

BOARDROOM CHATTER

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SUPERINTENDENT'S REPORT

Recognition of Class 1A State Champions – Fort Hill Football Team

The school board recognized the Fort Hill High School varsity football team for being the 2018 Maryland Class 1A Football Champions after completing an overall 13-0 season. Fort Hill defeated Douglass of Prince George's County at Navy-Marine Corps Memorial Stadium in Annapolis on December 1, 2018. This is the seventh state championship title the Sentinels have won under the direction of head coach, Todd Appel, and their fifth title in the past six years.

Recognition of Offensive/Defensive Players of Homecoming Game

The school board recognized two Fort Hill football players, Blake Beal and Colten Crabtree, who were selected as the Offensive and Defensive Players of this year's Homecoming game, respectively.

2019-2020 School Calendar Process

ACPS staff have drafted a 2019-2020 academic school calendar and is currently requesting feedback from parents and the community. The DRAFT calendar is available for viewing on the school system's website, www.acpsmd.org, under Quick Links.

INSTRUCTIONAL & DEPARTMENTAL UPDATES

Active Learning Labs (ALL) Update

Dr. Kim Kalbaugh, ACPS Chief Academic Officer, updated the school board on Active Learning Labs. During the 2012-2013 school year, Mrs. Karen Bundy, former ACPS Director of Secondary Education/Supervisor of Science, was asked by MSDE to join the then Assistant to the State Superintendent of Schools on a trip to the Sarasota School District to review their TechActive Classrooms of Tomorrow. Upon her return, Mrs. Bundy expressed how impressed she was by the high level of integration with STEM and student engagement. Data-based results on their standardized tests also revealed achievement gains for students who were taught in these classrooms in science and math.

After Mrs. Bundy's visit, ACPS staff had numerous discussions with MSDE on how ACPS could create a similar instructional model. In early fall of the 2014-2015 school year, ACPS was approved to utilize Title I funding to pilot a model at John Humbird Elementary School. Several subsequent trips to the Sarasota School District, funded by MSDE through Race To The Top funding, were made by Dr. Cox, Dr. Kalbaugh, and a team of instructional leaders to tour the TechActive Classrooms of Tomorrow.

ACPS's instructional design model promotes active learning in their classrooms with an emphasis on 21st Century skills and a gradual release of responsibility from teacher to student, based on the Fisher and Frey framework (focused, guided, collaborative, independent). All ACPS teachers have received training on the four components of the GRR framework and Universal Design for Learning, and all new teachers receive training as well.

The vision for the ACPS Active Learning Labs is to have a high level of student engagement

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 December 11, 2018, and December 21, 2018.
2. Approve routine personnel actions for the period of December 1-31, 2018.
3. Receive school construction/maintenance report for period of December 1-31, 2018.
4. Receive information technology report for the period of December 1-31, 2018.
5. Receive monthly financial report for December 2018.

and to ensure that each lesson has a clear, focused, and purposeful instructional lesson design with content purpose, language purpose, and social purpose to guide learning activities. Classroom instruction and authentic learning experiences are enhanced through the use of technology, and collaboration, communication, and critical thinking skills are utilized by students during the lesson. In Active Learning Labs, students are constructing understanding through cognitive and metacognitive strategies, and students display confidence about their learning and are able to articulate their knowledge and understanding.

INSTRUCTIONAL UPDATES CONT.

Members of the ACPS Active Learning Labs team include Dr. Kim Kalbaugh, Dr. George Brown, Mrs. Nil Grove, Mr. Michael McGowan, Mr. Eric VanSlyke, Ms. Melissa Kaye, and Mr. Jason Huber.

In the 2015-2016 school year, ACPS began to pilot Active Learning Labs in grade four at John Humbird. ACPS was the first school system in the state with these operational labs. Thanks to a donation from T. Rowe Price, ACPS was able to convert six science classrooms at Fort Hill into Active Learning Labs. During the 2018-2019 school year, the following Active Learning Labs were implemented:

- South Penn – 3 fifth grade classrooms
- Fort Hill – 6 classrooms
- Northeast – 2 fifth grade classrooms
- Flintstone – 1 fifth grade classroom
- Parkside – 1 classroom
- Allegany – all science rooms

Future plans include more labs at Flintstone and Parkside, and the addition of labs at George's Creek, Westernport, and Beall.

Recognition of Karen Bundy for ALL Implementation

The school board recognized former ACPS Director of Secondary Education/Supervisor of Science, Karen Bundy, for her meritorious service to the school system, students, teachers, and the community. Mrs. Bundy's initial insight and contributions led to the development and implementation of the highly successful Active Learning Labs at John Humbird Elementary School. Her tenacity and unwavering energy served as a driving force in moving program implementation forward. ACPS now has Active Learning Labs at eight schools throughout the district, and students are reaping the benefits of high levels of STEM integration and student engagement each day in these classrooms. Mrs. Bundy retired from ACPS several years ago after her 42-year tenure.

Discipline and Disproportionality (MSDE Requirements)

Dr. Kalbaugh and Mrs. Debbie Metheny, Supervisor of Special Education, updated the school board on the State's requirements on discipline and disproportionality. In 2009, MSDE received a disciplinary case on appeal. A 9th grade student was expelled for the majority of the school year, during which time the student received intermittent homework assignments but no follow-up, grading, or other interaction with school personnel. It was unclear how returning a student to the school environment without having prepared either the school or the student could possibly advance the causes of school safety or student success. In the 2010-2011 school year, nearly 8% of Maryland students were suspended or expelled, and almost 85% of those students were suspended or expelled

out of school.

MSDE researched whether out of school suspensions were issued for non-violent conduct, such as refusal to obey school policies; insubordination; class disturbance or disruption; threats to students and teachers; communication devices; alcohol or tobacco; sexual activity; cheating; or inhalants. Approximately 54% of the students were suspended out of school for infractions that MSDE considers non-violent offenses. The frequency of suspension raised a concern. If a student is suspended out of school more than two times, especially for the same behavior, a suspension is not considered effective in helping the student correct their behavior. Minority students continued to be disproportionately represented in the population of suspended and expelled students. This was documented via previous research. 57% of students suspended in Maryland schools were African American students.

Documented in the 2007 Report of the Task Force on the Education of Maryland's African American males based upon 25 years of research reviewed African American students are more frequently disciplined than white students. African American students are more harshly disciplined than white students. However, no studies investigating behavior, race, and discipline have yet to show that African American students misbehave at a significantly higher rate than other, nor that their misbehavior is more serious. The findings indicate that discipline decisions are often influenced by adults' perceptions of a student's appearance, neighborhood, family, and social background, all of which influence their perception of their behavior.

The MSDE and Supportive School Discipline Initiative launched in 2011 as a result of the MSDE and school discipline studies, which was a collaborative project between the Departments of Justice and Education. This initiative addresses the school to prison pipeline and the disciplinary policies and practices that can push students out of school and into the justice system.

MSDE concluded that school districts must reduce the number of suspension for non-violent offenses; discipline decisions are influenced by outside factors that influence an administrator's perception of the student's behavior; school districts must recognize and eliminate the disproportionate impact of discipline on minorities and special education students. MSDE requires any school system identified as having school discipline with a disproportionate impact on minorities or special education students to develop a corrective action plan to reduce the impact in one year, eliminate it in three, and report to the board annually. Furthermore, there are potential financial sanctions of federal funds if a school system is identified as having a disproportionate impact on special education and/or special education minority students.

INSTRUCTIONAL UPDATES CONT.

Last spring, ACPS began exploring required changes to alternative programs. The restructuring is the result of Maryland's requirements to reform school discipline, so that all policies and practices related to student conduct foster appropriate behavioral expectations and incorporate prevention, intervention, restorative, and incentive-based strategies to respond to student misconduct. Staff also had phone conferences with a lawyer specializing in Education Law, who advised that ACPS needed to ensure that there is a full-day alternative program staffed to provide therapeutic services. ACPS was charged with developing a full-day tiered alternative program, staffed with individuals who can provide a therapeutic environment and deliver behavioral health and wrap around services to student who exhibit challenging behaviors. Staffing will include a social worker and a school psychologist. ACPS was also charged to provide additional student support services, access to interventions and staff training at the school level for Universal, Targeted, and Intensive Behavioral Practices and Interventions. Finally, ACPS was also charged with appointing a mental health services coordinator for the district as part of the new Maryland law.

ACPS is required to evaluate disproportionality rates; examine differences among schools in rates of referrals, suspensions, and expulsions; and increase the level of therapeutic services to all students in alternative programs. ACPS continues to work with school administrators and counselors on tiered discipline practices and interventions for all students (Ex. PBIS, restorative practices, check and connect, integrated support plan). The Eckhart Alternative program has been renamed RESTART (Rehabilitate Every Student Through Academics, Resources, and Therapeutic Supports). It is staffed with a special education teacher, has academic interventions, transition plan to return, and will offer a tier three hybrid twilight program in the future. RESTART also offers therapeutic services including individual counseling, group counseling, drug and alcohol counseling, mentoring, and social and emotional learning.

ACPS will examine the effectiveness of prevention and intervention strategies in use; review the total number of suspensions disaggregated by age, gender, race/ethnicity, and disability; monitor disproportionality ratios for the same categories; and review the differences among schools in both rates of suspension, expulsion, and referrals and disproportionality rates. Based on the annual review, ACPS will identify areas of concern and provide additional supports, services, and professional development. Goals and strategies must be included in the School Improvement Plans, and ACPS is required to submit a plan of action to MSDE based on the guidance MSDE provides.

Testing and Bridge Updates

Mrs. Trina Simpson, ACPS Assistant Supervisor of Accountability and Assessment, updated the school board on testing information. The Maryland Comprehensive Assessment Program (MCAP) is the new title and umbrella for all assessments in Maryland for grades K-12. Pearson and Measured Progress will remain the testing platforms for all English, math, government, and MISA assessments, which will bring consistency and familiarity for both students and educators. There has been no confirmation of a field test year for the new assessments.

A minimum score of 750 (Level 4) is considered proficient. However, a score of 725 and above will continue to be the score used for all algebra I and ELA 10 assessments that meets the graduation requirement until the Class of 2024. The score will increase to 750 with that testing group and will be no increasing transition from 725 to 750. A score of 394 for government will remain the proficient score for meeting this graduation requirement. 2018-2019 is still a no-fault year for MISA testing. Students are required to take the test, but not to pass.

Students must meet one of the pathways for each assessment as part of their graduation requirements:

- Algebra I: Minimum score of 725; combined algebra/ELA 10 of 1450; complete the Bridge after two unsuccessful attempts
- ELA 10: Minimum score of 725; combined algebra/ELA 10 of 1450, complete the Bridge after two unsuccessful attempts
- Government: Minimum score of 394; one Bridge project for every 22 points short of the passing score
- MISA: All students graduating in 2019 must have taken the MISA

Winter testing is being finalized in all high schools including alternative placements. The retest group consists of 508 students that were unsuccessful on any of the graduation assessments with passing scores as well as participation in MISA. 656 Bridge projects are being completed.

Students have many pathways to obtain College and Career Readiness (CCR) status in math and/or English. Examples include State assessments, ACT, SAT, Accuplacer, AP courses, or local agreements which deem students ready to take a college course with an

INSTRUCTIONAL UPDATES CONT.

unweighted GPA of 3.0. Seniors who are not CCR in math or ELA and needing a reassessment option will be given the Accuplacer in January or February. Seniors passing their Technical Skills Assessments at the Career Center will be deemed CCR in both math and ELA. Upcoming tests include the MISA in grades 5 and 8 in March, and math and ELA in grades 3-8, algebra I, English 10, government, MISA, and AP testing will occur in the spring.

Additionally, School Improvement Plans are currently under review with each administrator and the school's improvement team. These plans include and focus on data driven goals derived from extensive analysis. Principals have been working on root cause analysis of low-achieving subgroups and steps to improve in those areas.

Review of AP Program and Final Exam Requirements

Dr. Kalbaugh updated the school board on ACPS's Advanced Placement program and final exam requirements as a follow-up to questions that arose from an earlier meeting. In the fall of 2017, the Curriculum Committee discussed and approved recommendations regarding requiring a final classroom exam for AP courses that counts as 10% of the final grade. The committee is comprised of the Chief Academic Officer, supervisors, principals, school counselors, representatives from ACM and FSU, and a community/parent representative. Per their recommendation, AP courses are weighted on a 5.0 GPA scale. The course requires a final classroom exam that counts as 10% of the final grade. Students are not required to take the College Board AP exam, but are encouraged to do so if they are seeking college credit. College credit is awarded based on the AP test score and the standards set by the receiving college or university.

In January and February 2018, information about Dual Enrollment and AP GPA and AP final classroom exams were published in the 2018-2019 High School Programs of Study. School counselors reviewed course descriptions and the information during class meetings in February 2018, prior to students selecting any courses for the 2018-2019 school year. The POS is posted on the school system's website. If final exams are given in any middle or high school class, they may be included in the semester grade or may count as 10% of the final grade as provided in the syllabus. The board's policy File: IKC was brought to the school board to correct a misalignment with the 2018-2019 ACPS high school POS. The AP changes had already been approved and were in the POS for the 2018-2019 school year.

This change was made to reinforce information and skills needed to successfully pass the corresponding AP course assessment. It doesn't require students to sit for the College Board AP exam to earn the 5.0 GPA. Prior to this year, a

student who took an AP course and the corresponding AP assessment earned a grade based on a 5.0 weighted average. Students who took the course but didn't take the corresponding AP assessment earned a grade based on a weighted 4.5 average. Through the Curriculum Committee's research, they didn't find any other districts in Maryland using two different weights for an AP class.

The intent of students earning a grade based on a 5.0 weighted average was to encourage students to take the corresponding AP assessment. There is evidence that some students took the AP assessment with no intent to earn a score that was acceptable for credit at an institution of higher education. The intent was to simply boost one's GPA by paying the fee and sitting for the assessment. Yet, taking the exam is a considerable cost for students and parents.

There were many students getting an A grade in the class, but earning a non-credit worthy score of a 1 or 2 on the corresponding AP assessment. Supervisors and the Curriculum Committee recommended the 5.0 weighted average for all students who take an AP course. The caveat to this change was that students taking an AP course would have to take a county-produced end of course assessment that mirrors the AP assessment. The assessment questions will be based on publicly released items by the College Board.

AP courses are intended to be rigorous courses. In AP classes, just like in college courses, students will face new challenges and learn new skills. Most college courses require both a mid-term and final exam, so a final classroom exam in an AP course serves to prepare students for the rigor and demands of college course work. As a school system, it would be irresponsible not to expect students who take an AP course to experience the rigor and demands of a college level course with an end of the year final exam included.

Members of the ACPS Curriculum Committee include Dr. Kim Kalbaugh, Chief Academic Officer; Dr. George Brown, Supervisor of Social Studies; Mrs. Katie Buskirk, Supervisor of ELA; Dr. Steve Thompson, Supervisor of Math; and Mr. Eric VanSlyke, Supervisor of Science.

Consider Approving Proposal for the Replacement of Turf at Greenway Avenue Stadium

The Greenway Avenue Stadium Improvements Committee has received the proposal for replacement of the artificial turf at Greenway Avenue Stadium. The condition of the existing turf has deteriorated, and it is at the end of its useful life. The artificial turf was originally installed at Greenway in 1998. The turf was replaced in 2008. Each installation exceeded the manufacturer's warranty by three years despite the deterioration caused by the large number of activities at the stadium each year.

It was recommended to the school board by staff and the Stadium Improvements Committee that they accept the proposal submitted by FieldTurf at a total cost of \$488,044.55. The pricing is based on a previous, competitively bid contract through the Keystone Purchasing Network. The installation will include the school names inlaid in the end zones. Funding for the project will come from the Board of Education Greenway Stadium Fund and Allegany County Project Open Space funds.

The school board voted unanimously to accept the proposal.

Consider Request for Proposal (RFP) for Legal Services

The school board voted unanimously on an RFP for legal services from attorneys or firms that meet criteria outlined in policy file: BDG and will invite them to express their interest in providing services to the school board. Those interested will be screened and interviewed by the school board and superintendent.

Consider 2019-2020 Programs of Study

The school board voted unanimously to approve the 2019-2020 Programs of Study.

Vote to Meet in Executive Session February 11, 2019, as Necessary

The school board voted unanimously to meet in an Executive Session on Monday, February 11, 2019, pending any appeals or unfinished business. The next Open Session of the school board will be held on Monday, February 11, 2019, at Mountain Ridge High School at 6 p.m.

UNFINISHED BUSINESS

Consider Adoption of Budget Priorities for FY2020

After discussion and combining several priorities, the school board voted unanimously to adopt the below budget development priorities for FY 2020:

- Preserve as many student programs as possible, based on student interest (i.e. ROTC program, Agricultural Education program, etc.)
- Enhance school safety as per recommendations from the Maryland Center for School Safety, and hopefully staff a SRO in each school.
- Enhanced mental health/social work services
- Make every effort to provide employees with negotiated benefits, including salary and health insurance benefits, such that their take home pay would not be less due to increased employee shared costs of health insurance, and give raises if possible.
- Explore strategies to ensure teacher equity through examination of class size and number of class preparations, and reduce class size across the system to become more in tune with best practices.

Consider Revised Bi-Monthly Meeting Schedule

The school board approved the revised bi-monthly meeting schedule, and agreed to host meetings at high schools on a 3-month trial period:

- 2/8/19: Exec. Session @ 1 p.m., Central Office
- 2/11/19: Open Session @ 6 p.m., Mountain Ridge
- 2/26/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m., TBD
- 3/12/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m., TBD
- 3/26/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m., TBD
- 4/9/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m.; TBD
- 4/23/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m.; TBD
- 5/14/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m.; TBD
- 6/11/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m.; TBD
- 6/25/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m.; TBD
- 7/16/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m.; TBD
- 8/13/19: Exec. Session @ 5 p.m.; Open Session @ 6 p.m.; TBD

BOARD MEMBER REPORTS AND COMMENTS

Mrs. Tammy Fraley

Mrs. Fraley thanked the constituents who spoke at the meeting, and noted that she was especially inspired by the students who voiced their opinions. She promised that the school board would follow-up on their AP concerns. Mrs. Fraley also had the opportunity to visit both South Penn and Washington to visit with students and school counselors. She attended the MABE Executive Meeting and had the opportunity to speak with numerous legislatures, not just those from Western Maryland, and encouraged the public to also make an effort to be part of that process. Finally, Mrs. Fraley noted that she also attended the National School Board Association's equity symposium.

Mrs. Deb Frank

Mrs. Frank also thank constituents for speaking. She noted that one of her main budge priorities is equity in both class size as well as in the number of classes taught. Mrs. Frank had the opportunity to visit Allegany and will continue to visit schools to be engaged with staff and students. She also indicated that no staff member felt uncomfortable speaking to her as a school board member.

Mr. Wayne Foote

Mr. Foote thanked Fort Hill's principal and staff for welcoming them to their school for the board meeting and also thanked all those in the audience for attending the meeting.

Dr. David Bohn

Dr. Bohn noted that he had the opportunity to attend his first PACE reception, which he found to be very useful. In speaking with those at the event, he felt that there is a lot of interest in working with the school board. Dr. Bohn, along with the rest of the school board, will visit an Active Learning Lab at John Humbird in the near future. He thanked the public for attending the meeting and was pleased to see such a good turnout.

Ms. Eesha Bokil, SMOB

Ms. Bokil took the opportunity to read a letter from a Fort Hill student who was unable to attend the meeting but wanted to voice their concerns regarding AP testing in the schools. Since the move from the fairgrounds, the disruptions during test times have increased. Eesha also voiced her own concerns for the number of AP tests that students are required to take since the addition of a final course exam, noting that this was too stressful for students. The ACASC Executive Board recently attended the Student Advisory Council meeting with Dr. Cox and also had a meeting to discuss the group's new non-medical use of prescription drugs campaign they are working on with the health department. ACASC also finalize their plans for the organization's General Assembly.

CONSTITUENT COMMENTS

Carmen Jackson

Mrs. Jackson once again addressed the school board regarding the manner in which former attorney, Gary Hanna, was replaced by a new law firm. She questioned the process and lack of transparency.

Jackie Sams

Mrs. Sams addressed the school board regarding the budget. She noted that the school system faces budget challenges every year, and wanted to know what cuts they intend to make in order to meet all of their proposed additional budget priorities (i.e. new programs, more personnel, staff raises).

Claire Marlowe, Hana Chitsaz, Britney Zheng

These three high school students addressed the school board separately, but about the same topic. They are all concerned about the change to the grading policy to include a final exam in AP courses that counts for 10% of the final grade. The girls acknowledged that taking AP courses is a choice, but indicated that the stress and burden of preparing for both an end of course exam and an AP exam is more than many students want to handle.

T.R. Robinette

Mr. Robinette is the head of the local farm bureau, and he addressed the school board to request that they bring back the Agriculture Education program to Allegany County Public Schools.