

**Citizen Advisory Committee Meeting**  
**February 22, 2021**  
**6:00 p.m.**

**1) Update on hybrid:**

Dr. Curry: K-2 has been using the hybrid plan for two weeks. First Cohort A, then B. Today, hybrid started for 3-5 grades, and 6<sup>th</sup> at the middle school. Grades 7-12 expected to start in two weeks.

Ms. Workman: Middle school visit, quiet, kids and teachers excited to be back.

Mr. Navarro: Elementary school visit. Teachers and students pleased to be there. Teachers appreciated vaccine clinic, efforts by Mrs. Roof and the school nurse, and other measures put into place.

CAC Member Q: Will there be another survey, or how do parents get their kids into the school building/hybrid program? Parent's haven't seen a survey in some time. A: Parents in each school have been asked, though parents do change those choices. Generally, 2/3 in school and 1/3 hybrid. Important for establishing school bus routes to have those decisions made. CCPS also dedicated teachers to virtual students, to offer some teachers an opportunity to work full-time but not be in the school building. Given timing, however, CCPS did not do this for upper grades.

CAC Member Comment: 6<sup>th</sup> grader back, positive experience. Nice to see teachers, see them in person again. Very happy. A: Great, thank you.

CAC Member Q: 4<sup>th</sup> grader back, two 1<sup>st</sup> graders back. Much appreciate it. Is there a plan to transition to full time school this year? Or not until next year? A: One step at a time. Current thinking is that the fall is more like what we would like to have. CDC has not let go of the 6' distance. Want to get all grade levels in school and go from there.

CAC Member Q: There has been a lot of work put into the hybrid plan, and measures in place beyond the standards. It can help build public trust to advertise those measures – is CCPS considering doing this? A: Appreciate the suggestion. CCPS is aware that other schools are using Twitter, etc.

CAC Member Q: 4<sup>th</sup> grader really enjoyed being back in school. After being virtual for a significant period of time, kids are going to be in different places re: achievement. Is the District using MAP tests to inform grouping, classroom instruction? A (Curry) : Grades are one piece of it; some kids are not doing as well, not turning computers on or turning in assignments. A (Workman): CCPS is still assessing students, and there is a meeting on 3/10 with a rep from MDE to look at data we have. CCPS also has data coordinator/team in central office, looking at how to use the data. We know kids are not getting the same education as they would in face to face instruction. CCPS is looking at summer schools and after school tutoring to assist kids.

CAC Member follow up Q: What about for children who are ahead? Ask that CCPS give consideration to students who pulled ahead. A: CCPS has developed programs for advanced learners and will continue to do that.

Q: Are there opportunities for parents to self-select if parents think kids need assistance over the summer, even if grades show ok? For kids who are maybe passing but shouldn't be, for example.

A: Teachers are exhausted, but CCPS is trying to recruit them. CCPS is also asking teachers for recommendations for summer school, and students could also use after school tutoring for next year.

## 2) **Alternative education (alt ed) policy.**

CAC Member Comment: In general, the policy looked pretty good. We need to remember that policies often come from State, so we need to be careful about changing them.

Ms. Maxey: There were comments on goals of the policy and the routine publishing of demographics of who is involved.

CAC Member Comment: Measures of success and publishing demographics are important.

CAC Member Comment: The date of the policy is 2006 – did we start the positive behavior method in 2006, or was the original policy 2006 and then “proactive behavior intervention/positive reinforcement” followed later?

Ms. Workman: Positive behavior intervention supports have been around for a very long time.

CAC Member Comment: Are we looking at tracking use of the policy, how well these methods have been working in our schools? Then that information could be reviewed in looking at potential changes.

Ms. Workman: There are gold, silver, and bronze ratings, and a PBIS coach in every building, as well as monthly data review. Documentation for restraint and seclusion is submitted to the State. Ms. Workman and Ms. Roof review that documentation as well.

CAC Member Comment: Is there information available on the progress of program? A: MD State Dept of Ed puts out a report. The student behavior intervention policy was written in 2004, and it is reviewed every 3 years.

CAC Member Comment: Are standards clear for alt ed like behavior intervention? Do they exist at state level, and if not, can we implement at county level? A: When a student is restrained or placed in seclusion, that information must be reported. For alt ed, we could see what kind of data could be collected to determine success.

CAC Member Comment: Alt ed procedures should be written as clearly as student behavior intervention. A: There are differences. Behavior intervention – based on one event. Alt ed is different for every child.

Ms. Workman: Bill (HB 1166) requires a health professional to observe (e.g., psychologist, social worker, or physician) every time there is seclusion or restraint. We don't know of any district in the State who is staffed for that. Definition of physical restraint is also not the same as in COMAR – it is a looser definition. COMAR clearly defines when seclusion and restraint can be used and should not be used.

## 3) **Behavior and restraint policy.**

CAC Member Comments:

More demographic information should be provided.

It is important to see how things are working. For the equity policy, there was a suggestion to remove demographic questions from student surveys, which looks like a conflict with the suggestion here. Why would we collect and publish in one place, but remove from another place?

The student demographic in behavior and restraint is not the same as population. We have the information, then what do you do about it? If the concern is that application is not even, then we need to track to determine whether equally applying.

Is there too much use of exclusion? Students can only be out for a certain amount of time by law.

Ms. Workman: Correct, a student can only be out of the classroom for 30 minutes, though this changes if the student is seeing a school counselor or receiving services. We make every effort to get the child back in class within 30 minutes. Sometimes this can take longer than 30 minutes because the student is still disruptive to the rest of the class. An administrator will talk to the student to get the student back into the class as soon as possible.

CAC Member Comment: Is there an advantage to all teachers being trained?

Ms. Workman: There is an initial 8-hour training. All teachers are trained on positive behavior. Strong classroom management and instruction are important. Very few students require restraint/exclusion, and this is only done when the student is a threat to themselves or others. Not all teachers require the training, and if teachers don't utilize the techniques, they lose training. But if use of the training is needed, a staff member needs to be well trained to perform strategies without hesitation. There is a crisis team in every building. The crisis team and administrators well-trained.

CAC Member Comment: Are elective teachers involved in the training? A: For positive behavior and classroom management, yes. Every teacher in the building takes this training. Mindful of equity issues for alt ed.

#### 4) **March meeting and closing remarks.**

There will be one policy to consider at the March meeting – specifically, policy 6030 – the Hiring Policy. Read policy and accompanying procedures. April meeting, follow up as tonight and collect feedback. Meeting adjourned at approx. 6:50 pm.