

From: [Secondary Mathematics Learning Community](#)
To: [William J. Barnes](#)
Subject: The Monday Math Minute - Week of November 25, 2019: Secondary Mathematics Learning Community
Date: Monday, November 25, 2019 5:00:48 AM

This news brief is best viewed in [Canvas](#).

Text 15 HCPSS Monday Math Minute

November 25, 2019 - "Good morning!" | Follow us on Twitter: [@hcpss_secmath](#)

NEWS & NOTES

Coming off of last week's American Education Week and into this week's parent conferences (and today's High School mathematics professional learning sessions), we want to thank you for your hard work day in and day out to serve our students and their families and make HCPSS an outstanding place to teach and learn.

As you prepare for conferences, consider these **3 tips**:

1. ***Start conferences by having parents share their impressions of how school is going for their child.*** Ask them to share what is working well for their child, what they see their child struggling with, and whether they have any specific questions they'd like answered during the conference. Showing parents/guardians that you value their expertise sets the stage for true collaboration. Hearing parents/guardians talk about their observations and concerns allows you an opportunity to assess the most productive direction for the conference.
2. After having parents/guardians share their impressions of how school is going for their student, ***share your observations, student work, and assessment data*** (Be sure this information is planned ahead of time, well-organized, and well-articulated.). After looking at the information gathered from both home and school, consider the use of [this sheet \(Links to an external site.\)](#) (or your own version) to assess students' progress and set goals. Consider using it as a tool to capture any notes during the conference and add more details later. Sharing the written record of the conference (photocopy or scan and email) with parents/guardians afterward helps to summarize the discussion and keep all parties accountable for following through with action steps.
3. Parents/guardians often ask for advice about educational resources. It can be helpful to ***compile a list of recommended resources, websites, and other items to help support their child's math proficiency.***

Let go of some of the pressure to cover everything in your meeting with parents/guardians. Instead, focus on building and nurturing relationships, establishing student goals and action plans, and sustaining the school-home collaboration that will continue for the remainder of this school year. ***ABOVE ALL, parents/guardians want to have a true sense that you know and care about their children.*** They also want to learn more about what we are doing (and they can be doing) to support their children academically, emotionally, and socially in our mathematics classrooms. ***Consider - Are we growing and affirming our students' math identities? Are we sending the message that we value persistence in supporting students with mastering content (OR performance and the commodity of grades...)?***

For more information, [check out these resources from NEA \(Links to an external site.\)](#) on getting the most from your parent-teacher conferences.

Finally, as we prepare for some much needed time off later this week, we want to thank each of you for your generosity, your willingness to go above and beyond--not only on the job--but also to serve each other through collaborative work and opportunities for professional learning. **HAPPY THANKSGIVING!**

INTERESTED IN BECOMING NATIONAL BOARD CERTIFIED?

Are you interested in joining the ranks of the following secondary math teachers, who are National Board Certified in Mathematics/Early Adolescence or Mathematics/Adolescence and Young Adulthood?

Kelsey Bassolino (MVMS), Laura Behrens (MHMS), Lisa Berzenski (RHS), Octavia Cutsail (MVMS), Andrea Dickie (HaHS), Lindsay Kelley (MWMS), Rona Li (RHS), Lorraine Marroulis (WLHS), Stacie Marvin (HMS), Jennie Hill (WLHS), Jung Nam (MVMS), Emily Roberts (MRHS), Molly Schaefer (MHMS), Gail Sorenson (MVMS), Kelly Rupprecht (MRHS), Liz Zinger (TVMS)

There are several interest sessions coming up, with great scholarships available. To indicate your interest or attend an interest session, [click here](#).

HIGH SCHOOL MATHEMATICS

TODAY'S PROFESSIONAL LEARNING SESSIONS AT WILDE LAKE HIGH SCHOOL

We are excited to work with all high school math educators at today's **High School Mathematics Professional Learning Sessions** at [Wilde Lake High School \(Links to an external site.\)](#) (3rd floor). The theme for this afternoon is *Meeting the Needs of All Learners in an Inclusive Math Setting*. Rooms will be available and opened beginning at 12:00 pm and session 1 will begin promptly at 12:30 pm and session 2 will conclude by 2:30 pm.

The outcomes include:

- Applying research-informed strategies to meet the needs of diverse learners of mathematics, including English learners, students receiving special education services, and advanced level learners; and
- Applying restorative practices to the instructional setting to eliminate negative actions, like microaggressions, from the learning experience and promote belonging.

You can find a link to the schedule, session offerings, descriptions, etc. here: <https://tinyurl.com/secmathnov25>.

We are looking forward to a great afternoon of learning together!

MIDDLE SCHOOL MATHEMATICS

UPDATE: ABOVE, ON, AND BELOW (AOB) GRADE LEVEL

This is a reminder that this year's 2nd and 4th marking period student report cards will not include Above, On and Below grade level designations. Regardless of the fact that these designations will not be on the report cards, teachers should carefully assess the degree to which students are demonstrating mastery of mathematics content, with close attention to these factors:

ABOVE GRADE LEVEL - The student is in a mathematics class that is one year or more above grade level (Grade 6: Pre-Algebra GT or Mathematics 7; Grade 7: Algebra I G/T or Mathematics 8; Grade 8: Geometry G/T or Algebra I), has met local assessment standards, and/or is demonstrating mastery of content with a C or above in the course.

ON GRADE LEVEL - The student is in an on grade level mathematics class (Grade 6: Mathematics 6; Grade 7: Mathematics 7; Grade 8: Mathematics 8), has met local assessment standards, and/or is demonstrating mastery of content with a C or above in the course.

BELOW GRADE LEVEL - If the student is demonstrating mastery of content with a D or E in an on grade level mathematics class and/or has not met two of the following standards:

- - - Satisfactory or above performance on the MAP assessment (See HCPSS Benchmarks)
 - Satisfactory or above performance on course assessments
 - Demonstrating proficiency on course [MD College & Career Ready] standards/objectives

Why do I need to consider AOB if they will not be on a student's report card?

According to HCPSS Policy 8020:

Teachers will notify parents of progress throughout the marking period. Parents may access a student's progress through the learning management system. Additionally, teachers may communicate progress with parents in person, by phone, or in writing, either electronically or in print.

When a middle school student performs below grade/curriculum expectations, the school team, including the teacher, will, with the knowledge and appropriate participation of parents, provide additional assistance and opportunities for the student to improve their performance.

Interventions may include the following:

- - - A conference with the student
 - Differentiated instruction delivered within the regular classroom/school day
 - A change in class/subject placement
 - The involvement of a multidisciplinary student support team (including IEP team for special education students)
 - The involvement of support staff
 - Participation in supplemental academic activities (e.g., before/after school tutorials, mentoring)
 - Enrollment in summer school

In addition, for students who perform below grade level in reading and/or mathematics, the school team will develop a plan to improve and monitor achievement.

IMPORTANT UPCOMING DATES

- **November 25** - Schools close 3 hours early, parent/teacher conferences
- **November 25** - High school mathematics professional learning sessions at Wilde Lake High School from 12:00-2:30 pm (Session 1 begins at 12:30 pm. No high school conferences scheduled during this time.)
- **November 26** - Schools close 3 hours early, parent/teacher conferences
- **November 27** - Schools closed for students, parent/teacher conferences
- **November 28-29** - Thanksgiving Holiday - Schools/offices closed
- **November 30** - DEADLINE to have completed all assigned SafeSchools Training Modules
- **December 4** - OMMS: Collaborative Mathematics Classroom Visits
- **December 4** - Secondary Mathematics Leaders (SML) Meeting at Ascend One
- **December 5** - Algebra I Bridge Projects due to Assessment Office for December 12 Scoring Session
- **December 10** - WLHS: Collaborative Mathematics Classroom Visits
- **December 11** - MRHS: Collaborative Mathematics Classroom Visits
- **December 11** - Howard County Math League (HCML) Meet at Glenelg High School (3:30 pm)
- **December 12** - Algebra I Bridge Project Scoring Session
- **December 23-Jan 1** - Winter Break - Schools Closed



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From: [Learning Forward](#)
To: [William J. Barnes](#)
Subject: [External] #SatChat recap: Tackling instructional mismatch
Date: Monday, November 25, 2019 7:04:14 AM

! CAUTION: This email originated from outside of HCPSS. Do not click links or open attachments, unless you recognize the sender and know the content is safe.

This message was sent to william_barnes@hcpss.org

November 25, 2019



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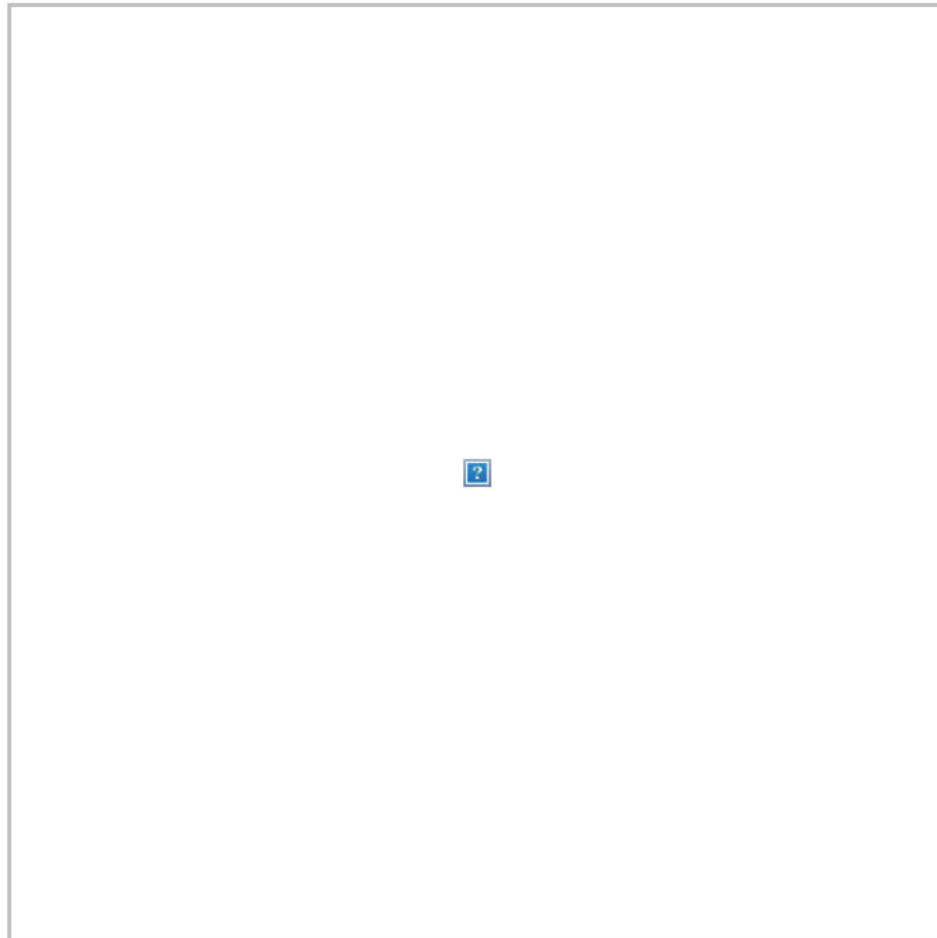
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IN THE NEWS

#SatChat recap: Tackling instructional mismatch



On November 16, Learning Forward hosted a Twitter chat to discuss how to bridge the gap on instructional mismatch with experts Sarah Quebec Fuentes, associate professor of mathematics education, and Jo Beth Jimerson, associate professor of educational leadership at Texas Christian University. The chat was based on their article in the October issue of *The Learning Professional*, "Tackling Instructional Mismatch." Instructional leadership is at the core of what effective school leaders do. But much of the time, leaders are working in a context of instructional mismatch, leading in content areas or grade levels unfamiliar to them.

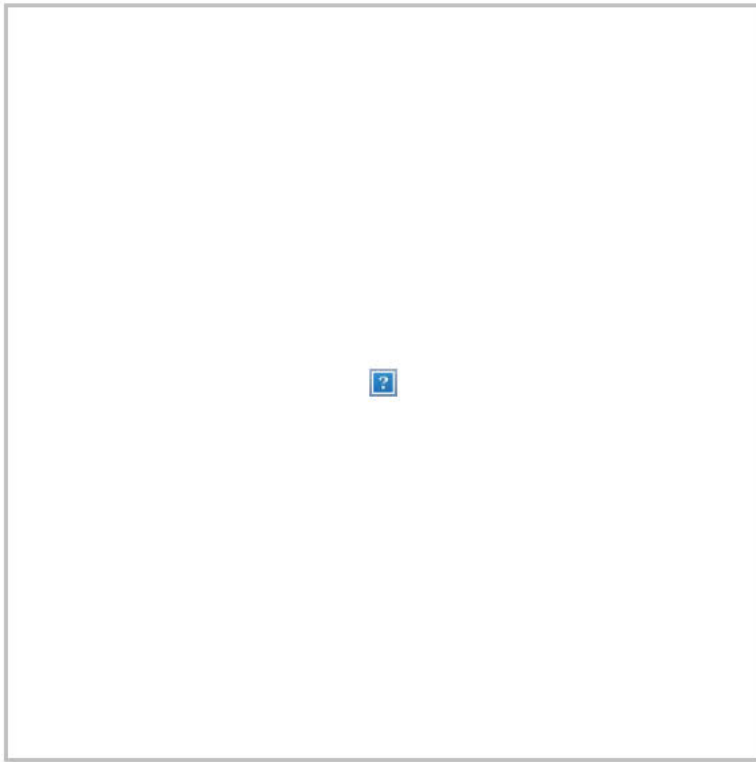


What makes professional learning actually work?



eSchool News

"Don't call it professional development — call it professional learning." Jill Abbott, senior vice president and managing director at SIIA, made this statement in a recent edWebinar. Additional panelists Jeff Mao, CEO of Edmoxie; Bruce Umpstead, director of state programs at IMS Global Learning Consortium; and Ilya Zeldin, founder and CEO of 2gnoMe, recommended that educational leaders take a deep breath and recognize that there is a crisis happening in our districts.



Collaborative learning for educators



Edutopia

Coaching is the key to transforming a school from a collection of classrooms to a learning organization that thinks and grows together. Coaching has the power to transform a school or district, and as school administrators, we've witnessed the extraordinary ways that coaching benefits a learning community. The big question is: How can leaders create a culture of coaching to maximize its impact?

4 instructional practices with impact on student achievement



THE Journal

Among 32 instructional practices examined in a recent research project, teachers' general instruction and classroom management — and not their prowess with reading and writing instruction — made the difference to student achievement. Four practices had the biggest impact: Fostering student engagement, having students participate in discussions, having fewer class period disruptions, and developing a classroom climate that was conducive to instruction.

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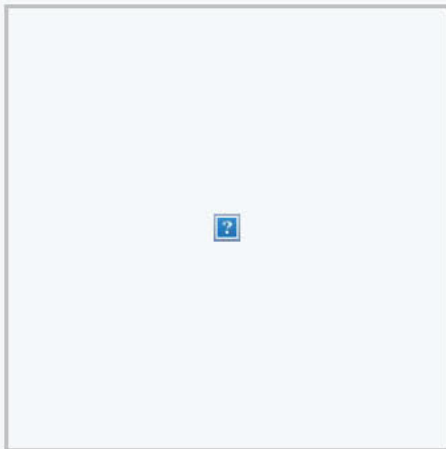
Investment in teachers pays off for students



Forest Lake Times

"Good teachers are critically important to a child's education," writes Diane Giorgi, director of teaching and learning for Minnesota's Forest Lake Area Schools. "With changing needs of students, new access to technology and new research coming out every year, it can be difficult for teachers to keep up with best practices, and even more difficult to effectively implement them. Because we want the very best learning experience for our students, this year our district has added instructional coaches. These coaches, all of whom are exceptional teachers themselves, are taking on the task of helping our teachers implement proven teaching techniques to effectively meet the needs of their students."

PRODUCT SHOWCASE



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Coaching: Teaching teachers to teach







Thrive Global

The teaching profession has been redefined as the interest in instructional coaching grows. Coaching is helping another person learn in ways that aids in growth afterward. A good coach is positive, enthusiastic, supportive, trusting, focused, goal-oriented, knowledgeable, observant, respectful, patient, and a clear communicator.

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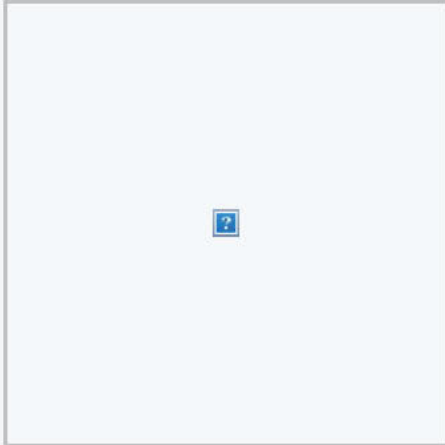
Instructional coach: Talk less so students learn more



Edutopia

Shannon McGrath, a K-8 instructional coach, writes: "In moments when students are not understanding, we often find ourselves trying to explain more clearly. But sometimes, more teacher talk doesn't offer clarity. When we consistently lean on teacher explanation as a primary teaching tool, we teach our students that we are the dispensers of information and they are the consumers. How can we shift from teachers owning the learning to student ownership? How do we move from students being dependent on teachers to using each other or tools as a support?"

PRODUCT SHOWCASE



Discover Great Digital Tools To Enhance Your Classroom

LINC, The Learning Innovation Catalyst's comprehensive Digital Tool Box can guide your selection of engaging and effective digital tools to use with students. Download it [here](#). LINC supports educators as agents of innovative classroom transformation, equipped to prepare all students for their rapidly changing world.

Partnership brings teacher mentor program to Detroit schools

The Detroit News

Detroit Public Schools Community District recently detailed a \$5 million commitment toward a mentorship program for young district teachers over the next five years. The district launched the professional development program this school year with a \$650,000 contribution from the GreenLight Fund organization to fund expert training support from New Teacher Center, a national nonprofit whose model is being used in 400 school districts across 27 states.

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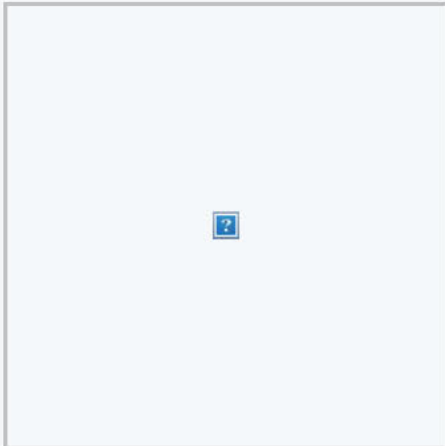
I took a break from the classroom to help do research. It made me a stronger teacher

EdSurge

Andrew Burnett writes, "About a decade ago, I felt like I was out of answers about how to help all my students be successful. Admittedly, about 80% of them were doing well, but I was having real trouble helping the remaining students gain a firm grasp of math concepts. I was in my 15th year of teaching and I felt that by

this point in my career I should know what to do. I didn't."

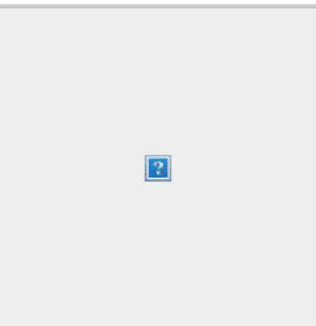
PRODUCT SHOWCASE



Writing Assessments: Convenient, Easy, Engaging

PEG Writing: an intuitive online writing program that supports both peer and student-teacher collaboration and provides positive results with immediate and individualized feedback. Available anytime on any internet-capable device, students are able to revise and submit over and over, and teachers have reports at their fingertips.

[How can we help?](#)

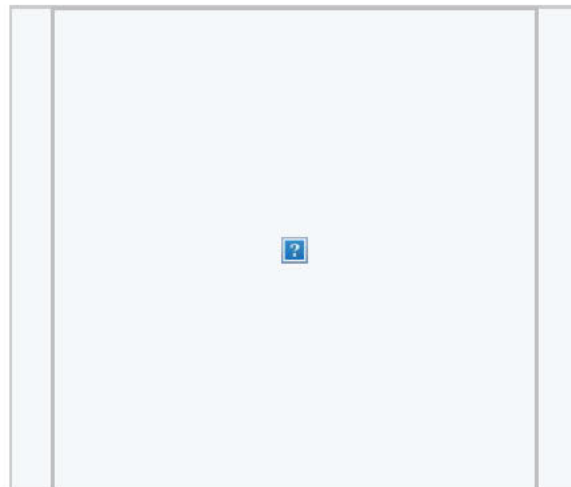
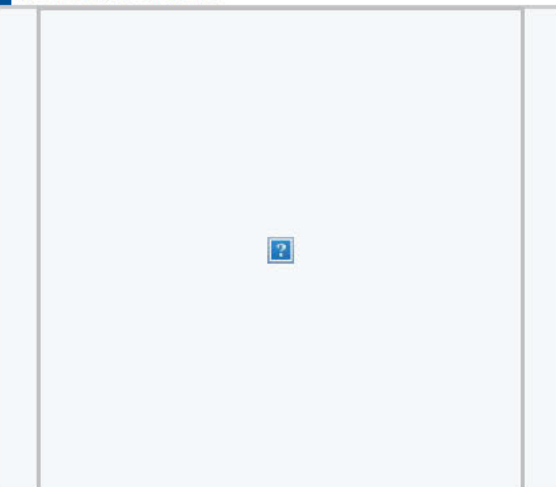


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Learning Forward supports leaders at all levels in transforming their systems into learning systems, where all educators engage in a measurable and scalable cycle of continuous improvement. Our high-impact [consulting services](#) provide you with the tools to transform professional learning, increase educator capacity, and improve student achievement.

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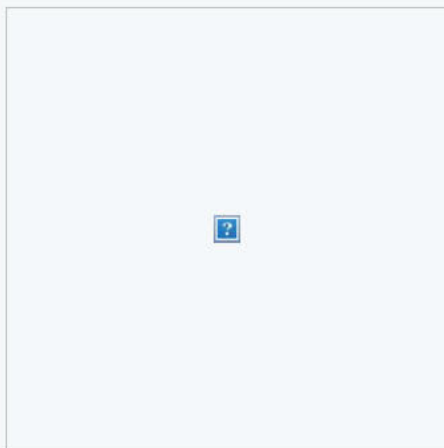


Learning Forward

Tuesday, December 3, 2019, 3:00 p.m. ET

Every educator is an advocate, and measuring the impact of professional learning is a critical component of our work. At every level — federal, state, and local — policy and decision makers want to know if professional learning is making a difference. The school districts of Norman, OK; Philadelphia, PA; and Rock Island-Milan, IL, are taking on this challenge. Join us for this important conversation as these district leaders share how they are measuring impact and how they are sharing their findings. Jon Bernstein, Learning Forward's federal consultant, will also provide an up-to-the minute status report on Title II-A funding. [Learn more.](#)

CAREER CENTER



Learning Forward Career Center

Learning Forward Career Center is pleased to announce the rollout of our new [Pane View](#) Job Search page! Our new streamlined job seeker interface and experience will change the way job seekers view jobs. You may be asking, "how does this benefit me?" Simple. Our new layout reduces job seeker search time, allowing job seekers to spend more time focusing on relevant positions for which they may apply. Test drive our new [Job Search page](#).

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7701 Las Colinas Ridge, Ste. 800, Irving, TX 75063

From: [barbkrup](#)
To: [William J. Barnes](#)
Cc: [Heidi Abdelhady](#); [Dianne Mustapha Henry](#); [Debbie Engle](#)
Subject: Fwd: RE: [External] Maryland Public Information Act request - hires / attrition / enrollment
Date: Monday, November 25, 2019 2:03:18 PM
Attachments: [Krupiarz Initial Response 20-205.pdf](#)
[MPIA 2020-205 Enrollment Counts After 1st Day of School.pdf](#)

It is extremely disturbing that there is no record of the number of students on IEPs that started after the first day of school. How can that be???

Barb

Sent from my Verizon, Samsung Galaxy smartphone

----- Original message -----

From: HCPSS MPIA Requests <MPIA_Requests@hcpss.org>
Date: 11/25/19 1:02 PM (GMT-05:00)
To: 'Barb Krupiarz' <barbkrup@verizon.net>
Subject: RE: [External] Maryland Public Information Act request - hires / attrition / enrollment

Good afternoon Barb,

Please find attached an initial response to the MPIA below including the available enrollment data for all students. We do not have such data for special education students specifically.

Human Resources believes they can pull the teacher data this week, but it may be next week with the holiday.

I hope you have a nice Thanksgiving if I don't have another response to reach out about this week!

Danielle Lueking

Maryland Public Information Act Representative

Howard County Public School System

From: Barb Krupiarz <barbkrap@verizon.net>
Sent: Saturday, November 9, 2019 10:31 AM
To: HCPSS MPIA Requests <MPIA_Requests@hcpss.org>
Cc: barbkrap@verizon.net
Subject: [External] Maryland Public Information Act request - hires / attrition / enrollment

I am requesting the following numbers for the last 5 full school years:

General education teachers hired after the first day of school
General education teachers who left HCPSS after the first day of school
General education students who enrolled after the first day of school
Special education teachers hired after the first day of school
Special education teachers who left HCPSS after the first day of school
Special education students who enrolled after the first day of school

Thank you.

Barb Krupiarz

From: [Kelly Powers](#)
To: [Amy Raymond](#); [Ebony Langford-Brown](#)
Cc: [William J. Barnes](#)
Subject: RE: Blueprint Report to State
Date: Monday, November 25, 2019 5:06:20 PM
Attachments: [image001.png](#)
[SB1030.HCPSS.Report.FY20.11.27.edition.xlsx](#)

Please see the page in the attached. Are these numbers well for a forecast?

Also, is there a forecast # for this Q:

5. How many slots were converted from half day to full-day for fiscal 2020?

From: Amy Raymond <Amy_Raymond@hcpss.org>
Sent: Monday, November 25, 2019 4:42 PM
To: Kelly Powers <Kelly_Powers@hcpss.org>; Ebony Langford-Brown <Ebony_Langford-Brown@hcpss.org>
Cc: William J. Barnes <William_Barnes@hcpss.org>
Subject: Re: Blueprint Report to State

Hi Kelly!

I've attached the spreadsheet and added the information pertaining to Preschool Expansion Grant (we funded 120 full-day slots via this grant) and questions 4-5.

I'm not sure how many of the 7 Full-Day sites slots are funded through the Supplemental Preschool fund, and no new sites were added. Of those Full-Day sites, I fund 40 slots at Cradlerock (2 classrooms), 40 slots at Laurel Woods (2 classrooms), and 40 slots at Phelps Luck (3 classrooms, with 20 slots coming from my Operating).

Finally, I've been working with Ruth to identify my budgeted FY20 enrollment, based on past trends. In preparation for January, we are working to amend what was included in the previous budget for FY20 based on actuals history.

- 275 Full Day
- 544 Half Day

Amy K. Raymond
Coordinator, Early Childhood Programs

Howard County Public School System
10910 Clarksville Pike
Ellicott City, MD 21042
410-313-5659

[@HCPSS_ECP](#)
<https://www.hcpss.org/early-childhood/>

From: Kelly Powers <Kelly_Powers@hcpss.org>
Sent: Monday, November 25, 2019 1:08 PM
To: Amy Raymond <Amy_Raymond@hcpss.org>; Ebony Langford-Brown <Ebony_Langford-Brown@hcpss.org>
Cc: William J. Barnes <William_Barnes@hcpss.org>

Subject: RE: Blueprint Report to State

Hello, Amy,

This may be more direct that we think. Given that the request for nonfinancial information – number of students forecast for fiscal 2020 (Oct. 1, 2019-Sept. 30, 2020) – we can focus on the students. By forecast.

Additional comment box is optional.

Where would be the best source for the numbers of PreK enrollment that are forecasted for Fiscal Year 2020? Thanks,

Kelly

From: Amy Raymond <Amy_Raymond@hcpss.org>

Sent: Monday, November 25, 2019 12:05 PM

To: Kelly Powers <Kelly_Powers@hcpss.org>; Ebony Langford-Brown <Ebony_Langford-Brown@hcpss.org>

Cc: William J. Barnes <William_Barnes@hcpss.org>

Subject: Re: Blueprint Report to State

Hello, Kelly!

Per an earlier email about this request, I could use some guidance with this as I am not the grant manager of those funds and do not know how they were disbursed. I am the grant manager for the Preschool Expansion Grant (award number 200501, \$660,000), which was not connected to the Supplemental Prekindergarten funds. I could provide some response, but am unclear about all information.

Thank you for any guidance you can provide,
Amy

Amy K. Raymond
Coordinator, Early Childhood Programs

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Ellicott City, MD 21042
410-313-5659

@HCPSS_ECP
<https://www.hcpss.org/early-childhood/>

From: Kelly Powers <Kelly_Powers@hcpss.org>

Sent: Monday, November 25, 2019 11:47 AM

To: Ebony Langford-Brown <Ebony_Langford-Brown@hcpss.org>; Amy Raymond <Amy_Raymond@hcpss.org>

Subject: RE: Blueprint Report to State

Hello, Ebony, Amy,

A quick reminder for the completion of the Supplemental Pre-K Grants page. Please see attached for completion of Page 4. The majority of the text request quantities. Thanks!

Kelly

From: Kelly Powers

Sent: Thursday, November 21, 2019 11:45 AM

To: Ebony Langford-Brown <Ebony_Langford-Brown@hcpss.org>; Amy Raymond <Amy_Raymond@hcpss.org>

Subject: Blueprint Report to State

Importance: High

Hello, Ebony, Amy,

The format for the inaugural report on funds relevant to the Blueprint for Maryland's Future has been determined. On the attached, please see the Introduction, and Sheet 4 for the worksheet relevant to Supplemental PreK.

Return the sheet by COB Monday, 11/25. Thanks!

Kelly

Kelly Powers

Grant/Project Manager

Howard County Public School System

kelly_powers@hcpss.org 410-313-1270



From: [Ruth Grasty](#)
To: [Caroline Walker](#); [William J. Barnes](#)
Subject: Sorry
Date: Monday, November 25, 2019 9:58:09 PM
Attachments: [C - -125 PreK.xlsx](#)
[C - 125 Special Education.xls](#)
[C-125 Struggling Readers.xls](#)
[Copy of SB1030.HCPSS.Report.FY20.11.21.edition RG.xlsx](#)

I didn't get a chance to get to this, so I figured I would send you the files so you can see what my original thought process was.

I had wanted to get to it today [REDACTED]

Sorry! Ruth

Ruth Grasty
Project Manager – Division of Academics
Howard County Public School System
410-313-1504



From: [Terrell Savage](#)
To: [Kathy Stump](#); [Kelly L. Russo](#); [Janice J. Yetter](#); [Yvonne M. Cox](#); [Missie Baxter](#); [Elizabeth A. Augustin](#); [Nicole L. Geiger](#); [Leslie Harmon](#); [Jessica Yaniro](#); [Jennifer Harwood](#); [Susan LaCount](#); [Emily H. Kinsler](#); [Shannon N. Roberts](#)
Cc: [William J. Barnes](#); [Mark Blom](#)
Subject: News Story - Settlements
Date: Tuesday, November 26, 2019 7:55:12 AM

Good morning team -

Some of us are aware this information was collected for a recent MPIA. The headline surely has implications for how critical it is to keep advocating for staffing, non teaching ITLs at all levels and realigning for tighter central office oversight and school support. We know in our discipline, outcomes for instruction and compliance are measured and matter! They are one in the same, but require collaborative steps to assure we nail both.

Our 20+ settlements came as a result of various issues. Many grew from IEP implementation and others from obvious delays, ongoing training and oversight. While it is alarming to see our numbers, it aligns with our value of “doing the right thing” when students do not get what they were entitled to (and we know about it) and it confirms our deliberate effort to “get the thing right”. When together again, we will debrief more about the trends in the info and actions we must take.

What no one of us can do alone, we CAN DO together. I’ll be sharing these thoughts with other department partners as well including SMIL.

Respectfully,

Terri

<https://foxbaltimore.com/news/project-baltimore/local-schools-pay-hundreds-of-thousands-in-special-ed-settlements>

Pardon grammatical errors. Sent using iPhone.

From: [Caroline Walker](#)
To: [William J. Barnes](#)
Subject: Fw: Qs for Blueprint Report
Date: Tuesday, November 26, 2019 9:08:42 AM
Attachments: [SB1030.HCPSS.Report.FY20.11.26.edition.xlsx](#)

Thank you, Caroline

Caroline Y. Walker, Ph.D.
Executive Director of Program Innovation & Student Well-being
Howard County Public School System
10920 Clarksville Pike
Ellicott City, MD 21042
410-313-7136 (phone)

From: Kelly Powers <Kelly_Powers@hcpss.org>
Sent: Monday, November 25, 2019 11:22 AM
To: Caroline Walker <Caroline_Walker@hcpss.org>
Subject: RE: Qs for Blueprint Report

Caroline,

I've filled in more information on the Transitional Supplemental page for the Blueprint report. Please see Page 3. I need the # of schools, but only if the funds are out of "allocation" status/

Thanks!

Kelly

From: Kelly Powers
Sent: Thursday, November 21, 2019 12:03 PM
To: Caroline Walker <Caroline_Walker@hcpss.org>
Subject: FW: Qs for Blueprint Report

Hello, Caroline,

The inaugural report for Blueprint for Maryland's funds is due December 1. Please review the attached: Introduction and Transitional Supplemental Instruction.

It's important to note that funding amounts might not be needed:

Due to the timing of the reporting requirement, actual expenditures should not be reported. Rather, responses should indicate how funds have been allocated or budgeted or are expected to be allocated or budgeted for the entire fiscal year. Similarly, requests for nonfinancial information (e.g., the number of students served by a program) should be based on projections for the full school or

fiscal year, not the actual number to date.

Please submit the completed page by COB Monday, 11/25. Thanks,

Kelly

Kelly Powers

Grant/Project Manager

Howard County Public School System

kelly_powers@hcpss.org 410-313-1270

From: [Kathy Stump](#)
To: [Terrell Savage](#)
Cc: [Mark Blom](#); [William J. Barnes](#)
Subject: Re: [External] scheduling an IEP meeting for [REDACTED]
Date: Tuesday, November 26, 2019 12:51:33 PM

Thanks, Terri.

Kathy L. Stump
Instructional Facilitator for Nonpublic Services and Special Education Compliance
Howard County Public School System
Department of Special Education
5451 Beaverkill Road, Columbia, MD 21044
410-313-5359 (phone)
410-313-5357 (fax)
Kathy_Stump@hcpss.org

From: Terrell Savage <Terrell_Savage@hcpss.org>
Sent: Monday, November 25, 2019 11:52 PM
To: Kathy Stump <Kathy_Stump@hcpss.org>
Cc: Mark Blom <Mark_Blom@hcpss.org>; William J. Barnes <William_Barnes@hcpss.org>
Subject: Re: [External] scheduling an IEP meeting for [REDACTED]

Hello Kathy,

This was on my list to chat with you about. [REDACTED] mentioned this briefly to Bill, but indicated he did not need support yet. Bill and I discussed bringing it to your awareness anyway in the best interest of [REDACTED] as well as other students there too. I do not have any other details. Seems there are quite a few below. The "heads up" for you was to take this step of gathering details from [REDACTED] staff. Terri

From: Kathy Stump <Kathy_Stump@hcpss.org>
Sent: Monday, November 25, 2019 4:43 PM
To: William J. Barnes <William_Barnes@hcpss.org>; Terrell Savage <Terrell_Savage@hcpss.org>
Cc: Mark Blom <Mark_Blom@hcpss.org>
Subject: Fw: [External] scheduling an IEP meeting for [REDACTED]

FYI . . .

Information from [REDACTED]. Please note that [REDACTED] has never reached out to me as [REDACTED] HCPSS case manager to let me know of his concerns.

Thanks,

Kathy L. Stump
Instructional Facilitator for Nonpublic Services and Special Education Compliance

Howard County Public School System
Department of Special Education
5451 Beaverkill Road, Columbia, MD 21044
410-313-5359 (phone)
410-313-5357 (fax)
Kathy_Stump@hcpss.org

From: [REDACTED]
Sent: Monday, November 25, 2019 4:16 PM
To: Kathy Stump <Kathy_Stump@hcpss.org>
Subject: Re: [External] scheduling an IEP meeting for [REDACTED]

Thank you Kathy,
I'll share your available dates/times with the parents this evening and let you know what works for them. I'm happy to fill you in more by phone if you'd like. [REDACTED] is their advocate.

Thanks
[REDACTED]

On Mon, Nov 25, 2019 at 3:57 PM Kathy Stump <Kathy_Stump@hcpss.org> wrote:

Hi [REDACTED]!

Can you tell me who their advocate is?

My availability is below **in purple**. I've highlighted my preferred dates/times in green and my "I can do it if I have to" date in yellow.

Just let me know.

Thanks,

Kathy L. Stump
Instructional Facilitator for Nonpublic Services and Special Education Compliance
Howard County Public School System
Department of Special Education
5451 Beaverkill Road, Columbia, MD 21044
410-313-5359 (phone)
410-313-5357 (fax)
Kathy_Stump@hcpss.org

From: [REDACTED]
Sent: Monday, November 25, 2019 3:45 PM
To: Kathy Stump <Kathy_Stump@hcpss.org>

Subject: [External] scheduling an IEP meeting for [REDACTED]

! CAUTION: This email originated from outside of HCPSS. Do not click links or open attachments, unless you recognize the sender and know the content is safe.

Hi Kathy,

[REDACTED] parents are requesting that we schedule an IEP meeting. There have been numerous discussions over the past few weeks through email, phone, and in person between the parents, the [REDACTED] and teachers. The parents have voiced concerns regarding the following things:

- they don't believe the IEP is being implemented as written [REDACTED]
- they don't believe [REDACTED] is meeting [REDACTED]
- they feel that there is a communication breakdown and lack of accountability

At this time they feel it is necessary to continue the discussions regarding these concerns in a formal capacity at an IEP meeting, and the [REDACTED] team agrees. Their advocate will be attending as well.

Below are some dates/times [REDACTED] has available for a meeting. Please let me know if any of these work for your schedule and then I can check with the parents.

12/5 - 8:45, 10:30, 12:15, 1:45 -- **I could do 1:45**

12/6 - 8:45, 10:30 **Not available**

12/11 - 9:00, 10:00, 11:00 -- **I could make myself available at any of these times if necessary**

12/12 - 12:15, 1:45 **Not available**

12/13 - 8:45, 10:30, 12:15, 1:45 **I could do 12:15 or 1:45**

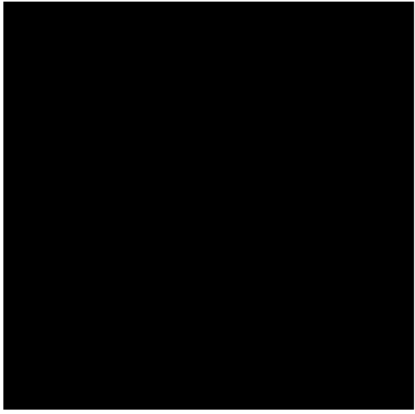
12/16 - 10:30, 12:15, 1:45 **Any of these are fine**

12/17 - 1:45 **Not available**

Thank you,

[REDACTED]

[REDACTED]



From: [Ruth Grasty](#)
To: [William J. Barnes](#); [Caroline Walker](#)
Subject: Fwd: Special Education questions for Blueprint Report
Date: Tuesday, November 26, 2019 3:13:22 PM
Attachments: [image001.png](#)
[ATT00001.htm](#)
[SB1030.HCPSS.Report.FY20.11.27.edition.xlsx](#)
[ATT00002.htm](#)

Sent from my iPhone

Begin forwarded message:

From: Kelly Powers <Kelly_Powers@hcpss.org>
Date: November 26, 2019 at 1:18:58 PM EST
To: Terrell Savage <Terrell_Savage@hcpss.org>, "Janice J. Yetter" <Janice_Yetter@hcpss.org>, Ruth Grasty <Ruth_Grasty@hcpss.org>
Subject: RE: Special Education questions for Blueprint Report

Incorrect attachment. Please see update.

From: Kelly Powers
Sent: Tuesday, November 26, 2019 1:17 PM
To: Terrell Savage <Terrell_Savage@hcpss.org>; Janice J. Yetter <Janice_Yetter@hcpss.org>; Ruth Grasty <Ruth_Grasty@hcpss.org>
Subject: Special Education questions for Blueprint Report
Importance: High

Hello, All,

The report for Special Education page of the Blueprint funds is due. Please preview Page 1 of the attached report. Even though the funds may not be activated – so schools would not be indicated – the other questions need a response.

How best to proceed so that the responses can come in ASAP? The final edition is delivered to the Superintendent for signature on Dec. 2. **MSDE expects the report on Dec. 2 as well.**

Please contact me if I may be of help. Thanks,

Kelly



From: Kelly Powers

Sent: Thursday, November 21, 2019 11:56 AM

To: Terrell Savage <Terrell_Savage@hcpss.org>; Janice J. Yetter
<Janice_Yetter@hcpss.org>; Ruth Grasty <Ruth_Grasty@hcpss.org>

Subject: Qs for Blueprint Report

Hello, Dr. Savage, Ms. Yetter,

The inaugural report for Blueprint for Maryland's funds is due December 1. Please review the attached: Introduction and Special Education.

It's important to note that funding amounts might not be needed:

Due to the timing of the reporting requirement, actual expenditures should not be reported. Rather, responses should indicate how funds have been allocated or budgeted or are expected to be allocated or budgeted for the entire fiscal year. Similarly, requests for nonfinancial information (e.g., the number of students served by a program) should be based on projections for the full school or fiscal year, not the actual number to date.

Please submit the completed page by COB Monday, 11/25. Thanks,

Kelly

Kelly Powers
Grant/Project Manager
Howard County Public School System
kelly_powers@hcpss.org 410-313-1270

From: [William J. Barnes](#)
To: [Karalee Turner-Little](#); [Carrie A. Slaysman](#); [Kathy Agans](#)
Subject: Re: Edited Board Memo - CCEIS
Date: Tuesday, November 26, 2019 6:31:35 PM
Attachments: [Board Memo - CCEIS and School Support.docx](#)

Updated version attached.

Bill Barnes
Chief Academic Officer – Howard County Public School System
410-313-6688
@billjbarnes



From: Karalee Turner-Little <Karalee_TurnerLittle@hcpss.org>
Date: Tuesday, November 26, 2019 at 3:37 PM
To: William Barnes <William_Barnes@hcpss.org>, "Carrie A. Slaysman" <Carrie_Slaysman@hcpss.org>, Kathy Agans <Kathy_Agans@hcpss.org>
Subject: RE: Edited Board Memo - CCEIS

...establish a team THAT instead of who

After this change, it is approved but I want Dr. M to see next week so this doesn't get buried.
Thanks!
K

From: William J. Barnes <William_Barnes@hcpss.org>
Sent: Tuesday, November 26, 2019 8:53 AM
To: Karalee Turner-Little <Karalee_TurnerLittle@hcpss.org>; Carrie A. Slaysman <Carrie_Slaysman@hcpss.org>; Kathy Agans <Kathy_Agans@hcpss.org>
Subject: FW: Edited Board Memo - CCEIS

Good morning team,

Attached is a draft board memo with appendices that are ready for review. Thank you for your feedback.

Bill

Bill Barnes
Chief Academic Officer – Howard County Public School System
410-313-6688
@billjbarnes



From: Terrell Savage <Terrell_Savage@hcpss.org>

Date: Monday, November 25, 2019 at 8:14 PM

To: William Barnes <William_Barnes@hcpss.org>

Subject: Edited Board Memo - CCEIS

Thank you for your feedback. I've made those changes in the memo. I'm scheduled to meet with SMIL tomorrow morning at 10. I'd love to let them know this memo is drafted and ready to go/gone. I've included attachments if you think helpful. They are currently referenced in the memo. You'll notice a change to the resource allocation plan to include the work we are doing with SMIL as well to get administrators some key training which I'll fund using the \$200,000. It's Safety Care **Basic**...but still in the works with the company to work out something with us and provide their copyrighted content I'll keep you posted.

Terri

From: [National Council of Teachers of Mathematics](#)
To: [William J. Barnes](#)
Subject: [External] My NCTM (All Members) Digest for Tuesday November 26, 2019
Date: Wednesday, November 27, 2019 2:15:15 AM

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[My NCTM \(All Members\)](#)

[Post New Message](#)

Nov 26, 2019

Discussions

started yesterday, [Daric Klabunde](#) (3 replies)

[Illustrative Math](#)



1. [We switched to IM last year, and we saw a huge...](#) Erica Bushior
2. [I work with Illustrative Math as workshop...](#) Katharine Sparks
3. [Hi Erica. I am using IM in my 6th grade...](#) John Lyons

started 4 days ago, [Robin Brawer](#) (8 replies)

[Intervention Program K-5](#)



4. [Hi Robin, Our district also recently adopted...](#) Abbe Kellner
5. [We have been using ST Math with our intervention...](#) Shelley Nash

[top](#)

[next](#)

1. [Re: Illustrative Math](#)

[Reply to Sender](#)



Nov 26, 2019 7:30 AM

[Erica Bushior](#)

We switched to IM last year, and we saw a huge growth in our SBAC scores. IM is a great program, but like anything you need to make it work for you and your students.

Teaching it the way it was written did not work for my students. I moved it to a workshop model, and I have had huge success. I have pulled in other materials to support my students as well. It has a nice spiral in building concepts as well as formative "cool downs" for every lesson. The assessments (there are pre and post) are good and are higher level thinking and not DOK 1 skills. I had to modify it a lot to support my IEP students, though. The two day IM training said we should not modify it; however, it needs to be. It is very wordy for the IEP students. Best of luck with whatever you decide.

Erica Bushior
Willington Public Schools
Willington, CT

[Reply to Group Online](#) [View Thread](#) [Recommend](#) [Forward](#)
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Original Message:
Sent: 11-25-2019 08:07
From: Daric Klabunde
Subject: Illustrative Math

I am a math teacher of grade 7 and 8, in a small public school. Our high school would like to change resources and saw that Illustrative Math is ranked very high does anyone use this program or know anything about it?

[top](#)

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2. [Re: Illustrative Math](#)

[Reply to Sender](#)



Nov 26, 2019 8:10 AM
[Katharine Sparks](#)

I work with Illustrative Math as workshop facilitator and teacher coach. I taught for 33 years before doing this. As a former HS teacher I love the curriculum. Before implementing I would make sure teachers realize that this is not a traditional curriculum. It is student-centered problem-based. For teachers, they need to plan carefully. Planning prior to instruction is vital for the curriculum's success. What I like about this curriculum is that it allows all students to enter and be success.

Topics are taught over time which is difficult for teachers to adjust. It may take 3-4 lessons most teachers try to do too much in a lesson which results in slowing down. I know you are a small school but I would recommend some kind of training on the curriculum before implementing. The training will help teachers have the mindshift that is needed for the curriculum. I would say that this curriculum is strongly aligned with the Growth Mind Set and Jo Boaler's concepts. If you have other questions please let me know.

Katharine Sparks
HS Math Teacher
Liberty MO

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[Flag as Inappropriate](#)

Original Message:
Sent: 11-25-2019 08:07
From: Daric Klabunde
Subject: Illustrative Math

I am a math teacher of grade 7 and 8, in a small public school. Our high school would like to change resources and saw that Illustrative Math is ranked very high does anyone use this program or know anything about it?

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[previous](#) [next](#)

3. [Re: Illustrative Math](#)

[Reply to Sender](#)



Nov 26, 2019 7:20 PM

[John Lyons](#)

Hi Erica. I am using IM in my 6th grade classroom. I've also seen a big improvement in student ability and concept mastery this year.

Can you describe what you mean by "workshop model." I'm curious about adaptations that might be more effective.

Thanks!

John Lyons
San Francisco CA

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[Flag as Inappropriate](#)

Original Message:
Sent: 11-26-2019 07:29
From: Erica Bushior
Subject: Illustrative Math

We switched to IM last year, and we saw a huge growth in our SBAC scores. IM is a great program, but like anything you need to make it work for you and your students. Teaching it the way it was written did not work for my students. I moved it to a workshop model, and I have had huge success. I have pulled in other materials to support my students as well. It has a nice spiral in building concepts as well as formative "cool downs" for every lesson. The assessments (there are pre and post) are good and are higher level thinking and not DOK 1 skills. I had to modify it a lot to support my IEP students, though. The two day IM training said we should not modify it; however, it needs to be. It is very wordy for the IEP students. Best of luck with whatever you decide.

Erica Bushior
Willington Public Schools
Willington, CT

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4. [Re: Intervention Program K-5](#)

[Reply to Sender](#)



Nov 26, 2019 7:29 AM
[Abbe Kellner](#)

Hi Robin,
Our district also recently adopted Bridges. I like that it focuses on the conceptual understanding of the major standards. We also had amazing PD along with it.

Abbe Kellner
Rockville Centre NY

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[Flag as Inappropriate](#)

Original Message:
Sent: 11-22-2019 09:02
From: Robin Brawer
Subject: Intervention Program K-5

As a school, we have been searching for a mathematics intervention program that could support students who are struggling with core instruction. Ideally, we would prefer a web-based adaptive program, but are open to any program that develops conceptual understanding. Here's a list of the programs we have started to research. If anyone has information about these or any others, please help us! It's difficult to wade through the sales pitches - we prefer hearing from authentic users. Thanks in advance for any information you can share.

Focus Math
Success Maker
Do the Math
Touch Math
Amplify mclass math
Georgia Numeracy Project

1512669733095_Screenshot

[top](#)

[previous](#)

5. [Re: Intervention Program K-5](#)

[Reply to Sender](#)



Nov 26, 2019 10:48 AM

[Shelley Nash](#)

We have been using ST Math with our intervention and special education. I cannot say enough good about it. Great support from the company, great training, wonderful program, very conceptual and very good at carefully going from concrete to symbolic slowly. Kids love it. Challenging too. The research on the effectiveness of the product is really positive as well. I'd check it out! STMath.com

Shelley Nash
Idaho Falls ID

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[Flag as Inappropriate](#)

Original Message:
Sent: 11-22-2019 09:02
From: Robin Brawer
Subject: Intervention Program K-5

As a school, we have been searching for a mathematics intervention program that could support students who are struggling with core instruction. Ideally, we would prefer a web-based adaptive program, but are open to any program that develops conceptual understanding. Here's a list of the programs we have started to research. If anyone has information about these or any others, please help us! It's difficult to wade through the sales pitches - we prefer hearing from authentic users. Thanks in advance for any information you can share.

Focus Math
Success Maker
Do the Math
Touch Math
Amplify mclass math
Georgia Numeracy Project

1512669733095_Screenshot



community discussion, go to [Unsubscribe](#).

From: [Terrell Savage](#)
To: [William J. Barnes](#)
Cc: [Janice J. Yetter](#)
Subject: Re: Thank you!
Date: Wednesday, November 27, 2019 2:50:23 AM

Pardon grammatical errors. Sent using iPhone.

On Nov 21, 2019, at 10:42 AM, William J. Barnes <William_Barnes@hcpss.org> wrote:

I want to take a minute to thank you for being part of our meeting today. It is helpful for me to hear your descriptions of programs and priorities. The meetings are also important for keeping us all together in the problem-solving spaces. And, I recognize that you have had some version of that conversation with some of those same people before. They are highly active, highly engaged, and sometime highly disruptive stakeholders ()... giving our time is important and, with the OBRC co-chair in the room, could help us down the road.

No doubt! We love to meet like that because sharing what is happening (or not) helps get an accurate message out.

Here are three ideas that I captured. Give each either a “we should do that soon”, “we should do that later”, or “we should not do that ever.”

- For paraeducators – Barb (and others) continue to bring up our need to demand higher levels of education and training for these staff. Could we develop a Special Education Para-1 and Special Education Para-2 job description with one designated for staff with degrees or formal training in special education...maybe differentiate pay? This may be a way to meet in the middle. I worry that we will not have the pool of candidates if we made the education requirements too high.

We should do this now. Job descriptions are currently being drafted. I have same concern about candidate pool. Maybe talk to Dave and Nicole about their schedules for us. I’m not sure how this impacts the work up to this point. We have several job descriptions being updated and many in the list to get to.

-
- For general educators – Do we think we need to develop some SafeSchools module whose flavor is a “refresher” or “the least you need to know” for all staff?

We should do this later. Needs to flow from handbook revisions underway. Kelly is working on this. You should know my SMIL conversation led to SMIL saying same thing for admin... what annual training should they carve out time for annually?

-
- For community member – Heidi mentioned something intriguing. How might we engage community stakeholders who are professionals, have skills, and might be used to develop grant proposals. Would you like me to take a stab at building that model? Feels like a perfect project for a team from *Leaders in Action*. We could prepare recommendations for your review. Thoughts?

We should do this now, but make it broader for a Division win. Kelly has been great about looking for grants and I can share how she does that for us. She'll read things and provide nuts and bolts. I give her key words to search. Capacity to then write is an issue...matter of timing. We CANNOT write during discretionary grant season with MSDE. Support in some creative way would be great for the system. You'd wanna contain this a bit though because drivers we see as staff may be very different than priorities of some writers. We'd definitely need impartial help who would take on the clear role of writing the content provide that's could be generated by a stakeholder group of course. I'd be interested in hearing about best models. Most grants we find do give us plenty of time to pull in voices and ideas. Trick will be making sure norms guide us with how we make final decisions on how dollars should be directed. I can probably explain this better verbally.

I never want you to think that I think that these ideas are greater than your well-developed, well-thought out, vision. You are the most strategic leaders on our team. But, you have limited bandwidth and, when I propose the things above, I am thinking about how I might lead the work under your direction. I'm not directing any action...just offering. (I could also provide that same offer for something that is more pressing from your list)

We understand. We love the ideas. Most go on a list because there are more pressing things - important for other active voices (e.g., regional program refinements, behavioral supports, solid first instruction and clear intervention paths, emergency plan guidance) I bet you know each of these engaged voices

Priority need for us and the Division is critical work needed in prevention/pre-referral space. This is true for all areas- academics (reading), behavior (rising needs of K-2 who have no IEP), social-emotional (mental well being supports to respond to childhood trauma) to state a few.

Thanks again for your time. You are both so busy and I don't take that time for granted.

No worries. Much of the sharing aligns with things in motion or on radar. Difficulty is always getting the time and space to communicate about it.

You could help us move the website team along. Love Matt and his collaboration but I think they are swamped. Updating our school team support areas of the website are easy wins as well ...we need to communicate through what we make available. I've had many meetings about the 3 things I was hoping for ...parent space, access and resources, 504 and IEP... I took this work into the Advisory when the website wasn't moving as fast as I want it too. We have pieces developed just waiting for the platform to load it onto. Things done in this area:

- Meeting with Brian Bassett (I can share the form/strategy we co-developed back then)
- Multiple meetings with Matt to keep that going
- Had him come to Full Staff at beginning of last year to discuss; addressed some low hanging fruit but we haven't gotten to the big work
- Another meeting that included Caroline
- I've planned to address again soon so I know who is leading ... I know they lost a person and were swamped

I considered using our grant funds to hire our own temp webmaster. We need it to be built with Brian's team leading.

I'll be in soon so we chat more if you're around. Pardon errors, not rereading.

Bill

Bill Barnes
Chief Academic Officer – Howard County Public School System
410-313-6688
@billjbarnes
<image001.jpg>

From: [Terrell Savage](#)
To: [Mark Blom](#)
Cc: [William J. Barnes](#)
Subject: Fwd: Request for Additional Information
Date: Wednesday, November 27, 2019 1:09:48 PM
Attachments: [Request for Records & Release Form.pdf](#)
[ATT00001.htm](#)

Is there something more you've followed up on since Mrs. Krupiarz's email below? Wondering if that could be why I haven't seen a response/consent form. I don't have additional information outside of what was done as part of the investigation. Happy to share that with the [REDACTED] but Mrs. Krupiarz was the requestor. I'm asking for our consent form to be completed unless you tell me otherwise. [REDACTED]

[REDACTED] Thanks!

Pardon grammatical errors. Sent using iPhone.

Begin forwarded message:

From: Terrell Savage <Terrell_Savage@hcpss.org>
Date: November 27, 2019 at 1:05:08 PM EST
To: [REDACTED]
Subject: Fwd: Request for Additional Information

Hello [REDACTED]

I am just circling back to see if you received my email below. Please let me know how best to assist if needed and if you have any questions. I'll recheck my email box to be sure I've not missed it as well.

[REDACTED]

Have a wonderful Thanksgiving! I look forward to hearing from you.

Respectfully,

Terri Savage, Ed.D.

Pardon grammatical errors. Sent using iPhone.

Begin forwarded message:

From: Terrell Savage <Terrell_Savage@hcpss.org>
Date: November 19, 2019 at 9:44:27 PM EST
To: Barbara Krupiarz -GOC- <barbara.krupiarz1@maryland.gov>,

[REDACTED]
Cc: Mark Blom <Mark_Blom@hcpss.org>, "William J. Barnes" <William_Barnes@hcpss.org>
Subject: Request for Additional Information

Dear Mrs. Krupiarz,

Thank you for contacting me on behalf of the [REDACTED] family. I appreciate you including the email from [REDACTED] and am also including the HCPSS consent form here for review and completion.

Following up on this portion of your email for now,

I have been contacted by [REDACTED] who has requested assistance related to [REDACTED]

[REDACTED] (See his release below). I previously wrote to Mr. Blom who provided some information to better understand [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

I would like to close the loop with Mr. Blom since I'm reading he has been in touch. I will speak with him as soon as possible to determine what else is needed from me to assist everyone. In the meantime, feel free to scan and email the consent form back to me to expedite any next steps for our follow up.

[REDACTED]

Allow me to use this space to greet you this evening as

well. As always, I am happy to speak with you and Mrs. Krupriarz to address all requests/needs that I can.

Respectfully,

Terri Savage, Ed.D.
Executive Director
Department of Special Education
10910 Clarksville Pike, Ellicott City, MD 21042
(410) 313-6659 office