

Citizen Advisory Committee

Calvert County Board of Education

October 22, 2018 Minutes

Members Attended:

JC Hooker (Chair)
Will Wiggins (Co-VC)
Harry Wedewer (Co-VC)
Maricarol Blanco Cloak
Jennifer Smart
Sherrey Williams
Christine Schrupf
Maleah Smith
Ken Taylor
Liz Demulling
Frankie Greever
Sandy Mattingly
Derek Sabedra
Chris Wohlfarth
Kathleen Cirillo
Inez Claggett
Angie Carr
Kelly McDonald
Terese Wells
Mariann Crisman
Nicole Cooksey

C.C.P.S Staff:

Diane Workman, CCPS Assistant Superintendent
Anthony Navarro, CCPS Executive Director
Karen Maxey, Board of Education Administrative Assistant

Guest Presenters:

Susan Johnson, CCPS Director of Secondary School Improvement
LaCoria Contee, CCPS Coordinator of Strategic Partnerships & Community Engagement

Documents for the Record:

- September 24 Minutes
- October 22 Agenda
- Administrative Procedures for Policy #8123 (Community)
- Draft Study Topic (Framework)
- "What are the Basics™?" – Fact Sheet
- Administrative Procedures for Policy #8105 Regarding School Visitations

The meeting was called to order at 6:32pm by President JC Hooker. Motion to approve minutes made by Christopher Wohlfarth and seconded by Sherrey Williams

1. Diane Workman presented: “Partner Orientation & Training:” an overview in Calvert Basics based on Boston Basics which can be found at www.TheBasics.org. Calvert Basics can be found at <https://Calvert.Basics.org>. Outreach through twitter: @CalvertBasics.
 - a. The Basics:
 - i. Manage Love, Manage Stress
 - ii. Talk, Sing, and Point
 - iii. Count, Group, and compare,
 - iv. Explore through movement and play
 - v. Read and discuss stories
 - b. CCPS has been reaching out to grocery stores, public libraries, and other community partners in order to promote The Basics throughout Calvert. They are looking for any other opportunities for social partnerships, so please contact Diane Workman with ideas: workmand@calvertcounty.education / 443-550-8009.
 - c. This is the second school year that CCPS has been implementing The Basics. Right now, the project is being led by Ms. Workman.
2. Anthony Navarro presented an overview of the most common forms of parent and community outreach operating in CCPS right now.
 - a. PTAs are the most common ways that CCPS interacts directly with parents. PTAs offer opportunities for many different kinds of parental engagement in CCPS – some are more hands on (Muffins with Mom) while others are more “behind the scenes” (making costumes for dramatic productions). Every school has a family-school collaborative organization like a PTA coordinating with the school.
 - b. CCPS has a partnership with Calvert Parks and Rec, local football programs, organizations and business for Career Fair at Tech, local groups like Closing the Gap, Jefferson Patterson Park, and other sites and parks. CAASA – project grad. Dominion Cove point offers grants which many schools have taken advantage of. Title 1 parent nights for schools that have the title 1 program.
 - c. Tony Navarro will provide the CAC with a five-year overview of CCPS grants, a contact sheet for PTA-type organizations district-wide, a list of memoranda organizations, and a summary of volunteer hours.
3. Susan Johnson noted that parents wanting to give older students “space” has been a problem in education. After working as a principal in high schools, getting parents involved with high school students in things like parents’ night is a challenge. In a school with a student body of 1200, attendance on parents’ night would be 90.
 - a. Ms. Johnson recommends that parents should go to the schools and learn about what students’ school day looks like.
 - b. Parent visitation is encouraged by the school, but must be planned ahead as there are specific parent-visitiation policies in place in order to maintain the safety of all the student body.
 - c. Working with the PTSA (or PTSO) will help to encourage better communication between the school and the parents.
 - d. Visitation procedures are district-wide but school principals do have a certain amount of latitude for some cases on an individual basis.
4. LaCoria Contee presented “Strategic Partnerships & Community Engagement: Methods of Engagement.”
 - a. Business partnership advisory board is a partnership with local businesses to provide opportunities to local students. There are currently 49 business on this board. There are currently 64 students placed in internships, job-shadowing, or mentorships.
 - b. Ms. Contee will provide the CAC with a list of the businesses involved in the advisory board, and an update on the idea of giving local businesses window stickers or some kind of identifier so that parents and consumers can support those businesses.
 - c. This is currently through CCPS CTA program, and is looking for ways to expand to the broader student body. These opportunities are described in parental newsletters and emails. Businesses are solicited through the superintendent’s luncheon, which also serves as a fundraiser for CCPS and an opportunity to address the community.

5. Harry Wedewer (Co-Vice Chair) introduced the framework for CCPS Policy Statement #8123 as our goal to develop over this school year.
 - a. In order to fully address the totality of the study topic, the CAC will divide into 3 sub-groups to handle the 6 topics. Each sub-group will address two topics.
 - b. Sub-Group 1: CAC Chair JC Hooker will lead the sub-group to address “Critical Areas to Support Parental Involvement” and “Parenting Skills.”
 - c. Sub-Group 2: CAC Co-Vice Chair Harry will lead the sub-group to address “Student Learning” and “Volunteering.”
 - d. Sub-Group 3: CAC Co-Vice Chair Will Wiggins will lead the sub-group to address “Decisions-Making and Advocacy” and “Collaboration with the Community”
6. Sub-Group 1 (“Communication” and “Parenting Skills” notes)
 - a. Communications is a problem.
 - b. Potentially distribute a survey to parents to find out what areas are not being well developed
 - c. Develop a best-practices to share district-wide
7. Sub-Group 2 (“Student Learning” and “Volunteering”) notes
 - a. Is there a volunteer coordinator in central office and/or anyone designated by the Superintendent to coordinate volunteer activities among schools in accordance with Section VII.A of the Administration Procedures for Policy #8123? If so can that person(s) provide a presentation to the Volunteer and Student Learning Working Group?
 - b. Needed is a list of volunteer coordinators at each school that have been designated by the relevant principal in accordance with Section VII.B of Policy #8123.
 - c. For principals who have not designated a volunteer coordinator, how are volunteer activities coordinated in accordance with Section VII.B of Policy #8123.
 - d. Presentations to the Working Group in a small group setting:
 - i. Volunteer coordinators from the elementary, middle and high school levels to discuss best practices, challenges, and how training and orientation are conducted.
 - ii. Principals from the elementary, middle and high school levels to discuss best practices, challenges, and how training, and orientation are conducted.
 - iii. PTA/PTSA/FSA presidents to discuss volunteer activities.
 - e. There seems to be more volunteer enthusiasm at the elementary level and then a drop-off at the middle and high school levels. A possible aid in alleviating this situation is to have a process in place for volunteer parents whose children move-up to middle school to continue to be involved in volunteer activities.
 - f. In the past there were volunteer coordinator meetings to share best practices, however, it is unknown whether this practice is continuing.
 - g. Volunteer activities are typically commenced during the school year with a requirements assessment conducted in coordination with administration and teachers to determine where volunteers are needed.
 - h. Best practices with regard to volunteer activities may be found in PTA literature.
 - i. Volunteer time may be imperfectly tracked through the Keeping Track system.
 - j. With regard to student learning, like volunteering, there may be drop-off in parental involvement from the elementary to the middle and high school levels. Contributing to this may be the constantly evolving and challenging nature of the curriculum, particularly at the AP level.
 - k. All agreed that with regard to Policy #8123, everything is on the table with respect to adding or deleting sub-topics.
8. Sub-Group 3 (“Decisions-Making and Advocacy” and “Collaboration with the Community”) notes
 - a. Identify current barriers to parental engagement
 - i. Assess depth of potential parental disabilities (e.g., language/linguistic, social obstacles)
 - ii. Identify the CCPS staff with parental outreach responsibilities (ensure their proficiency)

- iii. Assess and eliminate barriers (cranky secretary, visitation policy, etc.)
 - iv. Assess and eliminate barriers to volunteering in CCPS (all dues that volunteers are now expected to pay (e.g., PTA dues, overnight trips fees, fingerprinting fees, attendance fees))
 - b. Assess the effectiveness of school/PTA communications flow
 - i. Identify any barriers between the PTAs' need and the schools' willingness/ability to communicate those needs to parent body.
 - ii. Assess best practices for CCPS/PTA interactions
 - c. Assess and examine school culture from parents' perspective
 - i. Identify possible barriers to increased parental involvement.
 - ii. Assess and publicize current best practices in CCPS parental involvement
 - d. Assess the effectiveness of targeted information to increase parental involvement (look for unconnected parents)
 - e. Assess the efficiency of media employed to increase parental involvement (look for redundancies or obsolescence)
 - f. Identify any measures used to encourage the growth and development of parent groups
 - g. Review and assess measures used to encourage the growth and development of parent groups
 - h. Data points on current involvement from businesses and volunteers?
 - i. Percentage of Parents involved in PTSAs/PTAs
 - j. Presentation on PTSOs/PTAs challenges/opportunities
 - k. Presentation for Community Mentor Program officials on challenges/opportunities
 - l. Review Title I schools' collaborative community efforts with non-Title I schools
 - m. Review any data on PTSOs/PTAs assessment of collaboration differences
 - n. Review and assess staff awareness of resources for families
 - o. Tally and assess: number of grants from local businesses over last five years, community volunteers hours, business listing (increasing or decreasing over past five years), and high school students participating in shadowing/mentoring/internships/cooperatives (over past five years)
9. Each sub-group gave a brief description of their work session.

Motion to adjourn made by Kelly McDonald and seconded by Derek Sabedra.

The meeting was adjourned by J. C. Hooker at 8:43pm.

Next meeting will be Monday, November 26, 2018 at 6:30pm at 1305 Dares Beach Rd in Prince Frederick.

Minutes respectfully submitted by Liz Demulling.