

MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Wednesday & Thursday
May 27-28, 2009

Maryland State Board of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

The Maryland State Board of Education met in regular session on Wednesday and Thursday, May 27-28, 2009, at the Nancy S. Grasmick State Education Building. The following members were in attendance: Mr. James H. DeGraffenreidt, Jr., President; Mr. Blair G. Ewing, Vice President; Mr. Dunbar Brooks; Dr. Charlene M. Dukes; Dr. Mary Kay Finan; Ms. Rosa M. Garcia; Mr. Richard Goodall; Dr. Karabelle Pizzigati; Donna Hill Staton, Esq.; Ms. Kate Walsh; Mr. D. Derek Wu; and Dr. Nancy S. Grasmick, Secretary/Treasurer and State Superintendent of Schools. Dr. Ivan Walks was absent.

Elizabeth Kameen, Esq., Assistant Attorney General, and the following staff members were also present: Dr. John Smeallie, Deputy State Superintendent for Administration; Dr. Ronald Peiffer, Deputy State Superintendent for Academic Policy and Mr. Anthony South, Executive Director to the State Board.

CONSENT AGENDA

The President asked for approval of items listed under Consent Agenda.

Dr. Grasmick provided information on two requests for granting permission to publish proposed amendments to COMAR. She said that one deals with education programs in nonpublic schools and the other seeks approval to amend the records and reports regulations to provide for an updated *Financial Reporting Manual for Maryland Public Schools*. She invited Dr. Smeallie, Mr. Steve Brooks, Assistant State Superintendent, Division of Business Services, and Mr. Bob Crawford, Branch Chief, Audit Office, to answer any questions from Board members.

In response to a question by Dr. Pizzigati, Mr. Crawford explained that the *Financial Reporting Manual* gives guidance to all twenty-four local education agencies on how to report and structure their finances and that although the regulations do reference a yearly supplement, major changes would require a revision of the document on a regular basis.

Dr. Grasmick explained that Department staff look at the dimensions of the local education agency Master Plans each year and evaluate their relevance taking into consideration feedback from stakeholders. She noted that Ann Chafin, Assistant State Superintendent, Division of Student, Family and School Support, works very closely with Steve Brooks to monitor academic goals and

how the dollars are spent. Ms. Chafin said that she is working with an external Master Planning workgroup to create a supplement to this year's Master Plans to address reporting items that are not currently included in the Master Plans. She reported that Department staff is awaiting guidance on the requirements for spending additional stimulus funding.

In response to a question by Mr. Brooks, Dr. Grasmick said that the Department has designated a staff member working only with Charter Schools and that there is a substantial federal grant for funding Charter Schools. She distributed a document outlining the funding cuts to the Department as well as a report on what the extended impact of funding cuts are to local school systems.

Upon motion by Mr. Brooks, seconded by Dr. Pizzigati, and with unanimous agreement, the Board approved the following Consent Agenda items: (In Favor – 10; Mr. Ewing had not yet arrived)

- Approval of Minutes of April 27, 2009
- Personnel (**copy attached to these minutes**)
- Budget Adjustments for April, 2009
- Permission to Public:
 - COMAR 13A.09.09 (Amend)
Educational Programs in Nonpublic Schools
 - COMAR 13A.02.01.02 (Amend)
Records and Reports
 - COMAR 13A.04.02.03 (Amend)
Federal Funds

ALTERNATIVE GOVERNANCE PROPOSALS

Dr. Grasmick introduced Ms. Ann Chafin and Ms. Teresa Knott, Supervising Coordinator, School Performance, to provide a brief overview of the accountability process for schools that fail to meet annual student performance targets as required by the *No Child Left Behind Act* (NCLB).

Ms. Chafin reported that there are five schools for which the Department is recommending approval of their Alternative Governance Proposals: three in Prince George's County, one in Baltimore County and one in Anne Arundel County. She noted the significant improvement of all schools in Maryland in reaching Adequate Yearly Progress (AYP) this year.

Ms. Knott gave an overview of the monitoring of schools in Improvement Status that takes place throughout the year and noted that although there are four options available for schools in Improvement Status, all three school systems have chosen Option 1: *Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress.*

Ms. Knott reported that the plans for each school have been approved by the local superintendents as well as the local boards of education. She thanked the stakeholders and the local coordinators who gave such serious consideration to these important matters.

Prince George's County Public Schools: Alternative Governance Proposals

Dr. Grasmick reminded the Board that following the resignation of Dr. John Deasy as Superintendent of the Prince George's County Public Schools, Dr. William Hite was appointed as Interim Superintendent. She congratulated Dr. Hite on his recent appointment as Superintendent and commended him on the extraordinary efforts he has demonstrated in the performance of the responsibilities of his position.

Dr. Hite introduced the principals of Crossland High School, Gwynn Park Middle School and Northwestern High School and acknowledged the excellent progress of thirty-five Prince George's County public schools that have exited school improvement status.

He reported that Option 1 was selected to allow the school system to build a professional learning community of Highly Qualified Teachers (HQT) and noted that financial incentives are being offered to attract HQTs. He explained that sixteen parent and community meetings and forty staff meetings were held to engage all stakeholders in the process.

In response to questions by Mr. DeGraffenreidt, Dr. Hite said that providing Alternative Governance to three schools does have an impact on the school budget but that the budget was adjusted to compensate for these needs. He reported that teachers who are not deemed Highly Qualified are either evaluated out of the school system or transferred to other schools. He noted that transferred teachers are then evaluated on a regular basis until they can meet the status of HQT.

In response to a question by Mr. Brooks, Dr. Hite said that the school system has developed a systemic approach to professional development using a very comprehensive professional development model.

In response to questions and concerns expressed by Ms. Garcia, Dr. Hite said that he hired a bilingual support person and placed that individual at Northwestern High School to assist ELL students in meeting graduation requirements. He said that stakeholder meetings are held throughout the year dealing with graduation issues and truancy. He noted that there are parental training opportunities offered to help parents ensure their children's success in school. He noted that a Memo of Understanding (MOU) has been signed with the Washington Building and Trades Organization to get truant students into training for the workforce. He reported that students attending Alternative Governance schools are offered off-school sites and hours for learning opportunities.

In response to another question by Ms. Garcia, Dr. Hite said that the school system is offering teaching certification through multiple programs such as the Resident Teacher Program, the New

Teacher Project and Teach for America. He said the school system has changed the calendar for recruiting and selecting teachers to begin in the spring rather than throughout the summer.

In response to questions by Dr. Pizzigati about the status of teachers who are transferred to other schools and discipline at Gwynn Park Middle School, Dr. Hite reported that some teachers were rehired at Gwynn Park Middle School. He noted that principals of other schools where the additional teachers are transferred are informed about the concerns noted at Gwynn Park Middle School.

In response to a question by Dr. Dukes, Dr. Hite said that twenty percent of the students at the three designated schools are in special education programs. He said that there are some issues that need to be addressed surrounding the designation of a student needing special education.

In response to another question by Dr. Dukes about what support the U.S. Department of Education is providing for teacher training, Dr. Grasmick said that teaching has not been elevated as a profession of choice noting the lack of good marketing of the profession. Dr. Grasmick said that there needs to be early engagement of students to go into the teaching profession and explained that there are grants for recruiting Science, Technology, Engineering and Mathematics (STEM) teachers.

Ms. Walsh stressed the need to make teacher licensure more available. In response to her question about the evaluations of those teachers who are being dismissed from the three schools, Dr. Hite said that all of their evaluations were "satisfactory." He said that accountability will be extremely important and that his staff is looking at teachers who are rated satisfactory and above and comparing that data with the performance of their students. He noted that a pilot program is being conducted this year, co-sponsored by the teachers' union, to give a more comprehensive view of what students are doing in the classroom. He said they are training every administrator on using the evaluation tool to build teacher capacity and professional development. He noted that the individual teacher identifier will be very helpful in this area. Dr. Hite said that the school system is looking at incentives to get the best teachers to work with students with the greatest needs.

In response to a question by Ms. Walsh about mutual consent, Dr. Hite said that principals now have some authority in selecting the teachers who are placed in their schools.

Upon motion by Dr. Dukes, seconded by Ms. Garcia, and with unanimous agreement, the Board approved the Alternative Governance for School Improvement proposals for Crossland High School, Gwynn Park Middle School and Northwestern High School. (In Favor – 10)

Anne Arundel Public Schools Alternative Governance Proposal

Dr. Grasmick introduced Dr. Kevin Maxwell, Superintendent, Anne Arundel County Public Schools (AACPS), and Mr. Christopher Truffer, Director of School Performance, AACPS, to discuss the

Alternative Proposal for Annapolis Middle School. She recommended Board approval of the Alternative Governance Proposal for Annapolis Middle School.

Dr. Maxwell reported that multiple student groups did not make AYP at Annapolis Middle School in reading and math. He stated that eighteen percent of the teaching staff left the school and that he is recommending a partial replacement of staff at the school. He noted that each staff member who left the school elected not to remain and that next school year there will be an entirely new administrative team at the school. Dr. Maxwell reported that five courses in professional development will be provided for all staff prior to the beginning of the next school year and that more staff and funding has been committed to making the school successful. He said that he is working to improve the evaluation system and that there are capable teachers who often times do not match the students in a particular school explaining that a teacher may leave Annapolis Middle School and be highly successful in another school.

In response to a question by Ms. Walsh, Dr. Maxwell said that principals are being trained to be evaluators and developers of their staff. He noted that Directors of School Performance are overseeing all three levels of schools in Anne Arundel County.

In response to a question by Ms. Staton about what teachers say are the impediments of getting students to learn at Annapolis Middle School, Dr. Maxwell said that there are cultural communication issues between the majority of white teachers and minority students.

In response to a question by Dr. Pizzigati, Dr. Maxwell said that the school system is focusing district-wide professional development programs on differentiated instruction. He said that in investigating the progress of the elementary feeder schools, there is a significant dip in middle school student performance and that this phenomenon can be found in all school systems. He said that the school system is requiring community meetings and has hired community ambassadors.

In response to a question by Ms. Garcia about the problem of workforce diversity, Dr. Maxwell said that he shares her concerns about the disparity of demographics and stated that he is very optimistic about the new staff and their ability to work with the students. He said that new leadership, parental involvement and professional development will bring about success at Annapolis Middle School.

In response to a question by Ms. Walsh about the need for more HQTs, Dr. Maxwell said that there are certification issues since Maryland doesn't produce enough teachers to fill the needs of Maryland schools and many teachers have to be recruited from other states.

Upon motion by Mr. DeGraffenreidt, seconded by Dr. Dukes, and with unanimous agreement, the Board approved the Alternative Governance Proposal for Annapolis Middle School. (In Favor – 10)

Baltimore County Public Schools Alternative Governance Proposal

Dr. Grasmick introduced Dr. Joe Hairston, Superintendent, Baltimore County Public Schools, to discuss the Alternative Governance Proposal for Dundalk High School. She recommended Board approval of the Alternative Governance Proposal for Dundalk High School.

Dr. Hairston provided a description of the demographics of the area served by Dundalk High School. He noted that more than 30,000 people are unemployed due to the current state of the economy. Dr. Hairston reported that the mobility rate in this area is 48 percent, the Free and Reduced Meals Program (FARMS) is at 63.2 percent and that there is a significantly high percentage of special education students attending Dundalk High School. He did, however, note the significant progress made this year and provided data showing the progress among all cohorts of students. Dr. Hairston reported that the school was in Corrective Action in 2008-2009 and introduced the new Principal, Mr. Tom Shouldice to discuss the efforts made by his staff at the school.

Mr. Shouldice said that he has used data to identify students who may be at danger of dropping out of school and subsequently prepared specific programs for those students to meet their needs. He reported on the inception of targeted professional development for teachers to encourage professional learning communities. He said he has worked with the greater school community to determine the needs of the school based upon their perceptions and reported that the school system hired forty-three new teachers with strong content knowledge and are proven and successful classroom instructors. Mr. Shouldice said that the school is moving from four to six period classes and receiving seven additional staff positions. He said his school is providing tutoring services and has a close relationship with Dundalk Community College.

Mr. Brooks thanked Dr. Hairston and Mr. Shouldice for their excellent work and presentation and said this proposal is "long overdue." He noted the importance of engaging not only the school but the community in providing education to its children. He stressed a concern about Logan Elementary School in Baltimore County as well.

Dr. Hairston said that the expectation of principals is to encourage community involvement. He noted that there are two high schools on the Dundalk Community College campus.

Ms. Walsh congratulated Dr. Hairston on his aggressiveness in increasing the success of his schools. In response to a question from Ms. Walsh, Dr. Hairston stated the positive efforts made by the Baltimore County Public School System (BCPSS) including a ninety-nine percent HQT rate, that BCPSS is now a performance-driven organization, and the provision of \$5,000 signing bonuses and stipends for principals going into highly challenging schools. He said that the central office provides technical assistance and support but that principals are "in the driver's seat." He noted that they provide a principals' retreat every year to provide them with professional development and to keep their administrators up-to-date.

Upon motion by Mr. Brooks, seconded by Ms. Staton, and with unanimous agreement, the Board approved the Alternative Governance for School Improvement Proposal for Dundalk High School. (In Favor – 11 Mr. Ewing was in attendance)

TRANSFER OF ADULT AND CORRECTIONAL EDUCATION PROGRAMS

Dr. Grasmick introduced Mr. Tom Perez, Secretary, Department of Labor, Licensing, and Regulation (DLLR) to provide an update on the status of the transfer of the Adult and Correctional Education Programs from the State Department of Education to the DLLR.

Mr. Perez explained that legislation passed during the 2008 Maryland General Assembly transferred adult education and literacy and adult correctional education to the DLLR. He said the legislature felt that there needed to be a closer relationship between the workforce and education. He said the legislation required the establishment of a Transition Council which he and Dr. Grasmick co-chaired. He reported that the issues related to the transition have been very complex but that the goals are being met and the transition will take place on July 1, 2009. Secretary Perez thanked Dr. Grasmick and Kathy Oliver, Assistant State Superintendent for the Division of Career Technology and Adult Learning, for their excellent leadership and support and introduced the following staff members of the DLLR: Leonard Howie, Deputy Secretary; Andy Moser, Assistant Secretary for Workforce Development; Liz Trimble, Principal Counsel; and, Elisabeth Sachs, Director of Policy and Planning

Mr. Perez said that more than one-half of the future jobs in Maryland will require more than a high school degree. He said the goal is to provide more opportunities and services to people to enable them to earn a living wage and continue to reside in Maryland.

Ms. Trimble said that the legislation required a relationship between the DLLR and the State Board and shared a proposed Memorandum of Understanding (MOU) between the DLLR and the Board.

Dr. Grasmick said that the Council is working on providing assurances of quality control related to the External Diploma and the General Education Diploma (GED). Mr. DeGraffenreidt stated that the Board is requiring that an internal control process be established prior to affixing the signature of the State Board president on diplomas issued by DLLR.

Dr. Grasmick recognized Kathy Oliver and several members of her staff who have worked so diligently to make this process seamless. Ms. Oliver assured the Board that “all the people we serve will not miss a beat.”

In response to a question by Mr. Brooks, Mr. Perez said that the Department brought in an outside consultant to provide information on how to support corrections educators and the special challenges they face every day.

In response to a question by Dr. Dukes, Dr. Grasmick said that discussions about the assurances of the relationship between the DLLR and the State Board are taking place prior to the submission of the final document to the State Board.

President DeGraffenreidt thanked the group for a very useful update.

STANDARD SETTING: MODIFIED ASSESSMENTS IN READING AND MATHEMATICS (GRADES 6, 7, AND 8)

Dr. Grasmick introduced Dr. Carol Ann Baglin-Heath, Assistant State Superintendent, Division of Special Education, and Dr. Leslie Wilson, Assistant State Superintendent, Division of Assessment and Accountability, to discuss the Mod-MSAs which were administered for the first time in the spring of 2009 in grades 6, 7, and 8. She explained that these are alternative assessments, administered under the NCLB Act to students with disabilities meeting specific federally prescribed criteria. She recommended that the Board approve the proposed standards for the Mod-MSA in reading and mathematics for grades 6, 7, and 8. Dr. Grasmick asked Dr. Wilson and Dr. Baglin-Heath to discuss the test, the review process and answer any questions that the Board may have.

Dr. Baglin-Heath explained the process used to determine which assessments are used for students with disabilities, either the Alternative MSAs or the Mod-MSAs. She discussed the various characteristics of the MSA as compared to the Mod-MSA and Alt-MSA.

Dr. Wilson reported that the standards for Mod-MSAs for grades 3, 4, and 5 will be brought to the Board in 2010 for adoption. She noted that the assessment results will be used to determine AYP calculations. She provided examples of test modifications, the benefits of the Mod-MSA, the professional development provided to teachers and the standard setting procedures used. Dr. Wilson provided the numbers of students participating in the 2009 Mod-MSA in reading and math and a comparison of student performance on the Mod-MSA to the performance of special education students on the 2008 MSA.

Upon motion by Mr. DeGraffenreidt, seconded by Mr. Brooks, and with unanimous agreement, the Board approved the recommended standards in reading and mathematics for grades 6, 7, and 8. (In Favor – 11).

UPDATE ON HSA GRADUATION REQUIREMENT

Dr. Grasmick provided a report on the status of all students in the class of 2009, county by county, in meeting the High School Assessment (HSA) graduation requirement. She invited Dr. Wilson to further discuss the significant progress made by students in Maryland.

Dr. Wilson provided data on the numbers of students who have met the requirement and those that are currently working on the requirement. She reported that school systems are working hard to

ensure that all students have all possible options for success. Dr. Wilson noted that significant progress is being made in the numbers of students meeting the requirements and that Maryland is on track to maintain its expected numbers of graduates for 2009. She commended the local education agencies and all education staff in Maryland for their incredibly hard work.

In response to a question by Ms. Walsh, Dr. Wilson said that although it is too early to report, the numbers indicate that graduation rates will be similar to those of previous years.

Dr. Grasmick reported that in response to the question "what would you change next year" she offered the following observations and recommendations:

1. Course sequence is offered too late for ELL and special education students
2. Providing more aggressive models for co-teaching. She reported there will be additional funding for more comprehensive co-teaching opportunities.
3. More professional development for teachers in core subject areas

Mr. Wu commended all the students who worked so hard and in particular the students who worked on the bridge projects describing them as "extremely difficult."

Dr. Finan congratulated all in the education community.

In response to a concern raised by Ms. Garcia, Dr. Grasmick said that Prince George's County and Baltimore City public school systems are going to be working throughout the summer to help those students who are on track to graduate late.

Mr. Brooks said that for students, "the bi-product of the HSAs is -- somebody actually cared about me in a way that had not existed before." He also said, "We did try not to leave any child left behind."

EXECUTIVE SESSION

Pursuant to § 10-503(a)(1)(i) & (iii) and § 10-508(a)(1),(7), of the State Government Article, Annotated Code of Maryland, and upon motion by Ms. Staton, seconded by Ms. Walsh, and with unanimous agreement, the Maryland State Board of Education met in closed session on Tuesday, May 27, 2009, in Conference Room 1, 8th Floor, at the Nancy S. Grasmick Building. All board members were present except Dr. Ivan Walks. In attendance were Dr. Nancy S. Grasmick, State Superintendent of Schools; Dr. John Smeallie, Deputy State Superintendent for Administration; Dr. Ronald Peiffer, Deputy State Superintendent for Academic Policy; and Tony South, Executive Director to the State Board. Assistant Attorney General, Elizabeth M. Kameen was also present. The Executive Session commenced at 1:35 p.m. (In favor – 11)

The State Board deliberated four cases.

- *David & Adrienne Gardiner v. Montgomery County Board of Education* - early entry to kindergarten
- *Thomas Hearn v. Montgomery County Board of Education* - contract dispute
- *Robert and Stephanie Piper v. Allegany County Board of Education* – student discipline
- *Autumn Schultheis v. Anne Arundel County Board of Education* - residency

Ms. Kameen updated the Board on the future legal implications of the MOE waiver decisions issued on May 15, 2009.

Steve Brooks, Assistant State Superintendent for Business Services, joined the meeting at 2:00 p.m. to present tentative budget reduction information to the Board.

The Board discussed four internal board management issues:

- (1) Process for Inviting Guest Presenters - the Board agreed that if a Board member identified a person with excellent professional qualifications to speak to the Board on a topic of compelling interest, that Board member would work with the President and Vice President through the agenda process to vet the speaker to determine if the speaker was appropriate and to establish through which legal process the speaker could be solicited.
- (2) Board dinner to honor exiting Board members - June 23rd.
- (3) Appointment of a subcommittee to review resume's of candidates for the Baltimore City Board of School Commissioners and interview appropriate candidates: Kate Walsh, Donna Hill Staton, James DeGraffenredit, Jr., Rosa Garcia, and Blair Ewing
- (4) The Process for the Superintendent Evaluation.

The Board suggested that the Procedures for Public Comment be posted on the website and translated into other languages.

The Executive Session ended at 2:50 p.m.

RECONVENE

The meeting reconvened at 2:45 p.m. Dr. Dukes was absent.

PHYSICAL EDUCATION VOLUNTARY STATE CURRICULUM

Dr. Grasmick reminded Board members that they have voted earlier this year to accept the voluntary state curricula in health education and world languages. She introduced Dixie Stack, Director of Curriculum, Division of Instruction, and Michael Mason, Specialist in Physical

Education, to provide the results of a review of the physical education VSC by external consultants and recommended that the Board accept the draft curriculum.

She also explained that additional members of staff would later provide an overview of how physical education, nutrition and health education are integrated into the school curricula.

Ms. Stack introduced Mr. Matthew Trout, a member of the review team that conducted the external review of the VSC for Physical Education. She explained that the new curriculum emphasizes fitness skill development and personal and social behavior. She discussed the process used to develop the draft document based on six content standards.

Mr. Trout discussed the methodology used to review the standards explaining that the standards are used as a roadmap for local curricula. He addressed the strengths and areas needing improvement in the VSC.

Mr. Mason explained that professionals from across the State were asked to provide feedback and subsequent changes were made to the VSC. He discussed the next steps which include providing a resource book for teachers and urging teachers “to teach the value of physical activity.” He said “we are going to move away from just teaching sports in physical education.”

Dr. Grasmick recommended the Board’s acceptance of the Voluntary State Curriculum for Physical Education.

In response to a question by Mr. Goodall about coordination of coaches, Mr. Mason said that this curriculum will require more professional development for coaches and teachers.

In response to a question by Ms. Garcia, Mr. Mason said that most parents are not opposed to the schools providing physical fitness awareness and Ms. Stack said that schools are going to transition from physical education to the issue of wellness for students.

Upon motion by Mr. Goodall, seconded by Ms. Garcia, and with unanimous agreement, the Board accepted the content standards for physical education. (In Favor – 10)

Dr. Grasmick reported that the United States Surgeon General required that all school systems provide a wellness plan to be followed by all schools. She distributed a document from the National Association of State Boards of Education (NASBE) about the dire effects of childhood obesity.

Ms. Stack introduced Stewart Eidel, Section Chief, School and Community Nutrition Programs Branch and Brian Griffith, Specialist in Health Education, to give an overview of how physical education, nutrition and health education are integrated within the schools.

Mr. Eidel reported that nutrition standards have been developed and followed and that training and technical assistance is being provided to schools. He noted that most schools have no plan to measure and monitor their wellness policies and urged the need to provide the schools with a framework for providing wellness education.

In response to a question by Mr. Goodall, Mr. Mason said the individual student identifier can be used to identify the fitness level of students confidentially without using student names.

In response to a question by Ms. Staton, Mr. Griffith explained that there are stress management classes for students to prevent and manage stress.

Upon motion by Mr. Ewing, seconded by Mr. DeGraffenreidt, and with unanimous agreement, the Board voted to support development of a model for collecting fitness data. (In Favor – 10)

In response to a question by Dr. Pizzigati, Mr. Griffith said that school systems are working with partners to create safe exercise venues for students. Mr. Brooks noted that the Police Athletic League (PAL) Centers offer students in Baltimore City safe environments for physical activities.

In response to a question by Mr. Wu, Mr. Griffith said that elementary school teachers address wellness by reading books on the subject to their students.

UNITED STATES SENATE YOUTH PROGRAM

Dr. Grasmick introduced Ms. Paula McCoach, Specialist, Character Education, to discuss Maryland's participation in the U.S. Senate Youth Program and to introduce the two special guests who represented Maryland this year in the Program. She noted that Board Member Derek Wu was a participant last year in this Program.

Ms. McCoach introduced Mr. Nicholas Dahl, a junior from South Carroll High School in Carroll County and Michael Appau, a senior at Catonsville High School in Baltimore County who participated in the Senate Youth Program this year. She noted that the program has been conducted since 1962.

Mr. Appau said "it was like a crash course in government." He explained that during his participation in the Program "fear and intimidation changed to awe and respect." He noted that he was given the unique opportunity to meet U.S. President Obama who "inspired us." He said that his experiences in the program "changed him greatly."

Mr. Dahl expressed his deep interest in government and his appreciation of the legacy that serving the public provides.

Mr. Wu explained that Maryland has one of the hardest selection processes in the nation and congratulated the participants for being selected to represent Maryland students.

Dr. Grasmick and President DeGraffenreidt congratulated each participant and presented each with a citation and gift from the Board.

COMAR 13A.05.09.02 (AMEND) PROGRAMS FOR HOMELESS CHILDREN

Dr. Grasmick introduced Ms. Ann Chafin and Mr. John McGinnis, Specialist, Pupil Personnel, to provide an overview of a proposed amendment to the Program for Homeless Regulations, COMAR 13.A.05.09.02. She recommended State Board adoption of the proposed amendments.

Ms. Chafin explained that these amendments provide for the inclusion of children awaiting foster care under the Programs for Homeless Children regulations. She noted that following the publication of this amendment in the *Maryland Register*, two comments were received.

Upon motion by Mr. Brooks, seconded by Ms. Staton, and with unanimous agreement, the Board adopted the amendment to COMAR 13A.05.09.02, Programs for Homeless Children. (In Favor – 10)

COMAR 13A.08.05.02, .04 & .05 (AMEND) INFORMAL KINSHIP CARE

Dr. Grasmick asked Mr. McGinnis and Ms. Chafin to discuss amendments to COMAR 13A.08.05.02, .04 & .05 Informal Kinship Care and recommended Board adoption of the proposed amendments.

Ms. Chafin explained the need for these amendments to align the COMAR provisions with new requirements in State Law which were passed by the Maryland General Assembly.

Upon motion by Ms. Garcia, seconded by Dr. Pizzigati, and with unanimous agreement, the Board adopted amendments to COMAR 13.A.08.05.02, .04 & .05 Information Kinship Care. (In Favor – 10)

STATE SUPERINTENDENT'S UPDATE

Dr. Grasmick reported that the Department is receiving stabilization funding to assist with meeting Thornton requirements as well as targeted dollars for Title I and special education. She reported that a Request For Proposals (RFP) has not been distributed to states to compete for the Race To The Top portion of the Federal Stimulus Package. She noted that states must be pursuing reform efforts and have a longitudinal data system in place to apply. The Superintendent reported that the Department recently received a \$3 million competitive grant and that local education agencies will also be receiving stabilization grants.

She noted that she and Dr. Pizzigati and Mr. South attended Derek Wu's senior piano recital at the Peabody Institute and described Mr. Wu as a "remarkable talent."

Dr. Grasmick explained that she and Dr. Finan, who are members of a Task Force on College Success, met with the group to work on a smooth progression for students to enter two and four-year higher education institutions. She noted that the Governor has expressed interest in creating national standards for Maryland schools.

In response to a question by Ms. Garcia about the monitoring of the expenditure of economic stimulus funding by school systems, Dr. Grasmick said that reporting of this will be very detailed and that not every state will receive Race to the Top funding.

In response to a question by Mr. Ewing, Dr. Grasmick said that the chance of Maryland receiving a portion of the Race to the Top funding is excellent. She said that she has been approached by a number of other states who have expressed interest in partnering with Maryland to apply for the funding.

NASBE UPDATE

Dr. Pizzigati said that she will be providing the Department with more information that has resulted from the recent NASBE study of childhood obesity. She noted that NASBE would be holding a number of meetings in June including study group meetings, the meeting of its Governmental Affairs Committee and its Board of Directors meeting. She urged Board members to consider taking a leadership role in NASBE. Dr. Pizzigati reminded Board Members that they will be required to elect a liaison to NASBE since she will be leaving the Board at the end of June.

PUBLIC COMMENT

Mr. DeGraffenreidt explained procedures by which the Board hears public comments. The following person provided public comment: Pat Gordon, President of the Maryland Association of Boards of Education.

ADJOURNMENT

The meeting adjourned at 4:40 p.m.

RECONVENE

The meeting reconvened at 9 a.m. on Thursday, May 28, 2009.

MARYLAND ASSOCIATION OF STUDENT COUNCILS' (MASC) YEAR END REPORT

Dr. Grasmick introduced Mr. David Murray, this year's MASC President to provide an overview of this past year's MASC activities and to introduce the incoming MASC President. She noted that Mr. Murray will become the Student Member of the Board in July. The Superintendent also asked Vanessa Diggs, Director, Youth Development Branch, to introduce the new Executive Director of MASC.

Ms. Diggs introduced Mr. Lance Ledebur, newly-appointed Executive Director of the MASC, who described this past year as a successful one. He thanked the many Department employees and Dr. Grasmick for their ongoing support of the organization. He reported that the goals of the organization are to reach out to non-traditional leaders and to gain voting rights for student members on local boards of education. He asked Mr. Murray to brief the Board on the activities of the MASC during this past year.

Mr. Murray said that several workshops and conferences were held including the MASC Convention which featured a powerful motivational speaker and offered important networking opportunities for students. He introduced Jigisha Srivasta, the incoming MASC President who was recently appointed to the Maryland Youth Advisory Council.

President DeGraffenreidt said the Board looks forward to Mr. Murray joining them next month.

Mr. Wu congratulated and thanked Mr. Murray for his service to the organization and said, "it has been a privilege to collaborate with you and the others." He thanked everyone for "stepping up" for the organization.

Dr. Grasmick explained that this past year the staff position assigned to support the MASC position was eliminated and acknowledged the many people who filled in during a very difficult and challenging year.

Dr. Pizzigati said, "In Maryland – this is a gem. You are so valuable in the role that you play now and as adults."

REVIEW OF MARYLAND'S MATHEMATICS CURRICULUM, GRADES K-8

The Superintendent introduced Dixie Stack, Matt Gandal, Executive Vice President, Achieve, Inc., and Laura Slover, Vice President, Content and Policy Research, Achieve, Inc. to present the results of an external review of Maryland's mathematics curriculum, grades K-8. She noted that Achieve, Inc. was the successful bidder following the distribution of the RFP. She noted that the desire in the education community is to have multiple states engage in national standards and noted that the Governor is very supportive of this concept.

Mr. Gandal explained that Achieve's goal is to make standards match what students need to learn to go into the workforce or college. He said that thirty-five states have joined together in the American Diploma Project in order to close the expectation gap between high school and postsecondary education. He provided data on the policies adopted to ensure that high school students will graduate college and career ready.

Ms. Slover discussed the procedure and criteria used to develop benchmarks to assess Maryland's mathematics standards.

In response to a question by Ms. Walsh about the data presented, Ms. Slover said that she would investigate and provide the Board with a more in depth explanation of the data.

Ms. Slover went over the following recommendations made by Achieve to bring the VSC into close alignment with nationally-recognized standards documents:

- Increasing rigor by increasing the sophistication of mathematical content and cognitive demand;
- Increasing coherence through consolidation of content;
- Increasing focus through better balance among procedural skills, conceptual understanding, and solving problems;
- Making the objectives and associated assessment limits less overly specific; and
- Making the document clearer and more accessible.

In response to a question by Mr. Brooks, Ms. Slover explained that cognitive demand represents what a student needs to know and what they should be able to do with the information.

In response to a question by Mr. DeGraffenreidt about whether certain cohorts of students would be able to meet the demands of more rigorous standards, Mr. Gandal said that the drop out rate might increase but that there are indicators that help identify students who may drop out. Mr. DeGraffenreidt said that he feels that the primary reason students drop out is that they do not see the relevance of what they are asked to learn and what they will be expected to do throughout their lives.

In response to a question by Ms. Staton, Mr. Gandal said that these recommendations apply not only to students entering postsecondary institutions but vocational training as well. He noted that studies show that only twenty-two percent of jobs in Maryland will require a high school diploma and that the remainder will require further training or postsecondary education.

In response to a question by Dr. Pizzigati about consistency in classroom practices in other states, Ms. Slover explained that most states are struggling to get the right balance. She said that one of the problems is the movement of students from school to school. She noted the lack of content knowledge among teachers as well which has a negative impact on student success.

Mr. Gandal said that the National Governors' Association (NGA) and the Council of Chief State School Officers (CCSSO) are leading the way and endorsing the development of common core standards. He said that Achieve is working with other organizations to develop these common standards which should be complete by December 2009. He said that an announcement will be made next week of the states who have indicated their intent to sign a Memo of Understanding (MOU) to formally pursue development of these standards. Mr. Gandal discussed the opportunities for states to get competitive grants to develop a national assessment system.

In response to a question by Dr. Dukes, Ms. Slover said that national assessment standards are developed to be more aligned with national curriculum standards providing more consistency for student learning.

In response to a request by Mr. Wu, Ms. Slover said that she will forward to the Board a copy of slide comparing the Japanese national standards in mathematics with what is assessed by the National Assessment of Educational Progress (NAEP) in the United States.

INTERNATIONAL BENCHMARKING IN MATHEMATICS

Mr. DeGraffenreidt introduced Dr. Alan Ginsburg, Director of Policy and Program Studies, Office of Planning, Evaluation, and Policy Development, U.S. Department of Education, to discuss a study comparing Singapore and U.S. mathematics systems; a study of what we can learn from the TIMSS and PISA results about international mathematics performance and its causes; and a newly published study of “How the Highest Performing State (Massachusetts) Compares to the Highest Performing Country (Hong Kong) in Grade 3 Mathematics.”

Ms. Walsh said, “this curriculum is considered the best in the world.”

Dr. Ginsburg explained that he is not representing the U.S. Department of Education in this endeavor. He noted that the United States math scores are substantially below those of other countries and discussed the differences in the way in which mathematics is taught in Singapore. He explained the problem with states using different textbooks and recommended that states form a consortium to provide a common standard for textbooks.

Mr. Wu thanked Dr. Ginsburg for his presentation and noted that he attended school in Singapore for the first three years of his school career.

CONTENT STANDARDS – Q&A

In response to a concern expressed by Mr. Ewing about the high remediation rate in mathematics among students entering college, Mr. Gandal said that the alignment of standards to assessments would help in this area. He said that Maryland is the only state that reports remediation data and noted that the need for remediation in college is found to lower the student’s chance for earning a degree.

In response to a question by Dr. Pizzigati, Dr. Ginsburg said that it is imperative to get the standards right. He stressed the need for special assistance for students to be provided by the best teachers.

Ms. Walsh said that elementary school teachers are not being given a good foundation in mathematics and noted that the state of Massachusetts has provided an excellent mathematics text for elementary school teachers.

Mr. Gandal said that colleges are lowering their expectations to accept students through college placement tests.

In response to a question by Ms. Walsh, Dr. Ginsburg said that calculators are banned in Singapore schools after the fourth grade.

In response to a question by Ms. Garcia, Dr. Ginsburg said that many of the governors and state leaders feel it is critically important to raise the bar on standards in American schools. They view this as one of the most critical challenges in our country.

Dr. Grasmick thanked the presenters and stated “you have given us much to ponder. We have an enormous interest.” She stressed the need for early training and intervention.

OPINIONS

Ms. Kameen announced the following Maintenance of Effort (MOE) Waiver Opinions:

- | | |
|------------|---|
| No. 2009-1 | MOE Waiver Request of Montgomery County (denied) |
| No. 2009-2 | MOE Waiver Request of Prince George’s County (denied) |
| No. 2009-3 | MOE Waiver Request of Wicomico County (denied) |

MARYLAND’S 2009 TEACHERS OF THE YEAR

The Superintendent welcomed the family members and teacher administrators who were present and asked them to join with her in commending Maryland’s 2009 Teachers of the Year. She said that these teachers model exemplary practices in their classrooms every day. Addressing the Teachers of the Year, Dr. Grasmick said, “You have been chosen from a pool of the very best. You are the crème de la crème. We consider you part of a considerable brain trust.” She introduced Mr. Will Thomas, the current Teacher of the Year. Dr. Grasmick noted the significant prizes awarded to the teachers who were selected and acknowledged the generosity of the sponsors who were present. A list of the teachers who were selected as Maryland’s 2009 Teachers of the Year is attached to and made a part of these minutes.

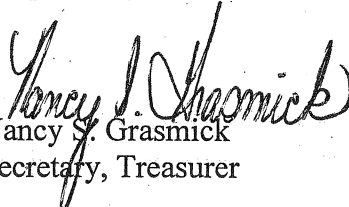
Dr. Grasmick announced each teacher and their respective school and school system. She introduced Dr. Darla Strouse, Executive Director, Partnerships and Development, noting that “this is the most stellar teacher appreciation program in the country.”

Dr. Strouse thanked the coordinators for their excellent support and noted that each teacher will receive a monetary award and will serve as a mentor to students planning to enter the teaching profession. Dr. Strouse called each teacher and their respective family members and administrators to the podium to accept an award from President DeGraffenreidt and Dr. Grasmick.

Dr. Grasmick thanked all of the honorees stating, “It is no surprise that we are #1 in the nation.”

With no further business before the Board, the meeting adjourned at 12:30 p.m.

Respectfully submitted,


Nancy S. Grasmick
Secretary, Treasurer

NSG/rms

APPROVED:

June 29, 2009

MARYLAND STATE BOARD OF EDUCATION

CLOSED SESSION

On this 27th day of May 2009, at the hour of 2:15 pm/pm, the Members of the State Board of Education voted as follows to meet in closed session:

Motion made by: Stanton

Seconded by: Walsh

In Favor: All Opposed: _____ Member(s) Opposed: _____

The meeting was closed under authority of §10-503 (a) (1) (I) and §10-508 (a) of the State Government Article of the Annotated Code of Maryland for the following reason(s): (check all which apply)

- (1) To discuss: (I) the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom it has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals.
- (2) To protect the privacy or reputation of individuals with respect to a matter that is 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.

The topics to be discussed during this closed session include the following:

1. Discuss four legal appeals.
2. Receive legal advice on recent decisions rendered by the Board.
3. Discuss an MSDE personnel issue
4. Discuss 5 internal Board management items.


President

**MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE May 26, 2009 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>
Dunkle, Michelle S.	Education Program Specialist II, Coordinator of MD Approved Alternative Programs	22	Certification and Accreditation	TBD
Moyo, Koliwe	Education Program Specialist I, Complaint Investigator	21	Special Education/Early Intervention Services	TBD
Satterfield, Regina E.	Assistant State Superintendent for Certification and Accreditation	ESS	Certification and Accreditation	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>
Beck, Mark C.	Vocational Rehabilitation Specialist II	13	Rehabilitation Services, Disability Determination Services	05/20/2009
Carroll, Dawn M.	Vocational Rehabilitation Specialist II	13	Rehabilitation Services, Disability Determination Services	05/20/2009
Clayton-Johnson, Pamela	Vocational Rehabilitation Specialist II	13	Rehabilitation Services, Disability Determination Services	05/20/2009
Van Camp, Jeanne	Vocational Rehabilitation Specialist II	13	Rehabilitation Services, Workforce and Technology Center	04/08/2009

III. Other Actions:

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
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None



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street · Baltimore, MD 21201 · 410-767-0100 · 410-333-6442 TTY/TDD

May 26, 2009

Name: Michelle S. Dunkle
Position: Education Program Specialist II,
Coordinator of Maryland Approved Alternative Programs
Division: Certification and Accreditation
Salary Grade: 22 (60,290 - \$96,808)
Effective Date: TBD

JOB REQUIREMENTS:

Education:

A Master's Degree or equivalent 36 post baccalaureate credit hours of course work in Education, Educational Administration/Supervision or a related field.

Experience:

Five years of professional teaching, staff development or administrative work in or affiliated with professional teacher education programs and alternative teacher certification programs; experience that includes working with institutions of higher education regarding program approval issues is desirable.

Note: Two additional years of experience directly related to the position may be substituted for the required Master's Degree.

JOB DESCRIPTION:

This position is responsible for managing and coordinating the Maryland Approved Alternative Preparation Programs by ensuring that these programs and all teacher education programs conform to statutory requirements of Maryland State Laws and Bylaws in the Code of Maryland Regulations (COMAR).

Michelle S. Dunkle
Page two

Qualifications:

Ohio University (Athens, Ohio) 1971 – Bachelor's Degree in English

University of Maryland (Baltimore, Maryland) combined with other institutions and staff development 1995 – Master's Equivalency

Experience:

Prince George's County Public Schools (Upper Marlboro, Maryland)

2000 – Present: Teacher Quality Specialist and Grants Manager – On loan at MSDE

1997 – 2000: Instructional Specialist/Leader

1984 – 1997: English Teacher, Department Chair

EMPLOYMENT STATUS:

New Hire



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street · Baltimore, MD 21201 · 410-767-0100 · 410-333-6442 TTY/TDD

May 26, 2009

BOARD LIST

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

Name: Koliwe Moyo
Position: Education Program Specialist I, Complaint Investigator
Division: Special Education/Early Intervention Services
Salary Grade: 21 (\$56,496 - \$90,706)
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Juris Doctorate, or a Masters Degree or equivalent 36 credit hours of post-baccalaureate course work in Special Education, Educational Administration/Supervision, or a related field.

EXPERIENCE:

Four years of professional experience in the evaluation or compliance monitoring, supervision/administration, or related experience within or affiliated with an organization serving school-aged children with disabilities.

DESCRIPTION:

This is a professional position responsible for ensuring compliance with the Individuals with Disabilities Education Act (IDEA) and the corresponding State and federal laws for the education of students with disabilities, and for providing technical assistance in resolving conflicts between local school systems and parents.

Qualifications:

Education:

Howard University School of Law (Washington, D.C.) 2001 – Juris Doctorate in Law

Catholic University of America (Washington, D.C.) 1998 – Bachelor's Degree in English

Experience:

Child and Family Services Agency-Innovative Family Support Service Administration
(Washington, D.C.)

2008 – Current: Special Education Specialist, Family Services

District of Columbia Public Schools (Washington, D.C.)

2005 – 2008: Compliance Specialist (Office of Special Education)

2004 - 2005: Paralegal Specialist (Office of the General Counsel)

Public Defender Services (Washington, D.C.)

2000 – 2001: Law Clerk

Employment Status

New Hire



Nancy S. Grasmick
State Superintendent of Schools

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May 26, 2009

BOARD LIST

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

Name: Regina E. Satterfield
Position: Assistant State Superintendent for Certification and Accreditation
Division: Certification and Accreditation
Salary Grade: Executive Salary Scale
Effective Date: TBD

JOB REQUIREMENTS:

Education:

A Master's Degree or 36 hours of post baccalaureate coursework in Education or Education Administration/Supervision.

Experience:

Extensive experience in educational supervision and management in the areas of school administration, school improvement, school performance, program assessment, and teacher development.

JOB DESCRIPTION:

This is a professional position that serves as the Assistant State Superintendent responsible for the direction and oversight of the educator certification system, the approval system for college and university teacher preparation programs, the accreditation of non-public schools for the State of Maryland. Also this position advises the State Board of Education and the Professional Standards and Teacher Education Board on issues and policies pertaining to certification and accreditation.

Qualifications:

Johns Hopkins University (Baltimore, Maryland) 1983 – Post graduate study in administration and supervision and Certification in Special Education

Towson University (Towson, Maryland) 1975 – Master of Education in Reading; 1971 – Bachelor of Science in Elementary Education

Maryland State Department of Education – Maryland State Certification with Principal, Supervisor, and Superintendent Endorsements

Experience:

Baltimore County Public Schools (Towson, Maryland)

2004 - Present:	Area Assistant Superintendent (Southwest)
2003 - 2004:	Executive Director of Student Support Services
2001 - 2003:	Director of Instruction in Special Education
2000 – 2001:	Acting Area Superintendent (Central Area)
1998 – 2000:	Director of Elementary Schools (Central Area)
1993 – 1998:	Coordinator of Special Education (Northeast Area)
1988 – 1993:	Principal, the Rosedale School and Essex Elementary School
1986 – 1988:	Personnel Specialist
1979 – 1986:	Special Education Specialist (Southeast Area)
1975 - 1979:	Itinerant Teacher, Learning Disabilities

EMPLOYMENT STATUS:

New Hire