

My name is Brian Donlon. Currently, I am a Social Studies Teacher at Richard Montgomery High School in Rockville, Maryland. I have been in an MCPS classroom for twenty-six years and was awarded National Board Certification in 2003. On March 20, 2019, I reported to my school administration that students were being provided with inappropriate assistance during the completion of Bridge Projects at my school. When presented with the adult-developed template (the top page of your packet), the Assistant Principal at my school (who also serves as test coordinator) immediately attempted to talk me out of reporting these violations by saying, **“These are just sentence starters. This isn’t a big deal, these are used all over MCPS.”** Several months later on October 11, the same Assistant Principal and School Test Coordinator said, **“This template was most likely handed out at a Social Studies Department Chair Meeting.”** I cannot confirm if her statements are accurate or whether it is the case that systemic cheating on Bridge Projects is occurring across Montgomery County Public Schools, but neither can MCPS or MSDE because they have refused to investigate. Please take note of the emails in the back of your packet, this choice not to investigate has lasted eight and a half months since my initial report and multiple follow-ups. I would later learn that my school administration did not even contact the MCPS Testing Office. This is the complete opposite of what mandatory trainings instruct MCPS staff to do. I ask you to take a minute to look at

the summary and timeline at the front of your packet. Email correspondence shows a pattern of evasion by MCPS. It appears that the MCPS Testing Office is unwilling to investigate cheating on State Assessments and that MCPS takes the approach that if they don't investigate they can claim they don't know. As a parent, with two elementary age students in MCPS, this is unacceptable. To summarize, my school failed to report these violations and investigate. MCPS failed to investigate these violations. MSDE has yet to demonstrate any investigative actions and says they plan to look into this matter in January 2020 (more than eight months after I first contacted them). School systems and individual schools want to claim strong graduation rates, but unfortunately, they will engage in unethical activities to achieve these stats. Teachers in Maryland high schools discuss this on a daily basis. Chronic absenteeism is increasing while course grades are inflating. Teachers are constantly under pressure to accept extremely late assignments from chronically absent students. Credit Recovery Programs provide chronically absent students immediate course credit for a few short hours of work on an online program. Such actions promote a culture of low expectations for our students, are misleading to parents, and overall, violate the public trust. I strongly encourage the State Board to move for an independent investigation of this matter. Thank you.

12-1-2019

From: Josh Mazer, Annapolis, Maryland

To: Maryland State Board of Education Board Members

RE: State Senator Clarence Lam MD and MD DHMM involved in “systematic preparations” to mandate Merck’s HPV vaccine as school entry requirement.

MD DMHH Sponsored HPV Vaccine Symposium Ten Oaks Conference Center March 2018:

2:30 – 2:45

Closing Remarks

Clarence Lam, MD, MPH, State Delegate, Maryland General Assembly

- Another tool that we would like to utilize is mandating HPV vaccination as a school requirement.
- Maryland wants to be in the forefront, joining just a few other states by implementing an HPV vaccination requirement for school.
- We understand some systematic preparations are needed to ensure this will be successful.
- This will take some time but the MDH would like to move forward with this in next 1-2 years.
- Stay tuned as the MDH will look to you and your colleagues to help as we move forward.



MARYLAND Department of Health

Larry Hogan, Governor · Boyd K. Rutherford, Lt. Governor · Robert R. Neall, Secretary

June 20, 2019

funding from Merck or any other vaccine manufacturers for research of vaccines. Numerous studies have shown that the HPV vaccine is highly effective at preventing HPV related cancers. Clinical trials have shown that HPV vaccines provide close to 100% protection against cervical pre-cancers and genital warts. Since its introduction in 2006, there has been a significant reduction in vaccine type HPV infections among teen girls in the United States. In other countries like Australia where vaccine rates are higher than in the US, larger decreases in HPV associated outcomes have been observed.

Sincerely,

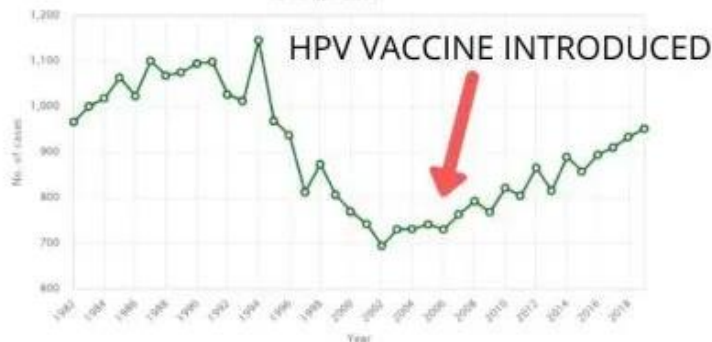
David Blythe, MD, MPH

Bureau Director, Infectious Disease Epidemiology &

Cervical Cancer in Australia

Incidence, by sex, 1982 to 2019

Cancer type: Cervix



Displayed graph groupings

Populations group can be toggled on or off by clicking on the respective names below.

Males

Females

Persons

©2019 Cancer Australia, NCIS

Filter graph by:

Select the type of variable in order to filter the graph dimensions

Cancer type

Cervix

Notes

• Data sourced from AIHW ACIM books (for 1982 to 2015) and Cancer In Australia 2019 - Supplementary data tables (for 2016 to 2019 estimates).

The Vaccine and Related Biological Products Advisory Committee noted as early as 2006 that the HPV vaccine can increase the risk of cervical lesions and cancer:

44.6% Greater Likelihood of Cervical Lesions in Vaccinated Cohorts: VARBPAC Report:

- 1. Evaluation of the potential of Gardasil™ to enhance cervical disease in subjects who had evidence of persistent infection with vaccine-relevant HPV types prior to vaccination.**

The results of exploratory subgroup analyses for study 013 suggested a concern that subjects who were seropositive and PCR-positive for the vaccine-relevant HPV types had a greater number of CIN 2/3 or worse cases as demonstrated in the following table:

Table 17. Study 013: Applicant’s analysis of efficacy against vaccine-relevant HPV types CIN 2/3 or worse among subjects who were PCR positive and seropositive for relevant HPV types at day 1. [From original BLA, study 013 CSR, Table 11-88, p. 636]

Endpoint	Gardasil™ N=2717				Placebo N=2725				Observed Efficacy	95% CI
	N (subgroup)	Number of cases	PY at risk	Incidence Rate per 100 person years at risk	N (subgroup)	Number of cases	PY at risk	Incidence Rate per 100 person years at risk		
HPV 6/11/16/18 CIN 2/3 or worse	156	31	278.9	11.1	137	19	247.1	7.7	-44.6%	<0.0, 8.5%

“there is compelling evidence that the vaccine lacks therapeutic efficacy among women who have had prior exposure to HPV and have not cleared previous infection (PCR positive and seropositive), which represented approximately 6% of the overall study populations.”

Incentives to medical practices are may be allowable. Incentives to physicians for sales of drugs or biologics are generally prohibited or illegal. This slide presented at MD DMHH March 2018 Ten Oaks Conference Center, Maryland:

Physician Incentives

- Competition 
- Wine 
- Quality Bonus Structure 

More information:

<https://www.eyeonannapolis.net/2019/11/opinion-hpv-vaccine-incentive-payments-need-to-stop/>



MHEC

Creating a state of achievement

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James D. Fielder, Jr., Ph. D.
Secretary

December 3, 2019

Karen B. Salmon, Ph. D.
State Superintendent of Schools
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Brigadier General Warner I. Sumpter (Ret.)
President
Maryland State Board of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear President Sumpter and Superintendent Salmon:

First, thank you for your October 16th response letter that addressed part of the concerns raised by the Maryland Higher Education Commission (MHEC) in previous communications. As stated in your letter there are definitional and departmental responsibilities that still need to be further delineated and resolved. State law stipulates that MHEC is responsible for Maryland's higher education academic program approvals, including teacher education programs. The Maryland State Department of Education is responsible for the K-12 system including teacher certification.

Thank you for this opportunity today to provide public comment on the proposed regulations, which have direct impact on the higher education community. This community encompasses the eleven public University System of Maryland institutions (USM), the fifteen Maryland Independent Colleges and Universities (MICUA), Morgan State University (MSU) and St. Mary's College plus the Maryland Association of Community Colleges (MACC), which represents sixteen two-year institutions. Combined, these institutions enroll over 350,000 students and annually award over 75,000 degrees.

The work that you have undertaken is essential for the continued success of our state, both economically and civically. An educated and engaged citizenry is dependent on the framework of a solid education at all levels. Within this framework, the need to improve the recruitment, education, and retention of outstanding professional teachers is emphasized.

According to Dr. Jennifer Rice, Dean for the College of Education at the University of Maryland College Park, the number of educator preparation program completers has continued a sharp decline within the State of Maryland. The national teacher preparation data also documents the continued decrease. These conflicting facts of increasing need and decreasing

MARYLAND HIGHER EDUCATION COMMISSION

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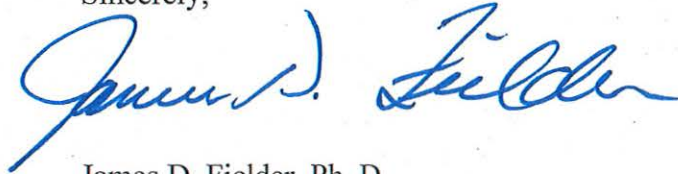
student enrollment emphasizes the need for these proposed changes in the 'Professionally Certificated Personnel' teaching certificates to provide a strong foundation to reverse the current exodus from the teaching profession.

The State Board has undertaken the tremendous task of heavy lifting in order to present these proposed regulations. It is always the most difficult first step to reduce to writing a proposal that faces the external pressures and critics, so I applaud your efforts regarding what has been accomplished to date. Now is the opportunity for the next step. The State Board has already received both verbal and written recommendations on what remains to be addressed or amended in these proposed regulations.

I recommend and encourage the State Board to recognize the world class leaders that we have in higher education and to draw upon their expertise in a partnership that is the essential element necessary for the successful completion of this task.

I cannot underscore enough how important it is to collaborate and I strongly urge you to engage in a cooperative effort with the higher education stakeholders to further revise the proposed regulations.

Sincerely,



James D. Fielder, Ph. D.
Secretary

Maryland State Board of Education

December 3, 2019

Professional Standards and Teacher Education Board comment

Good morning, President Sumpter and members of the Board,

Thank you for providing this opportunity to speak on behalf of the Professional Standards Board, in my capacity as President. I'm Christopher Lloyd, a National Board Certified Teacher in Career and Technology Education, and have the high honor and privilege of teaching young scholars in Montgomery County Public Schools.

As you know, the Professional Standards Board is composed of representatives for superintendents, Boards of Education, higher education, and teachers. It represents a wide diversity of education experts and practitioners who are engaged in the work of education each and every day. We care deeply about the learning of all children entrusted to our care, and we recognize the urgency represented in the face of each and every child.

One of the things we know as educators is that it is always preferable to enlist young scholars in their learning, rather than mandate compliance. For enlisting brings investment, and when people are invested, good becomes great, and temporary becomes sustained. And that dynamic is applicable today in our collective work.

In its efforts, the Kirwan Commission heard multiple times from educational and political leaders in Massachusetts, about how that state worked to create a "grand bargain" in its educational reform efforts. Like our Commission, the State of Massachusetts used a theory of action that investment of all stakeholders was critical to producing long-term results. There is no doubt the state could have unilaterally enacted a variety of reforms based upon a compliance model, but systems thinkers such as Peter Senge and Peter Drucker have demonstrated that such moves are not nearly as impactful as ones that invest all parties.

This theory of action is a significant consideration in this work. Policy and regulation stem from a point of view we hold about those who stand in the company of children. We can believe that educators are content with the status quo, and that change must therefore be imposed upon them for reform to take root. We could acknowledge, as Senge often writes, that people do not fail in as much as systems fail.

Our Board does not subscribe to the belief that people who have spent their lives in the service of children are content with the status quo. Social justice demands we do better. And our theory of action is that when we reform systems, the most

effective way to do it is to create investment among all stakeholders – to create a “grand bargain” that we can sustain.

We agree with the DLS analysis of how the proposed Educator Licensure regulations align with the Kirwan Commission’s recommendations, and its why we as Board moved to you, regulatory language seeking to incorporate language we believe to be more consistent. The regulations we enact now will likely not have a time horizon of decades. We will have to revisit them on a regular and ongoing basis. We acknowledge the balance of trying to raise educator standards, while investing more resources, and seeking to fundamentally change the profession. Where we are situated, with an anemic pipeline for new teachers, we need to navigate how we simultaneously raise standards, reform a profession, and invest resources – all the while not cutting off a supply of teachers, while being true to the Commission’s recommendations. This is complex and nuanced work, we believe best accomplished collaboratively between our two Boards.

In addition, there is no doubt educator preparation programs need to be robust and vigorous to be successful. But if we don’t invest our higher education partners in this work, we are building a compliance model. I would suggest that attending to change theory is significant to the success of the work before us. We agree with the Kirwan Commission’s action at its last meeting to convene a group of higher education partners for the purpose of urgently writing regulatory language that builds investment, centered on the Commission’s recommendations.

In both of these instances, teacher licensure and teacher preparation programs, the Professional Standards Board has the necessary stakeholders by statute to build such workgroups. I understand our two Boards do not agree on every item, and that historically, we’ve had periods of collaboration and of robust disagreement and action. But we believe it is better to do this work here, together, rather than have legislative mandates make us all compliant in the end.

We ask that we come together quickly in a conference committee, which will meet regularly and seek to build investment so that we can efficiently, and with investment, pass regulations for the benefit of children. This is challenging work, and we need to assume honorable intent of each other to make headway. President Sumpter, I thank you for this invitation, and on behalf of our Board I likewise extend an invitation to you to speak at an upcoming PSTEB meeting. I believe the relationships we build are critical to understanding, and to our success.