

Citizen's Advisory Committee Meeting Minutes
April 27, 2026
Calvert County Board of Education

Members Attended:

Margot Densing
Danielle Higginbotham
Felicia Sorrells
Charlotte Ramage-White
Sara Craven
Kris Nicely
Terrance Jones
Mariam Canning
Christine Schrumpf
Stephanie Diehl
Libby Wilson
Jason Kitchens

Board Members

Melissa Goshorn
Paul Harrison
Allison Jones (Student Member of the Board)

C.C.P.S. Staff

Karen Maxey
Susan Johnson, COO
Suzanne McGowan, Student Services Supervisor
Jackie Jacobs, CAO
Scott McComb, Director of System and Instructional Performance
Kendy Anderson, Director of Special Education
Cecilia Lewis, Director of Student Services

Presenters

See above C.C.P.S. staff.

Call to Order

Ms. Densing called the meeting to order at 6:05pm; prior meeting minutes were approved.

Presentations

- C.C.P.S. staff began a presentation on the Multi-Tiered System of Supports (MTSS) provided to students within the school system, which are based on an academic, social-emotional, and behavioral foundation. The focus of these supports are on early identification of existing or potential issues—not a diagnosis or indicative of special education enrollment—and this identification is currently made possible by the use of universal screeners, or tested metrics that support the whole child and a robust skill set.
- MTSS is made up of the following tiers: Tier 1, which is provided to all students as a means of effective teaching and classroom management; Tier 2, which is provided to students who do not respond positively to initial instruction and which serves as the initial means of intervention, and Tier 3, which provides individualized, targeted instruction to students of greatest need in addition to the standard curriculum. The academic aspect of MTSS focuses primarily on the core subjects of math and reading; social-emotional supports focus on a student's sense of belonging within the school and overall wellbeing, and the behavioral foundation focuses on accountability, clear expectations, and emotional regulation and management. The plans created within MTSS are carried out by teachers as well as support staff, such as the school counselor, etc.
- Universal screeners, or the tests given to students to assess the targeted rate of need for MTSS, are given to all students thrice yearly to identify academic or behavioral risks as early as possible and inform staff of best Tier 1 practices within an individual school. Universal screeners are not meant to diagnose or place students within certain classes; rather, their function is meant to be proactive as opposed to reactive and aligns with the Maryland Blueprint pillars 3 and 4 in an effort to ensure college and career readiness by 10th grade.
- Mr. McComb then began a presentation on the Panorama Platform, which serves as the collective data hub for universal screeners. He explained that Panorama is a tool to identify students within a full range of ability, and collect data to monitor progress or possible areas of struggle. It is a comprehensive, secure platform for many data streams, meant to simplify collated data for teachers and administer to most effectively address in their classrooms. It provides real-time, actionable measures to prevent an individual student or collective student body from escalating to a Tier 2 or Tier 3 need, and helps discern if interventions are effective or, adversely, need to be course-corrected. Other universal screeners currently in use are MAP NWEA and i-Ready, whose results can be streamlined through Panorama to best provide a fully comprehensive picture of both the individual student and school-wide areas of need and improvement.

- Ms. McGowan presented on the use of universal screeners to meet the social-emotional foundation of MTSS, which focuses on student competency and well-being metrics. These include school climate surveys, in which students have consistently reported positive interactions with teachers, but not with peers. Behaviors such as disruption, class-cutting, and disrespect are CCPS' main discipline reports at this time. By using Panorama data to identify weak skills such as bullying, such as where it happens and its rate of reporting over time, CCPS can focus on academic and social belonging through cross-departmental efforts. Students are not required to answer screener questions if they are uncomfortable doing so, and parents are always notified when interventions on the academic, social-emotional, or behavioral foundations are suggested.

Conclusion/Meeting Adjourn

The meeting was concluded with an opportunity to ask questions of the board members present, Ms. Goshorn and Mr. Harrison. Concerns about the usage of AI and data security with the sensitive information collected by universal screeners were raised, and answered with the assurance that all protective measures of sensitive information are currently in practice. The group briefly discussed the recent board meeting in which new grading policies were detailed, with helpful insight from the student member of the board. Committee members were encouraged to forward any further questions or comments to Ms. Maxey and the other speakers.

Minutes respectfully submitted by Secretary Kristina Nicely.