MEETING OF THE MARYLAND STATE BOARD OF EDUCATION
Minutes of the September 29, 2026 Meeting
200 West Baltimore Street, Baltimore, MD 21201

The Maryland State Board of Education met on September 29, 2026, at 9:00 a.m. in the State Board Room of the Nancy S. Grasmick State Education Building, headquarters of the Maryland State Department of Education (MSDE).

The following Board members were present in the Boardroom: Dr. Joshua Michael, Dr. James Bell, Dr. Peggy Carr, Ms. Marcy Leonard, Dr. Kim Lewis, Mr. Chet Chesterfield, Mr. Kenny Clash, Mr. Nick Greer, Dr. Irma Johnson, Ms. Nicole Murray-Lewis, Mr. Samir Paul, Esq., and Ms. Lorena Wu.

Board members Xiomara Medina and Monica Goldson were absent.

State Superintendent Dr. Carey Wright, State Board Executive Director Zach Hands, and Assistant Attorney General Alan Dunklow were also in attendance.

MEETING OPENING

Dr. Michael called the meeting to order at 9:06 a.m. Mr. Dunklow confirmed that a quorum was present, and Dr. Michael led the Pledge of Allegiance.

Dr. Michael opened with remarks on the state of public education in Maryland. He noted the recent public discussion about the future funding of public education and what he described as an increasingly negative narrative about whether investments are producing results. He used his remarks to clarify the issue with comparative data and year-over-year progress. He acknowledged that the State fell short of the ambitious joint metrics set by the Board and the Accountability and Implementation Board (AIB) in 2024. Still, he said Maryland is on track to once again become a top-performing public education system, as it was from 2008 to 2013.

He restated the Board's goal of making Maryland one of the top 10 states in the nation in literacy and mathematics. He outlined the agenda for getting there: strengthening the fundamentals of teaching and learning, protecting instructional time, strengthening accountability, and bringing greater discipline to the use of resources.

PUBLIC COMMENT

In Person

- Riya Gupta, Strong Schools Maryland – Proposed Community Schools Regulations
- Trish Brennan-Gac, Maryland READS – Reading
- Dr. Donald Bolger, MILE – Contextualizing literacy scores across the state
- Rachel McGrain, AEMS – Literacy Policy and the Arts
- Renee Bos, HCPSS – Literacy Policy and Middle School Scheduling

Virtual

- Paul Lemle, MSEA – School Calendar Workgroup
- Sharon Saroff – Special Education

- Betsy Tao, Distraction Free Schools – Value of Instructional Minutes
- Buzzy Hettleman – Pending Regulations on Community Schools

APPROVAL OF THE CONSENT AGENDA

- Approval of August 25, 2026 Meeting Minutes
- Personnel Actions
- Budget Adjustments, August 25, 2026
- COMAR 13A.06.03 Interscholastic Athletics (Permission to Adopt)
- COMAR 13A.08.01.10 -.10-01 Student Expression (Permission to Adopt)

ACTION: Dr. Michael requested Board approval of the consent agenda. No items were pulled for discussion. Dr. Lewis motioned, Mr. Greer seconded. (In Favor: 12, Opposed: 0, Abstained: 0, Absent: 2)

STATE SUPERINTENDENT'S UPDATE

Dr. Wright recognized September as Attendance Awareness Month and the launch of MSDE's "Maryland Shows Up" campaign to raise awareness about regular school attendance. Research shows that a student who misses just two days in September is on track to be chronically absent by June. She shared the campaign launch video featuring all 24 local superintendents and the Governor and noted that Maryland's chronic absenteeism rate is at its lowest since the pandemic.

Dr. Wright shared highlights from recent school visits in Baltimore City, Anne Arundel County, Baltimore County, and Carroll County. She reported that Maryland hosted the fall collaborative sessions of the Council of Chief State School Officers (CCSSO) States Leading Network, in which Maryland is one of eight inaugural member states.

Maryland submitted the top-scoring application for a $9 million federal career exploration grant; 46 states applied and only five received funding. The grant runs from October 2026 through September 2029 and will enable every student, beginning in 8th grade, to develop a personalized six-year plan stored in a learner wallet. More than half of the funding will go directly to school districts.

Dr. Wright congratulated the seven finalists for 2027 Maryland Teacher of the Year, which will be announced on Friday, October 9, 2026. She also recognized the 2026 Maryland Teacher of the Year, a second-grade teacher at Monocacy Elementary in Frederick County, for receiving a national award for teaching excellence, and Dr. Stephanie Kelly of Overlea High School in Baltimore County, who was named Maryland Language Teacher of the Year by the Maryland Foreign Language Association.

Dr. Wright announced that the Board of Public Works approved the contract for MSDE's relocation to 100 North Charles Street, where MSDE will be the anchor tenant; the move is expected in about 24 months. She also announced the formation of a financial literacy workgroup, provided updates on state-hired literacy coaches now embedded in schools, and MSDE's School Improvement Summit with more than 120 district leaders. She congratulated Assistant State Superintendent Richard Kincaid on receiving the Partner of the Year award from the Maryland Workforce Association.

LOCAL EDUCATION AGENCY (LEA) UPDATE – HARFORD COUNTY PUBLIC SCHOOLS

Dr. Michael welcomed Dr. Dyann Mack, Superintendent of Harford County Public Schools (HCPS), for her first appearance before the Board as superintendent. He noted that Dr. Mack was born and raised in Harford County, graduated from HCPS, and served the school system for more than 30 years, rising from classroom teacher to superintendent, and that she is the first Black superintendent in HCPS history.

Dr. Mack described the district's "Ready by Design" mindset. Her focus areas include increasing elementary reading proficiency by 5%, supported by a "What I Need" (WIN) intervention block now in place in every elementary school and the science of reading; increasing middle school math proficiency by 5%, which she acknowledged is an ambitious target; having high school students college and career ready (CCR) by grade 10; and, within the district's "employed, enlisted, or enrolled" goal, a new emphasis on military enlistment.

Dr. Mack described alignment with MSDE priorities, including a custom web application, built by the district's instructional technology and reading/ELA teams, that connects to student information and DIBELS data so teachers can complete Student Reading Improvement Plans (SRIPs) in three to five minutes, with a planned link to parent communication; and the adoption of Illustrative Mathematics.

Dr. Mack noted that 12 HCPS schools use Benchmark Advance literacy curriculum and 22 use the Harford County framework, and that the district will take the next year to review MSDE's approved materials list before transitioning. She highlighted recent recognitions: HCPS was named a District on the Rise in reading in April; the AIB recognized HCPS in July for growth in reading and reductions in chronic absenteeism; the State Board recognized HCPS in July for its four-year growth; HCPS exceeds state averages on MCAP in reading in grades 3–8 and 10 and in math in grades 3–6 and Algebra II; and three HCPS elementary schools, all using the Harford County framework, were recently recognized as reading bright spots.

Dr. Bell asked how the SRIP platform came to be. Dr. Mack explained that it grew out of the need to operationalize SRIPs and offered to bring back more information. Dr. Bell asked to visit and see the platform. Dr. Johnson asked how the district builds in time for processing and reflection within their professional learning framework. Dr. Mack explained that leaders now meet one full day a month, with system-wide leadership sessions in the morning and level-alike sessions in the afternoon, and that cross-system workgroups address specific problems of practice. In a follow-up, Dr. Johnson asked how this reaches the school level; Dr. Mack said the district brings teachers and building leaders in to present to their peers and carries the learning through Professional Learning Communities and the school improvement process.

STRATEGIC PLAN UPDATE: CHRONIC ABSENTEEISM (*INFORMATION ONLY)*

Ms. Mary Gable introduced the topic. She explained that since the 2025–26 school year, MSDE has published disaggregated chronic absence data monthly. The work aligns with Strategic Plan Goal 4. Although Maryland has not yet met the goal of cutting chronic absenteeism in half, every LEA has reduced its rate over the past two years by between 2% and 38%. She summarized MSDE's support, including guidance documents paired with webinars, an attendance toolkit, the

partnership with Attendance Works, an attendance task force, monthly data publication, best practices from community schools, and the statewide communications campaign.

Mr. Geoff Sanderson presented the most recent data. The statewide chronic absenteeism rate has decreased to a post-pandemic low of 22.8%, though it remains above pre-pandemic levels. In 2025–26, LEA rates ranged from 15.4% to 41.4%. Rates have declined for all of the largest race/ethnicity groups, with a particularly steep decline among economically disadvantaged students. From 2022 to 2026, chronic absenteeism decreased by 9.7 percentage points in elementary school, 8.9 points in middle school, and 5.1 points in high school, where rates remain highest. Of more than 1,400 schools statewide, 86% decreased their chronic absenteeism rate, while 225 schools saw increases.

Dr. Johnson asked how the data account for students who have opted out of school. Mr. Sanderson explained that any student enrolled in membership is counted every day, so a student who is enrolled but not attending is marked absent. Ms. Leonard commented that a chronically absent student is one the school system has not given up on, and that removing hurdles to post-secondary opportunities, such as apprenticeships, career exploration, and workforce development, can help re-engage high school students.

Mr. Greer asked about the connection between chronic absenteeism and achievement. Mr. Sanderson said Maryland data show a direct correlation and that missing three days in September is a strong predictor of becoming chronically absent. Mr. Greer also asked how community schools compare with non-community schools; Mr. Sanderson said community schools are reducing chronic absenteeism at a faster rate and offered to bring the data back to the Board. Dr. Bell commended the 8.1-point decline since 2022 and noted that the improvement was consistent across every student group.

Ms. Murray-Lewis asked how students who are in the building but not in class are counted, and how the State knows LEA data are accurate. Mr. Sanderson said this depends on how attendance is taken locally and that the integrity of the data is the responsibility of the local superintendent, guided by local policies. Dr. Carr asked how Baltimore City's high chronic absenteeism rate squares with its strong scorecard results; Mr. Sanderson noted that chronic absenteeism lowers the accountability points schools earn and therefore their school ratings.

Dr. Michael recognized four districts with lower chronic absenteeism today than in 2019 – Baltimore City, Worcester County, Cecil County, and Kent County – and noted that five districts remain 50% higher than before the pandemic. He invited local boards of education to ask their districts similar questions about chronic absenteeism trends. Mr. Chesterfield asked whether higher rates among Hispanic and Latino students could be attributed to the current political environment. Dr. Wright said that, anecdotally, superintendents with large Hispanic populations report that some parents are keeping children home out of fear.

Attendance Works

Ms. Gable introduced Ms. Hedy Chang, Founder, President, and CEO of Attendance Works, and Ms. Elizabeth Cook, Vice President of State Impact at Attendance Works. Ms. Chang reported that chronic absence is declining nationally, though not yet to pre-pandemic levels, with greater declines in the early grades and less progress in high school. She described four categories of root causes – barriers, aversion, disengagement, and misconceptions – and the foundational conditions needed before choosing interventions: actionable data, a team approach, a positive

school climate, engagement before enforcement, and community partnerships. She stated that districts are the units of change, while states are the vehicles for scale.

Ms. Cook described the 50% Challenge, a network of states, including Maryland, that have publicly committed to reducing chronic absence by 50%; network states are reducing chronic absence at a higher rate than non-network states. Maryland is also one of six states in Attendance Works' Deep Dive Project, funded by the Walton Family Foundation. Joint work with MSDE includes co-written bright spots (including Hall's Cross Roads Elementary) and a community of practice to integrate attendance into Multi-Tiered Systems of Support (MTSS) with cohorts of large and small LEAs.

Ms. Wu asked how root-cause data is gathered at the district, state, and national levels. Ms. Chang said this remains one of the biggest challenges: absences often default to "unexcused," and reasons are buried in notes fields. She noted the emerging use of AI and family communication apps to categorize absences, and that South Carolina adopted 14 common absence codes across all districts; Maryland has wide variation in coding and would need to work with districts toward common codes. Mr. Greer asked about research on promoting positive school climate and family partnerships. Ms. Chang cited the priority areas of family engagement (such as relational home visits), student connectedness, access to relevant and engaging learning, and health, well-being, and safety.

Mr. Greer asked whether teacher absenteeism affects students. Ms. Chang said high levels of teacher absenteeism correlate with high levels of student absenteeism, and encouraged examining the data to understand root causes. At Dr. Michael's request, Ms. Chang described Maryland's role in defining chronic absenteeism: when she began this work in 2006, Maryland was the only state publishing data on students missing 20 or more days, supported by its longitudinal data system, and the State later shifted to the 10% measure.

Anne Arundel County Public Schools and Hall's Cross Roads Elementary School

Mr. Ryan Voetlin, Assistant Superintendent of Student Services for Anne Arundel County Public Schools (AACPS), reported improving attendance at every level. Elementary chronic absenteeism is projected at 14.3% for 2025–26; middle school chronic absenteeism is projected at 15.9%, the largest single-year drop since 2021–22; and high schools have seen the largest reduction since 2021–22, at 6.9 percentage points. AACPS uses a multi-tiered system of support that approaches attendance from a supportive rather than punitive lens.

Ms. Karen Jankowiak, Principal, and Ms. Amanda Coyne, Community School Specialist, presented on Hall's Cross Roads Elementary School in Aberdeen, a Title I community school serving about 420 students in PreK–5 with a 90% poverty rate. Chronic absenteeism was 43.6% in 2023; the school cut it to 8.7% in 2026. Ms. Jankowiak emphasized that taking attendance promptly and accurately is a no-cost change every school can make. Staff are assigned to grade levels, teachers contact families on the first and fourth absences, and an attendance team monitors data daily. To address barriers, the school worked with the local Boys & Girls Club to extend hours on early dismissal days, launched a bilingual walking club with four stops, and added second bus runs in its densest walking area; attendance on early dismissal days rose from the 70s to above 90%.

Ms. Coyne described semester, quarterly, and monthly attendance incentives, which are shared in the first-day packet to help families plan. Ms. Jankowiak noted that Hall's Cross Roads

represented Maryland as a National ESEA Distinguished School after doubling its reading achievement in two years.

Ms. Murray-Lewis commended the presenters and asked Mr. Voetlin for data on the success of the AACPS Tier 3 interventions. Mr. Voetlin said the data are tracked, but he did not have them on hand; families who engage with these programs do show reductions, though usually incremental. Ms. Wu asked about feedback from students, parents, and the community. Ms. Coyne suggested secondary schools build incentives around events they already hold, such as homecoming, and Ms. Jankowiak said the school's family advisory committee and community partners provide ongoing feedback. Dr. Bell asked Mr. Voetlin how AACPS addresses data integrity. Mr. Voetlin said the student data office monitors whether attendance is taken promptly and follows up with schools, and that middle and high schools take period-by-period attendance, with notifications sent to parents.

UPDATE ON THE MARYLAND ASSESSMENT AND ACCOUNTABILITY ADVISORY COMMITTEE (AAAC) (*INFORMATION ONLY)*

Dr. Michael noted that the Board will revisit this topic in October and December. Mr. Sanderson introduced Dr. Scott Marion, former Executive Director and now Principal Learning Associate at the Center for Assessment, who has supported MSDE's work for the past two years. Dr. Marion said the AAAC will present a progress report in December, codifying accountability recommendations for the 2026–27 school year.

Dr. Marion described the criteria the committee uses to evaluate potential indicators and the school staffing indicators considered: teacher licensure and pathways, retention, experience, advanced credentials, and teacher attendance. All of the potential staffing indicators were correlated with school socioeconomic status, and definitions vary across districts. The AAAC recommended beginning to collect and report these data, at least at the district level, until they can be reported credibly; these recommendations have not been finalized. For high schools, the committee is considering a post-secondary readiness indicator beyond CCR, such as completing the high school level of a registered apprenticeship, earning an industry-recognized credential, or meeting dual enrollment or AP benchmarks. He asked for the Board's views on this question.

On assessment, the AAAC recommended that MSDE offer MSTAR practice tests this year and conduct stakeholder engagement before designing interim assessments, to avoid over-testing. Dr. Marion praised MSDE's assessment communications research. He walked the Board through MSTAR standard setting – the process of matching descriptions of performance to scores on a test – noting that performance level descriptors drive the process. The Board will be asked to approve cut scores at its August 2027 meeting.

Dr. Lewis, a member of the AAAC, urged continued work toward a staffing measure and asked whether correlation with poverty has been used to include or exclude other measures. Dr. Marion said correlation with poverty alone is not a reason to rule out a measure, since achievement is also correlated with poverty, but that teacher attendance currently lacks consistent definitions and data collection across the State. Dr. Wright added that the types of leave available to teachers vary across the 24 LEAs and that more data gathering is needed. Dr. Carr asked about the standard-setting method, whether NAEP or international items would be used as anchors, the item map shown, and the interim assessment design. Dr. Marion said Pearson will present a detailed standard-setting plan at the December Technical Advisory Committee meeting, that the

current plan is to use the ID Matching method, and that more fieldwork is needed to determine the primary users of interim assessments before choosing a design.

Dr. Johnson asked whether LEAs would be held harmless in the first year while standards are being set. Dr. Marion said no; federal requirements do not allow skip years. Ms. Murray-Lewis went on record that teacher quality and teacher attendance data should be publicly reported. Dr. Michael agreed and said the Board will be asked to make decisions on staffing indicators around December or January, noting that implementation may be staged between the 2027 and 2028 State report cards.

STATE BOARD ADJOURN TO EXECUTIVE SESSION

Pursuant to § 3-305(b)(1), (b)(7) and (b)(13) of the General Provisions Article, Annotated Code of Maryland, and upon motion of James Bell, Jr. and seconded by Lorena Wu and with unanimous vote the State Board of Education met in closed session on September 29, 2026 in Conference Room #1, 8th Floor, at the Nancy S. Grasmick Building. All board members were present except Monica Goldson and Xiomara Medina. Also in attendance were State Superintendent Carey Wright, Executive Director Zachary Hands, Deputy Executive Director Hannah Oakley, and Assistant Attorneys General Alan Dunklow and Jackie LaFiandra. The Executive Session commenced at 1:25 p.m. and ended at 3:15 p.m.

The State Board reviewed and approved seven Opinions and one Order.

- Christopher Chase v. Baltimore City Board of School Commissioners – Opinion No. 26-33. The Board affirmed the local board decision.
- Donya Johnson v. Baltimore City Board of School Commissioners – Opinion No. 26-34. The Board remanded the case to the local board for a hearing.
- N.V. v. Howard County Board of Education – Opinion No. 26-35. The Board affirmed in part and remanded in part.
- S.A. v. Montgomery County Board of Education – Opinion No. 26-36. The Board affirmed the local board's decision.
- Thomas Sitar v. Queen Anne's County Board of Education – Opinion No. 26-37. The Board affirmed the local board's decision.
- M.D. and J.D. v. Carroll County Board of Education – Opinion No. 26-38. The Board reversed the local board's decision and remanded it back to the local board. Issued on October 2, 2026.
- Student X. v. Harford County Board of Education – Opinion No. 26-39. The Board overturned the local board's decision. Issued on October 2, 2026.
- L.D. v. Anne Arundel County Board of Education – Order No. OR26-30. The Board affirmed the local board's dismissal of the appeal for untimeliness.

President Michael provided a Board leadership update, including workgroups and reports, and discussed the State Superintendent's evaluation. The Board affirmed its election of officers and reviewed the FY 2028 Budget submission. Chief Operating Officer Krishnanda Tallur, Chief Financial Officer Donna Gunning, Tonya Johnson-Simmons, Assistant State Superintendent Mary Gable, and Chief Policy Officer Stefan Redding Lallinger attended this presentation.

FY 2028 BUDGET ESTIMATES AND REQUESTS (*ACTION)*

Dr. Michael called the public meeting back to order. He noted that the budget requests cannot be discussed in public session because they are subject to executive privilege.

Dr. Michael called for a motion to approve and submit the FY 2028 budget requests to the Department of Budget and Management, including the FY 2028 base budget estimates, enhancement requests, proposed reductions, and requests for State-aided educational institutions.

ACTION: Ms. Leonard motioned, Ms. Murray-Lewis seconded. (In Favor: 9, Opposed: 0, Abstained: 0, Absent: 5)

CALENDAR MODIFICATION FOR INDIVIDUAL NONPUBLIC SCHOOLS – GRANTING AUTHORITY TO THE STATE SUPERINTENDENT (*ACTION)*

Ms. Kelly Meadows presented the request. The Trellis School, a publicly funded nonpublic special education program on a 12-month calendar, asked to open for students on Election Day in November. Dr. Wright requested that the Board delegate to the State Superintendent the authority to approve, upon request of a nonpublic school, flexibility to open for pupil attendance on a state holiday if normal school attendance is prevented because of a natural disaster, civil disaster, or severe weather conditions. Dr. Lewis noted the item did not go through the Education Policy Committee.

ACTION: Dr. Michael called for a motion to grant the State Superintendent this authority. Dr. Lewis motioned, Ms. Wu seconded. (In Favor: 9, Opposed: 0, Abstained: 0, Absent: 5)

COMAR 13A.16.06.09-1 PROBATIONARY CHILD CARE TEACHERS IN PRESCHOOL CENTERS AND COMAR 13A.18.06.06-1 PROBATIONARY FAMILY CHILD CARE TEACHERS (*PERMISSION TO PUBLISH)*

Ms. Sarah Neville-Morgan presented the proposed amendments, which align COMAR with legislation passed in 2021 and 2026 in response to community feedback about a shortage of qualified staff. The 2026 legislation extends probationary teacher status to classrooms serving two-year-olds, in addition to three- and four-year-olds. A probationary teacher must enter with 45 of the required 90 clock hours of training and complete the remaining 45 hours within six months, consistent with approaches in other states such as New York and Washington. At the request of the Education Policy Committee, the regulations were amended to require that a probationary teacher have access to a qualified teacher or child care director. Dr. Lewis reported that the Education Policy Committee unanimously supported permission to publish as amended.

ACTION: Dr. Michael called for a motion to grant permission to publish. Dr. Lewis motioned, Mr. Chesterfield seconded. (In Favor: 10, Opposed: 0, Abstained: 0, Absent: 4)

COMAR 13A.04.02.02 SECONDARY SCHOOL CAREER AND TECHNICAL EDUCATION (*PERMISSION TO PUBLISH)*

Mr. Richard Kincaid presented amendments to two definitions in COMAR 13A.04.02.02B. The definition of a career and technical education (CTE) concentrator would no longer require a student to enroll in a third course in the sequence, aligning with the CTE program of study redesign the Board adopted in 2025 and with the federal Perkins V definition of a concentrator as

a student who has completed at least two courses in a single program of study. This change also eliminates the need to collect separate data for state and federal reporting. The definition of a CTE completer would add pathways for students to complete a program by pairing core courses with career-connected learning, such as a registered apprenticeship or internship. Dr. Lewis reported that the Education Policy Committee supported permission to publish. Ms. Leonard commented that the change will help remove barriers to diplomas and increase student engagement.

ACTION: Dr. Michael called for a motion to grant permission to publish. Dr. Lewis motioned, Ms. Murray-Lewis seconded. (In Favor: 10, Opposed: 0, Abstained: 0, Absent: 4)

DIVISION OF REHABILITATION SERVICES (DORS)

COMAR 13A.11.08 WORKFORCE AND TECHNOLOGY CENTER (REGULATIONS .02, .04–.15, .17, AND .18) (*PERMISSION TO PUBLISH)*

COMAR 13A.11.03 INDEPENDENT LIVING SERVICES (REGULATIONS .01–.14) (*PERMISSION TO PUBLISH)*

COMAR 13A.11.02 MARYLAND DISABILITY EMPLOYMENT TAX CREDIT (REGULATIONS .03 AND .04) AND COMAR 13A.11.06 RECORDS OF SERVICES (REGULATIONS .11 AND .16) (*PERMISSION TO PUBLISH)*

Dr. Bonner presented updates to the Division of Rehabilitation Services (DORS) regulations that align COMAR with the federal Workforce Innovation and Opportunity Act (WIOA) and Rehabilitation Services Administration standards, modernize outdated language, and clarify provisions. The updates align Independent Living Services with the program for individuals age 55 and older who are blind or visually impaired; update the Maryland Disability Employment Tax Credit language in alignment with the Maryland Department of Labor; update records retention to meet federal Social Security Administration requirements; and reflect changes at the Workforce and Technology Center, including the 2021 closure of its medical services department and the move to electronic records. Dr. Lewis reported that the Education Policy Committee recommends permission to publish.

ACTION: Dr. Michael called for a motion to grant permission to publish COMAR 13A.11.08, 13A.11.03, 13A.11.02, and 13A.11.06. Dr. Lewis motioned, Dr. Bell seconded. There was no discussion. (In Favor: 10, Opposed: 0, Abstained: 0, Absent: 4)

AFTERNOON PUBLIC COMMENT

In Person

- David Cook – Scheduling Concerns Regarding Social Studies and Science
- Ivan Forney, MD Student Support Alliance – Trauma-Informed Supports for Students

Virtual

- Dr. Karuna Skariah, Maryland Coalition for Gifted and Talented Education – Funding Allocation for Gifted Education

STATE BOARD BUSINESS

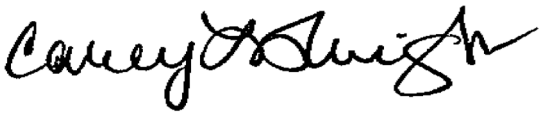
Dr. Lewis announced that the next Education Policy Committee meeting will be held on October 13 at 4:00 p.m. Ms. Leonard announced that the next Strategy and Operations Committee meeting will be held on Wednesday, October 14 at 4:00 p.m. Mr. Chesterfield announced that the Grievance Committee will meet on Thursday, October 1, 2026, at 4:00 p.m.

Mr. Dunklow announced seven opinions and one order. Mr. Dunklow noted that the decisions will be released on a rolling basis by the end of the week.

STATE BOARD ADJOURN

ACTION: Dr. Michael called for a motion to adjourn. Ms. Murray-Lewis motioned, Mr. Chesterfield seconded. (In Favor: 10, Opposed: 0, Abstained: 0, Absent: 4)

Respectfully submitted,



Carey M. Wright, Ed.D.
Secretary/Treasurer

Date: October 29, 2026

The information included here provides a summary of the agenda items presented. The video recordings of the meetings are the official record and can be located at:
https://marylandpublicschools.org/stateboard/pages/meetings-2026.aspx

Meeting materials, Opinions, and Orders can be found at:
https://www.marylandpublicschools.org/stateboard/Pages/default.aspx

The next Maryland State Board of Education meeting will be held on **Thursday, October 29, 2026**.

Appropriate accommodations for individuals with disabilities will be provided upon request. Eight business days' notice prior to the event is required. Please contact Charlene Necessary at (410) 767-0467 or TTY at (410) 333-6442 so arrangements can be made.