MINUTES
STATE BOARD OF EDUCATION
COUNCIL OF BASIC EDUCATION

333 Market Street | 1st Floor
Harrisburg, PA 17126

September 12, 2012

The meeting was called to order at 10:50 a.m. by Chairman, Larry Wittig.

Attending:

Erin Agnew	Connie Davis	Francis Michelini
James Agras (via phone)	Sandra Dungee Glenn (via phone)	Colleen Sheehan
James Barker (via phone)	Maureen Lally-Green (via phone)	Ed Sheehan
Kevin Bates	Paul Ferrera	Karen Farmer White (via phone)
Emily Clark	Kirk Hallett	Lee Williams
		Larry Wittig

APPROVAL OF MINUTES

The minutes of the July 11, 2012 meeting of the Council of Basic Education were approved on an **E. Sheehan/Lally-Green** motion.

REPORT OF THE DEPUTY SECRETARY ELEMENTARY AND SECONDARY EDUCATION

Deputy Secretary Carolyn Dumaresq gave a status report on the following subjects:

Act 126 – Child Abuse Recognition and Reporting Training

- The Office for Safe Schools, working with the Department of Education's (PDE) legal counsel and the Department of Public Welfare (DPW), is in the process of reviewing and approving course providers for the Act's required training for school entities, including non-public and private schools.
- PDE decided that any Child Abuse Recognition training that a school employee or contractor has participated in since July 1, 2012 will receive the (3) credit hours toward their continuing profession education requirements. PDE and DPW also recommended that all current school employees and contractors obtain the Child Abuse Recognition training by December 31, 2013. Districts are also required to review, with all their employees and contracted employees, their current school board Child Abuse/Student Abuse policy.
- PDE is working with counsel to the Professional Standards and Practices Commission to finalize an online training course on the provisions of the Professional Educator Discipline Act, including the mandatory reporting requirements. The training will be offered at no cost to certified school employees and contractors.

- Act 126 takes effect January 1, 2013.

Safety in Youth Sports Act

This Act, which took effective on July 1, 2012, establishes standards for managing concussions and traumatic brain injuries of student athletes. It assigns responsibilities to both the Department of Health (DOH) and PDE.

- The DOH and PDE have worked with Pennsylvania Interscholastic Athletic Association (PIAA) to develop guidelines, training and informational materials to inform and educate students participating in an athletic activity, their parents, and the coaches about the nature and risk of concussion and traumatic brain injury, including the risks associated with continuing to play or practice after a concussion or traumatic brain injury.
- The act requires a student who determined to exhibit signs or symptoms of a concussion or traumatic brain injury during an athletic activity to be removed from participating. A coach cannot allow a student to participate until the student is evaluated and cleared for return in writing by an appropriate medical professional.
- The Act also requires that, every school year coaches complete a concession management certification training course offered by the Centers for Disease Control and Prevention, the National Federal of State High School Associations or another provider approved by the DOH. An individual may not serve as a coach until such training is completed.
- Finally, the Act requires the governing body of a school entity to establish the following minimum penalties for a coach found to be in violation of the requirements.
    - First Violation – suspension from coaching any athletic activity for the remainder of the season.
    - Second Violation – suspension from coaching any athletic activity for the remainder of the season and for the next season.
    - Third Violation – permanent suspension from coaching any athletic activity.

Sudden Cardiac Arrest Prevention Act

- This Act took effect on August 1, 2012 and establishes standards for preventing sudden cardiac arrest and death in student athletes.
- The DOH and the PDE worked with various shareholder associations, such as the American Heart Association and the PIAA, in developing guidelines and relevant informational materials to inform and educate parents, students and coaches about the nature and warning signs of sudden cardiac arrest.
- The Act requires that, each school year, athletic coaches complete a sudden cardiac arrest training course offered by a provided approved by DOH. An individual may not serve as a coach until the training is completed.
- The Act also requires the governing body of a school entity to establish minimum penalties for a coach found in violation of the requirements. The penalties would take effect two years following the effective date of the Act.

Title IX

Dr. Dumaresq invited Steven Fisher, Director of the School Services Unit, to provide an overview of recently enacted legislation establishing new Title IX reporting requirements. The law now requires schools to submit data to PDE on the number of students participating in sports by gender and race, as well as expenditure information for different athletic activities, including funds from booster clubs. The state does not currently collect such data, which requires more comprehensive reporting than federal requirements. Mr. Fisher explained that the statute is focused on ensuring the Title IX is implemented with fidelity and is focused on ensuring that there are comparable opportunities for participation, not equal funding of each sport, because there is an understanding that there is a higher cost to support some sports due to the nature of the activity.

Opportunity Scholarship Tax Credit Program

Dr. Dumaresq discussed a newly enacted state law that will provide Opportunity Scholarships to eligible students to attend a participating public school or nonpublic school of their choice. Dr. Dumaresq reported that scholarship funds will be made available through a business tax credit program managed by the Department of Community and Economic Development (DCED). She explained that the scholarship program is administered by DCED and that PDE's role is focused on three areas: identifying the bottom 15% of low-achieving public schools whose students would be eligible for scholarships, working with schools to get eligibility information out to parents, and assisting school districts who choose to accept scholarship recipients.

Keystone Exams/Chapter 4

Dr. Dumaresq called upon John Weiss, Director of the Bureau of Assessment and Accountability, and Rich Maraschiello, PDE assessment specialist, for an update on proposed transitions to the state's assessment system. Mr. Weiss and Mr. Maraschiello shared a copy of a new informational publication for Parents and Guardians that addresses frequently asked questions about the Keystone Exams.

Mr. Maraschiello also reported that PDE has arranged for the diagnostic tools and model curriculum, available as free, voluntary resources to school districts, to be updated where necessary to align with Pennsylvania Common Core Standards in English Language Arts and Mathematics. He noted that the instructional units and lesson plans available on the Department's Standards Aligned System website also would need to be reviewed. Erin Agnew asked if there was data available on how many instructors utilize the lesson plans? Dr. Dumaresq responded that the Department can tell how many educators have accessed the materials; however, they do not know how the materials are put to use.

Mr. Maraschiello then reported on the work on the Local Assessment Advisory Committee, which was charged with developing the criteria for validating local assessments that LEAs might propose developing to use instead of the Keystone Exams to measure proficiency to

meet state graduation requirements. The committee has met on ten occasions since June 2010. To date, the Committee has:

- Developed a local assessment validation handbook, which describes the criteria LEAs would be required to meet in developing their own locally-validated assessments.
- Conducted two webinars to present the handbook to LEAs and discuss the process and the timeline LEAs would need to follow should they decide to elect the local assessment option.

LEAs were required to notify PDE by June 30, 2012 of their intention to develop a local assessment for the purpose of measuring state graduation requirements in Algebra I, Literature and Biology. While some districts expressed interest initially, no district submitted notice of intent to develop a local assessment by the notification deadline. Feedback from districts indicated that, since students would still need to complete Keystone Exams in Algebra I, Literature and Biology for AYP purposes, districts would be more likely to invest in creating local assessments to measure forthcoming requirements in Composition and Civics and Government.

Mr. Weiss reported that PDE will administer the Keystones in Algebra I, Biology and Literature to all 11th graders this year since no 11th grade PSSA will be available and the federal No Child Left Behind Act requires annual assessment of high school students in math, reading and science. He noted that eighth and ninth grade students enrolled in Algebra I may take the associated Keystone Exam this year as well, however, scores for those students will be banked for AYP purposes. Eighth and ninth grade students who are not proficient will have the opportunity to retake the Keystone Exam, and the student's highest score will count toward AYP calculations. Mr. Weiss also reported that PDE is in discussion with the U.S. Department of Education about replacing the 11th grade PSSA with the Keystone Exams as the state's measure of Adequate Yearly Progress at the high school level and that discussions were currently focused on establishing new annual measurable objectives.

Ed Sheehan asked what feedback the Department has received from parents on the Keystone Exams. Mr. Maraschiello responded that he has very little contact directly with parents and most of his interaction is with superintendents who are hosting conversations with =parents. One recurring question reported by superintendents pertains to the accommodations that will be available for special education students.

Finally, Mr. Maraschiello reported that, for the first time, PSSAs will be available online; Keystone Exams already are available in an online format. Mr. Maraschiello said that the percentage of students being tested online in one subject area is 25%, however the state does not have a goal in terms of the number of students taking the assessment online vs. the traditional paper and pencil format. He noted that districts are seeking guidance on the future on online testing to appropriately plan for future technology purchases and that the Department has developed a checklist to help districts think through that through. Likewise, Mr. Marascheillo noted the Department needs to gain a sense from district of how many students will test online in order to produce an appropriate number of paper and pencil testing materials.

Educator Effectiveness

- Dr. Dumaresq reported that a stakeholder group required by statute has been created to advise the Department through the final phases of developing the state's new educator effectiveness system and that the group would convene in October. Currently, the Department is working with focus groups to develop multiple measures of student achievement that will be incorporated into a new teacher rating form. The focus groups are discussing building-level profiles and will seek feedback from superintendents on the formula developed to establish such profiles. A contract to develop measures focused on individual teachers has been released, and the Department is just beginning conversation about elective measure of student achievement that may be incorporated into the new system.

PUBLIC COMMENT

There was no public comment.

ACTION ITEMS

There were no action items.

ANNOUNCEMENTS

There were no announcements.

ADJOURNMENT

There being no further items of business, the meeting was adjourned at 11:50 am.

Stephanie L. Jones

Stephanie Jones
Administrative Assistant