**Minutes of the Regular Meeting**

**of the Massachusetts Board of Elementary and Secondary Education**

**Tuesday, September 22, 2015**

**8:30 a.m.- 1:05 p.m.**

**Department of Elementary and Secondary Education**

**75 Pleasant Street, Malden, MA**

**Members of the Board of Elementary and Secondary Education Present:**

**Paul Sagan**, Chair, Cambridge

**Katherine Craven**, Brookline

**Ed Doherty**, Boston

**Roland Fryer**, Concord

**Margaret McKenna**, Boston

**Michael Moriarty**, Holyoke

**James Morton**, Boston

**Pendred Noyce**, Boston

**James Peyser**, Secretary of Education

**Mary Ann Stewart**, Lexington

**Donald Willyard**, Chair, Student Advisory Council, Revere

**Mitchell D. Chester**, Commissioner of Elementary and Secondary Education, Secretary to the Board

Chair Paul Sagan called the meeting to order at 8:30 a.m. He welcomed newly appointed members Roland Fryer and Michael Moriarty to the Board. Chair Sagan thanked former members David Roach and Vanessa Calderón-Rosado for their service to the Board and the Commonwealth’s students. He said the Board discussed statewide MCAS results and PARCC at last night’s special meeting.

Commissioner Chester welcomed Roland Fryer and Michael Moriarty to the Board. He updated the Board on the federal Elementary and Secondary Education Act reauthorization, state ballot initiatives, charter school matters, an educator preparation initiative called Candidate Assessment for Performance, and his launch of an organizational review of the Department. He said the U.S. Department of Education has approved Massachusetts’s educator equity plan, and also has rated the state as meeting all federal special education requirements. Commissioner Chester provided the Board with a document outlining the history of the Massachusetts curriculum frameworks. Chair Sagan commented that Massachusetts has been and will continue to be a leader in curriculum standards and thanked the Commissioner for providing the history of the standards and for correcting misinformation that has been circulated about the current standards.

Secretary Peyser welcomed Roland Fryer and Michael Moriarty and expressed appreciation to David Roach and Vanessa Calderón-Rosado for their service. He said the Baker-Polito administration announced preschool expansion grants this week to expand access for low-income families in five cities through a partnership between the public and private sectors. Secretary Peyser said as the Board continues its discussion of PARCC and MCAS, we need to recommit to a system of standards, assessments, and accountability that continues the improvements seen over the last 20 years. He said achievement gaps must be addressed by building on education reform, not by abandoning those commitments.

Katherine Craven stepped out of the meeting at 9:00 a.m.

**Comments from the Public**

1. Janine Matho, of the Massachusetts Charter Public School Association, addressed the Board on charter school applicants.
2. Christina Shaw Fitanides, of Massachusetts Advocates for Children, addressed the Board on the autism endorsement regulations.
3. Roger Desrosiers, of the Massachusetts Center for Civic Education and a member of the Civic Learning and Engagement Working Group, addressed the Board on the Commissioner’s recommendations.
4. Alan Melchior, of Brandeis University and a member of the Civic Learning and Engagement Working Group, addressed the Board on the Commissioner’s recommendations.
5. Gerry Mroz addressed the Board on student assessment.

**Approval of Minutes**

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education approve the minutes of the June 23, 2015 Regular Meeting.**

The vote was unanimous.

**Update on Holyoke Public Schools**

Commissioner Chester introduced Holyoke Superintendent and Receiver Stephen Zrike and Senior Associate Commissioner Russell Johnston. Chair Sagan thanked Mr. Zrike for taking on the role of receiver and thanked Department staff for their work in Holyoke.

Superintendent Zrike thanked the Department for their expertise, support, time, and partnership. He also thanked the Executive Office of Education and Governor for their support. Mr. Zrike said it is still early in the turnaround process, and he has been out in the community speaking with educators, parents, students, and community members. He said families have great pride in Holyoke and while there are pockets of excellence, academic performance is very concerning. He said there is mistrust of the schools within the parent community and low staff morale. Mr. Zrike said he is looking at how best to use resources within the district and ensuring students have more options at the high school level.

In response to Mr. Willyard’s question, Superintendent Zrike said the district made individual calls to Dean Vocational-Technical High School incoming ninth graders over the summer, and is working to re-engage current students and students who are at risk of dropping out. In response to Ms. McKenna’s question regarding breakfast in the classroom, Superintendent Zrike said the EOS Foundation is meeting with principals this week to discuss the initiative. Mr. Moriarty applauded the Department’s work with community members through the “community conversations” and said the quality of the discussions and organization of the meetings was the finest he has seen, and should continue. Commissioner Chester said he has been in the district and noted that community members previously opposed to the receivership have been very complimentary of Superintendent Zrike and the work that is underway. Chair Sagan extended the Board’s appreciation to Superintendent Zrike.

**Proposed Revised Science and Technology/Engineering Standards**

Commissioner Chester thanked Secretary Peyser, Chair Sagan, and Penny Noyce for their input on the standards. He said the Board will continue the discussion of the proposed standards today and at the October meeting, when he will recommend a vote to seek public comment. Ms. Noyce said the Department team did an excellent job preparing and revising the standards. She said most of the changes to the draft standards discussed in May concerned tone, formatting, and clarification of intent. Secretary Peyser said the revisions also balance knowledge of vocabulary with knowledge of practice. Jake Foster, the Department’s STEM Director, presented additional details about the revised standards. Ms. McKenna requested a “tracked changes” version comparing the May draft to the September draft. The Commissioner said he would send it to Board members within the next week.

**Regulations on Autism Endorsement for Educator Licensure, 603 CMR 7.00**

Commissioner Chester said the Board received a number of additional comments on the proposed regulations in June, which the Department took into consideration and then made further revisions. Commissioner Chester summarized four areas that had received comment from the public and the Board. He said a major revision involves opening the endorsement initially only to licensed special education teachers, and then the Department will seek input on whether and how the endorsement should be made available to general education teachers in the future. Commissioner Chester said he continues to believe the endorsement should be open to general educators, to encourage inclusion of students with autism. He said research shows special education students who are educated in inclusive general education classrooms have stronger outcomes. Commissioner Chester said language was also added to clarify that the endorsement is voluntary, and the licensure office will work to align the timing of renewals.

Ms. McKenna commended the changes and said the regulations landed in the right place. She said general educators should have this endorsement available but with a different process that may include additional coursework. Mr. Doherty said he is disappointed that the Department did not meet with the Massachusetts Teachers Association earlier to review the additional changes. Senior Associate Commissioner Johnston said the Department will engage with the MTA and other stakeholders in the next phase. Chair Sagan encouraged the Department to err on the side of over-communication.

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education, in accordance with   
M.G.L. c. 69, § 1B, and c. 71, § 38G-1/2, as amended by Chapter 226 of the Acts of 2014, and having solicited public comment in accordance with the Administrative Procedure Act, G.L. chapter 30A, § 3, hereby adopt the amendments to the Regulations on Educator Licensure and Preparation Program Approval, 603 CMR 7.00, as presented by the Commissioner. The amendments establish standards for the Autism Endorsement.**

**Provided, further, that the Board of Elementary and Secondary Education direct the Commissioner to seek input from stakeholders on the use of the endorsement in the field and educators’ experience with the endorsement, including whether and how it should be expanded to general education teachers in the future to promote inclusion of students with disabilities in general education programs.**

The vote was 9-0-1. Ed Doherty abstained.

**Amendment to Charter School Regulations, 603 CMR 1.04(9) (Enable Better Planning for School Districts and Charter Applicants)**

Commissioner Chester summarized the proposed amendment to the Charter School Regulations, which went before the Board in the spring for initial discussion and a vote to solicit public comment. He said the Department received only one comment, and it was in support of the proposed change. The Commissioner said the revised regulation is a small modification that will provide applicants and school districts clear expectations regarding timelines and eligibility.

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education, in accordance with G.L. c. 69, § 1B, and c. 71, § 89, and having solicited public comment in accordance with the Administrative Procedure Act, G.L. chapter 30A, § 3, hereby adopts the amendment to the Charter School Regulations, 603 CMR 1.04(9), as presented by the Commissioner. The amendment would enable better planning for school districts and charter applicants; it addresses the calculation of the list of school districts performing in the lowest 10 percent on statewide assessments for purposes of awarding charters and for determining the net school spending caps for individual districts.**

The vote was unanimous.

**Committee Appointments and Update on National Association of State Boards of Education**

Chair Sagan appointed Penny Noyce, James Morton, and himself to the Commissioner’s Performance Evaluation Committee. He appointed Penny Noyce as the committee chair, and directed the committee to review the current evaluation criteria this fall, welcoming input from all Board members.

Chair Sagan appointed Katherine Craven, Ed Doherty, Margaret McKenna, Michael Moriarty, and Mary Ann Stewart to the Budget Committee. He said he would attend committee meetings if he is able to do so. He appointed Katherine Craven as the committee chair.

Chair Sagan appointed Roland Fryer, Secretary Peyser, Donald Willyard, and himself to the Charter School Committee. He appointed Roland Fryer as the committee chair.

Chair Sagan nominated James Morton as the Board’s Vice-Chair.

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education elect James Morton to serve as Vice-Chair of the Board, in accordance with Article I of the By-Laws.**

The vote was 9-0-1. James Morton abstained.

Chair Sagan said Mary Ann Stewart is a candidate for the National Association of State Boards of Education (NASBE) Northeast Representative. Ms. Stewart and Mr. Willyard reported on the NASBE new member conference that they attended in July. Mr. Willyard said the conference was informative, and noted that some other state boards have a committee on legislation. Ms. Stewart said it was eye-opening to meet members from other states. She said if elected as Northeast Representative, she would attend NASBE meetings four times a year and would update the Board periodically. Chair Sagan extended the Board’s good wishes to Ms. Stewart and asked her to vote on behalf of Massachusetts at the NASBE annual meeting in October.

Katherine Craven returned to the meeting at 10:40 a.m.

**Response to Recommendations from Working Group on Civic Learning and Engagement**

Chair Sagan said civic learning and engagement is an important topic and the Board is committed to it, while also recognizing we should not over-promise what we will do. Commissioner Chester said he hears the urgency of the working group and the Department is determining how best to implement some of the recommendations. He said he would come back to the Board this fall with a more specific plan, including on the recommendation to set up more advisory councils beyond the ones already established by statute.

Mr. Willyard said the State Student Advisory Council chose civic learning as a priority and suggested the Department work with the SSAC on the recommendations. Ms. McKenna said the Board endorsed the report and recommendations as a priority and civic engagement is a critical cornerstone of public education. She said she would like to hear more in October and suggested establishing an advisory committee. Chair Sagan suggested the Budget Committee look at the cost of implementing some of the recommendations. Ms. Craven said the committee would do so. Secretary Peyser said this is a resource question; not an issue of whether to proceed, but a question of how and when. He requested a timeline for the development of a history/social science assessment as well as the framework review. Commissioner Chester said he will have a further report at the October meeting.

**Student Assessment**

Commissioner Chester recapped the topics that the Board covered at its special meeting on September 21, including statewide MCAS results and PARCC preliminary results. Bill Bell, the Department’s Chief Financial Officer, provided an overview of PARCC costs. He said the PARCC computer-based assessment in grades 3-8 costs $24 and the paper assessment costs $34 per student. Commissioner Chester committed to providing the Board with benchmarks for what would be in a Request for Proposals for new MCAS development and cost estimates. In response to Chair Sagan’s question, Mr. Bell said the cost of the PARCC assessment is holding steady, and additional computer-based tests would bring the cost down; however, the testing contract needs to be renegotiated next year.

Mr. Fryer asked about the economies of scope if Massachusetts were to adopt PARCC. Commissioner Chester said the main cost of test development was paid for by a federal grant. Mr. Fryer suggested separating the discussion of PARCC into two areas: governance and quality of the test. In response to Ms. McKenna’s question, Mr. Wulfson said the consortium owns the intellectual property and PARCC, Inc is managing it on behalf of the member states. In response to Secretary Peyser’s question, Mr. Wulfson said Pearson provides the online platform to deliver the PARCC test, and all consortium states use that platform. Commissioner Chester commented that the Smarter Balanced Assessment Consortium uses a different model than PARCC: UCLA holds the intellectual property and each state finds its own vendor. He said the 18 SBAC states varied greatly in their experience with the SBAC test, and the PARCC test administration in FY2015 was smoother and more successful than SBAC.

Secretary Peyser requested information comparing services and costs between PARCC and MCAS contracts. Mr. Morton requested more information on the governance structure and on districts’ readiness for online assessment. Commissioner Chester said he will provide additional information in advance of the Board’s October meeting. Ms. Stewart asked how the assessment would affect teaching and learning. Commissioner Chester noted the recent study of the Lexington Public Schools that former Superintendent Paul Ash commissioned, in which state assessment results helped to shine a light on achievement gaps that need to be addressed, even in high-performing districts.

Associate Commissioner Carrie Conaway presented information from studies and surveys on PARCC. She said a 2014 principal survey comparing MCAS and PARCC showed: 71% believe PARCC will be more demanding; 40% believe it will better assess students’ ability to think critically, 30% “about the same;” 40% believe it presents test material in a format relevant to today’s students, 25% “about the same.” She said a teacher survey conducted by TeachPlus reported that 72% of teachers believe PARCC is a higher quality assessment than MCAS and 67% believe PARCC does extremely or very well at measuring critical thinking skills.

Ms. Conaway said PARCC survey results showed most administrators reported that students had sufficient time to complete the computer and paper test. She said according to PARCC survey results from students who took the computer-based test, they reported that few or none of the questions asked about things they had not learned in school this year (82% ELA, 79% math); many say that the test was easier than or the same as their school work (62% ELA, 52% math); and almost all said they finished early or on time (92% ELA, 92% math).

Ms. Conaway presented on the AIR studies on school and district assessment practices. She said the studies included a statewide survey of superintendents in October 2014, interviews of district and school staff in a representative sample of 35 districts in winter 2014-15, and case studies in four districts in spring 2015. Ms. Conaway said the results showed the most common uses for local assessments are addressing student academic needs such as diagnosis and placement and measuring progress; and the least common uses are student preparation or practice for state assessments and predicting student performance on state assessments. Commissioner Chester said districts should be reviewing their use of assessments to ensure they are useful and that educators are using the results to improve student achievement.

Ms. Noyce asked what can be drawn from the studies. Commissioner Chester said the studies should raise district awareness around their use and frequency of assessments, as well as assist districts in taking inventory of their own assessment practices.

Margaret McKenna left the meeting at 12:30 p.m.

**Update on Level 5 Schools**

Senior Associate Commissioner Russell Johnston said the school year is off to a great start for the four Level 5 schools, which are in year two of implementing their turnaround plans. He said the schools held at least three weeks of professional development for educators over the summer. Mr. Johnston informed the Board of leadership changes at the Dever and Parker schools.

In response to Ms. Stewart's question about family and community engagement, Mr. Johnston said the schools have strengthened their strategies from engagement to outreach in the communities and neighborhoods, and the quarter 1 reports will include details from each school. In response to Mr. Morton's question, Mr. Johnston said the Morgan School (Holyoke) has expanded its pre-kindergarten program with support from the pre-school expansion grant.

**Update on Foundation Budget Review Commission and on Redefining the Low Income Metric for K-12 Education Data**

Roger Hatch, Director of School Finance, provided the Board with an update on the Foundation Budget Review Commission, created by the Legislature and charged with reviewing the Chapter 70 formula's assumptions and factors. He said the foundation budget, used in calculating Chapter 70 state aid and charter school tuition rates, represents the minimum spending level for each district to provide an adequate education, given the specific grades, programs, and demographic characteristics of its students. Mr. Hatch said the commission's preliminary report found that actual spending on employee health insurance is generally higher than the current foundation budget allotment for such costs, and recommended: increasing the benefits rate; benchmarking active employee insurance to GIC municipal average; adding in retiree health insurance; and applying a separate inflation factor. He said the commission also found that districts spend much more on special education tuition for out-of-district special education placements than the current foundation budget allotment for that cost, and recommended increasing the cost rate to capture the total costs that districts bear before circuit breaker reimbursement is triggered.

Deputy Commissioner Wulfson provided an update on the measurement of low income status for K-12 students. He reminded the Board that the traditional metric, eligibility for free or reduced price lunch, is no longer available for schools participating the USDA Community Eligibility Program. He said the Department is using data from the Executive Office of Health and Human Services databases, having discussions with stakeholders to minimize transition impacts, and monitoring what other states are doing. Ms. Craven asked that the Department keep the Massachusetts School Building Authority apprised about any changes.

**Process and Timelines for FY2017 Budget**

Commissioner Chester reviewed the timelines for the next fiscal year's budget and the Department's annual state spending from FY08-FY16. He said the Board's Budget Committee will meet to discuss budget priorities and recommendations.

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education adjourn the meeting at 1:05 p.m., subject to the call of the Chair.**

The vote was unanimous.

Respectfully submitted,

Mitchell D. Chester

Commissioner of Elementary and Secondary Education

and Secretary to the Board

**Minutes of the Special Meeting**

**of the Massachusetts Board of Elementary and Secondary Education**

**Monday, September 21, 2015**

**5:05 p.m.- 7:30 p.m.**

**Department of Elementary and Secondary Education**

**75 Pleasant Street, Malden, MA**

**Members of the Board of Elementary and Secondary Education Present:**

**Paul Sagan**, Chair, Cambridge

**Katherine Craven**, Brookline

**Ed Doherty**, Boston

**Roland Fryer**, Concord

**Margaret McKenna**, Boston

**Michael Moriarty**, Holyoke

**James Morton**, Boston

**Pendred Noyce**, Boston

**James Peyser**, Secretary of Education

**Mary Ann Stewart**, Lexington

**Donald Willyard**, Chair, Student Advisory Council, Revere

**Mitchell D. Chester**, Commissioner of Elementary and Secondary Education, Secretary to the Board

Chair Sagan welcomed Board members and called the meeting to order at 5:05 p.m. He said tonight’s discussion is one of several this fall leading up to the Board’s decision in November about Massachusetts statewide assessment. He encouraged members to ask questions and get the information they need to make a sound decision. Commissioner Chester welcomed Board members, including new members Roland Fryer and Michael Moriarty. Commissioner Chester provided an overview of the meeting agenda and introduced Deputy Commissioner Jeff Wulfson, Associate Commissioner Liz Davis, and MCAS/PARCC Director Bob Lee.

Mr. Lee reminded Board members that districts had the choice of PARCC or MCAS in school year 2014-2015; 54% chose PARCC and 46% chose MCAS. All students in grade 10 took MCAS in order to meet the statewide graduation requirement. He said the three largest cities, Boston, Springfield and Worcester, were able to choose on a school-by-school basis.

Mr. Lee presented statewide MCAS results. In grade 10, 91 percent of students scored Proficient or higher in English language arts (ELA), 79 percent in mathematics, and 72 percent in science, technology/engineering. He said in most schools in 2015, the percentage of students who scored Proficient or above grew or held steady compared to last year. Commissioner Chester said reporting assessment results is challenging this year because we are comparing results on two different tests. Mr. Lee explained the representative sample used to calculate trends.

Mr. Lee said from 2014 to 2015 some grades showed improvement: in ELA grade 3 (+3), grade 5 (+7), and grade 6 (+3); in mathematics grade 5 (+6) and grade 8 (+8). He said results compared to 2007 showed gains in almost all grades, most notably in grade 10 ELA (+21); mathematics grade 3 (+10), grade 5 (+16), grade 8 (+15) and grade 10 (+10); and science grade 8 (+9) and grade 10 (+15). Mr. Lee said achievement gaps have narrowed since 2007 between white students and African-American/Black and Hispanic/Latino students, but still remain large. In response to questions, Mr. Lee said the MCAS cut scores have not been modified.

Ms. Craven, Ms. McKenna, and Mr. Moriarty arrived at 5:20 p.m.

Commissioner Chester said the PARCC results are preliminary and cover only the computer-based assessment. He said 41% of PARCC students took paper-based tests, for which scores are not yet available, and testing at the high school level was voluntary. Mr. Lee said PARCC performance levels 1-5 differ from MCAS performance levels. He said about half of students in grades 3-8 met the PARCC Level 4 or Level 5 expectations.

Commissioner Chester provided the Board with a list of guiding questions and asked members for additional suggestions. Board members requested the following additions:

* What is the total estimated cost to get all remaining schools up to the PARCC technology standard?
* What schools (sorted by county) are on ESE’s not-yet-up-to-PARCC-technology-standard list?
* What are the college remediation rates for students who scored proficient or higher on MCAS?
* How did PARCC scores for 9th/11th graders correlate with their previous year’s MCAS score?
* Why did other states leave the PARCC consortium?
* Who owns PARCC intellectual property?
* What accommodations are available for PARCC in comparison to MCAS?
* What would the process be to re-develop MCAS? What would the re-developed MCAS look like?
* What is MCAS missing and in what areas is it lacking?
* How will the assessment be used as part of a larger system?
* Are the PARCC test items age-appropriate?
* Is there a correlation between MCAS results and later-life outcomes?
* Detailed information on PARCC item types.
* How many students completed the PARCC test within the time allowed?
* PARCC governance structure and Massachusetts leadership role going forward.
* What are the PARCC pricing tiers under the current Pearson contract?
* What is the per test cost of PARCC and MCAS?

Deputy Commissioner Wulfson presented the historical background of statewide assessments and standards, beginning with the 1993 Supreme Judicial Court decision in the *McDuffy* case and the 1993 Education Reform Act. He said the first MCAS tests were introduced in 1998, with additional grades and subjects added in 2001, 2006, and 2007. Mr. Wulfson said the benefits of a next-generation assessment include full alignment to the 2010 Massachusetts ELA and mathematics frameworks, more emphasis on critical thinking and reasoning, better feedback on readiness for next level, richer data to inform instruction, an online platform, and pathways to entry-level college credit. Mr. Wulfson reviewed the PARCC timeline, from Massachusetts joining the PARCC consortium in 2010, through the two-year test drive, leading up to the decision the Board will make in November 2015. He reviewed differences between the two assessments, including the governance structures.

Associate Commissioner Liz Davis explained the development process for building an assessment, including the life cycle of a test item. She said Department staff have been involved with PARCC throughout the process, including the initial test design, subsequent revisions, test item reviews, analysis of data and test construction, scoring, and reporting. Massachusetts educators have participated in the item review, scoring, and reporting processes.

Mary Ann Stewart left the meeting at 6:35 p.m.

Commissioner Chester said the PARCC performance level setting process was one of the most sophisticated he has seen. He said it included the Governing Board defining college-ready standards, a post-secondary educators’ judgment study, a benchmark study comparing other national assessments, a pre-policy meeting, recommendations from the performance level setting, and the Governing Board’s adoption of performance levels. He introduced two Massachusetts educators who participated in the standard setting, Loretta Hollaway from Framingham State University and Victoria Miles from the Middleborough Public Schools.

Ms. Hollaway presented an overview of the performance level setting process. She said educators reviewed each test, including multiple forms, and performance level descriptors to set expectations and make recommendations. She said higher education does not use MCAS scores or have faith in the ability of MCAS to determine placement of students in higher education courses. Ms. Hollaway said higher education faculty are currently discussing the value of PARCC to determining students’ readiness for college-level coursework. She added that she is impressed with the critical thinking questions on the PARCC tests.

Ms. Miles provided Board members with a concept map of the PARCC process and MCAS development process. She said before participating in PARCC standard setting, she had been involved in MCAS test development. Ms. Miles said she likes the PARCC interactive test format although she noted the multiple choice items are not scaffolded; if students answer one part incorrectly, it is difficult for them to move on to the next part of the question. In response to Secretary Peyser’s question, Ms. Miles said PARCC could prompt teachers to teach differently by creating more interactive tests. She added that if a test item is instructionally worthy, then good instruction should follow.

Ken Klau, the Department’s Director of Digital Learning, presented data on schools’ technology readiness for PARCC and digital learning. He said 1,634 schools reported their technology readiness, and of that group, 55.8% reported being ready for PARCC and digital learning, 75.5% reported being ready for PARCC only, and 23.7% reported not being ready for PARCC or digital learning. Commissioner Chester noted that schools need less infrastructure to administer the online PARCC assessments than to do digital learning. He said he would provide additional updated information on technology readiness to the Board for the October meeting.

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education adjourn the meeting at 7:30 p.m., subject to the call of the Chair.**

The vote was unanimous.

Respectfully submitted,

Mitchell D. Chester

Commissioner of Elementary and Secondary Education

and Secretary to the Board