

**CAN Stakeholder
Continuous Improvement Team**
CESC, Room 162T
Tuesday, May 7, 2019
3:30 p.m. – 4:45 p.m.



Outcomes

By the end of this session, participants will have:

- Welcomed members and provided introductions and updates.
- Received an overview and previewed upcoming changes to the districtwide compliance training for the 2019-2020 school year.
- Discussed items of interest
- Developed the next meeting agenda and evaluated the meeting

Time	Content
5 min.	<p>Welcome & Introductions Present: Greg, Donna, Jon, Bruce, Gillian, Sunil, Debbie, Corinne, Wendy, Elizabeth, Helga Luest, Alissa, Ed (Elise Hawkins – guest presenter; Michael Simmons; Heather Dublinske; Gboyinde Onijala)</p> <p>-Increasing representation of stakeholder groups and continuing to grow the team.</p>
25 min.	<p>Districtwide Compliance Training Modules for FY20 Shared information regarding All employees (25,000+) taking training modules. Want to meet requirement of yearly training and honor what they know and be more interactive/engaging.</p> <p>Reference Document: FY20 Districtwide Compliance Training All employees - 5 mandatory modules (no pre-assessment)</p> <p>Sample Training Preview – Guidelines for Respecting Religious Diversity</p> <p>Questions: more inclusive in representing various religions – more recent research factored into the content? (State athletic assoc – is not making the determination – it is the law.)</p> <p>Ways to share with parents – think of ways to share content. Parents would want to see. Significant importance to educate parents. Put out as we receive.</p> <p>Parents have access to modules versus awareness (education vs FYI). Public source training – USED, DHHS, etc – bigger umbrella – MCPS parents want to know what applies here in MCPS.</p>

30 min.	<p>Open Discussion on items of interest</p> <p>-At what point do repeated violations lead to staff dismissal and expulsion? Personal matters – address with due process and consistently and clearly (following progressive discipline). Depending on allegations – work with partners in CPS and States Atty and Police. Some cases go directly to our partners. Respectful of people; look at violations and repeated violations. Discussion: Student R&R has a chart for progressive discipline. For staff would be helpful to have something similar.</p> <p>-Is it clear to school admin and students when to report to police? Yes, clear guidelines – not only with compliance training that all take, but face-to-face with administrators reemphasizing when/what to report.</p> <p>-Is Employee Code of Conduct Available? – yes on the web.</p> <p>-Investigating allegations of employees. Area of need for parents to understand processes for ECC.</p> <p>ACTION ITEM: NEXT MEETING BE SURE TO DISCUSS WEB RESOURCES.</p> <p>-Delayed or lack of reporting concerns by parents. If report to principal what to do? Report also go to SVID/CPS. Line of communication between CPS and MCPS very tight. If staff go to Michael and Heather’s shops.</p> <p>ACTION ITEM: Mapping out of the work (employee investigations) would be helpful to parents.</p> <p>Ed Clarke Chief School Security Officer – Shared info re: MOU with Police – building administrators making initial assessments without compromising police investigation. May get directive to stand down from Law enforcement.</p> <p><u>Question re: Behavioral Threat Assessments</u> – came from school with a child who has a history of violence and was engaged in another violent act. Would teams be informed?</p> <p>Ed – any info that comes to the team will be reviewed. Look back and gather factual information (prevention, interventions). As training develops up will look at all of this (e.g. social autopsy). Assess all intersecting points in a proactive way to develop best interventions with follow-up.</p> <p>Gather as much info as possible including previous incidents and interviewing people who know the student to create a picture of student.</p> <p>Student recurring behaviors can trigger a review by the team. Imminent high-level risk going to law enforcement first - then team.</p>

	<p>Protocol for informing the public of a threat?</p> <p>-Depends on type of threat. Sometimes cluster coordinators informed as a courtesy and something probably not confirmed. Ask PTA if hear anything. MCPD has done an incredible job and an equal partner in the threat assessment work.</p> <p>-Is there a way to write out the protocol of what to expect and what not to expect?</p> <p>Additional Item – teacher alleged to inappropriately touching student. Teacher removed; investigation. Teacher out on Friday and back on Tuesday. County decided not to put out public statement explaining what happened.</p> <ul style="list-style-type: none"> - Employee issue. Should put out general and descriptive information – some saw what happened and saw student removed. – Personnel rights. - Find a medium of providing information. Process map for investigation. - Build confidence – by what occurred - Whenever we become aware of an issue – thoroughly investigate – or seeking more information and share resources. Sometimes learning from media – not MCPS first. - Continue to build trust
10 min.	<p>Developed next agenda and discussed new items for future considerations</p> <p>Web resources.</p> <p>Open Forum</p>
5 min.	<p>Evaluated the meeting</p> <ul style="list-style-type: none"> • Plus/Delta Format