

# BOARDROOM CHATTER

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## SUPERINTENDENT'S REPORT

### ***Present Proclamation Recognizing April as Library Media Month***

The school board presented a proclamation recognizing April 2022 as Library Media Month and April 3-9, 2022, as National Library Week. The library media program is to ensure that students and staff are effective users of ideas and information. The library media specialist's role is to provide the leadership and expertise necessary to ensure that the library media program is an integral part of the instructional program of the school. The BOE has entrusted the library media specialist in each school to teach the skills of locating and using information through traditional resources and new technologies, to provide literature appreciation activities, and to guide and encourage content and recreational reading to every student in the library media program. Lifelong learning begins and is systematically developed through the library media curriculum of the elementary and secondary schools, and the library media program contributes to the individual growth and development of all students, while fostering both excellence and equity in education.

### ***Present Proclamation Recognizing April as Mathematics and Statistics Awareness Month***

The school board presented a proclamation recognizing April 2022 as Mathematics and Statistics Awareness Month as designated by the Joint Policy Board for Mathematics, a collaborative effort of the American Mathematical Society, the American Statistical Association, the Mathematical Association of America, and the Society for Industrial and Applied Mathematics. Both mathematics and statistics play a significant role in addressing many real-world problems as internet security, sustainability, disease, climate change, the data deluge, and more. Research in mathematics, statistics, and other areas is ongoing, revealing new results and applications every day in fields such as medicine, manufacturing, energy, biotechnology, and business. Mathematics and statistics are important drivers of innovation in our technological world, in which new systems and methodologies continue to become more complex.

### ***Recognition of ACPS Accomplishments in Mathcounts***

The school board recognized the following students for their accomplishments in the Mathcounts competition:

- Braddock Middle School – Regional Champions
- Individual State Qualifiers: Corinna Hilderbrand (BR), 1<sup>st</sup> place; Ethan Kwok (MS), 3<sup>rd</sup> place; Bryce Bridges (BR), 5<sup>th</sup> place; Jacklynn Gaumer (BR), 7<sup>th</sup> place; Joshua Steward (WA), 8<sup>th</sup> place; Colton Gary (BR), 10<sup>th</sup> place

Additionally, the school board honored Mt. Savage's "AniMathiacs" for being a national quarterfinalist (Top 500 of 2,000+ entries) in the Mathcounts video challenge. The team consisted of members John Delaney, Ethan Kwok, Carver Robeson, and Dane VanSlyke. Mt. Savage's "Mmmmm...Pi", consisting of Penny Bogart, Destiney Burgess, Aynsley Hawkins, and Peyton Lewis, was recognized for being a national semifinalist (Top 16). Finally, Colin Sheeche, 10<sup>th</sup> grader at Allegany High School, was recognized for being a top competitor in the University of Maryland Math Competition for high schools.

### ***Recognition of Mock Trial Team from Allegany***

Allegany High School's Mock Trial team prevailed against Marriotts Ridge of Howard County in March in the Maryland State Semifinal Competition held at the Baltimore County Circuit Court. The team then advanced to the State Championship match on March 21<sup>st</sup> at the Maryland Court of Appeals competing against the defending State and National Champions, The Park School of Baltimore County.

## CONSENT AGENDA

1. Approve minutes for meeting held on March 8, 2022.
2. Approve routine personnel actions for the period of March 1-31, 2022.
3. Receive school construction/maintenance report for the period of March 1-31, 2022. (Bid Recommendation Allegany Field House; Bid Recommendation Mountain Ridge Arnone Building Addition)
4. Receive monthly IT report
5. Receive monthly financial report (Summary of COVID Aid Relief Spending)

The team finished second in the State Championship match.

Mock Trial is a unique high school competition in that there are no school-size classifications or distinctions between public and private schools. This was Allegany High School's 6<sup>th</sup> appearance in the State final match in the past fifteen years. Allegany won the State Championship in 2009 and 2018.

Team members include Emily Metheny, Brianna Palaski, Aralynn Teter, Tessa Gibson Thoele, Kinsey Hostetler, Ayden Leith, Audrey Litman, Peyton McDonald, Madison Ruhl, Zachary Septoff, and Colin Sheeche. The team is coached by teacher, Mr. Brian White.

***Superintendent's Report continued on the next page.***

### ***Recognition of Carson Scholars***

The school board recognized the following students as 2022 new Carson Scholars: Jolene Whetstone, Mt. Savage, Grade 8; Connor Sheehe, Northeast, Grade 5; and Oliver Nau, Parkside, Grade 5. The Carson Scholars Fund awards \$1,000 college scholarships to students in grades 4-11 who excel academically and who are dedicated to serving their communities. Scholarship winners are awarded a medal and a trophy for their school to celebrate their accomplishments. Carson Scholars must have a minimum GPA of 3.75 and display humanitarian qualities through community service.

### ***Recognition of the Allegany County Teacher of the Year***

The school board recognized Amy Rice of Cash Valley Elementary School, who was recently selected as the 2022-2023 Allegany County Teacher of the Year. Amy is a graduate of Frostburg State University, where she received her Master's Degree in Curriculum and Instruction in 2002 and her Bachelor's Degree in Early Childhood/Elementary Education in 1996. She is currently a 2<sup>nd</sup> grade teacher at Cash Valley, where she has taught for 25 years. Amy serves as a chairperson for the school's leadership team and is a member of the STEM/technology action team to encourage family engagement and community partnerships. She also serves as a mentor for student interns from FSU. Amy has served her community as a coach for youth soccer and the school's LEGO League, and she has been nominated for the Sallie Mae First Class Teacher Award.

Amy Rice will now join other local Teachers of the Year as a candidate for the Maryland Teacher of the Year. These individuals will be honored at a meeting of the State Board of Education, and five state semifinalists will be invited to a reception in the fall for the announcement of the Maryland Teacher of the Year.

### ***Blueprint Update***

Dr. Wendy Main, ACPS Blueprint Coordinator and Assistant Supervisor of Special Education, provided the school board with an update on the Blueprint for Maryland's Future. Dr. Main highlighted the history of the Blueprint, future policy areas, the future timeline, the future plan development and next steps, and future resources. In 2020, a landmark piece of legislation, the Blueprint for Maryland's Future Act (HB1300), was passed and included the recommendations of the Kirwan Commission on Innovation and Excellence in Education, a 4-year study (2016-2019) designed to 1) update the current education funding formulas, and 2) enable Maryland's Pre-K through Grade 12 education system to perform at or above the level of the best systems in the world. Then, in 2021, HB1372 was passed to complement and update HB1300 (which was vetoed) with revisions that address the impact of the COVID-19 pandemic on school systems and revised timelines for implementation. Both HB1300 and HB1372 must be considered to fully understand the implementation areas of the Blueprint for Maryland's Future, which outlines a plan to be implemented over the next ten years.

The Blueprint addresses four major policy areas directly related to the systemic operation of schools. Additionally, the legislation's fifth policy area, Governance and Accountability, provides the Accountability and Implementation Board (AIB) oversight and ensures that the mandates of the law are successfully implemented and produce the desired results. The other four policy areas include Early Childhood Education, High Quality and Diverse Teachers and School Leaders, College and Career Readiness Pathways, and More Resources to Ensure that all Students are Successful.

The Early Childhood Education policy area includes the following:

- Expansion of free full-day pre-k to low-income three and four-year-olds and all other four-year-olds with fees set at a sliding scale, so that all children can begin kindergarten ready to learn
- Public funding for both public school-based and community-based pre-k programs
- Expansion of family support centers, Judy Centers, and Infant and Toddler programs
- Growth in the number of early childhood educators through tuition assistance and financial support for higher education
- Implementation of the process of accreditation and rating through EXCELS for all pre-k programs
- Public school systems must work with providers regarding transportation needs

The High Quality and Diverse Teachers and Leaders policy area includes the following:

- Establishment of a performance-based career ladder and increase in teacher salary to raise the standards and status of the profession comparable to other fields with similar education requirements
- Establishment of a minimum statewide salary
- Incentivize teachers to stay in classroom positions while assuming more school-level responsibilities
- Increase the rigor of teacher preparation programs with teachers completing a full-year of clinical student teaching experience
- Creation of a leadership development system to prepare school leaders at all levels to implement the Blueprint
- Improvement in the recruitment and professional development efforts to sustain the teaching workforce
- Beginning in July 2022, provide stipends for teachers with National Board Certification
- The Blueprint defines Assistant Principals as someone that teaches 20% of their work time and leads collaborative planning and other instructional duties.

The Career and College Readiness policy area includes the following:

- Establishment of an internationally benchmarked curriculum that enables students to obtain college and career ready status by the end of their 10<sup>th</sup> grade year and then
- Pursue pathways that include early college, Advanced Placement courses, and/or a rigorous technical education leading to industry-recognized credentials for in-demand, high-paying jobs
- Implementation of a 9<sup>th</sup> grade tracking system to identify and support students who may not be CCR by the end of their 10<sup>th</sup> grade year
- Develop alternative educational approaches for students in middle and early high school that may not be likely to meet the CCR standard
- Requires schools to provide every middle and high school student with access to individuals who can counsel and advise on CTE pathway options

The Resources to Ensure All Students are Successful policy area includes the following:

- Broad and sustained academic and health supports for schools and students most in need by providing after-school and summer academics, academic enrichment, and student access to health and social services
- Increased funding for special education and EL students by revising the funding formula weight
- Creation of a program for schools with high concentrations of poverty to fund community schools
- Establishment of a “transitional supplemental instruction for struggling learners’ program” to provide one-to-one and small group instruction
- Required focus on trauma, behavior, and SEL supports and training at the school level (pandemic recovery mentioned)
- More equitable distribution of system resources to ensure that the number of experienced staff are distributed widely with priority given to high-needs schools

The Governance and Accountability policy area includes the following:

- Establishment of an independent accountability board which monitors and reports annually on the status of Blueprint implementation in each LEA
- Provides a template for a comprehensive implementation plan that holds all state and local entities accountable on individual implementation
- Evaluates the outcome of the Blueprint for Maryland’s Future goals
- Provides oversight
- Dispatches Expert Review Teams of educators and administrators to schools to provide feedback on curriculum, instruction, and structures so that all students are receiving an excellent education as envisioned by the Blueprint

The Blueprint for Maryland’s Future Plan is loosely developed through the year 2030+ with various timelines and requirements. Major timeline benchmarks are as follows (past and future):

- During 2021-2022, each local system must implement a 9<sup>th</sup> grade tracking system to measure each student’s progress towards graduating on time.
- November 15, 2021: Technology Spending Funds Report due to MSDE (COMPLETED)
- December 1, 2021: Pre-k Reporting Report to identify eligible public and private pre-k providers, student participation, and kindergarten readiness due to MSDE and AIB (COMPLETED)
- December 1, 2021: All staff trained in behavioral health and trauma (COMPLETED)
- January 1, 2022: COVID Trauma Funds Report/Summer Programming Funds Report (COMPLETED)
- 2022: Equity in Hiring Report due
- June 30, 2022: Senior Staff Quarterly Update
- July 1, 2022: Teacher salary increases associated with the career ladder must, at the minimum, include the salary increases stipulated for NBC teachers
- September 1, 2022: MSDE develops and releases criteria to the AIB to be used for the development of local Blueprint for Maryland’s Future Systemic Plans
- December 1, 2022: AIB approves the dissemination of the final template for the development of local Blueprint for Maryland’s Future Systemic Plans
- March 15, 2023: Blueprint for Maryland’s Future Implementation Plans due

The next steps for ACPS are to develop plans for the Early Childhood Education and Career and College Readiness priority areas, and identifying district-level steering committees and chairs for each. These groups will meet to develop a plan to ensure appropriate representation on committees, disseminate information to stakeholders, review legislation, determine areas of focus for each priority area, develop a plan, complete the Blueprint for Maryland’s Future Implementation Plan, and implement the plan.

For more information about the Blueprint, visit the MSDE or MABE websites.

***Middle School Schedule Update***

Mr. Blank provided an update on middle school scheduling changes for the upcoming school year. Following months of analyzing assessment and diagnostic data and discussions about middle school academic challenges and needs, ACPS will move forward with a new middle school schedule in the fall. In this new schedule, students will be able to have both a reading and math intervention. Due to the COVID-19 pandemic and subsequent learning loss, ACPS has a high percentage of students in Grades 6-8 who are not on grade level in reading and math and who will need both intervention services.

Students who are performing at or above grade level in reading and math will participate in acceleration experiences for their reading or math lab. All students will have an ELA period and reading lab and a math period and a math lab. These changes are critical for academic growth and success. Students will still have a period of science and social studies each day. PE and creative arts classes, such as art, music, and technology, will still continue on an A/B day.

Another advantage of this new schedule is that there will be opportunities to integrate specially-designed instruction (SDI) for students with IEPs within the intervention period. This new schedule will provide teachers with an increased amount of time for planning purposes with both individual and team planning periods provided.

In addition to Central Office instructional staff, the four middle school principals and middle school teachers with reading and math specialists' roles provided input on these upcoming changes.

**UNFINISHED BUSINESS*****Consider Second Reading of Evaluation of Classified Employees (File: GDN)***

The school board approved the second reading of the above policy, whose purpose is "to provide for the evaluation of classified employees." The policy states, "Classified employees are expected to perform their duties and meet their responsibilities with competence and effectiveness. They shall be evaluated at least annually to determine the extent to which their performance is satisfactory or unsatisfactory."

***Consider Second Reading of Support and Improve the Educational Outcome of Pregnant and Parenting Students (File: IHBCA)***

The school board approved the second reading of the above policy, whose purpose states "ACPS is committed to providing equal opportunity and access for all students in a supportive school environment. Pregnant and parenting students must be allowed to participate in all aspects of the educational program, including all academic, physical, and social components. Pregnant and parenting students must have access to a range of specific activities and policies that govern activities both in and outside of the classroom. These activities include, but are not limited to, excused absences, make-up work, accommodations for instruction, lactation, and designated support staff in the school."

**NEW BUSINESS*****Consider First Reading of Energy Conservation Policy (File: ECF)***

The school board approved the first reading of the above policy, whose purpose is "to establish guidelines and goals for the purchase, conservation, and efficiency of energy for the school district and the monitoring and reporting of the use of electricity." The policy states, "The BOE of Allegany County believes it to be our responsibility to ensure that every effort is made to conserve energy and natural resources and increase the use of renewable energy while exercising sound financial management."

***Consider First Reading of Resignation of Classified Employees (File: GDPB)***

The school board approved the first reading of the above policy, whose purpose states "Any employee wishing to resign from employment from the Board must notify his/her immediate supervisor and the Human Resources Department at least two weeks prior to the effective date of their resignation. The notice should provide the effective date of the resignation and the reason for leaving."

***Review of Evaluation of Classified Employees (File: GDN)***

The school board reviewed the regulations for the above policy.

***Review of Support and Improve the Educational Outcome of Pregnant and Parenting Students (File: IHBCA)***

The school board reviewed the regulations for the above policy.

***Vote to Meet in Executive Session May 10, 2022, as Necessary***

The school board voted to meet in Executive Session on May 10, 2022, pending any appeals or unfinished business. The time and location of the meeting is TBD.