

BOARDROOM CHATTER

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SUPERINTENDENT'S REPORT

Present Proclamation Recognizing February as Black History Month

The school board presented a proclamation to the Allegany County Chapter of the NAACP recognizing February as Black History Month. The school board is committed to honoring African-Americans and recognizing their contributions to the history and culture of the U.S.

Recognition of 2019 Diversity Awareness Essay Contest Winner

The school board recognize Mountain Ridge High School sophomore, Ashlynn Cooper, for winning the 2019 Diversity Awareness essay contest sponsored by the Allegany County Branch 7007, NAACP. The organization sponsors a countywide essay competition annually to promote diversity awareness and provide students an opportunity to express their thoughts and opinions. This year's essay contest theme was "Community Healing."

Present Proclamation Recognizing February as Career and Technology Education Month

The school board recognized February as Career and Technical Education Month as designated by the Association for Career and Technical Education. CTE provides Americans with a school-to-careers connection and is the backbone of a strong, well-educated workforce, which fosters productivity in business and industry and contributes to America's leadership in the international marketplace.

The ever-increasing cooperative effort of CTE educators, business and industry stimulate the growth and vitality of the local economy and that of the entire nation by preparing graduates for career fields forecast to experience the largest and fastest growth in the next decade. CTE also gives high school students experience in practical, meaningful applications of basic skills such as reading, writing, and math thus improving the quality of their education and giving all students leadership opportunities in their fields and communities.

Report from the MABE New Board Member Orientation

School board member, Mrs. Deb Frank, recently attended MABE's New Board Member Orientation. She shared with the public the four realities regarding being a school board member:

1. You become a board member as an individual but serve as a member of a team.
2. You do not have the authority as an individual to fix the problems you believe need to be fixed.
3. Your success as a board member is inextricably tied to the success of your board.
4. The success of the Superintendent is inextricably tied to the success of the board.

The roles and responsibility of a Board of Education is to govern (focus on the what and why), whereas the roles and responsibility of a Superintendent is to manage (focus on the how). She shared a quote from Robert Rothernel, Jr., a past school board member in Worcester County, "Governance is deciding that writing utensils are needed. Management is deciding how many pencils to order."

The school board cannot hold the Superintendent accountable if members are stepping in

Board of Education

Mr. Robert Farrell, President
Dr. David Bohn, Vice President
Mrs. Tammy Fraley
Mr. Wayne Foote
Mrs. Debra Frank
Dr. David Cox, Superintendent
Ms. Eesha Bokil, SMOB

CONSENT AGENDA

1. Approve minutes for the school board meetings on January 8, 2019, and January 29, 2019.
2. Approve routine personnel actions for the period of January 1-31, 2019.
3. Receive school construction/maintenance report for the period of January 1-31, 2019.
4. Receive information technology report for the period of January 1-31, 2019.
5. Receive monthly financial report for January 2019.

and trying to manage (i.e. hiring, reorganizing, assigning duties, implementing strategies). If they do, they are undermining their own power.

Additionally, it violates the law. "A local superintendent has supervisory power over school system staff. The local board must be cognizant of its role as policy maker and the superintendent's role as the administrator of the school system." Ed. Art § 6-201(b)(2). This was a ruling made in the 2017 case of Renee Foose v. Board of Education of Howard County.

Effective board members

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understanding authority rests with the board as a whole and, alone, a board member is just another citizen; keep confidential matters confidential; have the ability to be ardent in their beliefs or opinions, but also the ability to compromise when necessary; do their homework; recognize their responsibility is not to run the schools, but to see that they are run well by others; and are well-acquainted with board policies and state/federal regulations regarding governance.

Effective board members also voice opinions frankly in board meetings and vote for what is in the best interest of the children of the district; maintain respectful relations with other board members; stay current on educational issues by attending training and other board development activities; know that if they need information or documents, they direct their requests to the Superintendent and not to a staff person; and know that the reputation of the entire school system is reflected in their behavior and attitude.

INSTRUCTIONAL & DEPARTMENTAL UPDATES

Agricultural Education and ROTC Programs, Student Survey Information

Dr. Kim Kalbaugh, ACPS Chief Academic Officer, and Mrs. Candy Canan, principal at the Career Center, updated the school board on the history of and student survey results regarding both the agricultural education and ROTC programs. The Ag Science CTE Program was once established at Flintstone High School, and in 2000, the CTE Program transitioned to Fort Hill High School. Enrollment began to decline since 2008, and district-wide program was established at the Career Center in 2012. Enrollment was as follows:

- 2009 – 7 program completers
- 2010 – 4 program completers
- 2011 – 10 program completers
- 2012 – 5 program completers
- 2013 – 11 program completers
- 2014 – 3 program completers
- 2015 – 3 program completers
- 2016 – projected 2 program completers

With enrollments and completion low in 2013-2014, a variety of meetings took place with members of the AG community. This group wanted to hire a full-time teacher for the program, which only had three students slated to complete. ACPS asked for assistance with recruitment and ideas for growing the program from the AC community because the low enrollment numbers did not justify the hiring of full-time staff. A half-time instructor was granted full-days throughout the recruitment season to be present at 9th and 10th grade visitations, open house events, and back to school nights. This instructor was provided with additional time to attend home high schools and create lunchtime displays. The three AG students were provided the opportunity to attend recruitment days with school counselors to speak on behalf of the AG program.

Over the years, a number of surveys have been conducted to determine what is to be potentially offered to students, as these surveys enable ACPS to determine the level of student interest. The following students were conducted: Student Interest Survey – All CTE Programs (2014); Student Engagement Survey – Grades 6-12 Countywide (2018); ROTC and AG Survey – Specific Program Survey Grades 8-10 (2018-2019).

The Student Interest Survey results showed that comprehensive high school students indicated that the top three programs of interest were Academy of Health, Culinary, and Law Enforcement. The AG program ranked 10th. When asked what things could be added to encourage enrollment in CTE programs, results showed expanded programs in the medical field, a program in education, and a program in the arts. In response to these results, ACPS expanded its biomedical science program; added a pharmacy technician certification; added a certified clinical medical assistant certification; added a second section and teacher to Academy of Health Professions when the student enrollment warranted the need; piloted a program for Teacher Academy of Maryland; added two adobe creative suites industry certifications; and expanded the Graphic Communications program with two areas of program certifications being offered – graphic design and screen printing.

The Student Engagement Survey was conducted of middle and high school students in the fall of 2018. A question regarding AG education was asked: “If offered, I would be/would have been interested in completing a program/sequence of courses in

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Agricultural Education.” Responses were as follows:

- 4.8% of high school students indicated that they would definitely be interested
- 17.07% of high school students indicated that they may be interested
- 78.13% of high school students indicated that they had no interest or no position
- 5.53% of middle school students indicated they would definitely be interested
- 20.59% of middle school students indicated that they may be interested
- 73.87% of middle school students indicated that they had no interest or no position

The AG Science Survey was conducted of students in grades 8-10 in 2018. The question posed regarding AG asked students to select whether there were interested in taking courses in AG science. Results showed that 12% were interested and 88% were not interested.

An AG Science program is designed so that courses are taken in sequence with the expectation of completing all courses. These courses would count toward credits completed under the CTE Pathway Option for the purposes of graduation. AG elective courses would allow a student to take a course without committing to a program for completion. These courses would count only as elective credit and could not count as CTE Program Completion. High school students were asked if they would be interested in an AG election option. 3% said definitely; 7% said maybe; and 90% said not at all. High school students were also asked if they would be interested in the AG program option. 2% said definitely; 5% said maybe; and 93% said not at all.

Students were also surveyed regarding the potential program exploration of a non-CTE military based elective JROTC program. The question, which was asked of all middle and high school students was “If offered, I would be/would have been interested in taking the ROTC (military branch) program.” Responses were as follows:

- 8.1% of high school students indicated that they would definitely be interested
- 16.67% of high school students indicated that they may be interested
- 75.33% of high school students indicated that they had no interest or no position
- 9.52% of middle school students indicated that they would definitely be interested
- 16.41% of middle school students indicated that they may be interested
- 74.07% of middle school students indicated that they had no interest or no position.

Students in grades 8-10 were asked if the U.S. Army Junior Reserve Officer Training Corps (JROTC), which is a program offered to high schools to teach students character education, student achievement, wellness, leadership, and diversity, was offered, would they be interested. Responses by school were as follows:

- Allegany – 17 definitely interested; 63 possibly interested; 420 not interested
- Fort Hill – 20 definitely interested; 43 possibly interested; 333 not interested
- Mountain Ridge – 53 definitely interested; 124 possibly interested; 430 not interested

In conclusion, Agriculture Education has remained an area of consideration in ACPS. Staff will continue to utilize student interest surveys as a mechanism to gauge the level of student interest in academic courses and programs. Both AG and JROTC have been diligently discussed and reviewed at Curriculum Committee meetings as well. The low student interest in both programs didn’t warrant the need for inclusion in the 2019-2020 High School Programs of Study. Options could potentially exist, with the implementation of Apprenticeship Maryland, to provide opportunities for AG-related apprenticeships.

School Safety and Security Update

Mr. Matt Marlowe, ACPS Interim Coordinator of Student Support Services, provided the school board with a school safety and security update. The Maryland Center for School Safety was reorganized in the Safe to Learn Act of 2018 and is an independent unit within the State Department of Education. The MCSS is governed by the School Safety Subcabinet, which is composed of the State Superintendent, the Secretary of State Police, the Attorney General, representatives from the Public School Superintendents’ Association of Maryland, the Maryland Association of Boards of Education, and the Governor’s office, and a school psychologist. The main job of the MCSS is to collaborate with local school systems to provide a comprehensive, coordinated approach to school safety. They also provide school districts with information on best practices and resources as well as technical assistance and

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training. Beginning this year, all School Resource Officer training will have to be done through the MCSS. MCSS also administers the Safe Schools Fund Grant and collects and analyzes school safety data.

As part of the Maryland Safe to Learn Act 2018, districts are now required to designate a School Safety Coordinator and a Mental Health Services Coordinator. The School Safety Coordinator must be certified by the MCSS and serve as the liaison between the local school system, local law enforcement agencies, and MCSS. The designated Mental Health Services Coordinator will coordinate existing mental health services within the school system; work in collaboration with the local health department, local department of social services, and other local agencies to provide mental health services; maximize external funding for mental health and wraparound services; and develop plans for delivering behavioral health and wraparound services to students who exhibit behaviors of concern.

In the past in ACPS, all of these duties fell under the purview of the Supervisor of Student Services, Health and PE. These duties are now divided among four employees including the Supervisor of Special Education and Student Services, the Lead Pupil Personnel Worker, the Coordinator of Student Support Services, and the Supervisor of Health and PE.

The Maryland Safe to Learn Act of 2018 states that beginning with the 2019-2020 school year, and each school year thereafter, before the school year begins, each local school system shall, in accordance with the plan developed, file a report identifying that ACPS has an SRO assigned to each school or adequate local law enforcement coverage. An SRO is a sworn law enforcement officer who works for a law enforcement agency. An SRO is different from a School Security Employee, who is an individual employed by the local school system to provide safety and security-related services at a school.

The Fiscal and Policy Note for SB 1265 states that assuming one SRO per high school and one SRO per two elementary/middle schools, estimated coverage for ACPS would have eleven SROs for four high schools and 18 elementary/middle schools for 22 buildings. Mr. Marlowe, along with other safety coordinators across the state, determined that there is no evidence-based number of SROs per school that defines adequate coverage because needs vary based on several factors. The National Association of School Resource Officers recommends one SRO per 1,000 students. This number should be used as a guide, and ACPS should work with local law enforcement agencies to augment coverage.

ACPS met with heads of all local law enforcement agencies to

draft MOUs to determine how SROs or Sheriff Deputies will cover schools. They have agreed to increase the number of patrols in the area of schools daily immediately. Currently, ACPS coverage is as follows: 2 ACPS Security Officers; 2 CPD SROs; 2 ACSO SROs and 1 Special Police Officer; and 1 FPD SRO. If ACPS followed the 1:1,000 ratio, CPD would need to provide 3.8 SROs; ACSO 3.2 SROs; and FPD 1.5 SROs.

A Special Police Commission is a professional license issued by the Maryland State Police. Special Police are authorized entities who can arrest individuals who trespass or commit offenses on an entity's property, and can direct traffic on public roads adjacent to an entity's property if pre-approved. In ACPS, there is an MOU for Special Police that states that they can only detain, transport or store evidence. If there is an incident, the Special Police must wait for the police to charge and transport an individual. Currently, the only state requirement to get a Special Police Commission is that you are 18 years old. New requirements soon to be passed will also require 80 hours of initial training and two or more hours of annual training. ACPS requires Special Police to receive Maryland Police Academy certification, have prior law enforcement experience, have safety and security program experience, be eligible for a handgun permit and qualify on Maryland Police Firearms Training Course, and be in good physical condition with a valid driver's license. There is a great deal of liability regarding Special Police. The state also requires that Special Police wear a uniform distinguishable from ordinary civilian clothing, give notice of being SPO, have a distinctive special police badge, and are subject to approval by Maryland State Police.

ACPS Safety Officers must have a firearms qualification which is separate from a Special Police Commission. They may carry a firearm under a Maryland Handgun Wear and Carry Permit and must qualify under LEOSA requirements. ACPS SPOs must have initial training at the MPCTC Academy, 2 or more hours of annual training, and annual firearm training that consists of two-hour classroom instruction, a one day fire course, and one reduced light course. SROs must also have initial training from the MPCTC Academy, 18 hours of MPCTC-approved annual training, and annual firearm training that consists of two-hour classroom instruction, a one day fire course, and one reduced light course.

ACPS pays the following annually for a Safety Officer:

- \$38,000 (salary and mileage)
- \$2,750 Police Professional Liability Insurance
- \$1,625 for training
- Not including required uniform and equipment

ACPS pays the following annually for a SRO:

- Sheriff's Office \$47,478 (for 1 of 3)

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- Frostburg Police \$30,000
- Cumberland Police \$32,000
- Includes uniform, equipment, vehicle, most training

The advantages to having an SRO is that they meet state requirements, have more current training and annual requirements, have more police powers, cost less, and come with a decreased liability.

After Mr. Marlowe's presentation, Dr. Bohn made a motion to direct Dr. Cox, along with legal counsel, to create a policy for a full-time position for the Supervisor and Coordinator of School Safety and Security to be presented for discussion at the March 12th Open Session. Mr. Foote, Dr. Bohn, and Mr. Farrell voted in favor of this, while Mrs. Fraley and Mrs. Frank abstained stating legal and ethical violations.

Elementary After School Program Update

Mr. John Logsdon, ACPS Supervisor of Federal Programs, updated the school board on the elementary after school program. For fourteen years, ACPS received funding from the 21st Century Grant, which required a local match of which some Title I funds were also used. Last year, Mr. Logsdon made a proposal for this grant, which was approved; however, the 21st Century Grant program didn't receive the allotment they expected, and several larger programs weren't able to be funded. But ACPS was able to, within the local budget, fund the two schools with the most need as determined by FARMs percentages. An after school program was available to students at John Humbird and South Penn Elementary Schools Monday through Thursday from January through April. There are 65 students enrolled at John Humbird and 60 students at South Penn. The program staffs twelve employees and one STEM teacher. Students participate in a variety of activities thanks to the cooperation of several partners, including the Allegany Extension Agency, 4-H, Frostburg State University, Rocky Gap State Park, the National Park Service, and the Cumberland Parks and Rec Department. ACPS also provides the transportation and funding for students to attend plays at Braddock and Allegany. Each student received a hot meal, courtesy of HRDC. Continuation of this program, and the expansion to another school, is proposed in this year's local budget.

Draft State Aid FY 2020 Revenue Update

Mr. Larry McKenzie, ACPS Chief Finance Officer, updated the school board on the FY2020 draft State Aid, local aid and Maintenance of Effort, anticipated FY2020 revenue summary, and FY2020 budget considerations. State Aid consists of the following: foundation programs, transportation grants, compensatory education, limited English proficiency, special education, guaranteed tax base, supplemental grants, and the net taxable income adjustment. Wealth is used to gauge a county's ability to fund school activities based upon its own resources. The formula is intended to be a wealth equalizer between state and local resources for education. School district wealth is formula-driven and takes into account the following measures:

- 50% of the personal property base
- 100% of the net taxable income base
- 40% of the real property base

Allegany County currently ranks 21st in terms of per pupil wealth, so the majority of its educational aid comes from state resources. District wealth impacts all aid categories except transportation. District wealth is computed on a per pupil basis and compared to the state average, so enrollment has a direct impact on state aid. Allegany County had a K-12 enrollment decline of 118 students, or a reduction of 1.44%. The number of students who qualify for free and reduced meals dropped by 2.84% or 127 students. This is 54% of enrollment. The number of special education students increased by seven, so special education is now 17.64% of enrollment. The state's overall enrollment increased by 2,265.50.

Maintenance of Effort (MOE) is considered the legal minimum that local governments are obligated to appropriate to their school systems. In FY2019, county government flat-funded ACPS at \$30,424,308, which was about \$62,000 more than MOE. MOE is determined by taking the prior year's local appropriation divided by the number of K-12 students within the district. Then multiply that sum by the current year's enrollment. Local governments are required by law to increase MOE if they have failed to meet a 5-year moving average Education Effort index. As a result, in FY2020, the county will be required to increase its per pupil MOE by 2.5%.

Healthcare is a concern for FY2020, as claims in FY2019 have increased significantly over the prior year. Negotiations are still

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pending with all bargaining units. Restricted revenues for certain programs may be reduced. There may be a shift in the rank and make-up of some Title I schools that could have staffing implications within those schools. From a legislative standpoint, PSSAM and MABE are monitoring several bills that could potentially impact school systems finances. To that end, pieces of the Kirwan Commission recommendation may be acted upon in the current session.

Monthly Financial Report

Mr. Larry McKenzie updated the school board on the following monthly financial information for January 2019:

- Legal fees are higher this month.
- Substitutes continue to trend well.
- Equipment costs are in line with this time last year.
- Tuition for non-public placements are trending well.
- Transportation is almost even with this time last year.
- Utility costs are back in line.
- Retirement costs show an inflated variance, which will decrease once an appropriation is made to restricted programs.
- Healthcare costs are higher this year as the result of two very large claims.

NEW BUSINESS

Consider Approval of 2019-2020 Academic School Calendar

The school board approved the 2019-2020 academic school calendar. ACPS will request a post-Labor Day State Waiver, which must be submitted if local school districts have closed ten days per year during any two of the last five years because of severe weather conditions. The waiver application indicates the deadline for submission is March 31, 2019.

Highlights of the 2019-2020 school calendar are:

- First Day for Teachers – August 21, 2019
- School Opens for Students – August 28, 2019
- Christmas Break – December 23, 2019 – January 1, 2020
- Last Day for Students (without built in days) – June 5, 2020
- Last Day for Students (with built in days) – June 12, 2020

Consider Approval of Resolution in Support of ACEA and the “March for Our Schools” Event

The school board presented a resolution in support of ACEA and the March for Our Schools event. The Commission on Innovation and Excellence in Education, established by the General Assembly in 2016, has been charged with making recommendations for improving education in Maryland through funding, policies, and resources in order to prepare Maryland students to meet the challenges of a changing global economy, to meet the State’s workforce needs, to be prepared for postsecondary education and the workforce, and to be successful citizens in the 21st Century. Maryland must now ensure that the education funding formula provides adequate, equitable, and sustainable funding for public schools in Maryland and the country. The Allegany County Board of Education supports the attendance of county educators and the community at the March for Our Schools event to be held on March 11, 2019, in Annapolis to encourage the Governor and members of the General Assembly to adequately, equitably, and sustainably fund Maryland public schools.

Vote to Meet in Executive Session March 12, 2019, as Necessary

The school board voted to meet in Executive Session on March 12, 2019, pending any appeals or unfinished business. The Open Session will follow the Executive Session beginning at 6 p.m. This meeting will be held at Mountain Ridge High School, weather permitting.

BOARD MEMBER REPORTS AND COMMENTS

Mrs. Tammy Fraley

Mrs. Fraley will be attending the MABE legislative day as well as the regular meeting as a member of the Executive Board. She also plans to research ways to address the bullying that is occurring in schools and asked for any input from the community on ways to solve this problem.

Mr. Wayne Foote

Mr. Foote thanked everyone for attending the meeting and indicated that he is happy to be moving around to different schools. He also plans to attend the LAC meeting as the school board's representative on that committee.

Dr. David Bohn

Dr. Bohn thanked the constituents who came to speak on behalf of and in support of and Ag program.

Mr. Bob Farrell

Mr. Farrell indicated that he received a letter from students at Mountain Ridge High School voicing their concerns and displeasure about AP final exams and will make that available to anyone interested in reading it.

Mrs. Deb Frank

Mrs. Frank voiced her displeasure earlier in the evening with the vote to direct Dr. Cox to create a policy to create the position of Supervisor of School Safety and Security. After her remarks, she shared with the public a conversation that was brought to her attention regarding this position. According to her comments, Mr. Llewellyn, interim board counsel, delivered a message to Dr. Cox from Mr. Farrell indicating that if he created this position he would take it easy on him for the remainder of his contract.

Ms. Eesha Bokil, SMOB

Eesha updated the school board on the following:

- ACASC held a General Assembly where they piloted a mental health workshop that the Executive Board will present at the Western Maryland Leadership Summit.
- During the General Assembly, the group discussed parliamentary procedure and upcoming ACASC and MASC events.
- The Executive Board met to discuss specific events for the summit, upcoming elections, and the implementation of committees to ACASC.
- ACASC began planning the Non-Medical Use of Prescription Drugs campaign.
- ACASC attended the MASC legislative session where they discussed cultural sensitivity awareness, nominated the Student Member of the State Board, and voted on legislation

UNFINISHED BUSINESS

Send to Policy Committee the Need to Review/Update Educational Equity Policy (File: IMAA)

The school board voted to send the above policy, whose purpose is “to promote equitable educational opportunities for all students in Allegany County Public Schools” back to the policy committee to revise in order to comply with the state board's new requirements as established in COMAR 13A.01.06.01-05 Educational Equity.

The new educational equity regulations establish equity and access to educational rigor, resources, and supports for all students as a priority for MSDE and all local school districts.

Local school systems must designate an individual responsible for equity initiatives; must develop an equity policy and regulations to be reviewed every three years that meet the requirements; must address its equity policy in its local ESSA Consolidated Strategic Plan and integrate it throughout the plan; and identify the method of evaluation to measure the effect of equitable practices in the school system and schools.

CONSTITUENT COMMENTS

Cory Armstrong, Potomac State College

Mr. Armstrong gave a brief presentation on Potomac State College's Ag Program and offered support to ACPS should the decision be made to reintroduce an Ag program or Ag elective.

T.R. Robinette, Jennifer Northcraft, Ben Northcraft, Jennifer Ternent, Carl Robinette, Jesse Walls

This group each addressed the school board individually but all in support of bringing an Ag program back to Allegany County Public Schools.

Betsey Hurwitz-Schwab

Mrs. Hurwitz-Schwab addressed the school board regarding concerns she has about the direction of the new school board, and specifically directed her comments to Mr. Foote, Dr. Bohn, and Mr. Farrell. She indicated that several actions taken by them is moving the school system backwards, not forwards. Schools serve not only to educate students, but also serves to drive economic development. Communities must have great schools in order to grow and prosper. She also addressed the three regarding her concerns about a leaked plan to fill the Superintendent position with someone local, and Mr. Farrell, specifically, regarding his commenting and voting on items directly related to his active lawsuit. In closing, she urged members to work for the best interest of students and not to wage personal vendettas.

Rachel Reeves

Mrs. Reeves addressed the school board, specifically Mr. Farrell, regarding his responsibility as school board president to disseminate clear, concise, and accurate information to constituents that is evidence-based, expert-recommended, and fiscally responsible. She also noted that he needs to maintain accountability and ethical integrity above personal biases and grievances. Mrs. Reeves specifically called into question comments made by Mr. Farrell regarding allegations against Mr. Foote, saying that it was irresponsible for him to call these allegations suspect and overblown. She also asked that he recuse himself from discussing and/or voting on anything to do with the Supervisor of Security position they've asked to be created as it directly relates to his active law suit against Dr. Cox and the school board.

Kari Hendershot

Mrs. Hendershot addressed the school board as a parent of Parkside Elementary School students. Several parents and community members have formed a group, Parkside Pride, to support small community schools. Information can be found at <https://parksidepride.wordpress.com/>

David Sanford

Mr. Sanford addressed the school board regarding the recent bad press and negative headlines since new members took office. He is a lifelong resident of Frostburg and a graduate of ACPS. Mr. Sanford feels that all of the positive things happening in the school system are being overshadowed by the negativity, and nobody, least of all the students, benefits from that. He also requested that the vote to remove former school board attorney, Gary Hanna, be done in public as required by law. Finally, Mr. Sanford noted that he found Mrs. Frank's presentation from the MABE orientation very informative and wished that all new members had taken the opportunity to attend.