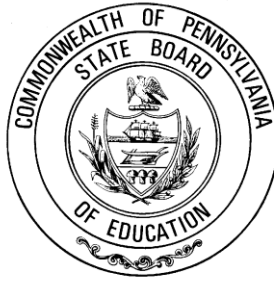


PENNSYLVANIA
STATE BOARD OF EDUCATION



2017 ANNUAL REPORT

January 2018

Dear Governor Wolf and Members of the General Assembly:

On behalf of the State Board of Education, it is my pleasure to present you with our Annual Report for 2017. This was a busy year for the Board, due in no small measure to the role assigned to the Board by Act 70 of 2014 and the Board's statutory responsibilities related to applications to establish new community colleges and applications to change school district boundaries. Our Annual Report summarizes the Board's work related to those activities, along with other actions taken by the Board in 2017.

Throughout the year, the Board also received regular updates from the Department of Education on the formation of Pennsylvania's plan to respond to the federal Every Student Succeeds Act (ESSA). The Board intends to continue monitoring Pennsylvania's progress related to ESSA through the formation of a new Special Committee on ESSA Implementation Oversight that was named in November 2017.

This report also includes membership lists produced by the Board periodically throughout the year as we experienced transitions in our composition. I was honored that Governor Wolf asked me to take on new responsibility as Chair of the Board, and I am committed to bolstering efforts to improve public education in the Commonwealth.

In addition to changes among our voting membership, the Board welcomed two new student advisory members in July 2017 – Alex Fey, a student in the Phoenixville Area School District, and Caroline DeWitt, a student at Gettysburg College. The Board also bid farewell to the two student members whose terms came to a close in May 2017 – Joshita Varshney, Great Valley School District, and Lavinia Soliman, Montgomery County Community College.

The Board looks forward to working together with the Wolf Administration and with the General Assembly to meet the challenges that lie ahead to ensure that the schools of this Commonwealth meet the needs of all of our children. If you need additional information about this report or the Board's activities, please contact me or the Board office.

Sincerely,

A handwritten signature in cursive script that reads "Karen Farmer White". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Karen Farmer White, Chair

MEMBERSHIP

The State Board of Education consists of 21 members, ten of whom serve on the Board's Council of Basic Education and ten of whom serve on the Board's Council of Higher Education. Seventeen members are appointed by the Governor, with the advice and consent of the Senate, for overlapping terms of six years, or until their successors are appointed and confirmed. Four members of the Board are members of the General Assembly who serve as long as they hold the position of majority and minority chairs of the House and Senate Education Committees. The Chairperson of the Board and its Councils are designated by the Governor and serve at his pleasure. The 21 members of the board also serve as the State Board for Vocational Education.

The Board meets at least six times per year. Additional Council or Board meetings are held at the call of the chairpersons or at the request of a majority of members. The chairperson of the Board and any of the members are entitled to attend the meetings of the Councils. Board committees are appointed by the chairperson of the Board to formulate policy proposals in those areas which fall within the purview of the Board. Council committees are appointed by the chairperson of each respective Council to formulate policy proposals in those areas which fall within the purview of either Council.

The Secretary of Education is the head of the Department of Education and chief executive officer of the State Board of Education. He is a member of the executive department of the Commonwealth and is appointed by and serves at the pleasure of the Governor with the advice and consent of the Senate. The Secretary of Education, or his designated representative, is entitled to attend all meetings of the Board and Councils and has the right to speak on all matters before the Board and the Councils, but not to vote.

The chairperson of the Professional Standards and Practices Commission (PSPC), or a PSPC member designated by the chairperson, serves as an ex officio, non-voting member of the Board. Likewise, a member of the State Board serves in the same capacity on the PSPC.

Four student representatives serve as non-voting, advisory members of the Board – two high school students who sit on the Council of Basic Education and two postsecondary students who sit on the Council of Higher Education. Annually, two new students are selected to serve a two-year term on each respective Council. High school students are selected through an application process managed by the Pennsylvania Association of Student Councils. Postsecondary students are selected to represent the various sectors of higher education in the Commonwealth on a rotating basis. Student members were added by the Board in 2008, and their participation is supported through private grant funds.

The following are listings of the State Board of Education's membership, reflecting transitions throughout the 2017 calendar year.

State Board of Education

January 2017

Mr. Larry Wittig (Tamaqua)
Chairman, State Board of Education

Mr. Pedro Rivera
Secretary of Education & Chief
Executive Officer of the Board

Council of Basic Education

Dr. James E. Barker (Erie)
Chairman, Council of Basic Education

Hon. Carol Aichele (Malvern)

Dr. Jay Badams (Erie)

Mr. Nathan Barrett (Scranton)

Senator John Eichelberger
Majority Chair, Senate Education Committee

Mr. Kirk Hallett (Camp Hill)

Ms. Shirlann Harmon
Junior Student Member

Hon. Maureen Lally-Green (Cranberry Township)

Representative James Roebuck
Minority Chair, House Education Committee

Dr. Colleen Sheehan (Wayne)

Ms. Joshita Varshney
Senior Student Member

Ms. Karen Farmer White (Pittsburgh)

Council of Higher Education

Mr. James Grandon (Mechanicsburg)
Chairman, Council of Higher Education

Mr. James R. Agras (Pittsburgh)

Mr. Andrew Ahr
Junior Student Member

Dr. Nicole Carnicella (Bellefonte)

Senator Andrew Dinniman
Minority Chair, Senate Education Committee

Ms. Sandra Dungee Glenn (Philadelphia)

Dr. Pamela Gunter-Smith (York)

Representative David Hickernell
Majority Chair, House Education Committee

Mr. Jonathan Peri (Glen Mills)

Mr. Craig Snider (Bryn Mawr)

Ms. Lavinia Soliman
Senior Student Member

Dr. Lee Williams (Slippery Rock)

Dr. George Drake
PSPC Ex-officio Member

Ms. Karen Molchanow
Executive Director

Ms. Stephanie Jones
Administrative Assistant

State Board of Education

July 2017

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State Board of Education
November 2017

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Ms. Karen Molchanow
Executive Director

Ms. Stephanie Jones
Administrative Assistant

**There is currently one vacancy on the State Board of Education*

State Board of Education

December 2017

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Executive Officer of the Board

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Junior Student Member

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Mr. Craig Snider (Bryn Mawr)

Dr. George Drake
PSPC Ex-officio Member

Ms. Karen Molchanow
Executive Director

Ms. Stephanie Jones
Administrative Assistant

**There are currently two vacancies on the State Board of Education*

INTRODUCTION

The Pennsylvania State Board of Education was created by the General Assembly in 1963 and reestablished in 1988. It is the principal administrative regulatory body for both elementary and secondary education and higher education in the Commonwealth. It has the power and duty to review and adopt regulations that govern educational policies and principles and establish standards governing the educational programs of the Commonwealth, upon recommendation of its Councils. The Board also has the authority and duty to approve or disapprove an application for the creation of a new school district, or change in the boundaries of an existing school district; establish committees of professional and technical advisors to assist the councils in performing research studies undertaken by them; manage and have custody of the State School Fund; apply for, receive and administer Federal grants, appropriations, allocations and programs within its purview; adopt policies with regard to institutions of higher education; and, adopt master plans for basic and higher education.

The State Board of Education engages in constant review and appraisal of education in the Commonwealth. The Board's evaluation takes into account such matters as educational objectives, alternative organizational patterns, alternative programs of study, and the operating efficiency of the education system. The chairperson of the State Board refers all studies and investigations to one of its Councils, and receives and places on the agenda the findings and recommendations of the Council for appropriate action by the Board.

For purposes of studying issues and developing policy proposals, the Board is divided into two councils – the Council of Basic Education and the Council of Higher Education. The Council of Basic Education has the power and duty to develop a master plan for basic education in the Commonwealth for adoption by the Board; investigate programs, conduct research studies and formulate policy programs in all educational areas not within the purview of higher education; encourage and promote such agricultural, industrial, vocational and technical education programs as the needs of this Commonwealth may require; and investigate and make recommendations pertaining to the work of any schools of design, schools of industrial arts or industrial schools to which the General Assembly may make an appropriation.

The Council of Higher Education has the power and duty to develop a master plan for higher education in the Commonwealth for adoption by the Board; develop standards for the approval of colleges and universities for granting of certification and degrees; develop standards for all higher education building projects involving the use of state funds or the funds of any Commonwealth instrumentality; and, investigate programs, conduct research studies and formulate policy proposals in all areas pertaining to higher education in the Commonwealth, including a system of community colleges and technical institutions as provide by law.

The Board also serves as the State Board for Vocational Education and, in this capacity, sets policy and promulgates regulations regarding vocational and technical education in Pennsylvania for both secondary and postsecondary vocational-technical education, now more commonly referred to as career and technical education.

Much of the Board's work occurs in meetings of its standing committees, including the Committees on Academic Standards/Chapter 4; Teacher and School Leader Effectiveness; and Vocational-Technical Education. Ad hoc committees also are established from time to time to oversee special projects.

Board committees are the bodies that conduct public meetings to solicit comments, concerns and questions from members of the general public, as well as those involved in the education enterprise on a particular education regulation or issue. When the Board decides to review a current regulation or develop a new one, it begins the process with roundtable discussions or public hearings conducted in several locations throughout the state. The committee takes the information it learns during this exercise and develops recommendations that can take the form of a report or revised regulations.

Proposed regulations are published in the *Pennsylvania Bulletin*. Additional public comments on a proposed regulation, as well as comments received from the House and Senate Education Committees and the Independent Regulatory Review Commission, are considered and, based on this stakeholder input, the Board may make further refinements to the regulation that it deems necessary in crafting a final regulation.

State Board of Education Activity: 2017

Pursuant to Section 2603-B of the Public School Code of 1949, 24 P.S. § 26-2603-B, the State Board of Education is pleased to provide a report on its activities for the year 2017.

Chapter 11 (Immunizations)

The Board adopted final amendments to 22 Pa. Code, Chapter 11 in January 2017. The amendments align the provisions of Chapter 11 pertaining to non-immunized students with revisions to immunization requirements for student attendance made by the Department of Health (DOH) to its regulations at Title 28, Chapter 23, Subchapter C of the Pennsylvania Code. Among the key changes made by DOH was a reduction in the provisional admission timeframe for students who are not fully immunized from eight months to five school days and a requirement for school administrators to review a student's medical certificate for becoming up-to-date with immunizations on a more frequent 30-day schedule. The Board's updates to Chapter 11 were published in the *Pennsylvania Bulletin* on June 3, 2017, at which time the changes took effect.

Act 86

The Board transmitted a report to the General Assembly on *Public School Entity Data Collection Reduction* in January 2017. The report was produced per Act 86 of 2016, which directed the Board to conduct a review of existing public school entity data collection requirements in the areas of finance, human resources, food services, transportation, child accounting, athletics, health, and special education. The purpose of the review, as defined by Act 86, was to consider whether the data has a valuable purpose to inform policymakers and the public about the operation of public school entities and to identify those data collection requirements that are redundant, overly burdensome or no longer necessary. In conducting its review, the Board worked with an Advisory Committee representative of public school entity business managers, public school entity governing board members, educators, the Legislature, and the Department of Education (PDE).

The final report made two binding recommendations that directed PDE to: 1) streamline the collection of data on school safety and discipline that spanned two different offices within the agency into one collection and 2) consolidate the collection of the final budget report on Juveniles Incarcerated in Adult Facilities into the Annual Financial Report beginning in the 2018-2019 school year.

The report also included a number of other recommendations for consideration by PDE and the General Assembly. Among those, the Board recommended that PDE explore the technical requirements and costs for deploying an automated web service tool that would allow

data collected in the Pennsylvania Information Management System (PIMS) to be pre-populated in other non-PIMS data collection tools that request the same data. The Board also recommended that PDE explore the costs and considerations associated with having the Department support a standard Student Information System and standard financial reporting system for use by all local education agencies in the Commonwealth. Further, the Board recommended that the Department extend the data governance protocol in place for PIMS to all new data collections and to any changes to existing data collections.

The report also presented a number of findings related to the collection of data on interscholastic athletic opportunities. Given these findings, the Board recommended that the General Assembly review the reporting requirements in Act 82 to determine whether continued annual reporting is relevant to the goals of the original legislation and to determine whether there are unintended consequences of that legislation.

The full report and recommendations are available on the Board's website here: <http://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/Data%20Reduction%20Report%20FINAL.pdf>.

Act 70

In November 2017, the Board completed a study of the manner in which school entities in the Commonwealth offer instruction in the Holocaust, genocide, and human rights violations. The study was transmitted to the Governor, Secretary of Education, the Majority and Minority Chairmen of the Senate Education Committee, and the Majority and Minority Chairmen of the House Education Committee.

Act 70 of 2014 strongly encouraged school entities to offer instruction in the Holocaust, genocide, and human rights violations. To support this voluntary instruction, the Act also directed the Department of Education (PDE) to develop curriculum guidelines for such instruction and to make professional development in-service trainings on the guidelines available to school entities beginning with the 2015-2016 school year.

Following the development and deployment of these supports by PDE, Act 70 directed the Board to conduct a study regarding the manner in which instruction in the Holocaust, genocide and human rights violations is offered by school entities. Specifically, the Act requested that the study provide information on the number of school entities that offer such instruction, the number of school entities that utilize PDE's related curriculum guidelines, the number of school entities that utilized PDE's in-service training programs, and a description of the manner in which such instruction is offered, including the number of hours of instruction offered, the grade levels at which such instruction is offered, and the courses within which the

instruction is integrated. Act 70 also charged the Board with making recommendations for improvements to the offering of instruction in the Holocaust, genocide, and human rights violations.

Per Act 70, the Board's report was to be issued following the close of the 2016-2017 school year, but no later than November 30, 2017. To inform its study, the Board collected data from school entities using an electronic survey instrument. The Board also requested information about participation in PDE-sponsored professional development trainings from the Department.

The study found that 93% of the school entities identified for review by the Board do provide instruction in the Holocaust, genocide, and human rights violations. The report presents aggregate data on the number of school entities that offer related instruction at each grade level, the courses of study or other aspects of the curriculum in which such instruction is integrated, and the number of hours of instruction offered throughout grades K-4, 5-8, and 9-12. This data showed that instruction in the Holocaust, genocide, and human rights violations increases sequentially as students progress through school.

The study also found broad awareness of the voluntary curriculum guidelines that were developed by the Department in conjunction with an Advisory Committee of resource experts, with the overwhelming majority of chief school administrators reporting that they are aware of the guidelines but an almost even split in the number of school entities that reported they do and do not utilize the guidelines. Finally, the report noted that educators from 341 school entities participated in PDE-sponsored professional development trainings related to Act 70, along with educators from an additional 194 private and non-public schools. A listing of the public school entities that utilized these in-service trainings is included in the report.

The Board also offered seven recommendations for improving instruction in the Holocaust, genocide, and human rights violations. Among those are recommendations that encourage public school entities to continue offering instruction in the Holocaust, genocide, and human rights violations and that also encourage private and non-public school entities to offer such instruction. The Board further recommended that the Department continue to offer professional development for Pennsylvania educators on instruction in the Holocaust, genocide, and human rights violations and the Department's related curriculum guidelines, and that the Department maintain its Act 70 Advisory Committee and continue to tap these expert resources in the development of future in-service training programs and resource materials for school entities. Additionally, the Board recommended that the Department conduct outreach to school entities that responded to its survey indicating that they do not include the Holocaust, genocide, and human rights violations in their curriculum to make those school entities aware of the state-level supports available to them in delivering age-appropriate instruction to their students.

Finally, the recommendations call for a number of specific enhancements to the Department's Standards Aligned System website.

Pennsylvania Public Postsecondary Vocational Education Accreditation

Per approval granted by the U.S. Department of Education (USDE), the State Board for Vocational Education (SBVE) holds the authority to accredit public postsecondary vocational education programs. The SBVE's scope of authority is limited to accrediting career and technical centers that offer PDE- approved non-degree granting career and technical programs for adults that are 300 hours or longer in duration. The SBVE evaluates institutions that seek voluntary accreditation under this authority through a partnership with the Bureau of Career and Technical Education (BCTE) within PDE. The SBVE, through the Pennsylvania Secretary of Education, authorizes BCTE to manage the State's accreditation program.

In 2017, the SBVE received an application for accreditation from Lebanon County Career and Technology Center (LCCTC). Upon review of the application, the SBVE agreed with BCTE's findings that the application was not compliant with accreditation standards related to the institution's methods for monitoring and tracking student learning and its involvement with the community. As such, in July 2017 the SBVE acted to grant LCCTC probationary accreditation status for a one-year period. The SBVE set forth stipulations that require LCCTC to take action to correct those areas of non-compliance during the probationary period and to participate in monthly monitorings by the BCTE. The SBVE further requested that the BCTE provide an interim report to the Board in January 2018 on the status of its monitorings of LCCTC.

The SBVE will review LCCTC's accreditation status again in July 2018 to determine whether the necessary corrective actions have been completed in a satisfactory manner. At that time, if the Board determines that the institution has taken the steps necessary to come into compliance with the accreditation standards, the SBVE may consider granting LCCTC accreditation for an additional four years. If the Board determines that the accreditation standards have not been met during the probationary period, the SBVE may consider revoking LCCTC's accreditation.

College Textbook Policies Advisory Committee

In January 2011, the Board formed the College Textbook Policies Advisory Committee, a Standing Committee of the Board established by Act 104 of 2010. The Advisory Committee released its first report in May 2012 with recommendations to improve college textbook affordability and accessibility, and presented an updated report to the General Assembly in November 2015. Per Act 104, the Advisory Committee is to meet quarterly and to update its

report every three years. With the support of the Department of Education, the Board continued to convene the Advisory Committee quarterly throughout 2017 as required by the Public School Code.

Boundary Changes

In 2014, the Board received an application for transfer from the Washington Township Independent School District (WTISD) seeking to move from the Dover Area School District to the Northern York County School District. Activity related to the application continued into 2017. At the beginning of the year, Commonwealth Court issued an opinion that defined a standard for the Board's scope of review and remanded the matter back to the Board for further proceedings. Following receipt of the court's order, the Board placed the application on the agenda of its next meeting and, at that meeting, provided parties to the matter with an opportunity to offer arguments to the Board. In addition to receiving oral arguments from the parties, the Board also provided an opportunity for public comment on WTISD's petition. The Board deliberated and subsequently acted to disapprove the application for transfer. WTISD then requested a hearing on the Board's decision to disapprove its application. In response, the Board engaged an independent hearing officer to conduct necessary proceedings in WTISD's appeal and to make a report to the Board. The proceedings being convened by the independent hearing officer will continue into 2018.

AVTS Attendance Area Changes

The Board approved two petitions to change the Area Vocational-Technical School (AVTS) attendance area assignments of the Harrisburg AVTS and the Dauphin County Technical School (DCTS). Harrisburg, which was an approved single district provider of Career and Technical Education, submitted a petition seeking to relinquish that status and, alternatively, to join the AVTS attendance area for the DCTS. At the same time, DCTS's governing board submitted a petition seeking to amend its attendance area to include the Harrisburg School District.

The petitions submitted in support of these AVTS attendance boundary changes addressed the fiscal impact of the changes, as well as the capacity to serve students and the programmatic opportunities available to Harrisburg students at DCTS. Further, the petitions noted that, as a practical matter, Harrisburg students had attended DCTS on a tuition basis for the past six years.

The AVTS attendance area changes were approved by the Board in July 2017 and took effect with the 2017-2018 school year.

Application to Establish a New Community College

A plan to establish a new community college in Erie County was submitted to the Board in June 2017. Per Section 1902-A of the Public School Code, the Board is responsible for determining whether to approve or disapprove applications to establish new community colleges in the Commonwealth. The determination will be made based on standards that are established in the Public School Code.

The Board appointed a Special Committee to undertake proceedings related to Erie's plan and to make a report and recommendation on the plan to the full Board. The Board also acted to request that the Department of Education make a report of its findings and recommendations on the plan for the Board's consideration. The Special Committee took further action in September 2017 to initiate required consultation with the Governor's Office regarding the number of community colleges that can be approved for participation in the next fiscal year. The Special Committee also unanimously concluded that it was imperative for members of the Erie community to have their voices heard as part of the deliberative process on the application. Thus, the Committee convened a public hearing in Erie at the Raymond Blasco Memorial Public Library on October 10 to accept comment on the county's community college plan. Forty-two individuals addressed the Committee both in support of and in opposition to the plan to establish a new community college.

The Special Committee convened again in December to discuss its intention to provide Erie County with an opportunity to supplement its plan to establish a new community college. The Committee approved a supplemental information request seeking clarification or additional information from Erie County to ensure that the Committee has sufficient information to assess the plan relative to the standards of review set forth in the Public School Code. The supplemental information request was transmitted to Erie County with a request that the County remit a response to the Special Committee when the County determines that it has adequately compiled the requested information.

Master Plan for Basic Education

The Board initiated a necessary update to its Master Plan for Basic Education. In July 2017, the Board approved a Statement of Work to engage the Capital Area Intermediate Unit (CAIU) to provide support for this effort and, at the same time, approved an expenditure from the State School Fund to support CAIU's work. The Board provided guidance to CAIU as it carried out a review of strategic guidance documents from other states and conducted interviews with Department of Education officials as the first steps in this work. The Board anticipates that

a draft update to the Master Plan will be completed in Spring 2018, after which time the Council of Basic Education will conduct a stakeholder engagement effort to gather additional input on the draft plan before it is presented to the Board for adoption.

Pennsylvania Alternate System of Assessment

In 2017, the Board approved changes to the cut scores for the Pennsylvania Alternate System of Assessment (PASA), the state assessment administered to students with the most severe cognitive disabilities. The Board also approved updates to certain Alternate Eligible Content to which the PASA is aligned. In May the Board approved new Alternate Eligible Content for Writing and updated Alternate Eligible Content for Science. In July, the Board approved revised Performance Level Descriptors and cut scores for the PASA. The cut score revisions were necessary to reflect changes to the Alternate Eligible Content in English Language Arts and Mathematics that were previously approved by the Board in 2015.

English Language Development Standards

In July 2017, the Board approved updated English Language Development Standards (ELDS) that replace the state's prior English Language Proficiency Standards. ELDS standards are required by federal law. Pennsylvania's updated standards include model performance indicators – examples of how students use language at the various proficiency levels – that are broken down by grade levels, content areas, English proficiency levels, and language domains. The content-related examples in the new ELDS also were updated to reflect the rigor of the new Pennsylvania Core Standards.

Annual Reports

In order to remain well-informed about issues that impact its policymaking, the Board receives regular reports at each of its meetings from the Secretary of Education, the Deputy Secretary for Elementary and Secondary Education, the Deputy Secretary for Postsecondary and Higher Education, and the Bureau Director for Career and Technical Education. The Board also requests more in-depth annual reports in certain areas.

In January 2017, the Board received an annual report from the Department of Education on the status of educator certifications, as required by Chapter 49. In fall 2017, the Department submitted a report on gifted education complaints and monitoring, as required by Chapter 16. In addition, while the Board no longer has governance authority over Act 101 programs, PHEAA continued to provide to the Board an annual report on its administration and governance of Act

101. The Board accepted and provided feedback on this report to a representative of PHEAA that appeared before it in November 2017.

Student Leadership Program

In 2008, the Board added a student voice to its policymaking through an amendment to its by-laws. Private grant funding made it possible to create an opportunity for four students (two high school, two postsecondary) to participate as non-voting, advisory members of the Board for two-year terms. At the end of 2017, Highmark renewed its commitment to support the Board's Student Leadership Program. The Board expresses its sincere gratitude to Highmark for its continued support of the inclusion of students in the state's education policymaking process.