

**CITIZEN ADVISORY COMMITTEE (CAC)
EXECUTIVE COMMITTEE MEETING
Monday, September 14, 2020
6:45 PM**

6:30 PM	1 Lobby/Waiting Room Registration	Arrive 15 minutes early to allow time for meeting entry, renaming ID, breakroom assignments and technical adjustments
6:45 PM	2 Opening	
	2.01 Call To Order	2.05 Chair's Address
	2.02 Roll Call and Quorum	2.06 Approval of Agenda
	2.03 Pledge of Allegiance	2.07 Adoption of Consent Agenda
	2.04 Board Welcome Address	
7:00 PM	3 Public Comment	For comments not related to agenda and limited to 3 minutes, inclusive of Q&A, unless otherwise stated.
7:10 PM	4 Administration Report	CAC Secretary - Notifications and CAC Updates
7:15 PM	5 Standing Committee Reports	CAC Vice Chair - Magnet Lottery and Recess
7:20 PM	6 New Business	
	6.01 Establish Board CAC Priorities for 2020-21 Policy	6.03 Establish CAC Priorities
	6.01.01 Establish Board Policy Committees	6.03.01 MABE/MSDE CAC Resources*
	6.01.01(A) Ad Hoc: Students and Gender Identity	6.03.02 Facebook Working Group*
	6.01.01(B) Ad Hoc: Redistricting and Attendance Areas*	6.04 Implicit Bias Training
	6.01.01(C) Standing: Wellness Lens	
	6.01.02 Establish Board Advisory Project Committees	
	6.01.02(A) Special: Hate & Bias*2	
	6.02 Establish AACPS Liaison Committees	
	6.02.01 Calendar (1)	
	6.02.02 District Assessments (1)	
	6.02.03 Policy Committee Alternate (1)	
	6.02.04 Security Council (1)	
	6.02.05 PIAC (1)	
	6.02.06 PTA (1)	
	6.02.07 Wellness (2)	
7:40 PM	7 Closing	
	7.01 For The Good Of The Order	7.03 Announcements
	7.02 Next Steps	7.04 Adjourn and Motion to Working Session
8:00 PM	8 Work Session	<i>Breakout Rooms for Topic Workgroups & Captain(s) Selection: Facebook, Recess, Ad-hocs*</i>

Meeting Location	ZOOM Virtual Meeting
Upcoming Meeting	Monday, October 5, 2020 ZOOM
Alternate Date	N/A N/A
Officers	Tanisha Howard <i>Chair</i> Shawn McAteer <i>Vice Chair</i> Dr. Donna Marie Day <i>Secretary</i>
Staff Liaisons	Jennifer Lombardi <i>Senior Manager</i> Office of School & Family Partnerships

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Consent agenda groups routine and non-controversial matters into one agenda item to expedite routine business during meetings allocating more meeting time to education and discussion of substantive issues. CAC leadership would like to introduce:

“A consent agenda may be presented by the Chair at the beginning of a meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda, during its regular category, referred to subcommittee or placed later/future on the agenda at the discretion of the committee.”

Ideally, members should request removal to regular agenda prior to meeting.

CONSENT AGENDA

2.05.01 Approval of Prior Meeting Minutes

2.05.02 Approval of Committee Reports - Updated June 2020
Reports

Citizen Advisory Committee (CAC)-Executive Committee

Presented by: CAC Secondary Magnet Study Sub Committee, 2019-2020 Academic Year

Sub Committee Members: Turmel Kindred (Chair), Michael Maresca, Amy Baker, Donna Day, Susan Franklin, Vanessa Rivera, Jenn Lombardi

Overview: The purpose of the Secondary Magnet Subcommittee is to address the equity, fairness, selection criteria, procedures and the possibility for expansion for AACPS magnet programs. These programs are educational programs with a specialized course of study or an emphasis on instruction that is different from the traditional curriculum offered. These programs are International Baccalaureate (IB), Science, Technology, Engineering and Mathematics (STEM) and Performing and Visual Arts (PVA). These programs are in great demand but seats across the county are few. There are inconsistencies between enrolling in the respective programs in middle school and not being selected or allowed to continue in that program at the high school level. There is also an inquiry into how the selection process is done. Is it inclusive of our diverse AACPS demographic, are we being fair across social economic lines?

Our report will ask at a minimum the following questions:

1. Is there a possibility for expansion of the programs to other schools or more slots?
2. Possibility of setting aside a % of slots for special requests?
3. How does AACPS magnet program differ from other school counties in the country?
4. Is there tracking of the student's success upon leaving the programs after graduation?
5. How are they ensuring equality and diversity among acceptance into the programs?
6. How is the lottery process completed and what are its determining factors in selection?

Research completed/Feb 2020-present

· Documents reviewed before and during our subcommittee meeting: AACPS Magnet Information Home Page: <https://www.aacps.org/Page/1104> Magnet Lottery Information: <https://www.aacps.org/Page/1859>

Videos: STEM - <https://youtu.be/sTvUEByCKmQ> IB - https://youtu.be/o4LeW4E__kU PVA - <https://youtu.be/pgTDUIAhKcl> Mary & Kevin - <https://youtu.be/8-u7kgQ2Aso?list=TLPQMDUwMjJwMjDIWxzge3FdEw>

- Turmel Kindred was chosen as the team captain.
- The committee determined the Goal to be examining the possibility of expanding programs which will have more interest. Also discussed was parent education/reviewing options.
- The next steps were determined. Increase understanding of the lottery process. Examine how we ensure diversity and equity in the programs. Look outside AACPS to determine if there could be another option for the lottery. Examine the data for the prior years.

The group was able to question and review the magnet program parameters with Dr. Joe Wiczorek Teacher Specialist and Dr. Kevin Hamlin Director, Advanced Studies and Programs. Dr. Joe and Mr. Hamlin did a comprehensive briefing detailing the process and procedures of the lottery system for AACPS magnet programs. The briefing started with an explanation of the respective programs available (IB, STEM, VA, etc). The benefits and explanation of these programs were followed by some of the nuances of the programs itself. The demographics suggest it has equal representation in regards to race and nationality in the magnet programs across the county. There are no students ranked over another, if

a child meets the minimum requirements to apply for the program he/she has an equal chance to be selected for their program of choice. The biggest complaint reported to the administrators besides not enough opportunities of these programs is the transportation to the schools. There are unforeseen vacancies in the program numbers as it relates to military kids accepting a slot and having to leave due to military families moving.

Additionally, team members selected other school systems magnet programs to review, and compare. Other school systems magnet programs reviewed are below:

Virginia Beach Public School

Baltimore County Public School

Montgomery County Public School

Prince George County Public School

Resources

AACPS Magnet Information Home Page

<https://www.aacps.org/Page/1104>

Magnet Lottery Information

<https://www.aacps.org/Page/1859>

Citizen Advisory Committee (CAC) Executive Committee

Committee Name	Recess Subcommittee
Period	2019-2020 Academic Year
SubCommittee Captain	Dr. Michele Comer (Severna Park Elementary)
SubCommittee Members	Michele Comer (Severna Park Elementary), Shawn McAteer (Chesapeake Elementary), Maggie Cerra (Old Mill Elementary), Morgan Van Arsdall (Broadneck Elementary), Lindsay Goebel (Annapolis Elementary), Sherrell Carr (Glen Burnie Elementary), Steven Smith (At-Large), Tanisha Howard (Northeast Elementary)

Policy or Guideline

Recess currently exists as a guideline. The implementation primarily serves elementary with little to no implications for secondary in its current iteration.

Overview

This topic was a result of the 2018-2019 CAC Equity Subgroup initial research. We recognize the Board must consider many facets in development of a policy.

Research/Work Completed

The group met to determine scope of subcommittee work, review prior study questionnaire, review of Recess Guidelines, and discussion on existing implementations in other jurisdictions, best practices, and research within area. The group requires insights on current Recess Guideline implementation and assessment. We will, at a minimum, address on the survey the following key topic areas:

- Do students go to lunch before or after recess?
- Do students have PE directly before or after recess?
- Do students have 20 of recess daily (not including travel time to and from the playground)?
- How many students are at recess as one time?
- How many adults are supervising the students during recess?
- Is recess taken away as a punishment?
- What weather conditions permit indoor recess?
- What do the students do during indoor recess?
- Is the indoor recess toolbox being used?

Accordingly, for the initial phase, we propose a questionnaire focused on existing guidelines to be able to assess current status. We have drafted an initial sample questionnaire and included as an attachment. With this information the subcommittee can further refine its focus to incorporate best practices and other area research to make recommendations to the Board. We anticipate this study will have numerous phases, which we endeavor coordination with the AACPS Recess Workgroup.

Citizen Advisory Committee (CAC) Executive Committee

Committee Name	Recess Subcommittee
Period	2019-2020 Academic Year
SubCommittee Captain	Dr. Michele Comer (Severna Park Elementary)
SubCommittee Members	Michele Comer (Severna Park Elementary), Shawn McAteer (Chesapeake Elementary), Maggie Cerria (Old Mill Elementary), Morgan Van Arsdall (Broadneck Elementary), Lindsay Goebel (Annapolis Elementary), Sherrell Carr (Glen Burnie Elementary), Steven Smith (At-Large), Tanisha Howard (Northeast Elementary)

Action Items

1. Main focus should analyze existing implementation of the Recess Guidelines for each school year including 2018-2020
2. Establish additional surveys to be completed by a specific AACPS stakeholder target as follows:
 - a. Elementary Principals
 - b. Elementary Teachers
 - i. To ensure each cluster has be equal representation consideration should be given to provide the survey to elementary classroom teachers within each cluster. (NOTE: The elementary school teachers who do not have a class that go to recess (music, art, teacher assistants, etc.) will not be included in the teacher survey.)
 - c. Parents/Caregivers
 - i. To ensure each cluster has be equal representation consideration should be given to provide the survey to a set number of stakeholders within each cluster.

References

[Recess Guidelines](#)
[Weather Guidelines](#)
[Health Education Resources](#)
[Indoor Recess Toolkit](#)
[Game and Practice Restrictions Due to Heat](#)
[Alternatives to Withholding Recess](#)
[Choice Boards](#)
[PBIS In The Classroom](#)

Recess Guidelines Survey Questions for Parents

Thinking about the 2019-2020 school year, prior to eLearning, please answer the following questions:

Survey sample of cluster more representative of county

- | | | | |
|--|-------|-------|---|
| 1. Did your child get at least 20 minutes of recess every school day (do not count transition time to and from the classroom in the 20 minutes)? | yes | no | |
| 2. Did your child have physical education class directly before or after recess? | yes | no | only on nonstandard school days (2 hour delay/2 hour early dismissal/etc.) |
| 3. Did your child have lunch before recess? | yes | no | only on nonstandard school days (2 hour delay/2 hour early dismissal/etc.) |
| 4. Did your child's teacher withhold recess as a punishment? | yes | no | I don't know |
| 5. Did your child have outdoor recess on days where the temperature (corrected for wind chill) is below 32° F? | yes | no | I don't know |
| 6. During indoor recess, did your child remain in his/her classroom? | yes | no | sometimes |
| 7. Please rank the activities your child usually engaged in during indoor recess (1 being most often): | _____ | _____ | plays board games
watches a movie
works on a chromebook
Other: (State briefly) |
| 8. Have you heard of the indoor recess toolkit? | yes | no | |
| 9. Do you see any correlation between the physical activity and academic performance and/or behavior? | yes | no | |
| 9a. Do you believe there is a correlation between recess and academic achievement? | yes | no | |
| 10. Would you be interested in recess delivered in an eLearning environment? | yes | no | |
| 11. Additional Comments: | | | |

Recess Guidelines Survey Questions for Homeroom Teachers Only

Thinking about the 2019-2020 school year, prior to eLearning, please answer the following questions:
Survey sample of cluster more representative of county

- | | | | | |
|--|---------|------------------------|--|---------------------------------|
| 1. Did your class get at least 20 minutes of recess every school day (do not count transition time to and from the classroom in the 20 minutes)? | yes | no | | |
| 1a. What grade do you teach? | _____ | | | |
| 1b. How many students are in your class? | _____ | | | |
| 2. Did your class have physical education class directly before or after recess? | yes | no | only on nonstandard school days (2 hour delay/2 hour early dismissal/etc.) | |
| 3. Did your class have lunch before recess? | yes | no | only on nonstandard school days (2 hour delay/2 hour early dismissal/etc.)days | |
| 3a. How much additional time is allocated to the 20 mins to allow for transition and getting to playground? | ≤ 4 min | 5 min ≤ 7 min | 8 min ≤ 10 min | |
| 4. Did you ever withhold recess as a punishment? | yes | no | sometimes | |
| 5. Did your class have outdoor recess on days where the temperature (corrected for wind chill) is below 32° F? | yes | no | I don't know | |
| 6. During indoor recess, did your class remain in your classroom? | yes | no | sometimes | |
| 6a. If the use alternate site, state where | _____ | | | |
| 7. Please rank the activities your class usually engages in during indoor recess (1 being most often): | _____ | plays board games | _____ | drawing |
| | _____ | watches a movie | _____ | Help teacher organize classroom |
| | _____ | works on a chromebook | _____ | Doing homework |
| | _____ | Other: (State briefly) | _____ | |
| | _____ | | _____ | |
| 8. Have you heard of the indoor recess toolkit? | yes | no | | |
| 9. Do you see any correlation between the physical activity and academic performance and/or behavior? | yes | no | | |
| 9a. Do you believe there is a correlation between recess and academic achievement? | yes | no | | |
| 10. Would you be interested in recess delivered in an eLearning environment? | yes | no | | |
| 11. Additional Comments: | | | | |

Recess Guideline Survey Questions for Principals/Administrators

Thinking about the 2019-2020 school year, prior to eLearning, please answer the following questions:
Survey sample of cluster more representative of county

Other Considerations

	1. Average number of students at recess at the same time?	<50	$50 \leq x < 75$	$75 \leq x < 100$	≥ 100	
	2. How many unit 1 employees were supervising outdoor recess?	0	1	2	3	4 more than 4
	3. How many recess monitors were supervising outdoor recess?	0	1	2	more than 2	
Guideline	4. What percentage of your school got at least 20 minutes of recess every school day (do not count transition time to and from the classroom in the 20 minutes)?	< 25%	$25\% \leq x < 50\%$	$50\% \leq x < 75\%$	$75\% \leq x < 100\%$	100%
	4a. What % of school gets 20 minutes of recess?					
	4b. Given guidelines, what opportunity exists for your school to implement?					
Guideline	5. What percentage of your school had physical education class directly before or after recess?	< 25%	$25\% \leq x < 50\%$	$50\% \leq x < 75\%$	$75\% \leq x < 100\%$	100%
Guideline	6. What percentage of your school had lunch before recess?	< 25%	$25\% \leq x < 50\%$	$50\% \leq x < 75\%$	$75\% \leq x < 100\%$	100%
Guideline	7. Did your school have outdoor recess on days where the temperature (corrected for wind chill) is below 32° F?	yes	no			
	8. During indoor recess, did the class remain in their classroom?	yes	no	sometimes		
	8a. If the use alternate site, state where					
	9. Please rank the activities your school usually engages in during indoor recess (1 being most often):					
		plays board games	watches a movie	works on a chromebook	Other: (State briefly)	drawing Help teacher organize classroom Doing homework
Guideline	10. Have you heard of the indoor recess toolkit?	yes	no			
	9. Do you see any correlation between the physical activity and academic performance and/or behavior?	yes	no			
	9a. Do you believe there is a correlation between recess and academic achievement?	yes	no			
	10. Would you be interested in recess delivered in an eLearning environment?	yes	no			
	11. Additional Comments:					

Do we consider by grade?

Sidebar: Is there an equity concern

Ponder for other areas to include