

MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday
September 19, 2017
Maryland State Board of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

The Maryland State Board of Education met in regular session on Tuesday, September 19, 2017 at 9:00 a.m. at the Nancy S. Grasmick State Education Building. The following members were in attendance: Mr. Andrew R. Smarick, President; Dr. Chester E. Finn, Jr., Vice President; Dr. Michele Jenkins Guyton; Dr. Justin M. Hartings; Ms. Stephanie R. Iszard; Dr. Rose Maria Li; Mr. Michael D. Phillips; Dr. David Steiner; Mr. Kyle J. Smith, student Board member; and Dr. Karen B. Salmon, State Superintendent of Schools. Dr. Irene M. Zoppi Rodriguez was not in attendance.

The following staff members were present: Elizabeth Kameen, Esq., Assistant Attorney General; Dr. Carol Williamson, Deputy State Superintendent, Office of Teaching and Learning; Dr. Miya T. Simpson, Executive Director, Office of the State Board; Kristy Michel, Deputy State Superintendent, Office of Finance and Administration; and Dr. Sylvia Lawson, Deputy State Superintendent, Office of School Effectiveness.

President Smarick called the meeting to order and opened with the Pledge of Allegiance.

President Smarick welcomed members and staff of the Maryland Association of Boards of Education (MABE) and other guests.

CONSENT AGENDA

- Approval of Minutes for August 22, 2017
- Personnel
- Budget Adjustments for August, 2017

Mr. Smith asked whether the budget items are made public in response to questions that have been raised by his student peers. Ms. Michel explained that the budget items are made public once introduced by the Governor in January and made public again once the General Assembly approves it.

Dr. Li and Dr. Hartings noted typographical errors on page 7 of the minutes. Dr. Simpson will amend the final minutes.

ACTION: Upon motion by Dr. Steiner and second by Ms. Iszard, and with unanimous agreement, the Board approved the Consent Agenda. (In Favor: 8; opposed: 0; abstained: 0. Dr. Guyton had not arrived).

TASK FORCE ON RESTRAINT AND SECLUSION (SB 786)

(Presenters: Ms. Mary Gable, Assistant State Superintendent, Division of Student, Family, and School Support; Dr. Deborah Nelson, MSDE Section Chief, School Safety and Climate)

Before introducing the presenters, State Superintendent Salmon expressed her appreciation to the Task Force for their work. She also that she does not agree with all of the recommendations outlined in the report and expressed specific concerns about removing anything from a students Individualized Education Program (IEP) that is prescriptive, based on her experiences and observations as an educator. Dr. Salmon emphasized the need for further discussion before any final actions are taken on the committee's recommendation(s).

Ms. Gable and Dr. Nelson presented an overview of the report prepared by the Task Force on Restraint and Seclusion, which was established by Senate Bill 786. The legislation requires the Maryland State Department of Education (MSDE) to convene a Task Force to consider the following:

- 1) The circumstances under which, and the schools or types of schools in which, restraint and seclusion shall be prohibited;
- 2) Contraindications for restraint and seclusion and who may authorize restraint and seclusion;
- 3) Definitions of "positive behavioral supports" and "behavior interventions and strategies plan," and "trauma informed interventions;"
- 4) Training requirements for school staff regarding behavioral interventions;
- 5) Minimum requirements for policies and procedures to be developed by local school systems, state operated programs, and nonpublic schools; and
- 6) Standards for monitoring compliance by local school systems, State operated programs and nonpublic schools.

Members of the Task Force include representatives of local school systems, members of the advocacy community, representatives from non-public special education facilities, individuals with clinical expertise, a member of the Maryland State Senate, and a member of the Maryland House of Delegates.

The Task Force reached two overarching conclusions as it pertains to COMAR 13A.08.04 Student Behavior Interventions: 1) that the current regulatory framework should be maintained, except in those areas where specific revisions have been recommended; and 2) that while some areas require regulatory enhancement, others can be addressed through additional guidance from the MSDE.

The following recommendations were presented:

- Physical restraint and seclusion should be prohibited unless necessary to protect a student or others from imminent, serious harm after less intrusive interventions have failed. This would eliminate language generally allowing inclusion on an Individualized Education Program (IEP) or Behavior Intervention Plan (BIP), in order to avoid over use of these crisis-oriented responses.
- Student Support Teams and IEP teams should consider options, contraindications, and trauma history with appropriate school-based clinical staff and clinicians when there is a need to plan ahead.
- A definition for "trauma-informed interventions" should be included in COMAR and added to required training topics.

- Restraint and seclusion should only be used by designated school personnel, appropriately trained.
- At least two staff (an administrator or designee and a school-based clinician or other clinical staff) should observe seclusion events.
- Seclusion doors and locks should be designed so that the lock only engages when held in place by a person, and the lock automatically releases when the fire alarm system is activated.
- Monitoring and compliance should be addressed through MSDE guidance and by implementing the reporting requirements in SB 786.

The full report can be accessed at:

<http://www.marylandpublicschools.org/stateboard/Documents/09192017/TabD-RestraintandSeclusion.pdf>

ACTION: None. For information and discussion only.

MASTER PLAN STAKEHOLDER WORK GROUP REPORT (HB 999)

(Presenter: Dr. Dara Shaw, Director of Research)

Information was presented regarding the work of the Master Plan Workgroup authorized by HB 999. The Bridge to Excellence in Public Schools Act of 2002 (Section 5-401 of the Education Article, Annotated Code of Maryland) requires each Local Education Agency (LEA) to develop, adopt, and implement a comprehensive master plan to address student performance. Initial plans were submitted by LEAs on October 1, 2003 and updates have been submitted each year to the MSDE for review and approval. The master plan includes a detailed summary of how the local boards current year budget and increases in expenditures over the prior year are consistent with goals, objectives, and strategies.

The Master Plan Workgroup was formed in January 2017 and held five meetings between January and August to review existing master plan requirements, local strategic plans, requirements of ESSA, student achievement data timelines, and local budget cycles, and to explore possible digital solutions to completing local master plans. Based on this comprehensive review, the Workgroup reached consensus on the following recommendations for the MSDE:

- *Recommendation 1:* Consider components of future comprehensive master plans to mirror the reporting requirements for the ESSA Local Consolidated Plan, and that the plan should be forward facing to provide a view of the upcoming school year.
- *Recommendation 2:* Consider future comprehensive master plans to include components of LEAs' strategic plan (e.g. goals, objectives, strategies, timelines, progress monitoring, etc.).
- *Recommendation 3:* Consider revising the annual submission date of October 15th to a January or February submission date.

Additional recommendations related to digital format and periodic updates for future master plans include:

- *Recommendation 1:* Consider developing a master plan digital reporting portal to be added on the Department's website, as appropriate.
- *Recommendation 2:* Consider a digital reporting portal that will include the ability for LEAs to upload strategic plans, Title programs and State grant applications, and additional documents to support the narrative.

Board members discussed the need for better alignment and accountability in the Master Plan, noting that it is a burdensome process that is not tied to funding and does not hold LEAs accountable.

The full report can be accessed at:

<http://www.marylandpublicschools.org/stateboard/Documents/09192017/TabE-MasterPlanReport.pdf>

ACTION: None. For information and discussion only.

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) ANALYSIS

(Presenter: Dr. Dara Shaw, Director of Research)

An overview of 2017 PARCC results in response to a previous request from the State Board. Information presented included: math percent proficient by grade level, change in performance levels, percent proficient and trends by LEA, and achievement gaps and trends.

Board members expressed concerns regarding the achievement gaps and the discrepancies among LEAs. Additional information was requested regarding disaggregation of data on Free and Reduced Meals (FARMS) students and examining SGP on the "y" axis (instead of proficiency, as presented) for FARMS to see what schools are making average and extraordinary progress.

Dr. Salmon highlighted the need for greater focus on PreK-3/Early Childhood Education and being more strategic in how it is supported. She also shared next steps to include gathering and analyzing cohort data, examining performance in early years and decreases that start between grades 3 and 8, identifying what high performing schools are doing, identifying and sharing best practices, and making data available to the public.

ACTION: None. For information and discussion only.

GRADUATION REQUIREMENTS AND RELATED MATTERS

(Presenters: Dr. Carol Williamson, Chief Academic Officer and Dr. Doug Strader, Director, Planning and Assessment)

A request for permission to publish amendments pertaining to COMAR 13A.03.02 *Graduation Requirements for Public High Schools in Maryland*. The proposed amendments include updates

that replace the science assessment for HSA Biology and clarify language throughout, as well as remove cut scores from the regulation document. Prior to the last revision, cut scores had not been a part of COMAR but rather a Board policy action. Removing the scores from the regulation will allow the Board to make changes to and approve cut scores without going through the promulgation process.

ACTION: Upon motion by Dr. Guyton with a second by Dr. Hartings, the State Board granted permission to publish proposed amendments to COMAR 13A.03.02 Graduation Requirements. (In favor: 9; Opposed:0; Abstained: 0)

Dr. Williamson and Dr. Strader also presented MSDE's Graduation Assessment Passing Score Recommendation to set 725 as the passing score for English Language Arts 10 and Algebra I, and to continue to study student performance to inform possible future adjustments. Dr. Strader noted that this is the start of the second phase and explained the policy action needed from the State Board to define the final cut scores to be met. Dr. Strader described the timeline, process, and previous Board discussions that led to establishing the 725 score. He explained that in Spring 2016, the State Board agreed to set the initial passing score at PARCC performance level 3 as a starting point, which indicates *approaching expectations*. This was based on the recommendation by the Maryland Assessment Research Center (MARC), who was contracted to perform a comparability analysis between PARCC and the sunset HSA program. The State Board approved performance level 3 as the starting point; however, Dr. Strader noted that the Board indicated that they wished to reflect the vision of ultimately aligning the requirement with performance level 4, to be achieved through incremental increases of 8 points per year (with the exception of the final year which would increase by 9 points). The State Board agreed to revisit this at a later date when more data were available, which is reflected in the information and recommendations being presented at this time.

Some Board members expressed concerns that the proposed 725 is below the score of 733, which was expected to be the cut score for this year (based on the first 8 point increase). Board members also discussed moving to a cohort system/model and requested that the MSDE examine the implications of this.

Dr. Strader said he could bring back to the Board in October examples of the cohort approach and models for how that might look and more data regarding the impact of the 725 and 733 cut scores and passing rates for students.

Dr. Salmon asked Liz to look at the legal ramifications of changing the passing score from what has been previously established and publicized.

The State Board will review the comments received on COMAR 13A.03.02 and take action during the December meeting.

EXECUTIVE SESSION

Pursuant to § 3-305(b)(1)&(7) of the General Provisions Article, Annotated Code of Maryland, and upon motion of Dr. Steiner, seconded by Mr. Phillips and with unanimous agreement (9), the Maryland State Board of Education met in closed session on Tuesday, September 19, 2017 in

Conference Room #1, 8th Floor, at the Nancy S. Grasmick Building. All board members were present except Dr. Irene Zoppi Rodriguez. In attendance were Dr. Karen Salmon, State Superintendent of Schools, Dr. Sylvia Lawson, Chief Performance Officer, Dr. Carol Williamson, Chief Academic Officer, Kristy Michel, Chief Operating Officer, Dr. Miya Simpson, Executive Director, Office of the State Board and Assistant Attorneys General, Elizabeth Kameen, Jackie La Fiandra and Derek Simmons. The Executive Session commenced at 12:20 p.m.

At that time, the State Board approved six Opinions and one Order for publication.

- *Jacqueline Banks – Jones v. Baltimore City Board of School Commissioners* – request for reconsideration – Opin. No. 17-32
- *Robin Bingham v. Baltimore City Board of School Commissioners* – ineffective rating – Opin. No. 17-33
- *John and Jennifer G. v. Howard County Board of Education* – residency – Opin. No. 17-34
- *Sherrie H. v. Carroll County Board of Education* – grade dispute – Opin. No. 17-35
- *Deborah and Jeffrey K. v. Montgomery County Board of Education* – early K entry – Opin. No. 17-36
- *Desiree Mayes v. Prince George’s County Board of Education* – guidance counselor termination – Opin. No. 17-37
- *Jatin W. v. Montgomery County Board of Education* – residency – Order No. OR17-14

Ms. Kameen provided legal advice to the Board concerning the Superintendent’s salary. President Smarick commented that a draft contract was sent to the Superintendent for review and discussion with the Board in October.

The Board discussed possible Departmental legislation for submission to the Governor.

Kristy Michel presented the FY 2019 Budget Estimates and Requests.

Dr. Salmon distributed the embargoed SAT data for the State.

The Executive Session ended at 1:12 p.m.

RECONVENE

The Board reconvened in public session at 1:25 p.m.

GRADUATION REQUIREMENTS AND RELATED MATTERS (Cont’d)

(Presenters: Dr. Carol Williamson, Chief Academic Officer and Dr. Doug Strader, Director, Planning and Assessment)

An overview of the Bridge Plan for Academic Validation, to include its purpose and structure, proposed revisions and related timelines, and trend data regarding the students who enroll in the Bridge Plan and use this option to satisfy graduation requirements. Dr. Williams explained that the Bridge Program was originally developed because the department recognized the need for an

alternative pathway for students who may not perform well on the HSA, which may be due to a variety of reasons (inability to meet the passing score, test anxiety, special needs, etc.)

Board members expressed concerns regarding the data on enrollment in Bridge programs (who and how many), how students are selected/approved to participate, the high percentage/concentration of students in certain districts and among students of color using this as an option to satisfy graduation requirements, and the rigor of the Bridge Project and alignment with college and career readiness.

Board members requested additional data on the Bridge Plan to include: examples of similar alternative options/projects used in other urban areas and the numbers/rates of students who graduate through this option; any significant increase in the passing rate of students who fail the assessment the first time then take Bridge and take the assessment a second time; the failure rate for the Bridge Plan, along with disaggregated student data; how passing Bridge equates to the standard assessment in terms of content and rigor; and what is happening in those districts with high percentages/rates of students utilizing the Bridge option. There was also brief discussion about putting a cap on the number of students who can utilize Bridge as an option.

TEACHER CERTIFICATION ASSESSMENTS

(Presenter: Sarah Spross, Assistant State Superintendent, Division of Educator Effectiveness)

A request for approval of the implementation of the qualifying score and effective date for the revised Educational Test Services (ETS) Praxis subject assessment for certification in the area of English to Speakers of Other Languages (ESOL), and to continue to use the Praxis subject assessment for certification in Early Childhood Education (5025) and Computer Science (5651) as follows:

<u>Test Code</u>	<u>Test Name</u>	<u>Qualifying</u>	<u>Score Scale</u>	<u>Effective Date</u>
5362	ESOL	155	100-200	9/1/2017
5025	Early Childhood Education	156	100-200	10/1/2015
5651	Computer Science	171	100-200	7/1/2016

ACTION: Upon motion by Dr. Hartings, with a second by Dr. Finn, the State Board approved the adoption of the recommended qualifying scores and effective dates for the revised ETS Praxis subject assessment for certification in ESOL, Early Childhood Education, and Computer Science for one year. (In favor: 8; Opposed: 1- Dr. Steiner; Abstained: 0)

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

(Presenters: Dr. Doug Strader, Director, Planning and Assessment)

Information and discussion of national and statewide NAEP exclusion rates and performance results for the 2003-2015 administrations, as well as the timing of the release of the 2017 NAEP administration results. The NAEP, also known as *The Nation's Report Card*, has served to provide reliable profiles of what students know and can do in key subject areas, to include

mathematics, reading, science, writing, the arts, civics, economics, geography, U.S. history, and technology and engineering literacy.

Discussion of Maryland's NAEP performance included a review of NAEP sampling procedure, Maryland's NAEP exclusion history, NAEP exclusion rates and performance, NAEP 2015 State comparisons, and the 2017 NAEP Results reporting timeline.

ACTION: None. For information and discussion only.

RECOGNITION OF EXCELLENCE IN GIFTED AND TALENTED EDUCATION (EGATE) SCHOOLS

(Presenter: Dr. Karen B. Salmon, State Superintendent of Schools)

Recognition of ten Maryland Public Schools designated as 2016 EGATE Schools. The MSDE and the State Advisory Council on Gifted and Talented Education initiated the EGATE School Awards Program to recognize schools that offer superior gifted and talented programs aligned with the objectives and criteria of the *Maryland Criteria for Excellence: Gifted and Talented Program Guidelines*. The Council annually welcomes applications from schools that serve high percentages of students traditionally underrepresented in advanced programs, including students who are culturally or linguistically diverse or living in poverty.

The 2016 EGATE Schools include: Crofton Elementary School, Piney Orchard Elementary School, Severna Park Elementary School, Cecil Elementary School, Mount Royal Elementary/Middle School, Thomas Jefferson Elementary/Middle School, Dr. James Craik Elementary School, William B. Wade Elementary School, Chevy Chase Elementary School, and Whitehall Elementary School.

RECOGNITION OF NATIONAL DISTINGUISHED PRINCIPAL'S AND ASSISTANT PRINCIPALS OF THE YEAR

(Presenters: Steve Hagenbuch, Executive Director, Maryland Association of Elementary School Principals and Scott Pflieger, Executive Director, Maryland Association of Secondary School Principals)

Recognition of individuals selected by the Maryland Association of Elementary School Principals (MAESP) and Maryland Association of Secondary School Principals (MASSP) as Principal and Assistant Principal of the Year.

MAESP's Principal of the Year is Dr. Michael Browne, Pocomoke Elementary School in Worcester County.

MAESP's Assistant Principal of the Year is Mrs. Lorie Barnes. Mrs. Barnes was formerly an Assistant Principal at Monarch Global Academy, a public charter school in Anne Arundel County, and is currently the Principal at Severna Park Elementary School.

MASSP's Middle School Principal of the Year is Mr. George Lindley, Arundel Middle School in Anne Arundel County.

MASSP's High School Principal of the Year is Ms. Sandra Reid, Pikesville High School in Baltimore County.

ACTION: None. For information and discussion only.

STATE SUPERINTENDENT'S REPORT

➤ **District Spotlight: St. Mary's County Public Schools – Academy of Global International Studies (Mr. James Scott Smith, Superintendent, St. Mary's County Public Schools)**

Overview of the Academy of Global International Studies program, which is designed to create globally minded students, assist them in developing communication and research skills that will prepare them for college, and encourage them to give back to their community. Students shared their experiences in the program and the required capstone projects they completed.

ACTION: None. For information and discussion only.

➤ **Overview of Office of Research and Strategic Data Use Overview**

Dr. Dara Shaw, Director of Research, presented an overview of the Office of Research and Strategic Data Use. The discussion focused on the MSDE's research agenda and how it would be executed, developing school system capacity to use data and conduct research, and the process for reviewing and making decisions regarding external data requests.

Board members expressed the need for an open, consistent, and objective process for evaluating requests for data that is not overly burdensome (one that encourages and not discourages requests.) Dr. Shaw explained that a committee will be established to review all proposals and that the process for requesting data is outlined on the MSDE website.

A board member asked how the Department would evaluate an outside research proposal for alignment with the MSDE research agenda. The board member asked specifically whether a proposal would have to be specific to MSDE, or whether a research proposal that would more broadly benefit the general body of education literature and research would also be considered to be aligned with the MSDE research agenda. Dr. Shaw responded that she believed the latter proposal would be consistent with the Office's mission and expectations.

ACTION: None. For information and discussion only.

➤ **Update on Audit of Prince George's County Public Schools**

An update on the Prince George's County Public Schools audit initiated at the request of Dr. Kevin Maxwell, Superintendent of Prince George's County Schools, in response to allegations of grade manipulation in order to alter/increase promotion and graduation rates. In July 2010, the MSDE issued a Request for Proposals (RFP). Five firms responded to the RFP and a notice to proceed was awarded to Alvarez and Marsal (A & M) on August 29, 2017. A & M is in the process of assessing the information available, scheduling interviews, and accessing the necessary data. A toll-free number (1-833-535-6103) and email address

(PGCPSSpecialReview@alvarezandmarsal.com) have also been set up for anyone who would like to provide information related to the audit. The final report is due on October 31, 2017.

ACTION: None. For information and discussion only.

➤ **Baltimore City Public Schools – Memorandum of Understanding (MOU)**
(Presenter: Dr. Carol Williamson, Chief Academic Officer)

Information and discussion of the MOU between the MSDE and Baltimore City Public Schools to provide customized support for low performing schools. The MOU outlines an agreement for targeted support for leadership development, instructional transformation, culture improvement, and essentials and evidence-based strategies for school turnaround.

ACTION: None. For information and discussion only.

FY 2019 BUDGET ESTIMATES AND REQUESTS

(Presenter: Kristy Michel, Chief Operating Officer)

Review of the FY2019 budget estimates, enhancement requests, and request for State Aided Educational Institutions and a request for approval to authorize the State Superintendent to submit the budget requests to the Department of Budget and Management (DBM).

ACTION: Upon motion by Mr. Phillips with a second by Ms. Iszard, the State Board granted approval for the State Superintendent to submit the MSDE FY2019 budget requests to the Department of Budget and Management. (In favor: 9; Opposed: 0; Abstained: 0)

REGULATORY ACTIONS

(Presenter: Mary Gable, Assistant State Superintendent, Division of Student, Family, and School Support)

➤ **COMAR 13A.08.01.11C Disciplinary Actions – Suspension and Expulsion (Preview)**

Information regarding Senate Bill 651 (2017 Md. Laws, Chap. 843), which requires the amendment of COMAR 13A.08.01.11(C). This regulation will come before the State Board for requested action at a later date.

ACTION: None. For information and discussion only.

➤ **COMAR 13A.05.01.08 Individualized Education Program (IEP) Team Responsibilities (AMEND)**

A request for adoption of amended regulations governing the responsibilities of the IEP team, specifically with regard to blind or visually impaired students. These amendments inform IEP teams of the statutory requirement to include orientation and mobility (O&M) instruction in the IEP of a student who is blind or visually impaired, unless the IEP team determines that

such instruction is inappropriate and conducts an O&M assessment to substantiate that determination. The proposed amendments outline the statutory elements of the O&M assessment and, as directed by the General Assembly, establish the qualifications for an individual to conduct the assessment.

ACTION: Upon motion by Dr. Hartings, with a second by Ms. Iszard, the State Board approved the adoption of the proposed amendments. (In favor: 8; Opposed: 0; Abstained: 0. Dr. Guyton was not present.)

STATE BOARD MEMBER REPORTS AND PLANNING

➤ Review of the October 24th State Board Meeting Agenda

President Smarick presented tentative items for the October 24th meeting agenda for Board members input/feedback.

Dr. Li requested a future presentation on an intervention called *Experience Corps*, which is a program that has a critical mass of seniors who go into struggling schools to help K-3 students. The project has been researched by Johns Hopkins and is evidence-based. For the last 20+ years the program has been supported by the National Institutes of Health. The AARP has recently taken it over. The program is currently in place in Baltimore and has been presented to Montgomery County Public Schools for consideration.

The Executive Board will meet on September 21st to discuss and finalize the October meeting agenda.

ACTION: None. For information and discussion only.

➤ Board Member Updates and Comments

- Mr. Smith noted that the 2017-2018 school year is underway and that students are excited to begin the new school year.
- Dr. Steiner informed the Board that he recently became aware that colleagues at Johns Hopkins are involved in work related to the Kindergarten Readiness Assessment. Though not directly involved in this work, he wanted to note his discovery of this information for public record.

PUBLIC COMMENT

President Smarick explained procedures by which the Board hears public comments. The following individuals provided public comments:

- Jerome Dancis – *PARCC Algebra Results and implications for students who meet and exceed expectations.*

OPINIONS

Ms. Kameen announced the following Opinions and Orders:

- *Jacqueline Banks-Jones v. Baltimore City Board of School Commissioners* – request for reconsideration – Opinion No. 17-32

- *Robin Bingham v. Baltimore City Board of School Commissioners* – ineffective rating – Opinion No. 17-33
- *John and Jennifer G. v. Howard County Board of Education* – residency – Opinion No. 17-34
- *Sherrri H. v. Carroll County Board of Education* – grade dispute – Opinion No. 17-35
- *Deborah and Jeffrey K. v. Montgomery County Board of Education* – early K entry – Opinion No. 17-36
- *Desiree Mayes v. Prince George’s County Board of Education* – guidance counselor termination – Opinion No. 17-37
- *Jatin W. v. Montgomery County Board of Education* – admission to magnet program – Order No. 17-14

ADJOURNMENT

With no further business before the Board, the meeting was adjourned at 4:30 p.m.

Respectfully submitted,

Karen B. Salmon, Ph.D.
Secretary/Treasurer

Date: October 24, 2017

The information included here provides a summary of the agenda items presented and actions taken during the meeting of the Maryland State Board of Education. The audio recordings of the meetings are the official record of the meetings and can be located at:
<http://www.marylandpublicschools.org/stateboard/Pages/Meetings-2017.aspx>

MARYLAND STATE BOARD OF EDUCATION
PRESIDING OFFICER'S WRITTEN STATEMENT FOR CLOSING A MEETING ("CLOSING STATEMENT") UNDER OPEN MEETINGS ACT (General Provisions Article § 3-305)

1. Recorded vote to close the meeting.

Date: September 19, 2017

Time: 12:20 p.m.

Location: 200 West Baltimore Street, Baltimore, MD 21201

Motion to close meeting made by: Dr. David Steiner

Seconded by: Mr. Michael Phillips

Members in favor: 9

Opposed: 0

Abstaining: 0

Absent: 1

2. The meeting was closed under authority of Section 3-305(b) of the General Provisions Article of the Annotated Code of Maryland (check all provisions that apply). This meeting will be closed under General Provision Art. § 3-305(b) only.

- 1. To discuss: (i) the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals.
- 2. To protect the privacy or reputation of individuals concerning a matter not related to public business.
- 3. To consider the acquisition of real property for a public purpose and matters directly related thereto.
- 4. To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State.
- 5. To consider the investment of public funds.
- 6. To consider the marketing of public securities.
- 7. To consult with counsel to obtain legal advice.
- 8. To consult with staff, consultants, or other individuals about pending or potential litigation.
- 9. To conduct collective bargaining negotiations or consider matters that relate to the negotiations.
- 10. To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans.
- 11. To prepare, administer, or grade a scholastic, licensing, or qualifying examination.
- 12. To conduct or discuss an investigative proceeding on actual or possible criminal conduct.
- 13. To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter.
- 14. Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

3. For each provision checked above, disclosure of the topic to be discussed and the public body's reason for discussing that topic in closed session.

Citation (insert # from above)	Topic	Reason for closed-session discussion to topic
§ 3-305(b) (1)	Internal Board Management	Employee compensation.
§ 3-305(b) (7)	Legal Advice	Obtained legal advice on legal appeals, Department's 2019 Budget, and proposed legislation.

4. This statement is made by Andrew R. Smarick, Presiding Officer.

**MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE September 19, 2017 BOARD MEETING**

I. Appointments Grade 19 and above:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Fleming, Patrick	Director, Education Policy and Governmental Relations	24	Office of the State Superintendent, Governmental Relations	TBD
Foose, Renee A.	Assistant State Superintendent, Assessment, Accountability, and Information Technology	ES-6	Office of the Deputy for Teaching and Learning, Division of Assessment, Accountability and Information Technology	TBD
Hiob, Tiffany N.	Education Program Supervisor, Chief of Autism Waiver and Health Related Services	22	Office of the Deputy for Teaching and Learning, Division of Special Education/Early Intervention Services	TBD
Jowers, Keri L.	Education Program Specialist I, Special Education Data Systems Specialist	21	Office of the Deputy for Teaching and Learning, Division of Special Education/Early Intervention Services	TBD
Pinckney, Sharon J.	Education Program Specialist I, Access and Equity Program Specialist	21	Office of the Deputy for Teaching and Learning, Division of Special Education/Early Intervention Services	TBD

II. Appointments Grade 18 and below:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Allen, Tasha	Vocational Rehabilitation Specialist I	12/3	Office of the Deputy for Finance and Administration, Division of Rehabilitation Services	09/13/17
Farrell, Sean E.	Teacher, Academic – English	IEPP	Office of the Deputy for School Effectiveness, Juvenile Services Education Program	09/13/17

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Jones, Danyelle E.	Teacher, School Guidance Counselor	IEPP	Office of the Deputy for School Effectiveness, Juvenile Services Education Program	08/30/17
Potter, Mindy	Vocational Rehabilitation Specialist II	13/3	Office of the Deputy for Finance and Administration, Division of Rehabilitation Services	09/13/17
Strawderman, Richard A.	Teacher, Academic – Resource	IEPP	Office of the Deputy for School Effectiveness, Juvenile Services Education Program	09/13/17
Wilson, Andrea	Vocational Rehabilitation Specialist	13/3	Office of the Deputy for Finance and Administration, Division of Rehabilitation Services	09/13/17

III. Other Actions: Promotional

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
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Karen B. Salmon, Ph.D.
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

September 19, 2017

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Patrick Fleming
Position: Director, Governmental Relations
(Designated Administrative Manager Senior II)
Division: Office of the State Superintendent
Salary Grade: State Salary Grade: 24
Annual Salary Range: \$73,612 - \$118,197
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree or 36 post baccalaureate credit hours of coursework in Education, Public Administration or a related field. Juris Doctor (J.D.) is preferred.

EXPERIENCE:

Five years of administrative and/or management experience in an education or related field/program. Experience with Education Policy or Government relations is desirable.

DESCRIPTION:

This is a management service position, which reports to the State Superintendent and is responsible for coordinating education policy and legislative operations for the Office of the State Superintendent and the Maryland State Board of Education, managing all Department relations with the Maryland General Assembly, communicating and advising department leadership, executive leadership in other state agencies, educational, and education advocacy organizations.

QUALIFICATIONS:

Education:

University of Baltimore (Baltimore, Maryland) 2012 - Master's Degree Public Administration.

Towson University (Towson, Maryland) 2003 - Bachelor's Degree Mass Communication.

Experience:

Baltimore City Department of Transportation (Baltimore, Maryland)

2015 – Present: Senior Manager of Legislative Affairs

Maryland Transportation Authority (Baltimore, Maryland)

2012 – 2015: Manager of Government Relations

2011 – 2012: Legislative Liaison

2011: Director of External Affairs

2010 – 2011: Manager, Project Start-up

2006 – 2010: Assistant Manager, Government and Community Relations

2004 – 2006: Regional Planner

EMPLOYMENT STATUS:

New Hire



Karen B. Salmon, Ph.D.
State Superintendent of Schools

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September 19, 2017

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Renee A. Foose
Position: Assistant State Superintendent for Assessment, Accountability and Information Technology
Division: Assessment, Accountability and Information Technology
Salary Grade: Executive Salary Scale (ES-6)
Annual Salary Range: \$92,333 - \$123,236
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Applicants should possess a Master's Degree or 36 hours of post Baccalaureate coursework in Education. Doctoral degree preferred.

EXPERIENCE:

Extensive experience in educational supervision and management in the areas of, school performance, program assessment, and school accountability.

DESCRIPTION:

This position reports directly to the Deputy State Superintendent for Teaching and Learning and is responsible for the direction and oversight of the State's student assessment and school accountability programs.

QUALIFICATIONS:

Education:

Loyola University (Baltimore, Maryland) 2010 - Master of Business Administrative – Executive Leadership;
1997 - Master's in Curriculum and Instruction.

University of Delaware (Newark, Delaware) 2004 - Education Doctorate School Leadership/Administration
and Policy;

Towson University (Towson, Maryland) 1994 - Bachelor's Degree in Biological Science.

Maryland State Department of Education – Advanced Professional Certification in Administration I-II.

Experience:

Howard County Public School System (Ellicott City, Maryland)

2012 – 2017: Superintendent

Baltimore County Public Schools (Towson, Maryland)

2011 – 2012: Deputy Superintendent

1996 – 2000: Classroom Teacher, Parkville High School

Montgomery County Public Schools (Rockville, Maryland)

2008 – 2011: Associate Superintendent

2006 – 2008: Principal, Earle B. Wood Middle School

Washington County Public Schools (Hagerstown, Maryland)

2003 – 2006: Principal, Boonsboro Middle School

Frederick County Public Schools (Frederick, Maryland)

2000 – 2003: Assistant Principal, Governor Thomas Johnson High School

Maryland State Police (Baltimore, Maryland)

1990 – 1996: State Trooper

EMPLOYMENT STATUS:

New Hire



Karen B. Salmon, Ph.D.
State Superintendent of Schools

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September 19, 2017

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Tiffany Noel Hiob, Ed.D.
Position: Education Program Supervisor,
Chief of Autism Waiver and Health Related Services
Division: Special Education/Early Intervention Services
Salary Grade: State Salary Grade: 22
Annual Salary Range: \$64,608 - \$103,743
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Master's Degree or equivalent 36 post baccalaureate course work in Special Education, Education Administration/Supervision or Education related field.

EXPERIENCE:

Five (5) years of professional experience in or affiliated with special education administration, programs or services directly related to the position. Experience in the areas of evidence based practices for children on the autism spectrum and early intervention for students with autism and other developmental disabilities preferred.

DESCRIPTION:

This is a professional position responsible for providing supervision and technical assistance for administration of the Medicaid Home and Community Based Services Waiver for Children with Autism Spectrum Disorder, the renewal application with the Centers for Medicare and Medicaid Services (CMS) and the school-based Medicaid reimbursement process in the Division of Special Education/Early Intervention Services. This position supports the implementation of the annual monitoring process and quality assurance system for the Autism Waiver and ensures that Local School Systems (LSS) and community Medicaid waiver providers are in compliance with all the rules and regulations.

QUALIFICATIONS:

Education:

Argosy University (Arlington, Virginia) 2015 – Education Doctorate in Organizational Leadership.

Towson University (Towson, Maryland) 2001 – Master’s Degree in Counseling Psychology;
2005 - Master’s Degree in Experimental Psychology.

Villa Julie College (Stevenson, Maryland) 1999 – Bachelor’s Degree in Liberal Arts, Computer Technology
Psychology.

Experience:

Maryland State Department of Education (Baltimore, Maryland)

2016 – Present: Education Program Specialist I – Autism Waiver Provider Liaison

Trellis Services Inc. (Sparks, Maryland)

2012 – 2016: Case Manager/Family Consultant Autism Services

2013: Clinical Specialist (Autism Waiver Program)

2006 – 2008: Case Manager/Family Trainer – Autism Services Program

The Renfrew Center of Baltimore (Towson, Maryland)

2016 – 2016: Site Director

2006 – 2008: Case Manager/Family Trainer Autism Services

Good Shepherd Services (Baltimore, Maryland)

2014 – 2016: Clinical Specialist of Neurodevelopmental Disorders

2014: Clinical Milieu Manager

Abilities Network (Towson, Maryland)

2008 – 2012: Director of Autism Services

2007 – 2008: Clinical Supervisor Autism Waiver

Mental Illness Research Education and Clinical Center (Perry Point, Maryland)

2005 – 2006: Staff Assistant –Cognitive Remediation Therapist/Research Assistant

2004 – 2005: Research Study Coordinator

EMPLOYMENT STATUS:

New Hire



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State Superintendent of Schools

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September 19, 2017

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Keri L. Jowers
Position: Education Program Specialist I,
Special Education Data Systems Specialist
Division: Special Education/Early Intervention Services
Salary Grade: State Salary Grade: 21
Annual Salary Range: \$60,543 - \$88,424
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Possession of a Master's Degree or equivalent 36 credit hours of post-baccalaureate course work from an accredited college or university.

EXPERIENCE:

Four (4) years of professional experience as a research or data analyst in education or other related field, including use of SAS or SPS required.

DESCRIPTION:

This is a professional position responsible for providing technical assistance in coordinating the development, implementation, and maintenance of data systems, including those related to Local School System's (LSS) child count and exit count, data collection for Individual Education Plans (IEPs), the Maryland Online IEP System, the Maryland State Performance Plan (SPP), and Annual Performance Report (APR), Federal data collection, and special education linkage with the Unique Student Identification System (USIS).

QUALIFICATIONS:

Education:

The Johns Hopkins University, Bloomberg School of Public Health (Baltimore, Maryland)
2009 - Ph.D. in Public Health, Mental Health.

Goucher College (Towson, Maryland) 2000 – Master’s Degree in At-Risk Education.

James Madison University (Harrisonburg, Virginia) 1996 – Bachelor’s Degree in Psychology.

Experience:

Maryland State Department of Education (Baltimore, Maryland)

2014 – Present: Research Statistician

Walter R. McDonald & Associates, Inc. (Rockville, Maryland)

2012 – 2014: Research Manager

2009 – 2011: Research Associate

The Pennsylvania State University (University Park, Pennsylvania)

2011 – 2012: Postdoctoral Fellow, Prevention and Methodology Training Program

The Johns Hopkins University Bloomberg School of Public Health (Baltimore, Maryland)

2008: Graduate Research Assistant, Growing Up with Media

2005 – 2007: Graduate Research Assistant, School-Based Mental health Services

2005 – 2006: Graduate Research Assistant, School-Based Interventions

2004 – 2005: Graduate Research Assistant

Anne Arundel County Public Schools (Anne Arundel, Maryland)

2005 – 2007: Contractual Program Evaluator

Baltimore Mental Health Systems, Inc. (Baltimore, Maryland)

2005 – 2006: Contractor – Consumer Data Analyst

Humanim (Baltimore, Maryland)

2003 – 2004: Program Manager, Early Periodic, Screening, Detection, and Treatment Program

2001 – 2002: Case Coordinator, Early Prevention, Screening, Detection, and Treatment Program

Montgomery County Public Schools

1996 – 2001: Special Educator, Primary Grades, Serious Emotional Disturbance

EMPLOYMENT STATUS:

New Hire



Karen B. Salmon, Ph.D.
State Superintendent of Schools

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September 19, 2017

BOARD LIST

The following professional appointment is submitted for approval by the State Board of Education:

Name: Sharon J. Pinckney
Position: Education Program Specialist I,
Access and Equity Program Specialist
Division: Special Education/Early Intervention Services
Salary Grade: State Salary Grade: 21
Annual Salary Range: \$60,543 - \$97,203
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

Master's Degree or equivalent 36 post baccalaureate course work in Special Education, Education Administration/Supervision or related field.

EXPERIENCE:

Four (4) years of professional experience in or affiliated with special education programs or services directly related to the position. Experience in the areas of evidence based practices for children with special needs and early intervention for students with behavior difficulties, autism, and other developmental disabilities preferred.

DESCRIPTION:

This is a professional position that serves as a Program Specialist in the delivery of training and technical assistance to Local School Systems (LSS) and individual schools to improve conditions for learning for students with disabilities on behalf of the Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS). This position serves as a technical expert responsible for providing oversight and support related to access and equity for students with disabilities.

QUALIFICATIONS:

Education:

Holy Family University (Philadelphia, Pennsylvania) 2006 - Master's Degree in Special Education.

Temple University (Philadelphia, Pennsylvania) 2002 - Bachelor's Degree in Social Work.

Community College of Philadelphia (Philadelphia, Pennsylvania) 1997 - Associates Degree in Mental Health and Social Services.

Experience:

Baltimore City Schools (Baltimore, Maryland)

2013 – Present: Special Education Central Office Administrator

Sherwood High School (Sandy Spring, Maryland)

2008 – 2013: Case Manager/Special Education Teacher

School District of Philadelphia (Philadelphia, Pennsylvania)

2004 – 2008: Case Manager/Special Education Teacher

Commonwealth of Philadelphia Department of Public Welfare

1998 – 2004: Career Development Specialist

EMPLOYMENT STATUS:

New Hire