



Department of Pupil Services Strategic Action Update:

Discipline Disproportionality Supplemental Information

Loudoun County School Board

January 8, 2019

Recommendations for Addressing Discipline Disproportionality in Education (Kent McIntosh, 2018)

1. Use engaging instruction to reduce the opportunity gap
2. Implement a behavior framework that is Preventive, Multi-tiered, and Culturally Responsive
3. Collection, use, and reporting of disaggregated student discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach strategies for Neutralizing Implicit Bias in Discipline Decisions

LCPS Strategic Plan

Goal 1: Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors.

By 2020, schools will reduce the discipline disproportionality gap and the rate of suspension for students with disabilities, African-American, and Hispanic students.

Topic: Closing Achievement Gaps: Discipline Disproportionality

ACTION STEPS	Person(s) Responsible	Data Sources	Timeline (Start/End dates)	Status of Completion/Comments	Completion Date
<p>Professional Learning:</p> <p><i>1. Restorative Practices—Language and Circle Training</i></p> <p><i>2. Classroom Systems</i> <i>Provide professional learning in the eight classroom systems: Arrange orderly physical environment; Define, teach, acknowledge rules and expectations; Define, teach classroom routines; Employ active supervision; Opportunities to Respond; Behavior</i></p>	<p>1. TBD-Supervisor of Student Support Services</p> <p>2. Lisa Phillipovich, PBIS Coordinator</p>	<p>1. RP Database (# of trainings held at division and school-level data)</p> <p>2. Exit Tickets</p> <p>BSP/EC 18-19</p>	<p>1. August, 2018</p> <p>2. 8/2017-ongoing</p>	<p>1. Language and Circle Trainings: 8/13 & 8/14, 1/29 & 1/30, 3/26 & 3/27, 4/24 & 4/25</p> <p>Conference Trainings: 10/30 & 10/31, 2/26 & 2/27</p> <p>2. 700 staff trained in Behavior Specific Praise and Error Correction, including 85-90 special education staff between 8/17-8/18. Two sessions of each Classroom System are planned for the</p>	<p>2. Ongoing</p>

Strategic Action—Prevention and Intervention

- VTSS Grant from the Department of Education focusing on aligning resources, teams and systems to promote consistency in prevention and interventions across the school division for academics, behavior, and mental health.
- LCPS receives technical assistance and training to further the implementation of the Multi-Tiered System of Supports.



Strategic School Support

- Schools receive strategic support throughout the school year. Some examples include:
 - On site professional learning driven by data needs/assessments
 - Attendance at division level professional learning opportunities
 - Coordinated site visits to help inform decision making and action planning to address areas of priority

Strategic Action-Professional Learning

Equitable Practices

- Implicit Bias & Privilege
- Vulnerable Decision Points
- Neutralizing Routines
- Equitable Classroom Practices Observation Tool

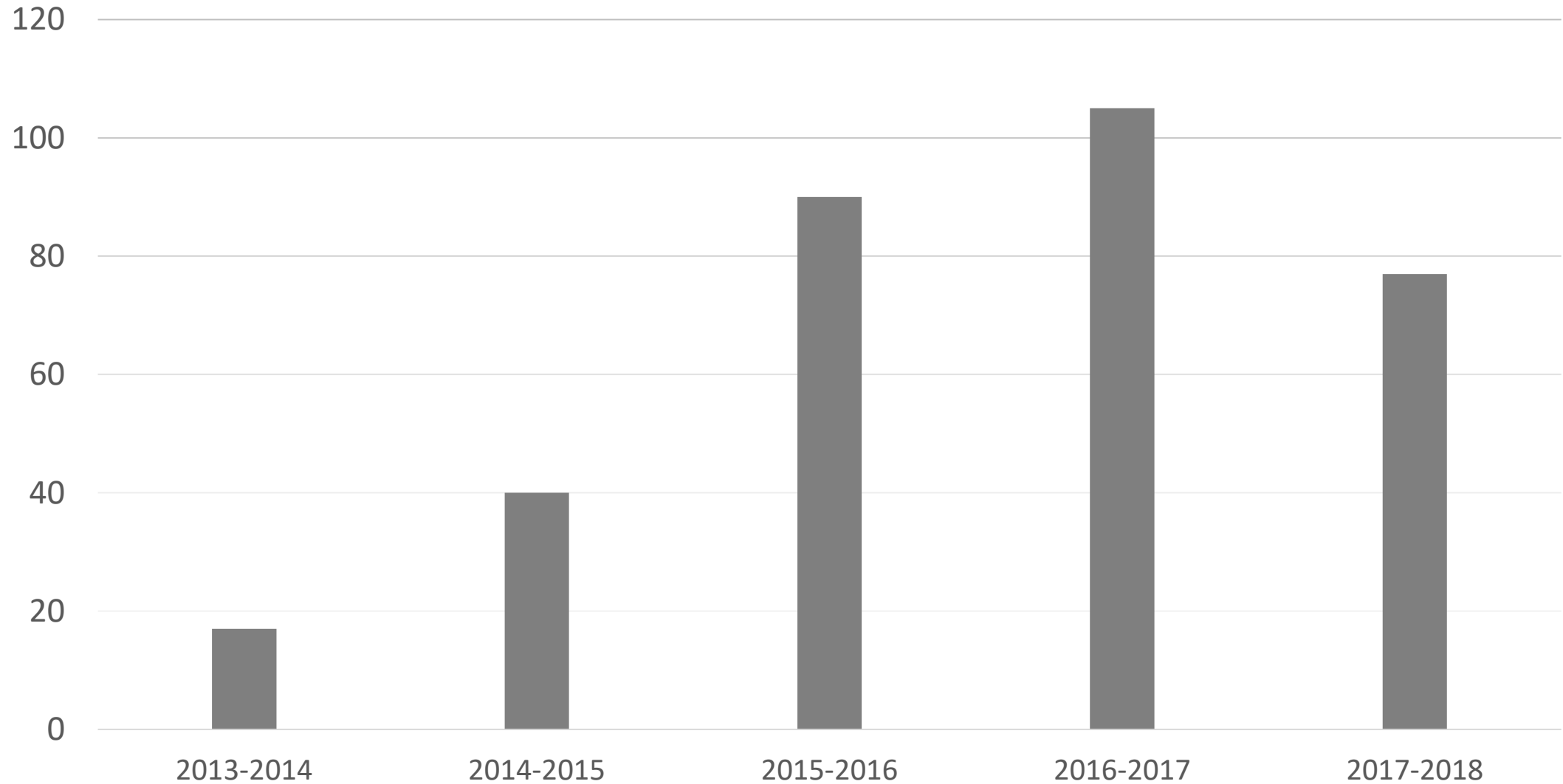
Mandt Academy

Expanded Behavior Intervention Team training

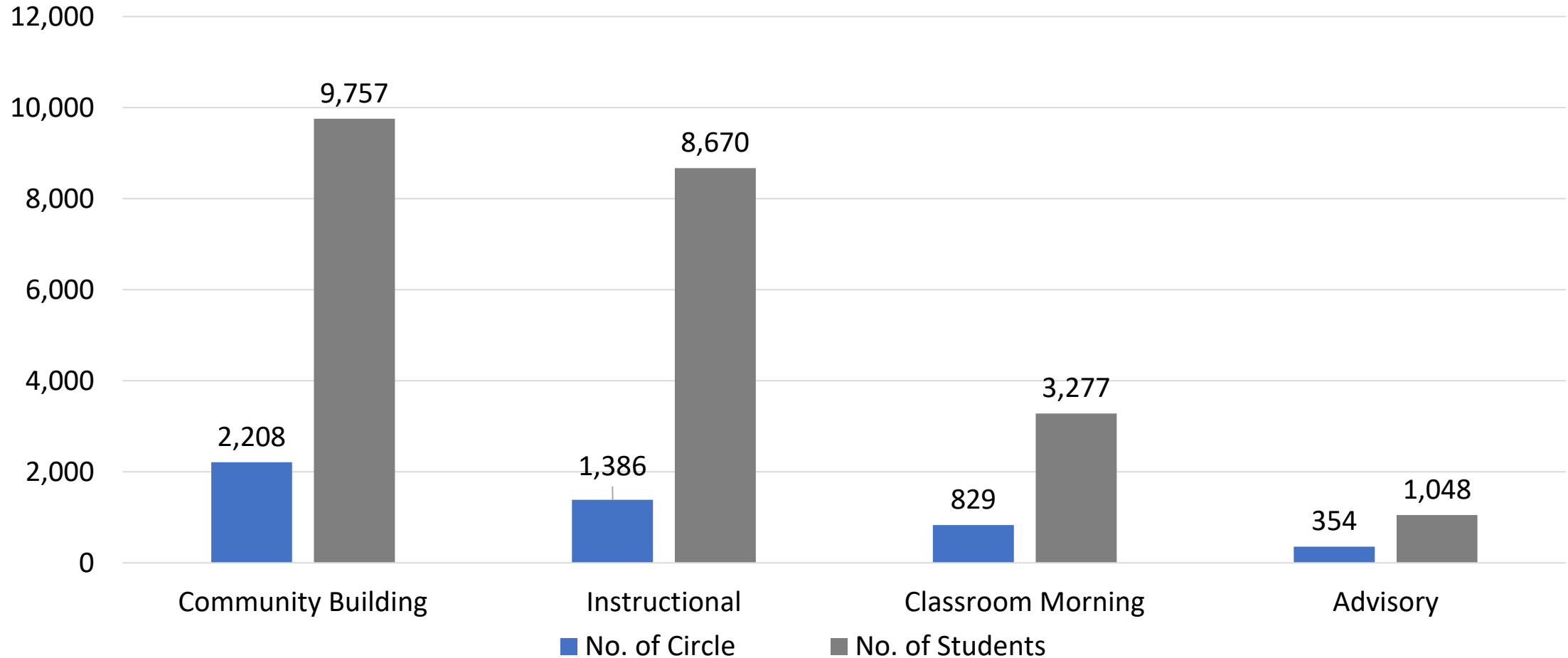
Office Referrals and Saved Instructional Time

2015-2016	2016-2017	2017-2018
529 hours (84.7 days)	575 hours (92.1 days)	587 hours (93.9 days)

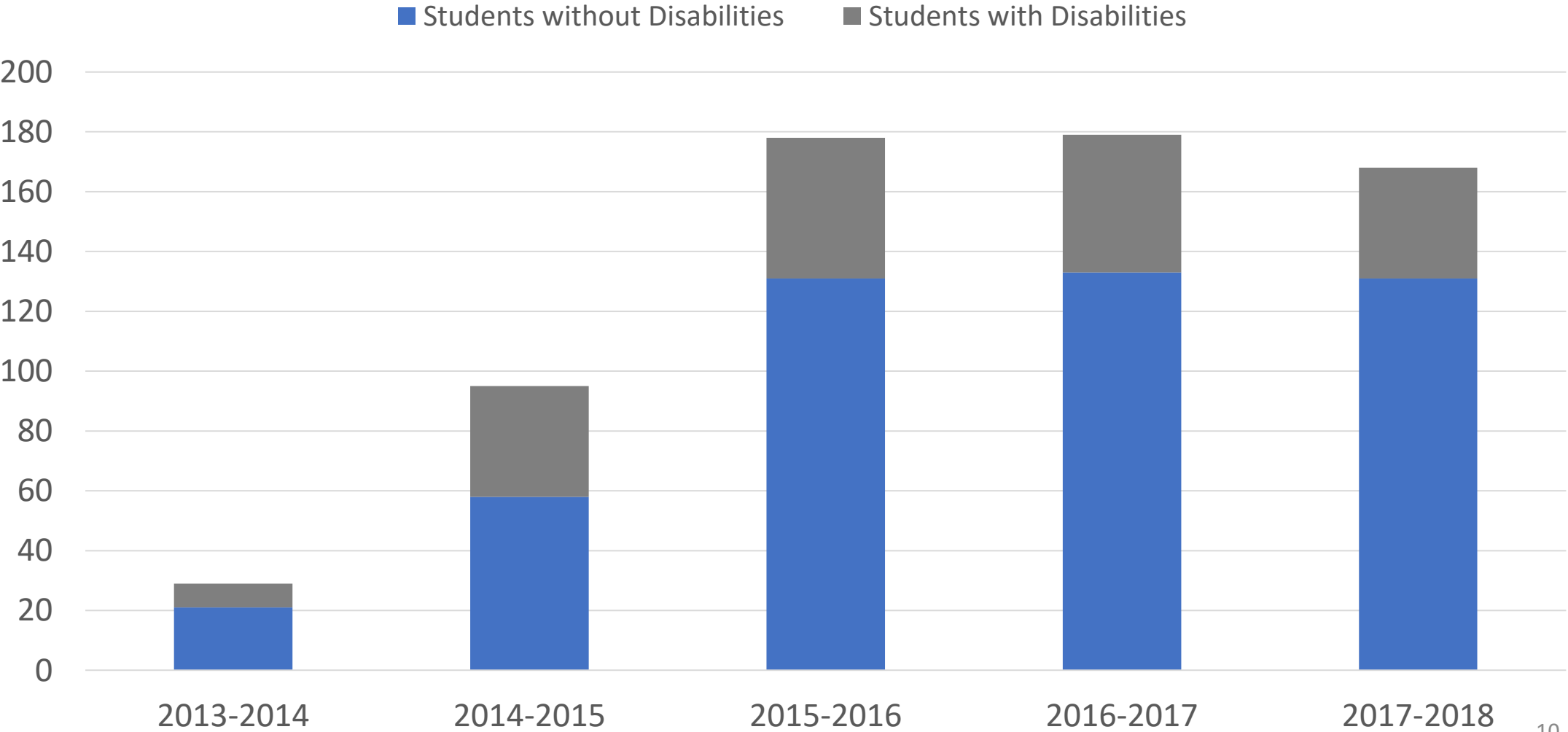
5-Year Restorative Practices Conferences



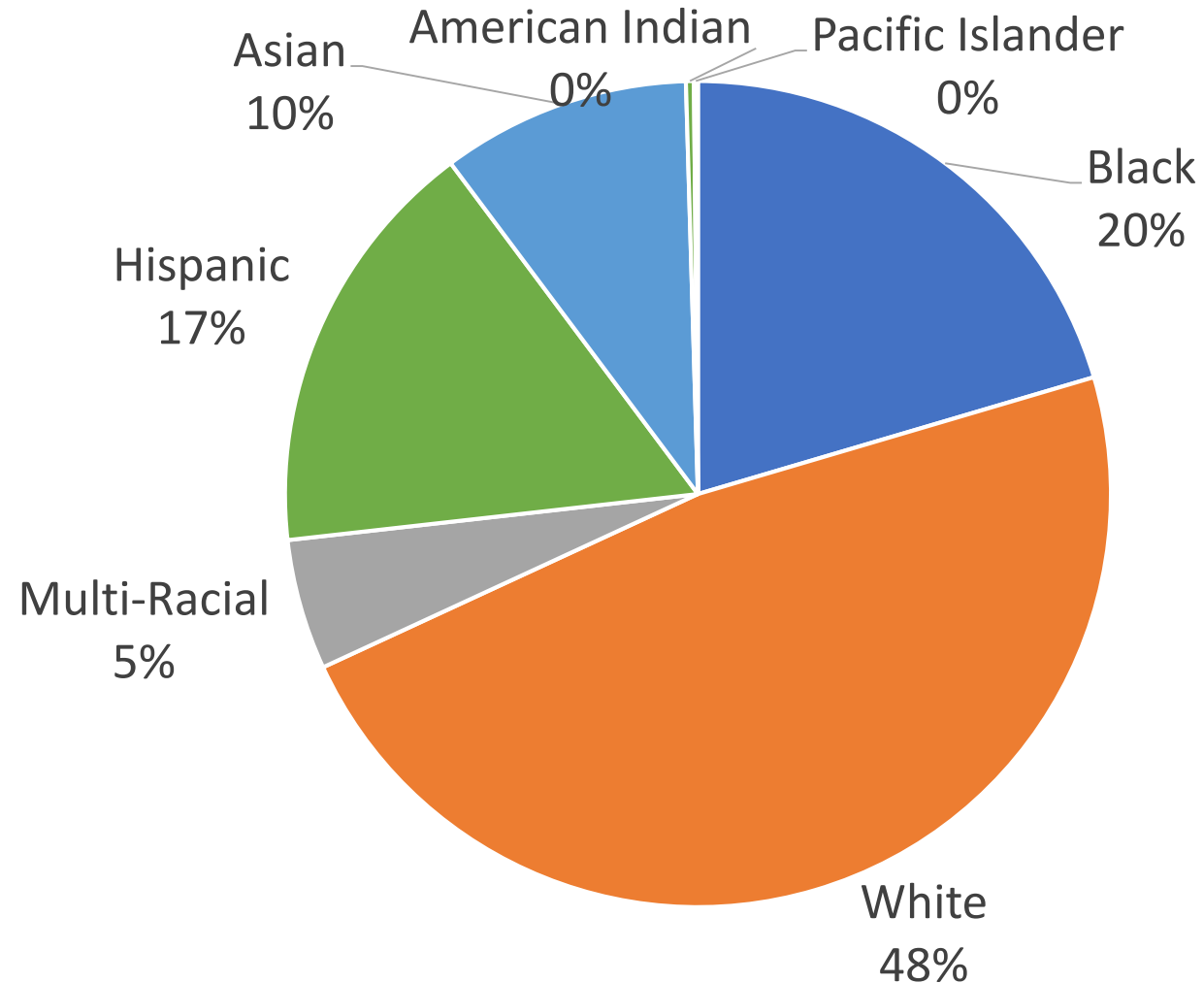
Restorative Practice Circles 2017-2018



5-Year Students Participating in Restorative Practices Conferences

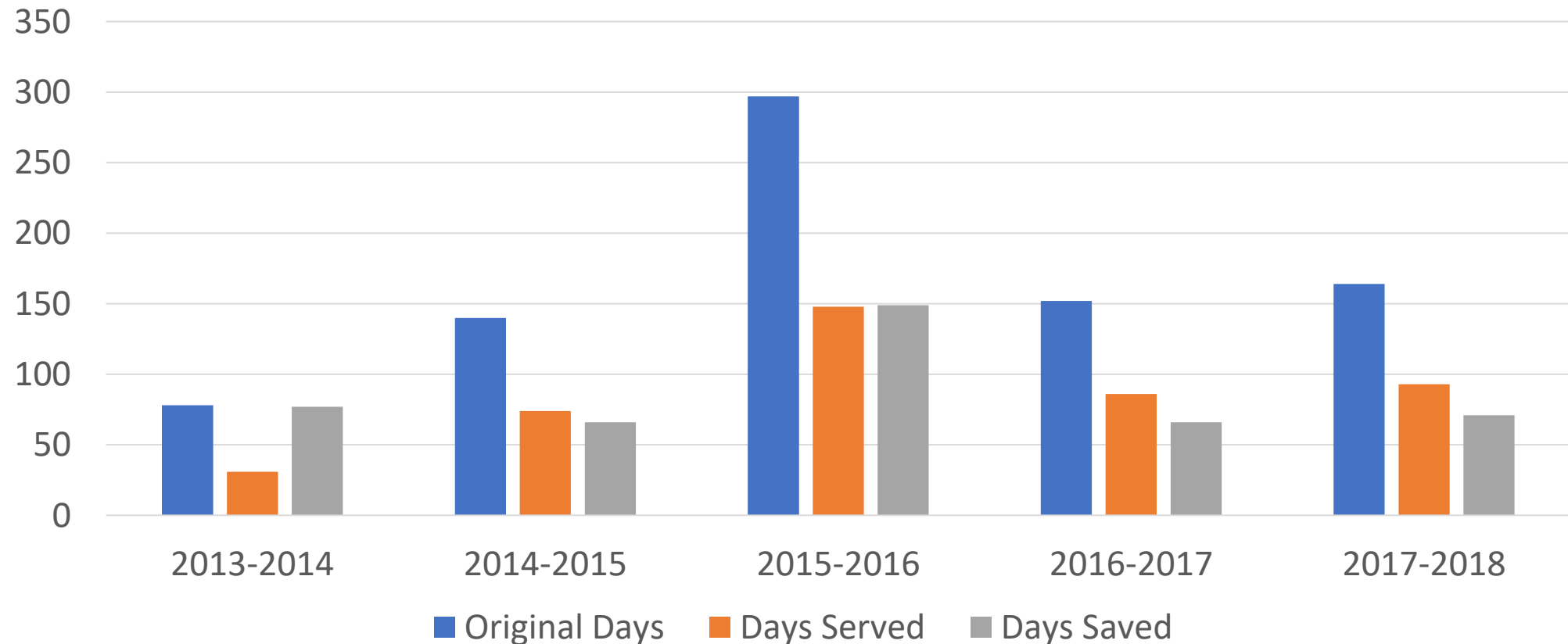


Students Participating in RP (2013-2018) by Ethnicity



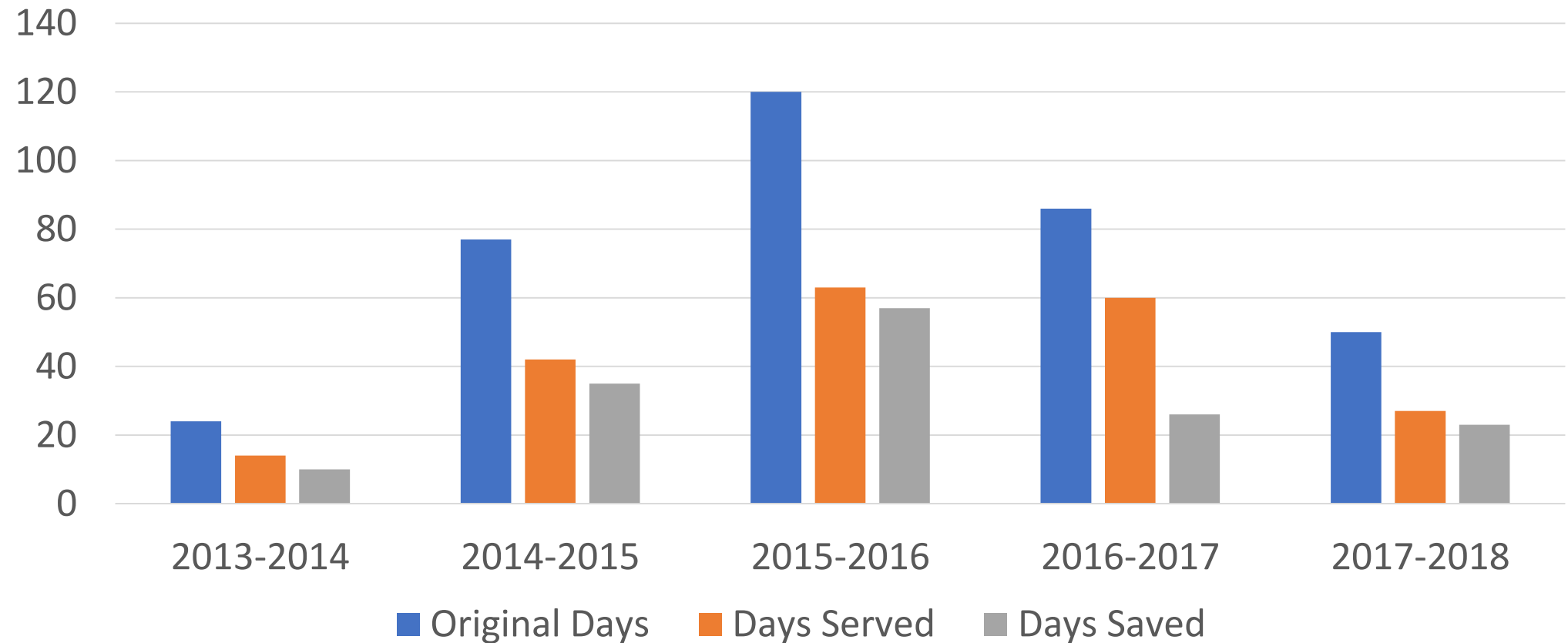
5-Year Restorative Practices Keeps Students in Class

General Education



5-Year Restorative Practices Keeps Students in Class

Special Education



Suspension Days Saved (2017-2018)

Student Status	Original Days	Days Served	Days Saved	% of Days Saved
Students without Disabilities	164	93	71	43%
Students with Disabilities	50	27	23	46%
All Students	214	120	94	

Ethnicity	No. of Students	% of Students	Original Days	Days Served	Days Saved	% of Days Saved
Multi-racial	8	5%	1	0	1	100.0%
Hispanic	31	18%	50	24	26	52.0%
Black	33	20%	67	36	31	46.3%
White	82	49%	72	43	29	40.3%
Asian	14	8%	24	17	7	29.2%
Total	168	100%	214	120	94	



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