

MINUTES OF THE MARYLAND STATE BOARD OF EDUCATION

Tuesday
February 24, 2015

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

The Maryland State Board of Education met in regular session on Tuesday, February 24, 2015 at 9:15 a.m. at the Nancy S. Grasmick State Education Building. The following members were in attendance: Dr. Charlene M. Dukes, President; Dr. Mary Kay Finan, Vice President; Mr. James H. DeGraffenreidt, Jr.; Ms. Luisa Montero-Diaz; Ms. Linda Eberhart; Dr. S. James Gates, Jr.; Mr. Steven Priester; Mrs. Madhu Sidhu; Mr. Guffrie M. Smith; Donna Hill Staton, Esq. and Dr. Lillian M. Lowery, State Superintendent of Schools. Mr. Larry Giammo and Mr. Sayed Naved were absent.

Elizabeth Kameen, Esq., Assistant Attorney General, and the following staff members were also present: Ms. Kristi Michel, Deputy State Superintendent for Finance and Administration; Dr. Jack Smith, Deputy State Superintendent for Teaching and Learning; Mr. Anthony South, Executive Director, Office of the State Board; and Penelope Thornton Talley, Esq., Deputy State Superintendent for School Effectiveness

President Dukes acknowledged the attendance of Warner Sumter, President-Elect of the Maryland Association of Boards of Education (MABE). She also introduced and welcomed Kitty Blumsack of the MABE staff as well as several local board members who were in attendance as participants in MABE's Boardmanship Program: Beverly Anderson (Prince George's County Board of Education), Marnell Cooper (Baltimore City Board of School Commissioners), Mark Crawford (Charles County Board of Education), Otis Sampson (Talbot County Board of Education), and Martha Darling Sparks (Talbot County Board of Education).

Mr. Priester introduced Matthew Saxton, student member of the Carroll County Board of Education.

CONSENT AGENDA

Upon motion by Dr. Finan, seconded by Mr. Smith, the Board approved the Consent Agenda as follows: (In Favor – 10)

- Approval of Minutes of January 27, 2015
- Personnel (copy attached to these minutes)
- Budget adjustments for January, 2015

ORAL ARGUMENTS

Ms. Kameen explained the procedures by which the Board hears oral arguments and introduced the following persons:

Roger C. Thomas, Esq.
Representing the Baltimore City Board of School Commissioners

v.

Gregory Mobley

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY RENEWAL REQUEST

Dr. Dukes explained that this presentation is for information and discussion only and that Board approval will be requested at the March Board meeting.

Dr. Jack Smith introduced Penelope Thornton-Talley; Mary Gable, Assistant State Superintendent, Division of Academic Policy and Innovation; David Volrath, Teacher Principal Evaluation Planning and Development Officer; Dr. Henry Johnson, Assistant State Superintendent, Division of Curriculum, Assessment, and Accountability; and Chandra Haislet, Director, Accountability and Data Systems.

Ms. Gable explained that there are four overriding Principles of ESEA flexibility. She discussed Principle 1: *Transitioning to college- and career-ready standards and assessments*. She reported on the actions taking place moving forward from the implementation of the standards and assessments which include items addressing the needs of special subgroups. Ms. Gable said that closing the achievement gap is a major goal and that LEAs are looking at best practices and dedicating resources to meet that goal.

Ms. Gable provided a timeline for phasing in the Partnership for the Assessment of Readiness for College and Careers (PARCC) Assessments administered in all schools in 2014-2015 school year.

In response to a question by Ms. Eberhart about offering an English 9 test prior to English 11, Dr. Johnson said this discussion is taking place with districts and includes the possibility of implementing apprenticeship programs and certification programs that can substitute for testing. Dr. Lowery said, "We are working with PARCC to keep tests valid and short."

Mr. DeGraffenreidt requested that a discussion be held at a future board meeting to discuss testing. He said, "We need to set a context of what is the objective. Getting tested at the beginning of the course and the end of the course is helping students learn as well as providing diagnostics."

Dr. Lowery said, "We have tests that do exactly that. Not only are they performance-based but they also demonstrate critical thinking and problem solving. We will have an item by item analysis also. We can look at what students missed."

Mr. Priester urged the need to get information to the students about the importance of testing and how it impacts their education. He said that, often times, students do not get the information that is passed along to the school system. He said, "We should let students know how the data is being used and why." Dr. Lowery said, "That is an excellent point. We haven't had the capacity to get information on a specific student."

Dr. Johnson said that teachers can look at scores for students from previous years to address their learning styles. He said it gives teachers an opportunity to augment support for the student and that parents will be able to see how their children are doing.

Ms. Haislet discussed Principle 2: *State-Developed Systems of Differentiated Recognition, Accountability, and Support*. She explained that this is truly a collaborative process and that progress will not be able to be assessed until three years of data are available in 2017-2018. She said it is very important to look at progress over time to differentiate schools and what they need to target. She discussed the proposed phased implementation plan and the proposed changes with ESEA flexibility.

Mr. DeGraffenreidt suggested changing the term "average" to "median."

Ms. Eberhart discussed the need to show when low performing schools are improving. She said, "Is there some way to show actual growth?" Ms. Haislet said that Principle 2 will provide differentiation between student groups and will provide school leaders with specific information on the needs of students. She said there will be a separate category for growth and skill scores.

Dr. Smith said, "We want to identify high levels of achievement and movement upwards. We want to show everything to schools so that they have *in the moment* information."

Dr. Lowery said, "This new system will address stretching high performing students also. This model will reach all students."

Mr. DeGraffenreidt said, "We need to translate the data so that parents and stakeholders can understand. We don't want sensationalism as in other states." Ms. Haislet said, "We have been grappling with this. We are using data to provide differentiation to drive help for schools. We will be setting standards for what is a high performing school."

Dr. Smith said, "We have learned a lot from other states. We need to place descriptors with the numbers for schools."

Dr. Lowery said, "We need to get focus groups of parents to explain what we are doing -- community outreach is critical."

Dr. Gates said, "MSDE could bring a national perspective to everyone. Are we following best practices in the schools? Data can inform you about where you want to go. We should take a deeper dive on this."

Ms. Gable explained that Priority, Focus and Reward school designations were provided by the U.S. Department of Education (USDE) and noted that an agency-wide plan for supports will be created. She said staff is putting together a model that will identify, for the individual school, what is available to support and recognize each school. She provided a menu of supports.

In response to a question by Ms. Diaz, Ms. Gable said, "We are looking at what we are doing and the needs of the LEAs based on data. We are looking at an agency-wide approach. We may focus on particular schools."

In response to a question about funding from Ms. Diaz, Maria Lamb, Director, Program Improvement and Family Support Branch, said, "We will be requesting additional funding. We are getting more funding for Title I schools. There are a variety of funding sources and we are making sure that they are working together." Dr. Dukes said, "Locals are setting budget priorities."

In response to a question by Ms. Eberhart about early learning programs, Dr. Rolf Grafwallner, Assistant State Superintendent, Division of Early Childhood Development, said, "We are providing funding for professional development and E-learning in priority and focus schools. Local Councils are working on this also."

In response to another question by Ms. Eberhart, Ms. Lamb said that the Department will submit a state model to turn around focus and priority schools.

Dr. Smith said that the flexibility waiver provides more rigorous responses for schools.

In response to a question by Mr. Priester, Ms. Gable said that priority and focus schools will need a school improvement plan which will be monitored regularly to check on the progress in these schools.

Dr. Dukes explained that the Board will continue this discussion at 1:30 p.m. following its Executive Session in order to complete its morning agenda items.

NATIONAL TITLE I DISTINGUISHED SCHOOL

The Superintendent introduced Kristina Kyles, Assistant State Superintendent, Division of Student, Family and School Support Services, to introduce the Principal of the National Title I Distinguished School for Maryland.

Ms. Kyles recognized Belle Grove Elementary School in Anne Arundel County as the National Title I Distinguished School for Maryland and introduced Tamara Kelly, the school's Principal.

Ms. Kelly introduced guests representing the school and said, "On behalf of the Belle Grove community, thank you for your support. Two hundred, fifty-five students are encouraged to excel everyday. Education is the key to endless possibilities." She said parent and community volunteers are included in this award and that this award is a great source of pride for the school.

COMAR 13A.02.05 (AMEND) MAINTENANCE OF EFFORT (MOE)

Dr. Lowery reminded the Board that in December Kristi Michel reviewed the revised MOE legislation that was enacted by the General Assembly in 2012. She asked Ms. Michel to review the COMAR amendments that are being proposed to respond to the legislative changes. She recommended that the State Board grant "Permission to Publish" this regulatory proposal.

Ms. Michel reported that these amendments will bring COMAR in line with the state statute and that the changes define three different types of MOE requests.

Upon motion by Ms. Staton, seconded by Mr. DeGraffenreidt, and with unanimous agreement, the Board granted Permission to Publish COMAR 13A.02.05 Maintenance of Effort. (In favor – 10)

COMAR 13A.03.04 TEST ADMINISTRATION AND DATA-REPORTING POLICIES AND PROCEDURES

The Superintendent asked Dr. Henry Johnson to discuss this regulatory proposal. She recommended adoption of the proposal.

Dr. Johnson said the purpose of these changes is to add the current assessments to the regulation. He reported that one comment was received subsequent to publication in the *Maryland Register* and noted that a technical change was made.

In response to a question by Ms. Eberhart, Dr. Lowery explained that if legislation is enacted that impacts any portion of this regulation, the Board will be asked to adopt the changes at a future meeting.

Upon motion by Mr. DeGraffenreidt, seconded by Mr. Smith, and with unanimous agreement, the Board adopted COMAR 13A.03.04 Test Administration and Data-Reporting Policies and Procedures, as amended. (In favor – 10)

COMAR 13A.11.01,.04 AND .08 PROGRAMS FOR ADULTS WITH DISABILITIES

Dr. Lowery introduced Suzanne Page, Assistant State Superintendent, Division of Vocational Rehabilitation Services, to answer any questions of the Board. She recommended that the Board grant Permission to Publish this regulatory proposal.

Ms. Page reported that the changes proposed to these regulations are mostly technical changes.

Upon motion by Mr. DeGraffenreidt, seconded by Mr. Smith, and with unanimous agreement, the Board granted Permission to Publish COMAR 13A.11.01, .04 and .08 Programs for Adults with Disabilities. (In Favor – 10)

Dr. Dukes introduced David Maylish, Assistant Professor of Education, Community College of Baltimore County and welcomed his students who were in attendance.

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 Professor Gates, seconded by Mr. DeGraffenreidt, and with unanimous agreement, the Maryland State Board of Education met in closed session on Tuesday, February 24, 2015, in Conference Room 1, 8th floor of the Nancy S. Grasmick State Education Building. All board members were present except Larry Giammo and Sayed Naved. In attendance were Dr. Lillian Lowery, State Superintendent of Schools; Kristy Michel, Chief Operating Officer; Dr. Jack Smith, Chief Academic Officer; Penelope Thornton Talley, Esquire, Chief Performance Officer; John White, Chief of Staff; and Tony South, Executive Director, Office of the State Board. Assistant Attorneys General, Elizabeth M. Kameen, Jackie La Fiandra, Alan Dunklow, and Derek Simmons were also present. The Executive Session commenced at 12:15 p.m. (In favor – 10)

The State Board approved three Opinions and two Orders for publication.

- *Sharon Gorenstein v. Baltimore City Board of School Commissioners* – denial of payment to retirement account – Opin. No.15-06
- *Joan Michalwicz, et al. v. Wicomico County Board of Education* – salary dispute – Opin. No. 15-07
- *B.J. and Kimberly W. v. Anne Arundel County Board of Education* – student suspension – Opin. No. 15-08
- *Donald Garner v. Baltimore City Board of School Commissioners* – employee termination – Order No. OR15-02
- *Barbara P. v. Anne Arundel County Board of Education* – motion for reconsideration – Order No. OR15-03

The Board deliberated one case. It will be published at a later date.

- *Gregory Mobley v. Baltimore City Board of School Commissioners* – teacher termination

Dr. Lowery and Kristy Michel provided an overview of the Budget and Legislative process, the turnover rate process, and the Voluntary Separation Program process.

The Board decided to re-open the recruitment process for the Baltimore City Board of School Commissioners.

The session ended at 1:20 p.m.

RECONVENE

The meeting reconvened at 1:30 p.m.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY RENEWAL REQUEST (cont'd)

Mr. Volrath discussed Principle 3: *Supporting Effective Instruction and Leadership*. He explained that four areas of support emerged over the years:

- professional practice
- student learning objectives (SLOs)
- test score translation, and
- use of new state accountability measures

He reported on the support components for these areas over the next three years. He noted the serious concerns remaining about the State's ability to conduct a thorough investigation of the accountability measure translation methodology and to determine valid adjustments needed to improve the performance of evaluation models by August, 2016. He said that the State will use the same method for principal evaluations. He discussed the strengths of Maryland's response to Principle 3.

Dr. Smith publicly commended everyone who presented today as well as all of those who worked so hard on this document.

Ms. Staton acknowledged the excellent work done by the staff as well.

ANALYSIS OF MARYLAND'S SCHOOL DISTRICTS' TEACHER RATINGS: COMPONENT MEASURES

Dr. Lowery stated that an *Analysis of Maryland's School Districts' Teacher Ratings: Component Measures* is provided for information and discussion only and introduced Daniel Bugler, Research Team Leader for West Ed Mid Atlantic Comprehensive Center (MACC) to discuss the Report. She noted that this report was issued as part of the West Ed contract with the United States Department of Education

Mr. Bugler provided a chart depicting the ratings of Ineffective, Effective and Highly Effective for teachers in each subdivision in Maryland. He also provided charts depicting statewide average effective points earned for professional practice, student growth and overall by level of school. Mr. Bugler discussed the correlation of growth and professional practice, professional

practice components and SLOs to total ratings. He provided a chart showing the statewide average effective points earned for professional practice components and SLOs. He noted the variation of cut scores for teacher ratings by district and the variation of distribution of teacher ratings in districts with similar evaluation plans.

In response to a question by Ms. Staton, Mr. Bugler said, "There is a large discrepancy among districts. There is a big learning curve. I am not surprised."

Dr. Lowery said, "This speaks to local control and local flexibility. We gave a lot of flexibility to locals."

Mr. Volrath said that the discrepancies among districts are diminishing and that this report is generating many questions.

In response to a question by Ms. Eberhart, Dr. Ben Feldman, Office of Teacher and Principal Evaluation, said that not all teachers are evaluated every year which would account for some of the variation among districts.

In response to a question by Ms. Diaz, Mr. Volrath said that the State does not have data from Montgomery and Frederick County Public School Systems this year since they did not participate in the Race to the Top grant but that there will be data coming next year. Dr. Lowery reported that those two LEAs are participating in professional development opportunities provided by the Department.

Mr. Priester requested that this discussion be continued by the Board after meetings are held with district leaders.

Mr. DeGraffenreidt asked, "What's driving this inconsistency?" Mr. Bugler said that the understanding of what principals and leaders are doing varies. The individual principal must make sense of everything and that skill levels differ from school to school.

Mr. Volrath said that a lot of work has gone on since this data has been collected exposing where the disconnects are in the State. He said, "Working with principals is a big piece of moving forward with this. Where people took the work seriously, there were dramatic results. We need to hold people accountable." He reported that this information will be shared with districts next week.

Mr. Bugler discussed conclusions and recommendations. In response to a question by Ms. Eberhart, Mr. Bugler said that by year three, there should be more consistency. He noted that this is part of a continuous improvement process for Maryland.

On behalf of the Board, Dr. Dukes thanked the presenters for their work.

P-20 LEADERSHIP COUNCIL TASK FORCE ON ARTS EDUCATION IN MARYLAND SCHOOLS REPORT

Dr. Dukes reported that Mr. DeGraffenreidt served on the P-20 Arts Task Force and asked him to introduce this topic.

Mr. DeGraffenreidt said the Task Force was asked to ensure that arts education remains vital in Maryland and that this report represents the collective recommendations of the Task Force. He asked Dr. Jack Smith and Mary Ann Mears, who co-chaired the Task Force to brief the Board on the Report. He noted that Ms. Mears was a Founder and Trustee of the Arts Education in Maryland Schools Alliance.

Ms. Mears introduced the members of the Task Force who were present at the meeting. She also noted the work of Mary Cary, Executive Director of the Arts Alliance. She reported that the Task Force agreed to solicit input from a wide variety of stakeholders through multiple venues in order to develop recommendations.

She discussed the following recommendations:

- A. Revise the Code of Maryland Regulations (COMAR) to provide specific direction to local school systems in the consistent implementation of comprehensive fine arts programs in dance, music, theatre, and visual arts for all children at all grade levels.
- B. Establish a comprehensive, statewide data system that collects elementary, middle, and high school data on fine arts instruction.
- C. Establish a minimum per pupil funding allocation required for and dedicated to comprehensive fine arts programs in dance, music, theatre, and the visual arts for all schools and for start-up funding for new programs in those disciplines.
- D. Revise the Maryland State Standards for Fine Arts Education.
- E. Develop and/or align school system curriculum documents with the revised State Standards in Fine Arts.
- F. Provide central office leadership and support at the curriculum and instruction levels so the fine arts have Maryland certified staff assigned supervisory responsibilities.
- G. Staff all fine arts classes with Maryland fine arts teachers who have the depth of knowledge and skills necessary to teach the courses to which they have been assigned.
- H. Ensure that instructional time in all arts disciplines is not replaced or removed to facilitate additional time in another subject area.

Ms. Mears reported that, in Maryland, we have some of the best arts programs and in some schools there are no arts programs. She said, "Maryland is a leader in education. This implementation will launch us to the top. Arts education makes enormous differences for children in the schools."

Dr. Smith asked Board members to consider inviting Task Force members to a future meeting to discuss what is being done around the State. He said that the recommendations are being discussed in a variety of places and that this report has been introduced to teacher preparation groups as well. He noted that discussions are taking place regarding regulation amendments.

Ms. Diaz asked about after school providers of arts programs. Ms. Mears said that the Task Force only focused on what the schools need to deliver.

Ms. Eberhart suggested the importance of stressing the critical need for arts education in order to ensure Thornton funding.

Mr. Priester noted that college and career readiness includes the fine arts and reported that many students are getting major scholarships for their participation in fine arts programs.

Ms. Sidhu noted that some arts teachers are incorporating common core standards in arts education and expressed concern about the inequity for students who attend schools that are not providing fine arts education.

Dr. Smith said that there will be another presentation to the Board in August or September with data on the programs that are being provided in Maryland schools.

Ms. Mears said that they can show powerful examples of how arts can work with common core explaining that many superintendents care deeply about this.

Mr. DeGraffenreidt said, "In order to get the discussion moving, we should talk about what is happening if there are no opportunities for arts education. There are plenty of examples of students who have done well because of arts education. It enhances the overall ability as a student. I enjoyed working with the Task Force."

LEGISLATIVE UPDATE

Dr. Lowery reported that the Board is sent a report every Monday outlining the actions of the 2015 Maryland General Assembly and asked Amanda Conn, Esquire, Director of Governmental Relations, to answer any questions of the Board. She noted that staff regularly remind legislators of the governance structure of public education in Maryland and bring to their attention challenges posed to that structure by legislative proposals.

Dr. Finan assured Board members that if a piece of legislation is moving toward adoption, the Board will send a letter supporting or opposing it.

Dr. Lowery noted that the Department has written and forwarded fiscal notes to attach to specific proposed legislation. She urged members to flag any concerns they have and express their desire to forward a letter to the legislature on any specific proposed legislation.

In response to a concern expressed by Mr. DeGraffenreidt, Ms. Conn said that the assessment bills do not speak to the next step and that she will keep the Board apprised of any movement on these bills.

In response to a request by Ms. Eberhart, Ms. Conn said she will provide the Board with information on hearings that they may wish to attend. Dr. Dukes said that she will let the Superintendent know of the attendance of any Board members at hearings.

In response to another request by Ms. Eberhart, Ms. Conn said she would include in her reports any positions taken by other groups on legislation as well.

Dr. Dukes assured Board members that there are mechanisms in place for immediate action.

In response to a question by Dr. Dukes, Dr. Lowery said that federal legislation is very fluid and that the Board will be kept up-to-date if any changes occur.

STATE SUPERINTENDENT'S REPORT

Dr. Lowery introduced Amy Bernstein, Director of Communications, to brief the Board on communication projects and strategies.

Ms. Bernstein reported that staff has been doing a lot of outreach in LEAs and schools related to the PARCC rollout such as webinars with question and answer sessions for parents and other stakeholders. She also reported that they are setting up a PARCC night for Spanish speaking parents in Baltimore. She said staff will continue to keep an eye on all schools to help with the PARCC rollout. Ms. Bernstein also reported that Dr. Lowery is recording public service announcement radio spots and a video on the PARCC message.

She said the next big challenge is to help parents understand what the assessment results mean.

In response to a question by Ms. Staton, Ms. Bernstein said that there is still confusion about what it all means. She said there will be late stage processing to be done.

Dr. Lowery said that there are many questions to be answered once the scores are sent home.

Ms. Diaz thanked Ms. Bernstein for her work supporting the Latino community and suggested that Mr. Priester could help find students who can discuss the importance of PARCC results and how they can be used to support student achievement.

Mr. Priester agreed to assist and the Superintendent said she would meet with him to work on the details.

RESULTS OF SLO SURVEY

Mr. Volrath reported that his team created a survey on the current perspectives of teachers and principals on the progress of SLOs and distributed it to associations and LEAs. He provided maps of Maryland depicting the overall response rates of staff and responses to the following questions:

- Is there a common language being used in your district to describe the SLO process?
- Are you being helped to know what quality looks like in an SLO?

- Are you having meaningful conversations about instruction with your evaluator based on your SLO?
- Are you being helped to make the SLO process more manageable?
- Do you know where to go for more help with the SLO process?
- Have you accessed formative assessment website to help with your SLO?

Mr. Volrath reported that there are still counties that are responding at this time. In response to a question by Dr. Lowery, Mr. Volrath reported that the SLO Memo of Understanding (MOU) teams from nine LEAs consisted of two teachers, two principals, two supervisors of principals as well as additional members depending on the work to be done.

RACE TO THE TOP (RTTT) UPDATE

Ms. Thornton Talley provided the Board with a written assessment of the current status of the MSDE's RTTT projects with a No Cost Extension (NCE). There was no discussion on this item.

BOARD MEMBER UPDATES

Ms. Sidhu reported that she has traveled across the State and said she is impressed with the work being done.

Dr. Dukes reported that several Board members attended legislative briefings.

Mr. Priester said that the Maryland Association of Student Councils (MASC) hosted the second of two legislative meetings and reported that two students were elected to local boards of education. He also noted that the MASC Convention will be held in Hunt Valley at the end of March and invited Board members to attend.

PUBLIC COMMENTS

Dr. Dukes reported that no one had signed up to provide public comment.

OPINIONS

Ms. Kameen announced the following Opinions:

- 15-06 *Sharon Gorenstein v. Baltimore City Board of School Commissioners* – denial of payment to retirement account (affirmed the local board's decision)
- 15-07 *Joan Michalowicz, et al v. Wicomico County Board of Education* – salary dispute (dismissed)
- 15-08 *B. J. and Kimberly W. v. Anne Arundel County Board of Education* – student suspension (affirmed the local board's decision)

Ms. Kameen announced the following Orders:

- OR 15-02 *Donald Garner v. Baltimore City Board of School Commissioners* – employee termination (dismissed)
- OR 15-03 *Barbara Parker v. Anne Arundel County Board of Education* – motion for reconsideration (denied request for reconsideration)

ADJOURNMENT

With no further business before the Board, the meeting adjourned at 3:50 p.m.

Respectfully submitted,



Lillian M. Lowery, Ed.D.
Secretary/Treasurer

Date: 3/24/15

MARYLAND STATE BOARD OF EDUCATION

CLOSED SESSION

On this 24th day of February 2015, at the hour of 11:00 am, the Members of the State Board of Education voted as follows to meet in closed session:

Motion made by: Mr. James Bates

Seconded by: Mr. P. Rafferty

In Favor: 10 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 proposal process.

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

1. Discuss 4 Legal Appeals.
2. Review 2 Draft Orders
3. Receive an administrative update.
4. Discuss an internal Board management matter.


President

**MARYLAND STATE DEPARTMENT OF EDUCATION
PERSONNEL APPROVALS FOR THE FEBRUARY 24, 2015 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>
Bowman, Carisa J.	Principal	IEPP	Career and College Readiness, Juvenile Services Education Program	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>
Lyons, Derrick	Vocational Rehab. Spec II	13/3	Rehabilitation Services	01/17/15
McDowell-Omodhu, Tamela	Vocational Rehab. Spec II	13/3	Rehabilitation Services	01/21/15
McKenzie, Tracy A.	Academic Teacher – Mathematics	IEPP	Career and College Readiness, Juvenile Services Education Program	2/18/15
Moses, Kolawole O.	Academic Teacher – Career Research & Development	IEPP	Career and College Readiness, Juvenile Services Education Program	2/18/15
Stauffer, Janice	Vocational Rehab. Spec II	13/3	Rehabilitation Services	02/04/15
Webb, Shelby	Academic Teacher - Mathematics	IEPP	Career and College Readiness, Juvenile Services Education Program	2/18/15

III. Other Actions: Promotion

<u>NAME</u>	<u>POSITION</u>	<u>SALARY GRADE</u>	<u>DIVISION/OFFICE</u>	<u>DATE OF APPOINTMENT</u>
Henderick, Noreen A.	Accountant Manager II Deputy Chief of the General Accounting	20	Business Services Accounting Branch	TBD



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

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

February 24, 2015

BOARD LIST

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

Name: Noreen A. Hendriok
Position: Accountant Manager II-Deputy Chief of the General Accounting
Division: Business Services –Accounting Branch
Salary Grade: State Salary Grade: 20
Annual Salary Range: \$56,743 – 91,107
Effective Date: TBD

JOB REQUIREMENTS:

DESCRIPTION:

This is a professional position serving as Chief of the General Accounting Section, responsible for providing leadership and technical expertise in ensuring that financial transactions are verified, recorded and reported to management in accordance with Generally Accepted Accounting Principles (GAAPs) and in compliance with State and federal laws, regulations, and practices.

EDUCATION:

A Bachelor's Degree in Accounting or a Bachelor's Degree with 30 credit hours in Accounting and Related courses; including or supplemented by 3 credit hours in Auditing. Possession of a CPA Certificate is preferred.

EXPERIENCE:

Six years of professional experience examining, analyzing and interpreting accounting systems, records and reports by applying generally accepted accounting principles. Three years of the required experience must have been in direct supervision of other professional employees. Experience with FMIS and ADHOC reporting is desired.

NOTES:

1. Applicants may substitute possession of a certificate as a Certified Public Accountant (CPA) or a Master's Degree in Accounting for one year of the required experience.
2. Applicants may substitute one year of professional budgeting or auditing experience for one year of the required experience.

Name: Noreen A. Hendrick
Page Two

QUALIFICATIONS:

Education:

Essex Community College (Essex, Maryland) 1994 Associates Degree in Accounting

University of Baltimore (Baltimore, Maryland) 1998 Bachelor's Degree in Business Administration

Department of Labor Licensing & Regulations (Baltimore, Maryland) Certified Public Accountant

Experience:

Maryland State Department of Education (Baltimore, Maryland)

2014 – Present: Accountant, Advanced

2012 – 2014: Agency Budget Specialist, Lead

2008 – 2012: Accountant, Advanced

Education Affiliates (Baltimore, Maryland)

2007– 2008: Senior Accountant

Johns Hopkins Health Systems (Baltimore, Maryland)

2006 - 2007: Accountant II

Safenet Inc. (Belcamp, Maryland)

2004 – 2006: Staff Accountant

EMPLOYMENT STATUS:

Promotion



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

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

February 24, 2015

BOARD LIST

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

Name: Carisa J. Bowman
Position: Principal
Division: Career and College Readiness
Salary Grade: State Salary Grade: IRPP
Annual Salary Range: \$89, 529 - \$105,806
Effective Date: TBD

JOB REQUIREMENTS:

EDUCATION:

A Master's Degree in School Administration and Supervision or Master's Degree with 18 graduate credits in School Administration and Supervision and eligible for a Maryland Administrator II or Principal Certificate.

EXPERIENCE:

Five years of satisfactory teaching experience. Principal experience is preferred; previous juvenile services/alternative education experience desired.

DESCRIPTION:

This is a professional serving as Principal of the Victor Cullen Center responsible for supervising and providing leadership to professional staff of the education program for residents of a juvenile facility.

Carisa J. Bowman
Page Two

QUALIFICATIONS:

Education:

Frostburg State University (Frostburg, Maryland) 1999 – Master’s Degree in Administration and Supervision; 1997 – Bachelor’s Degree in Social Science Secondary Education

Towson University Graduate School (Towson, Maryland) 2002 - Graduate Certification in Special Education and Baltimore County Public Schools Special Education Cohort

Experience:

Baltimore County Public Schools (Towson, Maryland)

- 2012 – Present: Assistant Principal, Stoneleigh Elementary School**
- 2008 – 2012: Assistant Principal, Battle Monument School**
- 2006 - 2008: Assistant Principal, Chesapeake High School**
- 2005 – 2006: Assistant Principal, Deep Creek Middle School**
- 2003 – 2005: Special Education Department Chair, Deep Creek Middle School**
- 1999 – 2003: Inclusion Specialist, Pikesville Middle School**
- 2002 – 2003: Technology Coordinator and Reading Specialist, Milford Mill Afternoon Group Learning Center**

EMPLOYMENT STATUS:

New Hire