Committee Members Present:
Teresa Cambetes, Yvette Castro-Green, Mark Crowley, Cliff Hanger, Jennifer Hvozdovic, Kim Jackson, John Lody, Edwin Lucas, Tom Marshall, Sherri Robinson, Sylvia Ross, Sam Shipp, David Spage, Sharon Tropf, Lindsey Wilson, Ryan Tyler, Steve DeVita

Teresa Cambetes consolidated the list of topics from the last meeting and incorporated them with the committee’s goals. Mrs. Cambetes also reminded the committee to submit any data requests to Dr. Ryan Tyler as soon as possible.

During public comment, one member of the audience spoke. The speaker wanted the committee to know that there is a disconnect between a student’s IEP and LCPS discipline procedures.

Steve DeVita presented a PowerPoint answering questions he had received from the committee.

Tom Marshall requested data showing how many appeals went to the School Board and how many of those appeals were upheld, modified or overturned.

The committee broke into small groups for discussion of topics.

Future Meeting Dates: February 6, 2013  6:00 – 8:00
February 20, 2013  6:00 – 8:00
LCPS Discipline Policy Task Force – Goals and Strategies

Goal 1:
Review LCPS Discipline Policy to ensure conformance with Virginia Code

Guiding questions:
- Do policies and practices comply with code
- Do policies and practices provide for reasonable due process
- Are policies and practices fair, reasonable and equitable

Strategy:
1.1 Examine the incident investigation process (searches, statements, confessions, etc.)
1.2 Evaluate the LCPS disciplinary authority (off school property, outside of school hours, etc.)
1.3 Review definitions: Ex are “offenses” clearly defined? Are “weapons” and “Drug” classifications clear?
1.4 Evaluate if presumption of innocence and consideration of intent are incorporated into the policy and/or practices

Goal 2:
Develop recommendations to improve LCPS communication to parents and students about the discipline policy

Guiding questions:
- Are communications with parents and students clear and complete
- Are communication timely and accessible, fair and reasonable
- Are communications with parents ‘in partnership’

Strategy:
2.1. Evaluate the communication of the discipline policy and practices to parents and students
2.1. Review the communications, procedures and practices that are followed once an incident has occurred
2.2. Evaluate all discipline notifications and appeal process communications

Goal 3:
Develop recommendations to improve data collections and reporting of incidents requiring disciplinary action

Guiding questions:
- What data is currently being reported and collected
- Does data currently collected provide a determination of the effectiveness of current policies
- Does data currently collected provide a determination of consistent application of discipline policies

Strategy:
3.1 Evaluate current LCPS student discipline data collection – data sources, reporting requirements, tracking, etc.
3.2 Analyze the data collection to determine the effectiveness of LCPS discipline policies and practices
3.3 Evaluate data for determination of disciplinary disparities applied based on subgroups and across schools.

Goal 4:
Develop recommendations to ensure the LCPS discipline policy incorporates “Best Practices” based on a review of relevant research, data, and experience of other school divisions.

Guiding questions:
- What does research and data tell us about student behaviors and discipline practices
- How does LCPS achieve appropriate behaviors
- How do other jurisdictions achieve appropriate behaviors

Strategy:
4.1. Determine if disciplinary actions are proportionally and equitably applied within LCPS (based on subgroups and from school to school)
4.2. Examine practices, programs, and supports that teach appropriate behaviors
4.3. Examine academic supports provided to students who are out of school
4.4. Examine ‘best practices’ in school discipline
<table>
<thead>
<tr>
<th>Group</th>
<th>Topical areas of focus</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>Goal 4</th>
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<tbody>
<tr>
<td>A 1.1</td>
<td>Examine the incident investigation process (searches, statements, confessions, etc.)</td>
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<td>A 1.2</td>
<td>Evaluate the LCPS disciplinary authority (off school property, outside of school hours, etc.)</td>
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<td>A 1.3</td>
<td>Review definitions for conformance and clarity: Are offenses clearly defined and? Are “weapon” and “drug” classifications clear?</td>
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<td>A 1.4</td>
<td>Are presumption of innocence and consideration of intent incorporated into the policy and/or practices?</td>
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<td>B 2.1</td>
<td>Evaluate the communication of the discipline policy and practices to parents and students (SR&amp;R, school based policies, etc.)</td>
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<td>B 2.2</td>
<td>Review the communication, procedures and practices that are followed once an incident has occurred.</td>
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<td>B 2.3</td>
<td>Evaluate all discipline notifications and appeal process communications</td>
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<td>C 3.1</td>
<td>Evaluate current LCPS student discipline data collection – data sources, reporting requirements, tracking, etc.</td>
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<td>C 3.2</td>
<td>Analyze the effectiveness of current LCPS discipline policies:</td>
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<td>C/D 3.3/4.1</td>
<td>Are disciplinary actions equitably applied within LCPS based on subgroup (gender, racial, and SpEd)? School to school?</td>
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<td>- 4.1</td>
<td>Evaluate data for determination of disparities, if any</td>
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<td>- 4.2</td>
<td>Recommendations for reduction of disparities</td>
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<td>D 4.2</td>
<td>Recommend practices, programs, and supports that help teach appropriate behaviors and prevent discipline problems</td>
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<td>D 4.3</td>
<td>Are disciplined students given academic supports while disciplined?</td>
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<td>- 4.3</td>
<td>Evaluate academic supports for ISR</td>
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<td>- 4.3</td>
<td>Evaluate academic supports for OSS</td>
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<td>- 4.3</td>
<td>General Ed and SpEd (accommodations)</td>
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<td>All 4.4</td>
<td>Examine “best practices” in school discipline.</td>
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