

To: Maryland State Board of Education

From: Dr. Bill Schindler, 305 Oakmont Ave, Church Hill, MD 21623 - 908.627.1568

Re: Public Comments - April 26, 2016

Good afternoon. My name is Dr. Bill Schindler. I am a Queen Anne's County resident, parent of three students in the Queen Anne's County School system, and professor of anthropology at Washington College.

On behalf of Queen Anne's County residents and parents, I appeal to you, the members of the State Board of Education to take two actions: 1) overturn the decision to not appoint Dr. Williamson as interim Superintendent, and 2) to remove county board members George, Taylor, and DiMaggio. The testimony provided today clearly illustrate that these three members of our board have abused their power through their misconduct in office, incompetence, immorality, and willful neglect of duty.

Hundreds of us have made use of every outlet at our disposal to be heard including public comment, email, letters and appeals to the county and state boards, social media, an electronic survey with almost 800 responses, a student petition with 300 signatures, and the press. Most of us are not legal experts, and therefore do not know the precise form and language required for a formal appeal, but I urge the members of the State Board to take seriously the concerns we have raised, concerns that include violations of the Code of Ethics and Norms and Procedures our board members swore to uphold.

According the Queen Anne's County Board of Education Handbook, the primary authority and responsibility of the board of education is to select, appoint, and evaluate the superintendent of schools. While our board seems all too eager to select and appoint a new superintendent, they have *willfully neglected* their most important duty – the evaluation of our standing superintendent. This willful neglect of duty is compounded by the decision, without benefit of informed deliberation, to not renew, even for one interim year, the contract of an experienced superintendent who would ensure a smooth transition to new leadership. We appeal to the State Board to act immediately – our superintendent's contract is up July 1. Our board is poised to spend tens of thousands of dollars to conduct a new, unnecessary search with no transitional plan in place. Reappointing Dr. Williamson as interim Superintendent will mitigate the damage that has already been done and give the county the time it needs to install capable new leadership.

Despite the clear and compelling response they have received from their constituents, board members George, Taylor, and DiMaggio persist in their pattern of misconduct, bypassing norms, procedures, and the code of ethical conduct they have sworn to uphold. It is frustrating that our community cannot rectify this situation on our own. Nevertheless, here we are: a former county commissioner, a former board of education member, a former assistant superintendent, principals, current administrators, college professors, a college Dean and Provost, business owners, a volunteer, and parents, all

standing before you today, appealing for help. I note that teachers are not among the group speaking today even though they were among those who spoke in favor of Dr. Williamson at the March 2nd county board meeting. Their silence today is a direct result of board members George and DiMaggio's threats of retaliation if anyone speaks out against them or in favor of Dr. Williamson.

We know that we are asking you to take measures that seem extraordinary, but our situation is anything but ordinary. The pattern of misconduct aimed at thwarting public input, the demonstrated incompetence and willful neglect of basic responsibilities, and their immoral and unethical intimidation of faculty and staff are legitimate grounds for the removal of board members George, Taylor, and DiMaggio, and we ask you to act swiftly and decisively.

To: Maryland State Board of Education

From: Bryan Holocker

Re: Public Comments- April 26, 2016

Good Afternoon, my name is Bryan Holocker. I am a resident of Queens Anne's County, a parent of two children who graduated from the school system, one of which is now a Teacher in the county, and the husband of a current Middle School Principal. I want to begin by thanking this board for listening and adjusting the agenda to allow the public comments prior to the discussion and deliberation on these topics. I truly appreciate this as it has not been the case recently in Queen Anne's County. I am here today to ask this board for two actions that I believe it has the authority and wisdom to take. First is the removal of board members Jennifer George, Annette DiMaggio and Arlene Taylor and second is the reversal of a vote for a transitional contract for Dr. Williamson to serve as interim Superintendent.

The State Board may remove a member of a local board for immorality, misconduct, incompetence, and willful neglect of duty. These three board members have established a pattern of violations which justify these actions.

They have violated their ethics policies, neglected their duty to the school system and community. They have excluded all comment and discussion from their decisions. They publically praised the school leadership and then secretly voted to not renew the Superintendent's contract. When people came forward in support of Dr. Williamson, their reaction was to slander both employees and citizens and threaten to fire or transfer anyone who spoke out against their decision. After an hour of public comment, they announced the decision had already been made. When pushed for their reasoning, one gave none, one gave a vague "we can do better" and one proceeded to rant about race. When pushed to describe their plan for succession, the President said "we will figure it out".

Most importantly, these members have placed the school system in a terrible situation that further indicates their neglect of duty and incompetence. It is never easy to prepare for an upcoming school year, but with the changes at the National and State levels already in progress, replacing the Superintendent with only a "We will figure it out" plan is irresponsible. They truly don't know what it takes to operate a school system and we have all been spoiled by the amazing quality and dedication of Dr. Williamson. I believe an interim contract with Dr. Williamson is the only reasonable way to transition the county from her solid leadership thru the changes, challenges and healing facing the school system. The State Board can substitute its own judgment when a "decision is arbitrary or unreasonable"; I believe this decision clearly meets this criteria and I therefore request that you overturn the vote to not extend an interim contract to Dr. Williamson.

Please take these actions as they are in the best interest of the Queen Anne's County School system.

Thank you for your consideration of this matter,

Bryan Holocker
139 Cavalry Court
Centreville Maryland 21617
410-490-4072
bryan.holocker@gmail.com

My name is Dr. Emily Chamlee-Wright. I am the Provost and Dean of the College at Washington College, but today I am speaking as a resident of Queen Anne's County and parent of two daughters in Queen Anne's County Public Schools. At the March 2nd Queen Anne's Board of Education meeting, citizens posed many questions about the Board's decision to not renew Dr. Williamson's contract as Superintendent. For example, why were the citizens of Queen Anne's County not given the opportunity to provide public comment prior to the Board's decision? Why was the meeting to deliberate the question of the Superintendent's contract renewal hastily assembled? Following that meeting, why were no minutes from that meeting released to the public? Unfortunately these questions have not been answered.

At the April 6th meeting, I posed the following two questions: What performance targets did the Queen Anne's Board of Education set for Dr. Williamson, against which she was to be measured and held to account? What performance outcomes did the Queen Anne's Board of Education consult in making its decision? I made it clear that I was not asking for any details that would violate Dr. Williamson's confidentiality. What I asked for was an explanation of the criteria used to measure her success and what publicly available documents the Board referred to when making its decision. I made this request so that the Board could assure the citizens of Queen Anne's County that board members had in fact conducted a thorough review and that its judgments were well-founded and well-informed. I have yet to receive or see publicly posted any response to these questions.

Since that time I have learned more about the formal process by which the Queen Anne's County Board of Education is supposed to evaluate the Superintendent. On paper, the formal process is thorough and rigorous, covering 10 assessment standards and 59 separate evaluation criteria (see attachment). I learned from a former member of the board that Dr. Williamson's contract explicitly states that the Board will, in keeping with its primary responsibilities, conduct such a review annually. The last time such a review was conducted was February 17, 2010. Thus, it seems clear that the board's decision to deny renewal of Dr. Williamson's contract was not based on any meaningful or objective evidence.

The county board's failure to follow its own evaluative procedures, and the fact that the Board's three-person majority vote to not renew Dr. Williamson's contract was made in the absence of a thorough review, constitute willful neglect of duty and incompetence, and justify removal from the board members who pushed this decision forward.

In addition to willful neglect of duty and incompetence, I believe that by voting to appoint Suzanne Henley, Attorney at Law, as the board's paid counsel when she is the person to whom complaints of ethics violations would go, Board members George, Taylor, and DiMaggio have engaged in ethical misconduct, as they voted in favor of this appointment after Board Members Kelly and Harper identified such an appointment as a clear conflict of interest.

A search for a new Superintendent will soon be under way. It is imperative that the State Board of Education launch an inquiry to determine if removal of some members of the

board is warranted. Only through swift action by the State Board will Queen Anne's County be in a position to recruit a pool of qualified education professionals to serve as our next Superintendent.

2/17/10
-last-
review



BOARD OF EDUCATION OF QUEEN ANNE'S COUNTY

SUPERINTENDENT EVALUATION

Standards	Performance Indicators:	Outstanding	Excellent	Good	Needs Improvement	Unacceptable	Comments
1. Leadership and District Culture	a. Facilitates a community process to develop and implement a shared vision that focus on improving student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Promotes academic rigor that focuses on learning and excellence for schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Creates and supports a community of learners that empowers other to reach high levels of performance t achieve the schools vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Models learning for staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Promotes understanding and celebrating school/community cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	f. Develops, implements, promotes and monitors continuous improvement processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<i>The Superintendent's performance for this standard:</i>						
2. Policy and Governance	a. Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Establishes procedures for superintendent/board interpersonal and working relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Understands and interprets the role of federal, state and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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SUPERINTENDENT EVALUATION

	regional governments, policies and politics and their relationships to local districts and schools.							
	d. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>							
3. Communications and Community Relations								
	a. Develops formal and internal techniques to gain internal and external perceptions of county	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Demonstrates effective communication skills (written, verbal and non-verbal contexts, format and informal settings, large and small groups and one-on-one environments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Promotes stakeholder involvement engagement and participation in the process of schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Establishes effective school/community relations, school/business partnerships and public service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Understands the role of media in shaping and forming opinions as well as how to work with the media, county officials, and community as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>							
4. Organizational Management								
	a. Develops and monitors long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software, and staff development and training needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	needs								
	c. Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>								
	5. Curriculum Planning Development								
	a. Develops core curriculum design and delivery systems based on content and assessment standards and best practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Includes the use of computers, the Internet, distance learning and other technologies in educational programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Assesses student progress using a variety of appropriate techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>								
	6. Instructional Leadership								
	a. Collaboratively develops, implements and monitors change process to improve student and adult learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Implements appropriate safety and security practices in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Formulates plan to assess appropriate teaching methods, classroom management and strategies for all learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Analyzes available instructional resources including	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	applications of technology and assigns them in cost effective and equitable manner to enhance student outcomes.						
	e. Establishes instructional strategies that include cultural diversity and differences in learning styles applies effective methods of providing, monitoring, evaluating and reporting student achievement and uses good research and assessments to improve the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Encourages various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>						
	7. Human Resources Management						
	a. Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Make personnel recommendations with supporting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Encourage participation of appropriate staff members in planning, procedures, and policy interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Promote good staff morale and loyalty to the organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Ensure personnel policies and practices are appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Maintain an ongoing staff evaluation program that accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



BOARD OF EDUCATION OF QUEEN ANNE'S COUNTY

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	evaluates personnel performance, identifies performance deficiencies, promotes increased effectiveness, provides recognition for excellence and promotes career growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Manage the program of staff evaluation and improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Recommend appropriate action to improve performance; or recommend appropriate action for those personnel who are found to be incompetent or who have failed to take appropriate steps to maintain professional qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Provide programs of in-service training for all personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k. Maintain a good rapport with teachers, building administrators, and school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>								
	8. Values and Ethics of Leadership								
	a. Demonstrate judgments that are well defined and timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Give credit to others when due	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Be sensitive to the reactions of others; deals with others understandingly and is controlled, poised and mature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Treat all personnel fairly, without favoritism or discrimination, while insisting on performance of duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Model accepted moral, ethical, and personal integrity in all interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Exhibit multicultural and ethnic understanding and sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>								
	9. Labor Relations								
	a. Develops bargaining strategies based upon collective bargaining laws and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	b. Identifies contract language issues and proposes modifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Participates in the collective bargaining processes as determined by the board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Establishes productive relationships with bargaining groups while managing contracts effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>					
	10. Business and Fiscal Management					
	a. Identify both capital and operational needs of school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Maintain complete and accurate financial records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Compile the fiscal budget and prepare annual budget recommendations based on the system's priorities and projected revenues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Monitor operations, insisting on competent and efficient performance, including sound investment and risk management strategies and cost-effective purchasing of goods and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Ensure the efficient use of facilities, transportation, maintenance, and food service operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Ensure that funds are spent in accordance with adopted budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Be responsible for the efficient procurement and administration of contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Utilize demographic and geographic data of the county's population and projected populations in planning for the development of long-range instructional programs, school construction programs, renovations, and maintenance of existing facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>The Superintendent's performance for this standard:</i>					



**BOARD OF EDUCATION OF QUEEN ANNE'S COUNTY
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COMMENDATION:

RECOMMENDATION:

OVERALL RATING

___ Outstanding ___ Excellent ___ Good ___ Needs Improvement ___ Unacceptable

Signature of Superintendent

Date

Signature of Board President on behalf of Board

Date



BOARD OF EDUCATION OF QUEEN ANNE'S COUNTY

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Board Ratings Summary Forms

Part 1: Performance Standards

This summary section is to be used to compile individual board member responses. The board member should meet in closed session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Standards (Defined)

Leadership and District Culture

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Policy and Governance

This standard describes the superintendent's ability to work with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.

Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communications and engagement with students, staff, parents, media and the community as a whole. It also stresses responding to community feedback and building community support for engagement with the county.



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Organizational Management

This standard requires the superintendent to gather and analyze data for decision-making and for making recommendations to the board. It stresses the skills necessary to meet community needs to effectively allocate resources.

Curriculum Planning Development

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Instructional Leadership

This standard addresses what is to be taught; this standard emphasizes *how* it should be taught. It emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also requires applying research and best practices with respect to diversity sensitivities.

Human Resources Management

This standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual, and legal requirements for personnel selection, development, retention, promotion and dismissal.

Values and Ethics of Leadership

This standard requires the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multicultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.



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Labor Relations

This standard requires the superintendent to provide technical advice to the board during labor negotiations, to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Business and Fiscal Management

To: Maryland State Board of Education

From: Christina Schindler

305 Oakmont Ave Church Hill, MD 21623, 908-627-1573 christina.schindler@qacps.org

Re: Public Comments- April 26, 2016

My name is Christina Schindler. I am a parent of 3 children in Queen Anne's County Public Schools, a resident of Church Hill, and the Facilitator of Digital Teaching and Learning for Queen Anne's County Public Schools which is a brand-new position created this fall under Dr. Williamson's leadership.

I speak to you today gripped by trepidation and fear. As an employee of Queen Anne's County Public Schools, I am part of the silent majority - the group of teachers and administrators who are fearful of retribution for speaking out against our Board of Education, but after I sat through the March 2nd Board of Education meeting and witnessed the flagrant incompetence and willful neglect of duty, I felt compelled to speak up and correct the record.

When the three dissenting Board of Education members were asked to defend their vote to not reappoint Dr. Williamson for another 4 year term or even a 1 year interim appointment, the three members failed their own Code of Conduct by not "ensur[ing] all statements of fact are accurate and verifiable." In fact, the President, Mrs. George, stated "I believe that our system is failing on the foundation part. We're crumbling underneath" and in a form email "we are losing staff monthly and we need to take care of the foundation." We are NOT losing staff monthly! In fact, our Director of Human Resources shared retention rates at the October meeting. Last year, only 2% of staff left which was the 2nd lowest on the shore! And just this year, we have had only 7 retirements (2 are not leaving until June) and 7 separations. Better yet, 100% of the teachers who left last year said they would recommend QACPS as a place to work. 100%

Rev Taylor explained her decision that "the board had turned lily white" and "Just get us some Afro-American teachers." These comments imply that Dr. Williamson has not been recruiting African American teachers but the opposite is true. Last year, 44% of our recruiting trips were at Historically Black Colleges and Universities and this year we are at 48%. Plus we held a recruiting day for Bowie State on March 18th where we brought into the county 27 pre-service teachers and Rev Taylor was even there in attendance.

I wish I had facts to counter Mrs. DiMaggio's rationale, but she still has not provided any.

What I can offer the State Board is an interesting comparison concerning two decisions that occurred simultaneously - the creation and adoption of the 2016-2017 academic calendar and our Superintendent's renewal. An 18 person committee representative of district stakeholders

was created, two meetings were held to review data, an online survey was developed and garnered 1600 submissions, the topic was discussed in open session at 3 board meetings, revisions were made based on public input and finally a decision was voted on in open session. This comprehensive process was followed for our calendar adoption - yet none of these steps were enacted when deciding our Superintendent's future.

Please help our community heal by overturning the Board's decision to not appoint Dr. Williamson as our interim superintendent. We need her strong leadership, vast operational knowledge and unfaltering demeanor to mend our school system and put us back on our path of excellence.

Thank you.

A handwritten signature in blue ink, appearing to be the initials 'CA' or 'CAH' with a stylized flourish.

Good Afternoon Members of the Board,

My name is Thomas Keller, and I am a science teacher at Hereford High School in Baltimore County. It was great to see Dr. Smith and Dr. Guyton Hereford last week for our Blue Ribbon Ceremony. **I am here tonight to bring your attention to an inequity that is negatively affecting some teachers who hold National Board Certification (NBC). I, as well as other NBCTs who are affected by this inequity, are seeking your help to reinstate the NBC stipends.**

Specifically, according to National Board's website, there are 2,760 NBCTs in Maryland this year. Those teachers who achieved NBC in FY06, FY07, FY08, FY09, FY10, FY11, FY12, and FY13 will be receiving stipends (of \$1000 from MSDE and \$1000 from the county) this year as in the past. However, teachers who achieved NBC in FY14 and FY15 will not receive stipends. That means of the total 2,760 NBCTs in Maryland, I am one of only 162 who achieved in FY14 who will not receive the National Board stipend this year. I assume a similar, small number of teachers achieved in FY15, who will also not be in line to receive NBC stipends this year.

It is my understanding the state Budget Reconciliation and Refinancing Act of 2015 are responsible for creating this inequity, and that the stipends for ALL NBCT teachers **may** be reinstated next year. Therefore, this appears to be a one-time oversight, which hopefully can be easily amended at the state level. State-level stipends for NBC vary across the country, and while some states offer no financial incentives for teachers to become NBC, most states which provide stipends for NBC, provide more financial incentives than Maryland does.

Looking through an equity lens, it is unacceptable to have a small minority of teachers not receiving stipends which their NBC peers will receive, as teachers who achieved NBC in the past 2 years will not have their NBC accomplishment recognized equally this year with those teachers who achieved in the previous 8 years. **Specifically we are asking the Board to reinstate the stipend for the NBCTs who have been slighted out of receiving their NBC stipends this year.**

It is possible Baltimore County is already acting on a similar request. Last week, at the Baltimore County Board of Education meeting, myself, another NBCT, and our union President, all spoke regarding this inequity, and requested the County Board reinstate our stipends. Specifically, 13 teachers in BCPS are affected by this inequity. While we have not heard anything official yet, I have been told unofficially we can expect "great news." If that ends up proving true, I would commend the Baltimore County Board of Education for acting so swiftly and appropriately to correct this inequity by standing up for its dedicated NBCT teachers.

I would also like to draw your attention to new legislation that was passed this session, Senate Bill 493. There is considerable controversy and confusion as to what exactly that bill is changing regarding financial incentives for NBCTs moving forward. **I am asking the board to carefully evaluate SB493 to make sure it has the effect of continuing to incentivize the National Board process, and not just support NCBTs at schools with comprehensive needs. I am bigger than just the school I**

work in. That is, I write curriculum used by teachers throughout the county, mentor teachers in other schools, actively engage in county-wide professional development opportunities, and work with many other teachers throughout the county, so to decide which NBCTs get stipends and which NBCTs do not, based on the building in which they happen to teach, is an arbitrary distinction which is not representative of the actual work typically do and the educational impact NBCTs typically have.

Furthermore, from a big picture perspective, I would ask the Board to explore possibilities of not just reinstating the stipends for the affected NBCTs, but also finding pathways to promote the National Board for Professional Teaching Standards in Maryland. During the past 10 years, I have completed many different types of professional development. This includes molecular biology research at JHU, ecology research at UMBC, earning two Masters Degrees, one in Biotechnology, the other in Secondary Education, plus 30 additional education credits on top of that, and countless workshops, institutes, and academies. **Without a doubt, the single most meaningful professional development I have ever completed is going through the National Board process. You would be hard pressed to find an NBCT who does not agree with that glowing endorsement of the National Board process.** Becoming a NBCT has had a powerful impact on many aspects of my teaching practice, and consequentially, my students have benefited greatly in terms of their opportunities to learn and their interest in learning. The National Board Certification process is rigorous and time-consuming, yet the invaluable benefit to students makes this process an important component in propagating effective and inspiring education for future generations of students, therefore Maryland needs to incentivize teachers to the maximum extent possible to engage in National Board.

Thank you very much for everything you do for the students of Maryland, and for your consideration of reinstating the NBC stipend for the NBCTs who achieved in FY14 and FY15. Since the National Board is the most powerful, meaningful teacher development available, thank you also for working to ensure stipends are in place for all NBCTs in the future, so to incentivize Maryland teachers to engage in the National Board.

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To: Maryland State Board of Education

From: L. Michelle Johnson, 310 Will Smith Road Henderson, MD 21640 (Tel- 410-810-7439)

Re: Public Comments- April 26, 2016

My name is Laura Michelle Johnson and I am the parent of three Queen Anne's County Public School students. While I have written appeal letters for your review in closed executive session based on arbitrary and unreasonable decision making, I stand before you today asking that you to take steps to remove Jennifer George, Arlene Taylor, and Annette DiMaggio from our school board based on violations of ethics and norms that constitute misconduct in office, willful neglect of duty and utter incompetence. This will force them to stand before you and answer the questions that we have asked.

Under the Board of Education Code of Ethics it states that board members shall "avoid surprises by articulating concerns in advance.

In review of previous board meetings, newspaper correspondence about the schools, and state ranking of the schools, it came as a surprise that three members of the Board felt that Dr. Carol Williamson was not performing the job of Superintendent well and that they would call for an abrupt change in a closed meeting on February 9 and not allow public feedback until the after the March 1 deadline for renewal. There was a public meeting and public work session between the February 9 vote and the March 2 public meeting. This violation of ethics is misconduct in office.

Under Board of Education Norms it states that board members shall "come prepared to participate to foster cogent discussion and informed decision making".

When two of the three board members tried to initiate discussion about reasons for abrupt change at the March 2 meeting, reasons for not moving the assistant superintendent to interim superintendent at the April 6 meeting, and reasons for not hiring the board of education ethics attorney as the board's personal attorney again at the April 6 meeting; the three members cited above refused to engage in cogent discussion and instead called for the immediate vote. These actions remove the public from the open nature of the meetings and constitute a dereliction of duty or willful neglect.

The norms further state that board members shall "treat each other with respect to maintain a high functioning team".

At the March 2 meeting, Mrs. Taylor's response to a board member's request to explain her reasoning was that the board has "turned lily white". That ethnocentric comment not only showed misconduct, it demonstrated her **utter incompetence** as it halted the ability for the five of them to function as a team.

Mrs. George also **demonstrated incompetence** by saying that the schools need to be run the same. The schools do not have the same needs. When asked to explain her words in writing at a later date so that she had time to put her thoughts on paper, a response was never given. Mrs. DiMaggio, on the other hand, **demonstrated her incompetence** by refusing to speak.

It pains me that the only remedy I see for their misconduct, willful neglect and incompetence is removal, but as we prepare to bring a new superintendent to the county, it is critical that we have an effective school board with the skills to be successful at what they have taken an oath to do-- engage all stakeholders and competently work to attain district goals for the education of our children.

Thank you for your attention.

On February 9th, the QAC board of education met and voted 3-2 not to renew Dr. Williamson's contract. Although it was in a closed session, the decision was leaked to members of the community as folks were heard talking about it and posting it on their Facebook page. On March 2nd, the board publicly shared this decision in an open meeting. At no point did they seek feedback from school system employees, parents or the community about this decision.

At this meeting, one board member made a motion to offer a one-year interim contract to Dr. Williamson. Before the vote was taken, the three board members who voted against renewal were asked to explain why they would not vote for the interim contract. Mrs. Dimaggio stated she had nothing to say because she had said it already, yet no public statement had ever been shared by her.

Mrs. George stated that our system's foundation was crumbling, staff were leaving the system at a horrible rate, and many teachers favored ~~of~~ a change. There was no data supporting her foundation claim, data on teacher retention disproved her second point, and the board identified 155 unsolicited emails and letters in support of retaining our superintendent, and only 5 against it. There had also been a public comment session earlier in the meeting that was all in favor of renewing Dr. Williamson.

Ms. Taylor spoke and identified a lack of minority teachers in the system. This was disproved based on the data, which shows recruitment efforts for minority teachers that our system participates in, especially with historically black colleges.

Finally, Mrs. Dimaggio said she had something to add. She stated that she had no agenda and that the folks in the room were making her feel like gum on the bottom of her shoes. This is not an explanation for not offering a contract.

After the meeting, there was a large rift in the community and school system that made the April meeting an event that many people wanted to attend, specifically because of the decision and process in which the decision was made about the superintendent. I emailed all 5 board members, the superintendent and board

secretary requesting the meeting be moved to a larger venue, as I heard many more people were planning to attend. Board member Kelly responded that she felt it was a good idea, but President George responded that it would not be wise to move the meeting. I heard nothing else from the board, but the meeting was eventually moved to a larger venue.

When the agenda was published for the April meeting, a new process had been created in which public comment was now limited to 30 minutes, with any additional comments moved to the end of the meeting agenda. This was perceived as a deliberate attempt to keep those in attendance from speaking. Board member Kelly made a motion to move all public comment back to the early part of the agenda out of respect for those that had come to the meeting, especially families with children. The motion was voted down 3-2. A majority of the 40+ speakers stayed until the end of the meeting where they shared their discontent with the process, sometimes even throwing down their scripted remarks because they knew they would be ineffective and just speaking from the heart.

Through this entire process, we feel that decisions are being made for the benefit of individuals and not for the students of Queen Anne's County. By not seeking input, not having valid, data driven reasons for making decisions, and purposefully trying to keep parents from speaking out, there is clear evidence of misconduct and incompetence. Please intervene on behalf of the students and community of Queen Anne's County by reversing the current decision and offering Dr. Williamson a 2-year interim contract. I also ask that you consider additional sanctions on the individual members who are responsible for these arbitrary actions.

Good afternoon. My name is Roberta Leaverton. I am a former Milken Education, principal of a National Title I Distinguished School and recently retired as Assistant Superintendent from QACPS.

I am sharing my time with Mr. Richard Smith, so I will keep my comments brief.

During the March 2nd county board meeting two members of the board proposed and seconded a motion to give Dr. Williamson a new four-year contract. When this motion was voted down, these same two members proposed and seconded a motion to appoint Dr. Williamson for a one-year interim term. This and the previous motion were voted down 3 to 2 without "cogent discussion" as required in the Board Handbook. Further, these decisions were made without the benefit of a formal evaluation of Dr. Williamson's performance.

According to the Board Handbook, it is the responsibility of the board to select, appoint, and evaluate the Superintendent of Schools. The board did not fulfill their evaluative responsibility. Performance feedback is one of the cornerstones of best practices in education. Teachers know that their performance will be evaluated by their principals. Principals know that their performance will be evaluated by the Superintendent. It is a basic expectation that defines a culture of assessment and continuous improvement, yet the county board has failed to fulfill this most basic responsibility.

Without specific measurable outcomes and feedback on attainment of those outcomes, it seems ludicrous and unfair to then fire this individual - especially for a school system as successful as Queen Anne's.

Dr. Williamson's last evaluation was dated February 17, 2010.

I therefore ask that the decision to not appoint Dr. Williamson as a one-year interim be appealed so that, at the very least, Queen Anne's County can benefit from the competent leadership Dr. Williamson will provide during a period of transition.

Good afternoon. My name is Linda Austin. I am a Queen Anne's County resident and public school parent. Others have spoken about the poor judgment exercised by the three-member majority of the Queen Anne's County Board of Education and their violations of standard rules and procedures pertaining to the decision to not renew Dr. Williamson's contract. Clearly parents, like me, care deeply about these issues.

But I would like to speak today on behalf of the business community in Queen Anne's County, which is also paying close attention to the Board's seemingly arbitrary and uninformed decisions and apparent disregard for the public's concerns on this matter. The quality of public schools in Queen Anne's County has direct impact on the health of the business community. Major employers depend on the availability of high quality schools to attract employees to their businesses. Quality schools draw families to the county who become their primary customers, particularly for small local businesses. As a realtor, I can attest to the fact that quality schools have direct impact on property values, and in turn, on the county's ability to deliver high-quality public services through healthy tax revenues. In short, when it comes to the quality of the Queen Anne's County school system, there is no daylight between my interests as a parent and my interests as a business owner. The board's recent decisions, and the manner in which they have conducted their business put in doubt whether the county's reputation of quality public schools will remain in tact.

Businesses are drawn to and stay in counties where public officials serve their constituents by listening carefully to their concerns, taking those concerns into consideration in their deliberations, and communicating the reasoning behind their decisions with openness and transparency. Business owners and parents want to know that public decisions are being made with the best interest of Queen Anne's County children. But when called upon to provide reasons for their decision to not renew Dr. Williamson's contract, one board member accused the assembled members of the community of bullying her, making her feel like gum on the bottom of her shoe. Then she actually called me out by name in the meeting as a bully! As a charter member of the Queen Anne's County Anti-Bullying Committee, I find some irony in this charge. I assure the members of the State Board that we were not engaging in an act of bullying. We were attempting to hold our elected officials to account. But instead of being transparent about the reasons behind their decisions, board members indignantly hid behind their ignorance of basic rules and procedures as an excuse for their misconduct, protesting that "no one told them" what the appropriate rules and procedures were.

As the owner of a Rita's Italian Ice franchise, I hire a lot of teenaged employees. If any of those employees displayed the degree of willful disregard for their professional responsibilities as I have witnessed from our local board, I would fire them. But only the State Board can take an action of this kind. I appeal to this body to exercise its authority to remove the voting members of the county board who have demonstrated their lack of competency to hold a position of public office.

Linda L. Austin
115 Indian Plantation Drive, Stevensville, MD 21666 410-643-0297

Good Afternoon. My name is Angela Holocker and I am the principal of Matapeake Middle School in Queen Anne's County. I stand before you today as a very concerned instructional leader who is falling victim to three board members who are using a personal vendetta to destroy one of the top performing school systems in the state of Maryland.

I will briefly try to summarize what I have been experiencing since February. After sending a letter of support to the BOE supporting the renewal of our Superintendent's contract, three board members started a series of events that has divided our county and has created a terribly hostile work environment. One board member started posting on social media, calling the supporting principals, unscrupulous for "clogging" their email with letters. I was one of those principals. The same board member had a principal call me and warn me to stop supporting our Superintendent or I would be out of a job when the new superintendent came in. This same board member would repeatedly make comments in public that I, along with other principals who supported Dr. Williamson would "be gone" on June 30th because they would see to it. The board president also made the same comments in a school two weeks ago. I cannot put into words the fear this has created among employees. I have had numerous administrators and teachers approach me and state they would love to show their support but they fear for their jobs.

My job as an instructional leader is to make sure that my teachers and students have what they need to be successful. I am there to guide, nurture and lead by example. I should not have to worry about whether or not I will lose my job because I am doing what is right. Removing the superintendent with no plan has horrific instructional implications. Maryland is moving in a direction of swift instructional change. Dr. Williamson has gone to great lengths to make sure her principals and teachers are ready. Removing a leader in this change is irresponsible and it shows the neglect of duty and incompetence of three board members.

I stand before you today and plea for you help. Under §3-10A-01 of the Education Article to the Annotated Code of Maryland, the State Board may remove a voting member of the county board for immorality, misconduct in office, incompetence,

and willful neglect of duty. It is quite evident that this would apply to three of our current board members and as an administrator, I am asking that the State Board intervene on behalf of the students of Queen Anne's County. I ask for you to remove Jennifer George, Annette Dimaggio and Arlene Taylor from the QACPS board. I am also asking that you overturn their vote of reinstating Dr. Williamson as Superintendent until they can find a replacement. Help us do what is right for the students and staff of QACPS.

Angela Holocker, Ed.D
Principal



Matapeake Middle School

Email: angela.holocker@qacps.org