



Karen B. Salmon, Ph.D.
State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D. *KBS/CLW*
DATE: August 23, 2016
SUBJECT: Code of Maryland Regulations (COMAR) 13A.04.11 Programs in World Languages
ADOPTION

PURPOSE:

The purpose of this action is to obtain permission to adopt the amendments to Regulation .01 under COMAR 13A.04.11 Programs in World Languages as published in the Maryland Register on July 8, 2016 (attached).

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the AELR Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, MSDE staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

BACKGROUND/HISTORICAL PERSPECTIVE:

The revisions to the regulation for programs in World Languages incorporate the revised national standards that focus on literacy and real-world applications of language to communicate effectively and interact with cultural understanding. MSDE has worked with local school

systems to familiarize teachers with the new standards through the World Language Academies in 2014, Maryland College and Career Ready Conferences in 2015, and the World Language EdCamp this summer.

EXECUTIVE SUMMARY:

MSDE received no comments or questions from stakeholders regarding this regulatory action. Local school systems have already begun to incorporate the revised language that aligns to the national *World Readiness Standards for Learning Languages* as they develop curriculum documents and professional learning activities.

ACTION:

Request permission to adopt amendments to regulations under COMAR 13A.04.11 Programs in World Languages.

Attachment

10.09.50 EPSDT School Health-Related Services or Health-Related Early Intervention Services

Authority: Health-General Article, §§2-104(b), 15-103, and 15-124, Annotated Code of Maryland

.07 Payment Procedures.

- A. (text unchanged)
- B. Providers may not bill the Program for:
 - (1)—(2) (text unchanged)
 - (3) Broken or missed appointments; or
 - [(4) Services which are provided at no charge to the general public, except for IEP and IFSP related services; or]
 - [(5)] (4) (text unchanged)
- C.—E. (text unchanged)

10.09.55 Physician Assistants

Authority: Health-General Article, §§2-104(b), 15-103, and 15-105, Annotated Code of Maryland

.06 Payment Procedures.

- A.—B. (text unchanged)
- C. [A physician assistant] *The provider* shall charge the Program [their usual and] *the provider's* customary charge to the general public for similar services and charge [their] *the provider's* acquisition cost for injectable drugs or dispensed medical supplies. *If the service is free to individuals not covered by Medicaid:*
 - (1) *The provider:*
 - (a) *May charge the Program; and*
 - (b) *Shall be reimbursed in accordance with §D of this regulation; and*
 - (2) *The provider's reimbursement is not limited to the provider's customary charge.*
- D. The Department shall reimburse the physician assistant for covered services at the [lower] *lesser* of [their usual and]:
 - (1) *The provider's* customary charge *unless the service is free to individuals not covered by Medicaid; or [the]*
 - (2) *The maximum rates according to COMAR 10.09.02.07E.*
- E. Payments on Medicare claims are authorized, if:
 - (1)—(5) (text unchanged)
- [E.] F. (text unchanged)
- [F.] G. The provider may not bill the Program for:
 - (1)—(2) (text unchanged)
 - (3) Professional services rendered by mail or telephone; *and*
 - [(4) Services which are provided to the general public at no charge; and]
 - [(5)] (4) (text unchanged)
- [G.] H.—[I.] J. (text unchanged)

VAN T. MITCHELL
Secretary of Health and Mental Hygiene

**Title 13A
STATE BOARD OF
EDUCATION**

Subtitle 04 SPECIFIC SUBJECTS

13A.04.11 Programs in World Languages

Authority: Education Article, §§2-205(h) and 4-111, Annotated Code of Maryland

Notice of Proposed Action
[16-176-P]

The Maryland State Board of Education proposes to amend Regulation .01 under COMAR 13A.04.11 Programs in World Languages. This action was considered at the May 24, 2016, meeting of the State Board of Education.

Statement of Purpose

The purpose of this action is to incorporate revised standards for world languages.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Susan C. Spinnato, Director of Instructional Programs, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0349 (TTY 410-333-6442), or email to susan.spinnato@maryland.gov, or fax to 410-333-1146. Comments will be accepted through August 8, 2016. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by Maryland State Board of Education during a public meeting to be held on August 23, 2016, 9 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

.01 Program.

- A. (text unchanged)
- B. The world languages program shall include all the following content standards:
 - (1) Communication: [Students exchange information orally and in writing in the target language in a culturally appropriate manner in order to provide and obtain information, express feelings and emotions, and exchange opinions. Students understand and interpret the target language in its spoken and written form on a variety of topics. Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the

target language] *Learners communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.*

(a) *Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.*

(b) *Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

(c) *Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.*

(2) **Cultures:** [Students demonstrate knowledge and understanding of another people's way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives. Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture] *Learners interact with cultural competence and understanding.*

(a) *Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.*

(b) *Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.*

(3) **Connections:** [Students reinforce and further knowledge of other content areas through a language other than English. Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures] *Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.*

(a) *Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.*

(b) *Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures*

(4) **Comparisons:** [Students demonstrate understanding of the nature of language through comparisons of the language studied and English. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own] *Learners develop insight into the nature of language and culture in order to interact with cultural competence.*

(a) *Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.*

(b) *Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.*

(5) **Communities:** [Students use the language both within and beyond the school setting. Students use the language for personal enjoyment and enrichment] *Learners communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.*

(a) *School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.*

(b) *Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.*

C. Curriculum Documents. Consistent with Education Article, §4-111, Annotated Code of Maryland, each local school system shall provide world languages curriculum documents for the secondary schools under its jurisdiction that:

(1) (text unchanged)

(2) Are aligned with the [State curriculum,] *Maryland College and Career Ready Standards for World Languages*, as developed by the Maryland State Department of Education in collaboration with local school systems.

D. (text unchanged)

KAREN B. SALMON, Ph.D.
State Superintendent of Schools

Subtitle 12 CERTIFICATION

13A.12.03 Specialists

Authority: Education Article, §§2-205, 2-303(g), 6-101—6-104, and 6-701—6-706, Health Occupations Article, §2-301, Annotated Code of Maryland

Notice of Proposed Action

[16-175-P]

The Professional Standards and Teacher Education Board proposes to amend Regulation .02 under COMAR 13A.12.03 Specialists. This action was considered at the February 4, 2016, meeting of the Professional Standards and Teacher Education Board.

Statement of Purpose

The purpose of this action is to incorporate new certification requirements enacted by Ch. 467, Acts of 2015 (Professional Standards and Teacher Education Board — School Counselors — Certification Renewal Requirement (Lauryn's Law))."

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Sarah Spross, Assistant State Superintendent, Division of Educator Effectiveness, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0385 (TTY 410-333-6442), or email to sarah.spross@maryland.gov, or fax to 410-333-8963. Comments will be accepted through August 8, 2016. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Professional Standards and Teacher Education Board during a public meeting to be held on September 1, 2016, 9:30 a.m., at 200 West Baltimore Street, Baltimore, Maryland 21201.

.02 School Counselor.

The requirements for certification as a school counselor are:

A. — E. (text unchanged)