun NAACP Town Hall Meeting to engage in dialogue and Q&A

F. LCPS Equity webpage is up and recently updated with a message from Dr. Williams.

III. MSAAC Business

A. MSAAC Student Representative Initiative
   1. Ms. Kellee Jenkins leading development of Student Representative Initiative.
   2. Invitation extended to MSAAC members to participate

B. LCPS / Law Enforcement Memorandum of Understanding (MOU)
   1. Ms. Kenya Savage leading initiative to conduct a community review of the draft Memorandum of Understanding between LCPS and local law enforcement partners.
   2. Dec 1 - 1st Community Meeting scheduled, invitation to be sent via email and social media
   3. Please participate in review, either by attending meetings or by sharing comments with MSAAC.
IV. Closing the Gap on Discipline Disparities

A. 2013 Discipline Task Force Report:

Ms. Debbie Rose, Dr. Virginia Patterson

In response to parent concerns, the School Board created the Discipline Task Force to review its discipline policies.

Task Force Recommendations

a. 39 Recommendations
   i. 30 recommendations approved by a majority vote, 8 not approved, and 1 deferred

b. Highlight of 5 Recommendations
   i. #5 Special Circumstances for Students with Disabilities
      1. Currently under revision, but developed protocol for administrators to ask reflective questions prior to extending disciplinary actions, if student has an IEP.

   ii. #12 Parental Notification
        1. Policy 82-15 currently reviewed, revised & renumbered, as In-school Disciplinary Procedures. Teacher shall provide copies of an incident report and disciplinary form to students and parents. Notification of opportunity to meet with teacher and administration in a timely manner.

   iii. #13 Parental Notification
        1. Students shall not be required to write or sign a written statement until reasonable effort has been made to contact parent/guardian and consent is given (except in exigent circumstances).

   iv. #25 School Based Resource
        1. Dr. Patterson’s office was created to support the need for this disciplinary resource, at a central level, as was unable to provide at the school level.

   v. #39 Implementation Committee
        1. Although this particular committee was not appointed, Selected Discipline Committee was created to review any policies or concerns, meeting monthly and allowing for public comment and input.

B. Discipline Data Presentation

Dr. Ryan Tyler, Mr. Kevin Lewis

1. LCPS’ suspension rates for all, White and African-American students and students with disabilities are the lowest for divisions of comparable size and demographics.
2. The difference in suspension rates between African-American and White students in LCPS is the lowest among comparable divisions.
3. The difference in suspension rates for students with disabilities compared to students without disabilities in LCPS is the lowest among comparable divisions. The disproportionality is highest among comparable divisions.
4. The suspension rates for the different student groups in LCPS have decreased over time along with the differences between the groups.
5. The referral rates and disproportionality for referrals have increased.

C. Implementation and Impact of PBIS & Restorative Practices

J. Lody, S. LaPolla, C. Bowers, D. Madison

1. School-wide PBIS - Dr. Lody & Ms. LaPolla
   a. Systems approach for establishing safe, positive, and supportive learning environment to promote social, behavioral, and academic success for all students.
b. Focus on Prevention and Intervention; Positive Behavior Expectations and Acknowledgement

c. Model to Support PBIS - 3 Tiers:
   i. Tier 1 - Primary Prevention for All
      1. School/Classroom-wide systems for all students, staff and settings (~80%)
   ii. Tier 2 - Secondary Prevention for Some
      1. Group systems for students with at-risk behavior
   iii. Tier 3 - Tertiary Prevention for Few (~15%)
      1. Individualized systems for students with high-risk behavior (~5%)
   iv. Layered supports for students, can use more than one as needed

d. Resources to Promote Equitable Practices
   i. Ensure that they are addressing through equity lens.
   ii. Reinforce that we slow down the process of discipline.

2. Restorative Practices - Dr. Bowers
   a. Offer a continuum of services to promote a safe and inclusive environment for all students.
   b. 2012 - Discipline Task Force recommended Restorative Practices (RP) as positive discipline alternative.
   c. Focus and Outcomes
      i. Reduce overall number of suspensions and expulsions.
      ii. Address disproportionate number of minority and special education students who are suspended.
      iii. Allow every student who is harmed to have a voice.
      iv. RP Language:
         1. Focus on Behavior, NOT Character.
         2. Does not protect them from consequences of their behavior

3. MSAAC & SEAC Delegates:
   a. How do we want to engage in these targeted topics? Part II will occur in March for a Follow-up Joint Meeting.

4. Q&A:
   a. Parent/Community member: Took issue with comment that systems/methods considered successful
      i. Restorative but not Prevention?
         1. Conflict Resolution
         2. How many students were referred to the justice system?
            a. MSAAC has requested the discipline data from Law enforcement, but the information has not been provided as of yet.

MSAAC Leadership

Chair: Katrece Nolen MSAACChair@lcps.org
Vice Chair: Andrea Weiskopf MSAACViceChair@lcps.org
Secretary: Charlene Buensuceso MSAACSecretary@lcps.org
Membership Committee: Wande Oshode MSAACMembership@lcps.org
Communications Committee: Susan Hayden MSAACCommunications@lcps.org
Immediate Past Chair: Wendy Caudle Hodge MSAACPastChair@lcps.org
LCPS Staff Liaison: Lottie Spurlock Lottie.Spurlock@lcps.org
School Board Representative: Brenda Sheridan Brenda.Sheridan@lcps.org

Stay Connected

Website: https://www.lcps.org/msaac
Facebook: https://www.facebook.com/lcpsmsaac/
Twitter: https://twitter.com/lcpsmsaac