



MSAAC General Body Meeting Minutes

November 18, 2020

7:00-9:00 PM

Virtual

I. Welcome and Introductions (5 min)

- A. Keaira Jennings acknowledged the passing of MSAAC Founder and Former Chair Mr. Herb Bryan.

II. Social Determinants and Mental Health (25 min)

- A. Introduction: Keaira Jennings (5 min)

1. Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks.
2. Examples of social determinants of health include economic stability, social & community context, neighborhood & environment, healthcare, and education.
3. How can social determinants of health impact mental health?
 - a) Several factors have been linked to mental health, including race and ethnicity, gender, age, income level, education level, sexual orientation, and geographic location.
 - b) Other social conditions—such as interpersonal, family, and community dynamics, housing quality, social support, employment opportunities, and work and school conditions—can also influence mental health risk and outcomes, both positively and negatively.
 - c) Safe shared places for people to interact, such as parks and churches, can support positive mental health. A better understanding of these factors, how they interact, and their impact is key to improving and maintaining the mental health of all Americans.
4. It can have real world impact.

- a) Approximately 20% of U.S. children and adolescents are affected by mental health disorders during their lifetime. Often, symptoms of anxiety disorders emerge by age 6, behavior disorders by age 11, mood disorders by age 13, and substance use disorders by age 15.*
- b) 15% of high school students have seriously considered suicide, and 7% have attempted to take their own life.*
- c) Mental health disorders among children and adolescents can lead to school failure, alcohol or other drug abuse, family discord, violence, and suicide*

*Office of Disease Prevention & Health Promotion

B. Speaker: Dr. Kathleen Young, MD, board certified child, adolescent and adult psychiatrist in private practice for 14 years (20 min)

1. Symptoms of mental health disorder look different at various ages.
2. Pandemic and associated changes (loss of jobs, lives, etc.) along with political and racial tension have been stressful.
3. School closings, transition to online classes, cancelation of activities, and such were particularly stressful for children with psychological conditions, except for an improvement of symptoms for those with social anxiety.
4. 6 to 8 weeks into the pandemic, there was an uptick in mood and anxiety issues and again with racial tension followed by a third spike during the election period.
5. Signs of depression include sadness, irritability, defiance, hopelessness, anger, and frustration.
6. Anxiety can manifest in bodily complaints like stomach aches, bodily pain, etc., lack of focus, and school avoidance.
7. Consider frequency and length of signs and symptoms and impact on ability to function (academic performance, loss of interest in activities, changes in sleep and/or appetite, etc.).
8. Be vigilant, check in, do not write off behavior as defiance and such, encourage expression of feelings, and talk openly with kids in an age-appropriate way.
9. Suicidal thought may be expressed passively or actively.
10. Seek guidance from a professional or counselor if signs and systems are ongoing, frequent, and/or intense.

III. MSAAC Business (15 min)

A. MSAAC Handbook Update

1. Slide 6 Delegate/Alternate Responsibilities: Maintain a reputable, respectful, and responsible social media presence that follows proper etiquette and is free of misinformation/offensive messaging.

B. Current Events, Updates, Committee Reports

1. Equity Ambassadors: Each middle and high school in LCPS will select up to three Student Equity Ambassadors to meet regularly with the Supervisor of Equity during the Share, Speak-up, Speak-out meetings.
2. Committee Updates
 - a) Awards (Keaira Jennings): Email Paulina-Marie Ransom at MSAACViceChair@lcps.org if interested in participating on the awards committee.
 - b) Equity (Katrece Nolen): LCPS provided an update on Douglass Renovation and is seeking input from all. The Memorandum of Understanding (MOU) between LCPS and local law enforcement will be discussed on December 9th.
 - c) Policy (Katrece Nolen): The school board has sent three calendar holiday options for public comment.
 - d) Membership (Morgan Smith): 32 delegates are currently signed up. Reach out to the Principal, PTA President, or Morgan Smith at MSAACMembership@lcps.org for those interested in being a delegate.

IV. Social Determinants and Mental Health Continued (65 min)

A. Speakers: Loudoun County Public Schools (LCPS 45 min)

1. Unified Mental Health Team (UMHT) – Dr. Heather Applegate, Diagnostic & Prevention Services Supervisor (15 min)
 - a) The following are School-Based Mental Health Supports.
 - b) Responsive Services: Paraphrased from ASCA, responsive services are direct interventions offered to students because of an immediate need. It may involve short-term counseling. Its goal is to resolve immediate student needs, conflicts, or concerns, or address school-specific concerns that disrupt learning.

- c) Mental Health Teleconsultations: Parents and teachers can request consultations regarding behavioral, emotional, or mental health concerns of students.
 - d) Suicide Risk Screenings: Mental health staff screen students who may be at risk for suicide. During distance learning, the degree of parental involvement is grade dependent, but parents are always notified. Support and recommendations are offered based on the screening results.
 - e) Individual and Group Telecounseling: Both group and individual counseling are occurring, with modifications existing for telecounseling.
 - f) Disengaged Students: UMHT members may become involved in problem-solving for disengaged students, particularly if there is a mental health or behavioral component to the disengagement.
 - g) Sources of Strength: Adult-advised, peer-led program designed to promote resilience and coping in teens – and help-seeking behavior when needed.
 - h) Restorative Practices: A continuum of services to promote a safe and inclusive environment for all students.
 - i) Threat Assessments: Focused on preventing violence and, resolving conflicts that lead to threats, and getting help for students who intend to physically harm others.
 - j) SOS Signs of Suicide: Teaches students how to recognize when they should seek help for themselves or a friend because of emotional or mental health issues.
 - k) Return to Learn: An approach that offers support to students with extended absences from school – designed to ease the transition and promote success.
2. Adverse Childhood Experiences (ACEs) – Shoko Brown, School Psychologist, Department of Pupil Services (15 min)
- a) Building Self-Healing Communities
 - b) SCAN Trauma Informed Communities Network (TICN) trained 8 LCPS staff on November 2019 who then trained 2,560 people on ACE Interface.

- c) ACE Interface helps people understand that this applies to all of us, what it does and doesn't mean, brain development and physical changes due to prolonged exposure, and community participation in fostering resilience.
 - d) Many teachers and educators left the ACE interface excited but wanting to know more about specific ways to be trauma-informed in their classrooms and in their practice, so Part 2: Trauma Informed School Practices was
 - (1) created by a committee of School Social Workers, School Psychologists, School Counselors, and Student Assistance Specialists
 - (2) to help teachers and educators know how to create psychologically safe classrooms, recognize trauma-related behaviors and address them
 - (3) through specific strategies from Dr. Isaiah Pickens that help teacher create deeper connections with their students.
 - e) Tier 1 practices that align with this work include Social Emotional Learning, Restorative Practices (RP), Positive Behavior Interventions and Supports (PBIS), Equitable and Culturally Responsive System Framework, Morning Meeting and Advisory.
 - f) Understanding Trauma: Learning Brain vs Survival Brain
<https://www.youtube.com/watch?v=KogaUANGvpA>
 - g) It's all connected.
 - (1) Relationships: Dr. Pickens says "Counter the Uncertainty of Circumstance with the Certainty of Relationships.
 - (2) Resilience: Sense of Hope, Supportive Relationships & Access to Help, Community Reciprocity, Social Bridging
 - h) "Trauma comes back as a reaction, not a memory"
 – Bessel van der Kolk
 - i) Email Shoko.brown@lcps.org with any questions
3. Multi-Tiered System of Supports (MTSS) – Stefanie LaPolla, MTSS Supervisor, Department of Pupil Services (15 min)

- a) The mission of MTSS is to create an integrated system of academic, behavioral, and social-emotional supports for all students. Through engaging, affirming, equitable, and supportive educational environments that promote explicit and systematic instruction and address the academic, behavioral, and social-emotional needs, students will experience academic and social growth in the learning environment.
- b) The vision of MTSS is to ensure that all students are provided with high quality core, equitable instruction and evidence-based interventions to support their learning needs.
- c) MTSS: Academic Response to Intervention (RtI), Behavior Positive Behavioral Interventions & Supports (PBIS), and Social-Emotional School Mental Health
 - (1) Tier 1 (All): Universal Prevention high quality core strategies/instruction is provided to all students.
 - (2) Tier 2 (Some): Targeted Interventions are provided for groups of students who exhibit similar risk in an effort to reduce problems and improve functioning.
 - (3) Tier 3 (Few): Intensive Interventions and individualized interventions are provided for students that exhibit serious problems.
- d) MTSS Core Practices
 - (1) Universal Screening
 - (2) Targeted Instruction & Intervention
 - (3) Data to Drive Decision Making
 - (4) Progress Monitoring
 - (5) Feedback
 - (6) Evaluation
- e) Tools for Your Toolbox to Support Students within MTSS
 - (1) To support the whole child, the following resources can be used and shared with others.
 - (2) Response to Intervention (RTI): [English/Language Arts and Math Resources for Teachers and Families](#)

- (3) Positive Behavioral Interventions and Supports (PBIS): [“How-To” Videos and Quick Tips on Supporting Behavior for Learning at Home](#)
- (4) Social Emotional Learning (SEL): [Supporting Social Emotional Learning at Home](#)
- (5) [Resources for Families and Staff to Support Behavior and SEL During COVID-19](#)

f) Reinforcing Positive Behaviors at Home

- (1) Engage in your students' school day by asking if there is anything sent home for you. Take time to go through your child's items in their backpacks and acknowledge what they bring home.
- (2) Support and reinforce PBIS at home by having the same expectations at home as at your child's school. Use the same language.
- (3) Students need reminders about expectations and routines, just like adults (road signs, workplace rules).
- (4) Consistently provide your child with [specific positive feedback](#) when your expectations at home and at school are followed.
- (5) Try to avoid the power struggle when [correcting behavior](#), while maintaining your relationship with your child (this takes patience and practice).
- (6) Check out these tips on [Addressing Challenging Behaviors](#) and [Tantrums, Tears, and Tempers: Behavior Is Communication](#).

- g) [MTSS Website](#)
@LCPS_MTSS
@StefanieLaPolla

B. Speakers: Chief Executive Officer (CEO) Daniel H. Gillison, Jr. and from National Alliance on Mental Illness (NAMI 20 min)

1. World Health Organization (WHO) coined a phrase that there is no health without mental health.
2. NAMI was started in 1979 by two mothers who had sons with schizophrenia and today has 648 state chapters and affiliates.

3. NAMI is the largest grassroots mental health organization in the United States that offers education, support, and advocacy
4. Strategic plan with 5 pillars
 - a) People get help early
 - b) People get best possible care
 - c) People get diverted from criminal justice system
 - d) Become more nimble
 - e) Strengthen alliance across charters
5. Ending the Silence, delivered by peers, is about the warning signs of mental health conditions and what steps to take if you or a loved one are showing symptoms of a mental health condition.
<https://www.nami.org/Support-Education/Mental-Health-Education/NAMI-Ending-the-Silence>
6. Ring the Alarm: The Crisis of Black Youth Suicide in America
A Report to Congress from The Congressional Black Caucus
Emergency Taskforce on Black Youth Suicide and Mental Health
Representative Bonnie Watson Coleman, Taskforce Chair
<https://www.stevfund.org/wp-content/uploads/2019/12/FULL-TASKFORCE-REPORT.pdf>
7. NAMI also advocates for changes in policy and legislation like the creation of a 988 number dedicated to mental health emergencies instead of calling 911.

V. Closing Remarks and Announcements (10 min)

A. Closing Remarks

1. Keaira Jennings and School Board Member Ms. Brenda Sheridan expressed thanks.
2. School Board Member Ms. Leslee King urged calm and kindness.

B. Next Meeting

1. Equity
2. January 20, 2021, 7-9 PM
(UPDATE: The next meeting was rescheduled for January 27 after the November 2020 General Meeting due to Inauguration Day.)

General Meeting Dates	Topics
16 SEP 2020	Annual Theme: Advancing Equity Through Action
21 OCT 2020	Anti-Racism
18 NOV 2020	Social Determinants (Mental Health)
20 JAN 2021	Equity
17 FEB 2021	Diversity
17 MAR 2021	Inclusion
21 APR 2021	Belonging
19 MAY 2021	Year-in-Review/Awards/Elections

MSAAC Leadership

Chair	Keaira Jennings, MHA	MSAACChair@lcps.org
Vice Chair	Paulina-Marie Ransom, MBA	MSAACViceChair@lcps.org
Secretary	Claudia Matteo, PsyM	MSAACSecretary@lcps.org
Membership Committee	Morgan Smith	MSAACMembership@lcps.org
Communications Committee	Sofia Saiyed	MSAACCommunications@lcps.org
Immediate Past Chair	Katrece Nolen, MBA	MSAACPastChair@lcps.org
LCPS Staff Liaison	Lottie Spurlock	Lottie.Spurlock@lcps.org
School Board Representative	Brenda Sheridan	Brenda.Sheridan@lcps.org

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