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BOARD OF EDUCATION  
BALTIMORE COUNTY  
  
PUBLIC BOARD MEETING  
REMOTE VIA BCPS LIVESTREAM  
AND MICROSOFT TEAMS  
  
MAY 5, 2020

Transcribed by:  
Paul A. Gasparotti

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1 BOARD MEMBERS:

2

3 Kathleen S. Causey, Board Chair

4 Julie C. Henn, Vice Chair

5 Moalie S. Jose

6 Russell T. Kuehn

7 Lisa A. Mack

8 Rodney R. McMillion

9 John H. Offerman, Jr.

10 Cheryl E. Pasteur

11 Lily P. Rowe

12 Makeda Scott

13 Omer Reshid, Student Member

14

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1 PROCEEDINGS

2 CHAIRMAN CAUSEY: Good evening, this is

3 Kathleen Causey. I now call to order the meeting

4 of the Board of Education of Baltimore County for

5 May 5th, 2020. In accordance with the mandated

6 direction of the state superintendent, Baltimore

7 County public schools and offices are currently

8 closed to the public and nonessential personnel

9 in order to maintain the safety of our students

10 and staff. In accordance with the Board of

11 Education resolution approved at the March 10th,

12 2020 board meeting, in the event of a medical or

13 health emergency related to COVID-19, the board

14 chair in consultation with the vice chair and

15 superintendent, may declare that a board meeting

16 or a board committee meeting be held remotely in

17 its entirety without the physical presence of

18 board members, subject to the establishment of a

19 mechanism that would allow each board member the

20 opportunity to fully participate in the meeting

21 despite not being physically present, and that

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1 would allow the public to also remotely attend  
 2 those portions of the meeting that are open  
 3 pursuant to the Maryland Open Meetings Act by  
 4 being able to listen and/or view those portions  
 5 of the meeting.  
 6 As a result, tonight's Board of  
 7 Education meeting is being held virtually and  
 8 broadcast through livestream on the BCPS website  
 9 or on BCPS-TV, Comcast Xfinity channel 73 and  
 10 Verizon FiOS channel 34.  
 11 In order to efficiently conduct this  
 12 meeting, all voting items this evening will be  
 13 done by a rollcall vote. Board members will say  
 14 their names before making and seconding a motion  
 15 as applicable, as well as when requesting  
 16 discussion on an agenda item.  
 17 The first item on the agenda is  
 18 consideration of the agenda. Dr. Williams, are  
 19 there any additions or changes to tonight's  
 20 agenda?  
 21 DR. WILLIAMS: So good evening, board

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1 members. Based on the items brought to the  
 2 building and contracts committee earlier this  
 3 evening, I would like to add Item L-29, virtual  
 4 graduation services, to tonight's agenda.  
 5 CHAIRMAN CAUSEY: In accordance with  
 6 Board Policy 8314, there needs to be a majority  
 7 vote of the Board to add or remove an item from  
 8 an agenda. All board members, all in favor of  
 9 adding the agenda item as proposed by  
 10 Dr. Williams, we will have a roll call vote.  
 11 MS. GOVER: Mr. Kuehn?  
 12 MR. KUEHN: Yes.  
 13 MS. GOVER: Ms. Pasteur?  
 14 MS. PASTEUR: Yes.  
 15 MS. GOVER: Mr. Offerman?  
 16 MR. OFFERMAN: Yes.  
 17 MS. GOVER: Mr. Reshid?  
 18 MR. RESHID: Yes.  
 19 MS. GOVER: Ms. Henn?  
 20 MS. HENN: Yes.  
 21 MS. GOVER: Ms. Causey?

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1 CHAIRMAN CAUSEY: Yes.  
 2 MS. GOVER: Ms. Jose?  
 3 MS. JOSE: Yes.  
 4 MS. GOVER: Mr. McMillion?  
 5 MR. MCMILLION: Yes.  
 6 MS. GOVER: Ms. Mack?  
 7 MS. MACK: Yes.  
 8 MS. GOVER: Ms. Scott?  
 9 MS. SCOTT: Yes.  
 10 MS. GOVER: Ms. Rowe?  
 11 MS. ROWE: Yes.  
 12 MS. GOVER: Thank you.  
 13 CHAIRMAN CAUSEY: Thank you. The motion  
 14 carries, and that item will be added to the  
 15 agenda.  
 16 Earlier this evening the Board met in  
 17 closed session pursuant to the Open Meetings Act  
 18 for the following reasons: One, to discuss the  
 19 appointment, employment, assignment, promotion,  
 20 discipline, demotion, compensation, removal,  
 21 resignation or performance evaluation of

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1 appointees, employees or officials over whom it  
 2 has jurisdiction, or other personnel matter that  
 3 affects one or more specific individuals; and  
 4 seven, counsel with counsel to obtain legal  
 5 advice; and nine, conduct collective bargaining  
 6 negotiations or consider matters that relate to  
 7 negotiations. The minutes of the closed session  
 8 and informational summary can be found on our  
 9 website at  
 10 [www.bcps.org/board/informational-summaries.html](http://www.bcps.org/board/informational-summaries.html).  
 11 (No audio.)  
 12 MS. GOVER: Ms. Causey, you're muted.  
 13 CHAIRMAN CAUSEY: The next item on the  
 14 agenda is personnel matters and for that we call  
 15 on Ms. Lowry.  
 16 MS. LOWRY: Good evening, Chairwoman  
 17 Causey, Vice Chairwoman Henn and members of the  
 18 Board. I would like the Board's consent to the  
 19 following personnel matters, retirements,  
 20 resignations, leaves, deceased recognition of  
 21 service, and certificated appointments.

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1 CHAIRMAN CAUSEY: Could I have a motion  
 2 to approve the personnel matters as presented in  
 3 Exhibit D-1 through D-5?  
 4 MS. MACK: So moved, Lisa Mack.  
 5 CHAIRMAN CAUSEY: Thank you, Ms. Mack.  
 6 Do I have a second?  
 7 MR. OFFERMAN: Offerman, second.  
 8 CHAIRMAN CAUSEY: Thank you,  
 9 Mr. Offerman. Is there any discussion? May I  
 10 have a roll call vote please?  
 11 MS. GOVER: Mr. Kuehn?  
 12 MR. KUEHN: Yes.  
 13 MS. GOVER: Ms. Pasteur?  
 14 MS. PASTEUR: Yes.  
 15 MS. GOVER: Mr. Offerman?  
 16 MR. OFFERMAN: Yes.  
 17 MS. GOVER: Mr. Reshid?  
 18 MR. RESHID: Yes.  
 19 MS. GOVER: Ms. Henn?  
 20 MS. HENN: Yes.  
 21 MS. GOVER: Ms. Causey?

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1 CHAIRMAN CAUSEY: Yes.  
 2 MS. GOVER: Ms. Jose?  
 3 MS. JOSE: Yes.  
 4 MS. GOVER: Mr. McMillion?  
 5 MR. MCMILLION: Yes.  
 6 MS. GOVER: Ms. Mack?  
 7 MS. MACK: Yes.  
 8 MS. GOVER: Ms. Scott?  
 9 MS. SCOTT: Yes.  
 10 MS. GOVER: Ms. Rowe?  
 11 MS. ROWE: Yes.  
 12 MS. GOVER: Thank you.  
 13 CHAIRMAN CAUSEY: The motion carries.  
 14 The next item on the agenda is administrative  
 15 appointments, and for that we call on  
 16 Dr. Williams.  
 17 DR. WILLIAMS: So good evening, Board,  
 18 Madam Chair, members of the Board. I would like  
 19 to bring forward for your approval the following  
 20 administrative appointments: Principal of Martin  
 21 Boulevard Elementary School; and the coordinator,

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1 language arts secondary, Office of Language Arts.  
 2 CHAIRMAN CAUSEY: Do I have a motion to  
 3 approve the administrative appointments as  
 4 presented in Exhibit E-1?  
 5 MS. PASTEUR: So moved, Ms. Pasteur.  
 6 MS. MACK: Second, Ms. Mack.  
 7 CHAIRMAN CAUSEY: Thank you. Is there  
 8 any discussion? May I have a roll call vote  
 9 please?  
 10 MS. GOVER: Mr. Kuehn?  
 11 MR. KUEHN: Yes.  
 12 MS. GOVER: Ms. Pasteur?  
 13 MS. PASTEUR: Yes.  
 14 MS. GOVER: Mr. Offerman?  
 15 MR. OFFERMAN: Yes.  
 16 MS. GOVER: Mr. Reshid?  
 17 MR. RESHID: Yes.  
 18 MS. GOVER: Ms. Henn?  
 19 MS. HENN: Yes.  
 20 MS. GOVER: Ms. Causey?  
 21 CHAIRMAN CAUSEY: Yes.

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1 MS. GOVER: Ms. Jose?  
 2 MS. JOSE: Yes.  
 3 MS. GOVER: Mr. McMillion?  
 4 MR. MCMILLION: Yes.  
 5 MS. GOVER: Ms. Mack?  
 6 MS. MACK: Yes.  
 7 MS. GOVER: Ms. Scott?  
 8 MS. SCOTT: Yes.  
 9 MS. GOVER: Ms. Rowe?  
 10 MS. ROWE: Yes.  
 11 MS. GOVER: Thank you.  
 12 CHAIRMAN CAUSEY: The motion carries.  
 13 DR. WILLIAMS: So our first candidate is  
 14 Kathleen K. Wisner as the principal of Martin  
 15 Boulevard Elementary School. She brings 18.8  
 16 years of service in Baltimore County, most  
 17 recently as the assistant principal with Deep  
 18 Creek Elementary. She was also assistant  
 19 principal at Logan Elementary and Johnnycake  
 20 Elementary. She served as a reading specialist  
 21 at Logan Elementary, resource teacher at Logan

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1 Elementary and classroom teacher at Logan  
 2 Elementary. So I bring to you to Ms. Kathleen K.  
 3 Wisner as the new principal of Martin Boulevard  
 4 Elementary.  
 5 CHAIRMAN CAUSEY: Congratulations and  
 6 welcome.  
 7 DR. WILLIAMS: And next we have Jody R.  
 8 Wicks as the coordinator of language arts  
 9 secondary. She brings to us 16.8 years of  
 10 service in Baltimore County. Recently she was  
 11 the supervisor of language arts secondary in the  
 12 Office of English Language Arts. Prior to that  
 13 she served as an English teacher at George  
 14 Washington Carver Center for Arts and Technology,  
 15 resource teacher in the Office of Curriculum and  
 16 Instruction, English teacher at Dulaney High  
 17 School, and she served two years in Baltimore  
 18 City Public Schools. Congratulations to Jody R.  
 19 Wicks.  
 20 CHAIRMAN CAUSEY: Congratulations and  
 21 welcome. Thank you, Dr. Williams.

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1 The next item on the agenda is public  
 2 comment. Because the Board is meeting virtually  
 3 for today's meeting, only written public comments  
 4 can be accepted. Comments may be emailed to  
 5 boe@bcps.org and these comments will be  
 6 distributed to the Board of Education members.  
 7 The members of the Board appreciate hearing from  
 8 interested citizens. As appropriate, we will  
 9 refer any concerns to the superintendent for  
 10 followup by his staff.  
 11 The next item on the agenda is the  
 12 superintendent's report.  
 13 DR. WILLIAMS: So good evening again.  
 14 This week is Teacher Appreciation Week, so I  
 15 would like to start by speaking directly to our  
 16 BCPS teachers. I hope each of you and your  
 17 families are healthy, safe and well. This  
 18 pandemic has had an everlasting and unprecedented  
 19 impact on all of us, and it's certainly changing  
 20 the way we approach teaching and learning. Most  
 21 importantly, though, I hope you are taking care

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1 of yourselves and your loved ones.  
 2 I personally want to thank you, all of  
 3 our teachers, for your dedication to our more  
 4 than 115,600 students. I am aware of the  
 5 difficulty of what you are doing instructionally  
 6 and how we are figuring this out together in this  
 7 unexpected departure from our school year. But  
 8 let's be clear, we are figuring it out and we  
 9 will be successful. Central office staff and I  
 10 have been working with unions, specifically TABCO  
 11 and Ms. Cindy Sexton to address concerns and  
 12 answer questions. As we learn about potential  
 13 issues or unexpected challenges, we come together  
 14 and problem solve. We are working together to  
 15 provide continuity of operations and learning.  
 16 So while juggling your personal  
 17 responsibilities, I have witnessed your outreach  
 18 to students to provide the stability and a sense  
 19 of normalcy in this difficult time. Teachers  
 20 have the greatest impact on student achievement  
 21 and we are counting on you and our parents during

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1 this pandemic. Thank you for being the  
 2 professionals you are, but more than that, thank  
 3 you for being the people you are.  
 4 We all know that some of our students  
 5 live in very difficult circumstances and their  
 6 interaction with you might be the inspiration  
 7 that gives them hope for getting through this  
 8 crisis. In fact for most students, their  
 9 relationship with a teacher is the most important  
 10 relationship in their young lives. It takes a  
 11 special person to choose the teaching profession.  
 12 Thank you for making the choice, we are lucky to  
 13 have you as a part of Team BCPS. Again, happy  
 14 Teacher Appreciation Week.  
 15 Just yesterday I had a chance to kick  
 16 off Teacher Appreciation Week in a very special  
 17 way, to join an online faculty meeting at  
 18 Parkville Middle School to announce that Robert  
 19 Runk was selected from 165 nominees to serve as  
 20 the 2020-21 Team BCPS Teacher of the Year, the  
 21 first ever for Parkville Middle School. Mr. Runk

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1 has been an educator in Parkville for 17 years,  
 2 which includes ten years as an instructional  
 3 assistant and seven years as a teacher. He is a  
 4 special educator teaching social studies and  
 5 science to students in the outside general  
 6 education setting and the regional social  
 7 emotional learning program.

8 Mr. Runk is a true leader who runs  
 9 mentoring programs for boys and girls, as well as  
 10 martial arts through the Parkville Rec. During  
 11 the faculty meeting I had the opportunity to hear  
 12 how Mr. Runk has mentored not only students but  
 13 also staff. So congratulations, Mr. Runk.

14 More appreciation. On Wednesday it is  
 15 National Nurses Day, so we want to honor our  
 16 registered nurses and our health techs and  
 17 nursing teams, all those who are support the  
 18 health profession. In addition, I want to thank  
 19 in great appreciation for all of our Team BCPS  
 20 staff. We are, our staff that are represented by  
 21 the four bargaining units, the other four

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1 bargaining units, I mentioned TABCO earlier, but  
 2 CASE, the AFSCME and OPE, thank you all for all  
 3 your service during this difficult time. Let me  
 4 add a special shout-out once again to our  
 5 administrative professionals which, we celebrated  
 6 Administrative Professionals Day on April 14th.  
 7 Thank you.

8 Continuity of learning updates. Thanks  
 9 to the dedication of our staff, BCPS has  
 10 distributed nearly 60,000 packets of learning  
 11 materials to students to support continuity of  
 12 learning while buildings are closed. In  
 13 addition, more than 10,000 Chromebooks have  
 14 already been sent to students in grades three  
 15 through five. We are processing another 3,800  
 16 devices for grades three through five, plus  
 17 looking at 18,000 devices for kindergarten  
 18 through grade 12, I'm sorry, through grade two,  
 19 and 1,100 devices for secondary students.

20 And the 2020 Team BCPS haiku contest,  
 21 and last but not least I want to celebrate the

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1 three outstanding writers who won this year's  
 2 haiku contest, Ella Navari from Prettyboy  
 3 Elementary School, Kira Battia from Dumbarton  
 4 Middle School and Maggie Elfs from Dulaney High  
 5 School. Despite the crisis, students from 99  
 6 schools and centers submitted more than 1,400  
 7 entries. A panel of staff and student judges  
 8 chose the winner at each school level without  
 9 knowing student names, schools or grade level.  
 10 Congratulations to Ella, Kira and Maggie.

11 Thank you, this concludes my report.

12 CHAIRMAN CAUSEY: Thank you,  
 13 Dr. Williams, and this is the time for the chair  
 14 report.

15 Good evening. It is hard to believe  
 16 that this is the third Board of Education meeting  
 17 that we've held remotely. We appreciate your  
 18 patience as the Board learns a new way of doing  
 19 business. We also appreciate your patience with  
 20 Team BCPS during the transition to a very  
 21 different way of teaching and learning. Tonight

Page 21

1 Dr. McComas and Ms. Shay will provide an overview  
 2 of BCPS's continuity of learning plan and its  
 3 updates that I hope will answer many of your  
 4 questions.

5 May 4th through May 8th is Teacher  
 6 Appreciation Week and we know that the changes  
 7 caused by COVID-19 have impacted everyone  
 8 involved in children's education, but we would be  
 9 remiss if we did not thank our teachers for their  
 10 commitment to our children and their flexibility  
 11 in teaching our children in an ever changing  
 12 environment. We really can't do what we need for  
 13 our students without our teachers, so thank you.

14 Speaking of teachers, we are excited to  
 15 congratulate BCPS Teacher of the Year Robert  
 16 Runk. As Dr. Williams pointed out, he teaches at  
 17 Parkville Middle School. He is a special  
 18 education teacher at Parkville Middle. He also  
 19 served as a para-educator there. He does lead a  
 20 mentorship program for male students at Parkville  
 21 Middle School and leads a martial arts program

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1 through the Parkville Rec program. He has worked  
 2 for 17 years at Parkville Middle in various roles  
 3 and is in his sixth year as a teacher. He is a  
 4 Sparrows Point High graduate, so we also  
 5 congratulate his fellow nominees.

6 On May 1st BCPS announced the six  
 7 finalists for principal of the year. Join me in  
 8 congratulating Ms. Jane Martin, Ms. Kelly  
 9 O'Connell, Mr. Brian Williams, Ms. Rochelle  
 10 Arculas, Ms. Kalissa Miller, and Mr. Brian Powell  
 11 for being nominated for this award. While we  
 12 look forward to hearing who among the six becomes  
 13 principal of the year, you know you all are  
 14 winners.

15 We also know that these are uncertain  
 16 times for all and that each person's experience  
 17 is different from the next. As Dr. Carl Simonton  
 18 reminds us, in the face of uncertainty there is  
 19 nothing wrong with hope. We know now this is a  
 20 marathon and not a sprint, so let's take a deep  
 21 breath, get our second wind to take care of

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1 ourselves and take care of others. Thank you.

2 And now it's time for our student member  
 3 of the board report.

4 DR. WILLIAMS: Madam Chair?  
 5 CHAIRMAN CAUSEY: Yes.

6 DR. WILLIAMS: This is -- I would be  
 7 remiss if I did not acknowledge our BCPS  
 8 principal of the year finalists, so thank you for  
 9 acknowledging them. I tweeted that just the  
 10 other day, but congratulations to Rochelle  
 11 Arculas, Kelly O'Connell, Kalissa Miller, Jane  
 12 Martin, Brian Powell and Brian Williams, stellar  
 13 principals, and we continue to thank you for all  
 14 that you do even in these times. I just wanted  
 15 to add that, congratulations to those finalists.

16 CHAIRMAN CAUSEY: Absolutely, and thank  
 17 you. And now for our student member of the  
 18 board, Mr. Omer Reshid.

19 MR. RESHID: Good evening. I hope  
 20 everyone is feeling healthy and staying indoors.  
 21 I first want to thank all the teachers in BCPS

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1 for all they do for us and wish them a happy  
 2 Teacher Appreciation Week. Special  
 3 congratulations to Robert Runk, a special  
 4 educator at Parkville Middle, for being selected  
 5 teacher of the year.

6 Congratulations to the winners of our  
 7 2020 haiku contest, Ella Navari, Kira Battia and  
 8 Maggie Elfs. Thank you for your creativity.

9 As most of you know, AP exams are coming  
 10 up and I hope we are all getting prepared for it.  
 11 For most students we're still adjusting to the  
 12 home learning and doing our best, but please  
 13 remember to take care of your mental health  
 14 first. Do as much as you can and don't stress  
 15 out. Remember to eat, stay active and get a good  
 16 night's sleep.

17 For our seniors I know this is extremely  
 18 difficult and we want nothing more than to get  
 19 our senior year back and your senior activities.  
 20 I know that graduation means a lot to us and  
 21 walking across that stage is a big deal for a lot

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1 of us, especially our first gen students and  
 2 their families. Hopefully we can find  
 3 alternatives to push back our graduation to a  
 4 safe date and have a special event for our  
 5 seniors. Hang in there, and we know and  
 6 recognize all the hard work you've been putting  
 7 in.

8 Congratulations on those of you who  
 9 committed to colleges and those of you who will  
 10 be making career choices.

11 A huge shout-out to all our medical  
 12 professionals, grocery store workers and all  
 13 essential workers risking their lives for all of  
 14 us.

15 As always, students, feel free to reach  
 16 out to me, and be on the lookout for the dates  
 17 when we will be going live on Instagram to engage  
 18 with all of you. Thank you.

19 CHAIRMAN CAUSEY: Thank you, Mr. Reshid.  
 20 The next item on the agenda is new  
 21 business, action taken in closed session.

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1 However, this evening there was no action taken  
 2 in closed session.

3 So moving along to Item K, which is the  
 4 update on continuity of learning, and for that we  
 5 call on Dr. McComas and Ms. Shay to present the  
 6 update. Following the presentation, there will  
 7 be time for discussion if the Board so desires.

8 DR. WILLIAMS: This is Darryl Williams.  
 9 Before Dr. McComas and Ms. Shay begin this  
 10 presentation, I just want to make a note that not  
 11 only are we providing an update to the continuity  
 12 of learning plan, but also an update on  
 13 nutrition, wellness and mental health services,  
 14 which will be presented by Dr. Brian Scriven and  
 15 team, and Dr. Michael Zarchin and team, so thank  
 16 you.

17 DR. MCCOMAS: Thank you, Dr. Williams.  
 18 Mr. Corns, if you could put up the Power Point, I  
 19 would appreciate it.

20 MR. CORNS: It's ready, Dr. McComas.

21 DR. MCCOMAS: Okay, thank you, I'm just

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1 not seeing it on my screen. Okay. So I'm going  
 2 to go ahead and get started, and I'll let you  
 3 know when I need you to advance to the next  
 4 slide, okay?

5 So good evening, everyone. As we know,  
 6 as Dr. Williams had mentioned a few moments ago,  
 7 the global COVID-19 pandemic has dramatically  
 8 altered the way that we teach and learn today,  
 9 and I recognize as board members you receive lots  
 10 of questions from parents and community members  
 11 related to the extended closure, and that you may  
 12 have a limited understanding of our continuity of  
 13 learning plan thus far, and as board members you  
 14 certainly want to have a clear understanding of  
 15 how we are continuing to provide our service to  
 16 our students during this time period. Therefore  
 17 this evening, I and my team will walk you through  
 18 our initial emergency response, our extended  
 19 closure continuity of learning plan, as well as  
 20 briefly touch on our summer learning programs and  
 21 our eventual school reentry.

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1 So Mr. Corns, if you could go to the  
 2 next slide? I believe the next slide identifies  
 3 those four things that I just mentioned.

4 MR. CORNS: Dr. McComas, can you give me  
 5 one second so I can share the screen with the  
 6 people that are on the meeting so they can see  
 7 it?

8 DR. MCCOMAS: That would be fantastic,  
 9 thank you. You are the best, thank you,  
 10 Mr. Corns, for your technical support.

11 And so as I had mentioned, this evening  
 12 we will talk about these four things, our initial  
 13 closure, our continuity of learning, which is our  
 14 plan during the extended closure, our summer  
 15 learning plan, and our planning for reentry, so  
 16 thank you. Could you go to the next slide  
 17 please?

18 As all of you recall on Thursday,  
 19 March 12th, the State of Maryland Superintendent  
 20 Dr. Karen Salmon, along with the governor, made a  
 21 dramatic public announcement that all schools

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1 across the state would close the following day at  
 2 the end of the school day for a two-week closure  
 3 for two purposes. One, and primarily, to help  
 4 mitigate the spread of COVID-19, and two, to  
 5 provide school systems the opportunity to deep  
 6 clean and sanitize their facilities. And so with  
 7 that, Baltimore County fortunately under the  
 8 leadership of Dr. Williams, the week before had  
 9 begun to plan for a potential school disruption.

10 So Ms. Shay and I met on Friday,  
 11 March 6th, and we began to sketch out how would  
 12 we handle a disruption to school if that were the  
 13 case. At that point in time we decided to plan  
 14 for three weeks of resources, and we planned for  
 15 three weeks because that would actually carry us  
 16 all the way through to the originally scheduled  
 17 spring break. And my thinking was if we had  
 18 three weeks of resources and a week of spring  
 19 break, that would at least cover four weeks of a  
 20 potential health crisis. And of course on  
 21 Friday, March 6th, we had no idea what was about



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1 to happen and alter the course of the school  
 2 year.

3       And so at that point Ms. Shay and her  
 4 team began to diligently work on developing  
 5 resources and so fortunately when Dr. Salmon made  
 6 her announcement on March 12th, we were well  
 7 poised, and we were able to immediately post  
 8 resources on our website and in Schoology for  
 9 families to access on Monday March 16th, and  
 10 there were three weeks of instructional resources  
 11 for students. At that point in time because we  
 12 believed the closure was going to be a temporary  
 13 closure, we had really provided students with  
 14 resources that were reinforcement and practice  
 15 and enrichment to standards that they had already  
 16 been taught and had been working to master  
 17 throughout this school year. So Mr. Corns, if  
 18 you could go to the next slide? Thank you.

19       So now we know as those two weeks  
 20 progressed, on Wednesday March 25th, Dr. Salmon  
 21 further announced that schools would remain

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1 closed until April 24th, and that local school  
 2 systems were tasked to develop a continuity of  
 3 learning plan, and that the continuity of  
 4 learning plan then moved us into a context in  
 5 which we were moving from reinforcement and  
 6 practice into engaging in new learning.

7       Because Baltimore County Schools had  
 8 already had a third week of resources in our  
 9 original posting, that was resources that covered  
 10 the week of March 30th to April 3rd, we took the  
 11 opportunity to also develop professional learning  
 12 for our teachers so that our teachers would be as  
 13 prepared as we could help them be given the quick  
 14 turnaround and the situation, to engage students  
 15 in a format in which they had never done so  
 16 before. And so at that point we developed our  
 17 continuity of learning plan and we knew right  
 18 away that the optimal way to engage students was  
 19 through our digital learning management system,  
 20 most of us refer to it as Schoology because  
 21 that's the specific product we use. Because we

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1 knew Schoology already is the place where we  
 2 curate our curriculum, it's already the place  
 3 where our teachers, our students are accustomed  
 4 to going and having resources and assignments  
 5 available, and students can access them and  
 6 students can submit those assignments back to  
 7 teachers, and that parents also are familiar with  
 8 Schoology. So we knew that that was a  
 9 significant platform for us as we move in this  
 10 direction, and it would additionally give us a  
 11 medium through which teachers and students could  
 12 maintain connection. Mr. Corns, if you could go  
 13 to the next slide please.

14       As with all planning, we had to take a  
 15 moment to assess what assets do we have working  
 16 in our favor in this situation and what were the  
 17 constraints or the identifiable constraints at  
 18 that point in time in our planning process. And  
 19 just for the sake of walking everyone through  
 20 this, we know that one of our assets was  
 21 certainly our device ratio relative to many other

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1 jurisdictions. Our students, as we all know, in  
 2 grades six through 12 function daily within a  
 3 one-to-one device ratio. And furthermore, they  
 4 routinely carry those devices back and forth to  
 5 school with them.

6       Our students this year in grades three  
 7 to five also were able to have a one-to-one  
 8 device ratio, but we recognize that one of the  
 9 constraints is that our elementary children did  
 10 not carry their devices back and forth every day,  
 11 and that those devices are housed overnight in  
 12 charging carts in schools, and those charging  
 13 cords were wire tied into the carts for, you  
 14 know, appropriate cord management. So that was a  
 15 challenge.

16       And again, we already mentioned that our  
 17 learning management system was a significant  
 18 asset working in our favor.

19       Some of the other constraints that we  
 20 had to acknowledge is that not all families have  
 21 connectivity at their home and that a

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1 distribution process needed to be established to  
 2 address getting those elementary devices out to  
 3 students and any other resources that we need to  
 4 get out. It's important to note that it was not  
 5 just as simple as pulling those charging cords  
 6 out of carts, that really was a process in itself  
 7 that needed to be addressed and so that was,  
 8 again, a constraint in this quick turnaround.  
 9 Mr. Corns, if you could move on to the next  
 10 slide, I'd appreciate it.

11 So in moving deeper into our planning  
 12 process, we had to initially really reflect on  
 13 what was the most essential learning now that  
 14 we're moving into an unidentifiable amount of  
 15 time, would this closure really end on  
 16 April 24th, would it go longer, and of course  
 17 none of us had the answer at that point, nor do  
 18 we have that answer today. And so what we did is  
 19 we had each of the content offices go back and  
 20 really dig deep into the standards to identify  
 21 what was the most essential learning that we

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1 needed to engage students in between now and the  
 2 end of the year, with an unforeseen timeline  
 3 here. And so each content office identified two  
 4 essential learning objectives for each week of  
 5 the school year, and those learning objectives  
 6 are of course anchored in the content standards  
 7 for the grade and content, appropriate content  
 8 level.

9 And so what you see on this screen  
 10 before you is how that really starts to work out  
 11 into a weekly set of resources, learning  
 12 resources to provide to families. In total, our  
 13 curriculum offices did this process and  
 14 ultimately revised 445 course scope and sequences  
 15 within a ten-day period, and created over 1,300  
 16 instructional resources to support students and  
 17 teachers just for the duration of April 6th to  
 18 April 24th. Mr. Corns, if you could go on to the  
 19 next slide?

20 When we looked at bringing all of this  
 21 together, there was a framework that begins to

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1 emerge. We know that everything we do needs to  
 2 always be able to serve and support our students  
 3 receiving specialized services, whether those  
 4 services are because of a disability or disabling  
 5 condition, or if it's because they are an English  
 6 learner, or if they are a gifted student.  
 7 Additionally we know that we have students at all  
 8 different levels of readiness and levels of  
 9 independence, and that we know that we, while the  
 10 digital format is certainly our optimal platform  
 11 to do this remote teaching and learning process,  
 12 we also had to recognize that not everyone is in  
 13 that, has that resource and access at home. But  
 14 fundamentally we knew flexibility is really where  
 15 we have to lean in because we're not able to  
 16 predict all of the challenges and stressors that  
 17 families and children will be experiencing during  
 18 this time period, and that compassion and  
 19 flexibility need to be hallmarks of this work  
 20 every day.

21 And so what you see on the right side is

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1 really, we came to recognize that certainly for  
 2 our youngest learners because we did not function  
 3 routinely in a digital or a one-to-one device  
 4 format, that the way to reach them was through  
 5 print resources, and for our students in grades  
 6 three to five, print would be a backup to the  
 7 digital resource, because those students and  
 8 families are used to the students working in a  
 9 digital format, and that print would be a backup,  
 10 and the same for six to 12.

11 You see for our special needs program,  
 12 our FALS and CALS students, their learning needs  
 13 are a little different, and so we did go with  
 14 print resources for them, and our separate public  
 15 day schools, print resources originally as well.  
 16 Mr. Corns, could you go to the next slide?

17 And so what we have here really is a  
 18 graphic that represents the three components of  
 19 how all of this comes together, and it's really  
 20 important for me to take a few moments here to  
 21 discuss some of the deep level rationales for the

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1 model that emerged. As you can see, our model is  
 2 composed of asynchronous instruction, this is  
 3 where we leverage our learning management system;  
 4 synchronous class meeting; and teacher office  
 5 hours.  
 6 And before I get into speaking about  
 7 each of these, I want to take a moment here to  
 8 help build understanding and I hope ultimately  
 9 support from everyone in this process so that you  
 10 can go out and support others in their  
 11 understanding.  
 12 Many people have asked me why  
 13 synchronous over -- excuse me, why asynchronous  
 14 instruction over synchronous instruction, and  
 15 it's because many people, I think, jump to the  
 16 perception that synchronous was of course what  
 17 was going to be happening, and I want to take a  
 18 little bit of time to unpack that. And so as you  
 19 are aware, Baltimore County has been working  
 20 towards a digital learning environment for quite  
 21 a number of years, I think it's going on seven

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1 years at this point, and it's important to  
 2 understand that our day in and day out learning  
 3 environment is not a synchronous environment in  
 4 which teachers and students are in separate  
 5 locations and apart from one another, and that  
 6 students aren't sitting there in live time  
 7 watching a teacher through a computer screen  
 8 teach, and the teacher isn't teaching in  
 9 isolation of their children. What we do every  
 10 day using our learning management system is our  
 11 teachers send resources from the curriculum and  
 12 resources that they develop through the learning  
 13 management system to students. Students can then  
 14 go in and access those resources, work through  
 15 the assignment and the activities, and that is  
 16 shared in tandem with live interaction with  
 17 teachers in classrooms.  
 18 And so it really speaks to how our  
 19 digital learning environment is a resource and a  
 20 tool and a platform. It has never replaced our  
 21 teachers, nor will it ever be able to replace our

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1 teachers. And so we call that environment a  
 2 blended environment because it blends 21st  
 3 century technology, digital resources with  
 4 traditional in-person teaching methodologies.  
 5 The only teachers within Baltimore County who  
 6 actually had experience with live synchronous  
 7 teaching are a small group of teachers that serve  
 8 in our high school e-Learning program, our  
 9 secondary e-Learning program. And if you were to  
 10 do live synchronous teaching, you really need to  
 11 have the conditions where a teacher has all the  
 12 instructional resources there, they have an  
 13 environment that has not got distractions in the  
 14 background, and they're able to fully carry out  
 15 instruction demonstrations in a format that,  
 16 again, does not have the family dog running  
 17 through the background or other people in the  
 18 household making noises. And likewise, the  
 19 students in a synchronous environment need to be  
 20 set up in a situation where they're able to focus  
 21 and pay attention at a particularly scheduled

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1 time with the teacher.  
 2 Given that we are in a global health  
 3 crisis and pandemic, we cannot forecast what all  
 4 the challenges are that are happening in people's  
 5 homes. Rather, there are homes of our students  
 6 who may have multiple children in the house, they  
 7 may have family members who are also working,  
 8 they may have family members who, God forbid, are  
 9 coming down with the virus. We're not able to  
 10 predict the conditions of a child's home, nor are  
 11 we able to predict the conditions of our  
 12 employee's home to do synchronous teaching. And  
 13 so therefore, we went with the asynchronous  
 14 instruction because it most parallels what our  
 15 teachers and our students are familiar with in  
 16 terms of using the learning management system,  
 17 and an asynchronous approach whereby the  
 18 assignments are sent not in live time, allows  
 19 families the greatest amount of flexibility as to  
 20 when students can engage in the learning, and  
 21 when parents and families can support their

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1 students in working through the assignments.  
2 Now none of us want our students to go  
3 without teacher contact. We know the value added  
4 that a teacher brings to the learning process is  
5 incomparable to self-paced learning activities.  
6 And so with that in mind, we layer in the  
7 synchronous class meetings, so we know teachers  
8 would be able to make live contact with their  
9 students, check in with their students, be able  
10 to answer questions that their students have, to  
11 be able to clarify understanding, provide  
12 demonstrations if they have the resources to do  
13 so, but we wanted to make sure that there was  
14 that human connection with our students and that  
15 our students had the opportunity likewise, to  
16 socially connect with one another for a class  
17 meeting, and then ultimately to layer in the  
18 teacher office hours with the concept that that  
19 is the time in which teachers would be able to  
20 provide individual one-on-one attention to  
21 students that needed additional support, to be

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1 able to address parent questions and concerns as  
2 we go.  
3 Now as we have moved through this  
4 process, it has been a fact finding process and  
5 we have in the spirit of continuous improvement  
6 been learning and growing and expanding, and  
7 responding to this environment with greater  
8 capacity week by week. And to that end we have  
9 enhanced this plan, we have expanded the class  
10 meetings, we came to clearly understand that  
11 parents were asking for more live interaction  
12 between their children and their teachers and  
13 this was a huge ask, particularly the younger  
14 grades, which I think speaks to the value of our  
15 teachers. And so we have increased the number of  
16 class meetings, especially at the elementary  
17 level, so that they are occurring daily now in  
18 response to providing more support to our  
19 students and more support to our parents.  
20 Additionally, we have asked teachers to  
21 enhance their office hours, and what I mean by

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1 that is that, for teachers to use those office  
2 hours not just to be waiting to receive contact  
3 from students and parents, but to also use those  
4 office hours in a proactive outreach manner  
5 whereby they are reaching out to families and  
6 students, whereby they are offering small  
7 tutorial sessions to groups of students as  
8 needed, to be proactive and creative with those  
9 office hours.  
10 Again, this was a tremendous turn in  
11 professional practice in a very very quick order,  
12 and we continue to learn and grow and evolve our  
13 practice and enhance our plan week by week. And  
14 so moreover, I would just like to say as one  
15 other enhancement, as Dr. Williams had mentioned  
16 earlier, is based on parental feedback. Issuing  
17 devices to families in grades K to two that are  
18 requesting that resource, that is another  
19 enhancement to our plan that we are pleased to be  
20 able to make.  
21 And so likewise, we appreciate everyone,

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1 your feedback, and our teachers' capacity to  
2 really turn their craft inside out in this  
3 context. You know, I think it's important to  
4 keep in mind not only flexibility and compassion  
5 as we work to support each and every child and  
6 each and every family in this endeavor, but it's  
7 also important to keep in mind that we are not  
8 working from home but rather we are at homes in a  
9 global health crisis trying to get work done.  
10 And so on that, I'm going to hand over  
11 the presentation to Ms. Shay, and she will share  
12 with you how we work to help build our teachers'  
13 capacity to get this work done in this context.  
14 MS. SHAY: Thank you, Dr. McComas.  
15 Mr. Corns, if you could advance to the next  
16 slide? Thank you.  
17 Good evening, board members. So as  
18 Dr. McComas has already outlined, this was a  
19 tremendous shift and it's something that we knew  
20 we had to provide as much support for our  
21 teachers as possible, also trying to center the

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1 needs of our students but as Dr. McComas said,  
 2 centering the needs of our teachers as well, and  
 3 so as teachers ourselves we know that often that  
 4 begins with professional learning. So the week  
 5 of March 30th through April 3rd, because as  
 6 Dr. McComas mentioned, we had that additional  
 7 third week of content developed initially, we  
 8 were able to offer for that week a schedule of  
 9 professional learning for our teachers and staff.  
 10 And so for each school we created using our  
 11 learning management, Schoology, we created a  
 12 school-based remote learning professional  
 13 learning course, and in doing so we then used the  
 14 learning management system that we were going to  
 15 be expecting our teachers to use in a much more  
 16 robust way, we also immersed them in it as part  
 17 of their learning. For many of us, you learn by  
 18 doing. Think about how far we've come as a group  
 19 in using Microsoft Teams for these virtual  
 20 meetings. You learn by doing. So part of the  
 21 intention of designing that professional learning

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1 in that way was to provide our teachers with that  
 2 same opportunity.  
 3 And so in this school-based professional  
 4 learning course, we had a combination throughout  
 5 that week of asynchronous lessons as well as live  
 6 sessions, and part of that combination was for  
 7 the exact reasons Dr. McComas already outlined,  
 8 which was to support the fact that every teacher  
 9 situation is different. We have teachers that  
 10 are caring for young children, that are caring  
 11 for family members, that are being impacted by  
 12 the virus themselves either because family  
 13 members are sick or because they themselves are  
 14 sick, and so we wanted to provide that  
 15 compassionate leadership where we could provide  
 16 the content but allow for that flexibility, and  
 17 asynchronous professional learning does that. It  
 18 also provides a very real support for teachers in  
 19 that they can continue to go back and access that  
 20 content as we continue to move through; it was a  
 21 lot of learning in a very quick time period for

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1 all of us and so by providing that combination of  
 2 asynchronous lessons it allows for teachers to be  
 3 able to go back and reference that.  
 4 We intentionally created a separate  
 5 course for each school building as well as  
 6 offices, and the reason we did that was to allow  
 7 our school communities to develop that shared  
 8 community of learners for themselves. We knew  
 9 that coming back on March 30th, our teachers had  
 10 been missing that opportunity to support each  
 11 other, to work with their principals and  
 12 assistant principals, to come together and  
 13 develop that shared understanding of this new  
 14 normal and how we would support teachers. And so  
 15 we created that course for each individual school  
 16 so that they would participate in the same  
 17 content but in that community of learners.  
 18 We also added live sessions and they  
 19 were virtual live sessions but these  
 20 opportunities through Google Meets, again,  
 21 allowed teachers to experience the same platform

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1 that they would then be using to engage their  
 2 students, while also giving them that very  
 3 important face-to-face connection with coaches.  
 4 Folks from content offices, the Office of Special  
 5 Education, school social workers, counselors, had  
 6 an opportunity to come together in their  
 7 communities of support to help teachers with this  
 8 transition.  
 9 At the same time we worked very closely  
 10 with the Division of School Support and  
 11 Achievement, the executive directors of school  
 12 support have been incredible partners in this  
 13 work, as have the community superintendents, in  
 14 helping us build compatible pathways for teachers  
 15 and administrators. One of the things I often  
 16 think about is some of us in leadership are  
 17 leading leaders who are doing a job we never did  
 18 ourselves. So on a daily basis I'm supporting  
 19 teachers in an environment I did not experience  
 20 as a teacher, and so that requires me to be  
 21 flexible in my thinking. And our partners in the

1 Division of School Support and Achievement helped  
 2 us to develop a pathway profession learning to  
 3 support our administrators in the same way.

4         So on the right-hand side of the slide  
 5 you can see some of those topics. We started  
 6 with just understanding what does this look like,  
 7 and as Dr. McComas mentioned, I would be remiss  
 8 if I didn't give a huge shout-out to the members  
 9 of our e-Learning team who were absolutely  
 10 fantastic in helping to teach all of us that  
 11 teaching in a remote environment is not just  
 12 about pushing content, it really is about  
 13 shifting that mindset and that opportunity for  
 14 engagement and understanding a style of learning  
 15 that's going to be most beneficial for students.

16         So for example, one thing we did that  
 17 was a huge undertaking, it might seem small but  
 18 it's critically important, we developed a  
 19 template for all of the lesson plans no matter  
 20 the teacher, no matter the course. And that  
 21 template includes five main areas where we

1 functionality it has to offer. I will tell you  
 2 more than once through this transition I was  
 3 incredibly grateful that we have made the  
 4 transition to Schoology as a learning management  
 5 system because of how friendly it is for teachers  
 6 and how responsive it is for our students.

7         But we know that our teachers didn't all  
 8 have the same experience, so one broad example I  
 9 can give for that is our primary teachers.  
 10 Because of the shift in the device ratio but also  
 11 because of the developmental nature of our  
 12 youngest children, this is not the primary way  
 13 that they teach and engage children during their  
 14 school years, so this was a tremendous shift for  
 15 many of our teachers and it was important that we  
 16 center that and honor that and provide that  
 17 support and professional learning.

18         We also identified tools to help. As  
 19 Dr. McComas shared that pie chart, we talked  
 20 already about how Schoology functionality helped  
 21 with that asynchronous learning, but we also

1 identify very clearly for students the outcome of  
 2 the lesson, we engage them to think about it, we  
 3 have them learn that new content through a  
 4 variety of digital tools. They try it and have  
 5 that opportunity for practice, and then they show  
 6 what they know.

7         As a parent, and many of you know, I  
 8 have a student in elementary, middle and high  
 9 school in BCPS. Between all of my children, we  
 10 have 23 different teachers, and as a parent it  
 11 would be really difficult if right now and on top  
 12 of everything else I was learning to navigate 23  
 13 different ways of approaching this. So part of  
 14 our intention with that professional learning was  
 15 to support students and families and build that  
 16 consistency.

17         And so the next topic that we addressed  
 18 was the functionality of Schoology. Many of our  
 19 teachers were in different places with their use  
 20 of the learning management system and their  
 21 ability to truly understand the tremendous

1 needed to provide professional learning on the  
 2 tools that our teachers would use for those live  
 3 opportunities to interact and connect with  
 4 students. And so in order to ensure safety of  
 5 our students, we identified tools including  
 6 Google Meets and Microsoft Teams, and provided  
 7 professional learning on those tools as well.

8         The next thing we did throughout the  
 9 week was to help our teachers access those  
 10 curricular resources that Dr. McComas mentioned.  
 11 We wanted to be sure that every teacher  
 12 understood first and foremost that scope and  
 13 sequence, but then also understood where in their  
 14 Schoology curriculum groups they would be able to  
 15 access ongoing supports. So each week we  
 16 continued to post sample lessons for our teachers  
 17 in a variety of courses. We also use Schoology  
 18 as a method for ongoing professional learning.  
 19 Dr. Whisted and her team also provided a  
 20 tremendous amount of resources for professional  
 21 learning in that course for supporting our

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1 special educators as well as supporting social  
 2 emotional learning with lessons that were  
 3 developed by Dr. Nieves and his team to support a  
 4 multitiered system of supports, and to support  
 5 the professional learning of our support staff  
 6 including our school social workers, counselors  
 7 and all of the different support personnel.  
 8       And then we ended that first week with  
 9 helping our teachers once we had done the  
 10 technical solution of understanding the tools for  
 11 establishing that live teaching, also thinking  
 12 about managing, how do you truly engage students,  
 13 how do you manage to make sure that we're all  
 14 making really good choices and being safe, and  
 15 that this is a safe place for students to connect  
 16 and have that interaction.  
 17       To date we have continued, the  
 18 professional learning I just outlined all took  
 19 place during a very robust and rigorous week the  
 20 week of March 30th, but the professional learning  
 21 has not stopped there. We have continued to

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1 provide opportunities for professional learning  
 2 in different content areas with weekly coaching  
 3 sessions. We have small group opportunities as  
 4 well as large group gatherings of support  
 5 personnel including department chairs or reading  
 6 specialists. And then most recently as  
 7 Dr. McComas outlined, when we, in response to the  
 8 feedback we've gotten from students and families  
 9 in particular about increasing those  
 10 opportunities and enhancing our use of  
 11 face-to-face daily class meetings, we developed  
 12 additional professional learning so that we could  
 13 inform our teachers of that shift in expectation  
 14 and provide supports for how they might schedule  
 15 those opportunities centering the needs of  
 16 families, for example coordinating different  
 17 grade levels, so that families that have students  
 18 at different ages have the ability to support  
 19 each of those children, as well as thinking about  
 20 how they might use the office hours in the way  
 21 that Dr. McComas outlined. So how can you

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1 provide an open opportunity for kids who just  
 2 have questions, or need that time to check in, as  
 3 well as use that time to provide that really  
 4 important small group or one-on-one coaching that  
 5 was described.  
 6       And I think I'm now going to turn it  
 7 over to Dr. Whisted.  
 8       DR. WHISTED: Thank you. Good evening.  
 9 To start by speaking about special education, the  
 10 foundation of what we had to educate people in is  
 11 the first thing that had to happen, which was  
 12 making an amendment to all of the individualized  
 13 education programs in order to reflect this  
 14 remote learning context. Our special educators  
 15 as well as our IEP chairs were familiar with our  
 16 amendment process outside of an IEP team meeting,  
 17 which is approved by MSDE as far as highlighting  
 18 what changes would be made during this extended  
 19 closure and then knowing when the extended  
 20 closure was over, the original IEP would go back  
 21 into effect.

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1       So the first thing that every educator  
 2 and related service provider needed to do was  
 3 make parent contact, share what the amendment  
 4 would look like, and then get their agreement and  
 5 understanding of what that amendment would look  
 6 like. Of course IEP team meetings can still  
 7 continue and are happening. It was not required  
 8 for there to be an IEP team meeting to discuss  
 9 each amendment, but there may have been IEP team  
 10 meetings already scheduled for an annual review  
 11 or a reevaluation and if that could proceed,  
 12 school teams are doing that right now. Families  
 13 could say no thank you, I don't want to proceed  
 14 with the IEP team meeting, or school teams might  
 15 be saying we cannot move forward because we don't  
 16 have all the information we need, for example in  
 17 a reevaluation situation perhaps if all the  
 18 assessments are not complete, they couldn't move  
 19 forward with that. So we recommended there  
 20 continue to be weekly parent contact, and then we  
 21 have been educating our staff in the fact that

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<p>1 when we reopen, we will be holding IEP team                      2 meetings to discuss the impact on students, and                      3 then will their service plans look different in                      4 some way, will they remain the same, will there                      5 be additional services needed as a result of the                      6 impact of this closure?                      7 I'm proud to say that we also have been                      8 documenting all of the services happening during                      9 the extended closure and as of today, we have                      10 89,755 encounters logged, which are direct                      11 services that our special educators and related                      12 service providers have been giving to students                      13 during the extended closure. Please move to the                      14 next slide, Jim. Thank you.                      15 For our services that are typically                      16 provided within the inclusion setting just like                      17 when we're in face-to-face real school,                      18 quote-unquote, as I've been calling it, the                      19 special educator and related service provider may                      20 be providing support to the general educator by                      21 differentiating materials, providing</p>	<p>1 special schools principals. Initially                      2 Dr. McComas had shared, we had stated that we                      3 were doing the print packets for them. As a few                      4 weeks went on we realized that they really needed                      5 something different than that and as we speak,                      6 devices are being delivered to those families                      7 that don't currently have access, and that's                      8 something that we have changed within that.                      9 I also wanted to comment that, you know,                      10 as we were building our plan, I was participating                      11 in weekly meeting with the Maryland State                      12 Department of Education as well as LEAs around                      13 the state of Maryland, you know, to understand                      14 the guidance that they were giving us as well as,                      15 you know, what others were doing, and I feel very                      16 comfortable that we are ahead of the game in                      17 providing a lot of service that's meeting the                      18 needs of many students. We're also offering, it                      19 started as weekly and turned into biweekly                      20 sessions with our IEP chairs and department                      21 chairs. Again, everyone is so concerned that</p>
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<p>1 supplementary materials and collaborating with                      2 them for supports. They also may be providing                      3 parallel lessons or small group instruction                      4 lessons, and that could be already recorded and                      5 pushed out, as well as a live face-to-face                      6 session for all the students that they would                      7 typically be working with during the school day.                      8 Please advance to the next slide.                      9 For our students that typically receive                      10 services outside of general education, so that                      11 might be pullout services as well as our students                      12 who are in self-contained programs or in special                      13 schools, we recommended there being video                      14 recorded and face-to-face sessions more often.                      15 Of course this had to be agreed to in the                      16 amendment of the IEP, and other services they                      17 were providing is supplemental intervention work.                      18 Again, if it's something that was happening live                      19 already, they discussed it with the family to say                      20 yes, you know, I want this service to continue.                      21 We had many conversations with our</p>	<p>1 they're not doing enough, and so we just want to                      2 continue to reassure them that the services                      3 they're being provided, you know, families are in                      4 agreement, you know, everyone's doing the best                      5 that they can and they're really dedicating a lot                      6 of time and attention, and we're really grateful                      7 of the collaboration and the relationships that                      8 the families and teachers have been building                      9 during this time and continued to build                      10 throughout this time. If we could advance to the                      11 next slide?                      12 For advanced academics, resources that                      13 have been provided at the elementary level, we've                      14 had enrichment menus for our print pathway for                      15 our students in kindergarten through grade five,                      16 as well as offer differentiated digital content                      17 for students in grades three through five, and                      18 there's ongoing work with Advanced 4 Mathematics                      19 in the elementary.                      20 For our secondary we offered middle and                      21 high school GT ELA as well as science resources.</p>





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1 instruction, MSDE has asked local school systems  
 2 to determine ways to monitor student engagement  
 3 during our extended closure, and what I mean by  
 4 engagement is do we have evidence that students  
 5 are attempting and/or completing work, do we have  
 6 contact with students, are students in contact  
 7 with either their administrator, their teacher,  
 8 counselor, or are someone in the building. And  
 9 so in BCPS, what we are doing is we are  
 10 monitoring the student engagement via teacher  
 11 class meetings and teacher office hours, and that  
 12 is teachers are often logging with whom they've  
 13 had contact with each week. We're also  
 14 monitoring student assignment submission and  
 15 completion and in addition to that, Schoology has  
 16 analytical tools that allow us to view and  
 17 monitor students that are logging in, and  
 18 actually we can see which materials they are  
 19 accessing, so we can see that students are  
 20 touching all of the learning materials that are  
 21 being published by their teachers.

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1 Attendance and engagement procedures  
 2 have been put into place and they mirror what  
 3 typically happens in our face-to-face session,  
 4 and so that includes the teacher of record having  
 5 some responsibility, attendance liaisons having  
 6 some responsibility with attendance committees at  
 7 schools, as well as interventions by our pupil  
 8 personnel workers as appropriate. Currently  
 9 schools, the CNIEDs that we all sit in, the  
 10 principal check-in meetings that happen multiple  
 11 times a week, and I can say that currently our  
 12 schools are really laser focused on the students  
 13 with whom they've not been able to make or  
 14 maintain contact and connections, so that's where  
 15 our schools are now in terms of their engagement  
 16 in attendance monitoring. Mr. Corns, if I could  
 17 have the next slide?  
 18 In terms of grading and reporting, we  
 19 believe it's our responsibility to adapt our  
 20 current grading practices and procedures to  
 21 ensure equity for all students during this

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1 extended closure. Therefore, we designed grading  
 2 procedures that were meant to incentivize student  
 3 participation in the learning activities while  
 4 doing no harm to those students who are unable to  
 5 fully participate in the activities for a number  
 6 of reasons. And so we're learning especially  
 7 from emails from parents, emails from students,  
 8 we've heard from some high school students who  
 9 were working in grocery stores or at stores like  
 10 Home Depot and Lowe's and they had part-time  
 11 jobs, those jobs have now become full time, and  
 12 so they therefore are not engaged or as engaged  
 13 as they could be because they're working full  
 14 time because they have to.  
 15 We know that we students who are living  
 16 with other relatives during the day for daycare  
 17 reasons or older siblings who are taking care of  
 18 younger siblings, and they've been emailing their  
 19 teachers and their administrators saying it's not  
 20 that I'm not trying to do my work, but it's  
 21 really hard right now. And so we really wanted

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1 to have a grading and reporting system that would  
 2 do no harm to students who are unable to engage  
 3 fully for no fault of their own.  
 4 So one of the things we did is we  
 5 combined marking period three and four into a  
 6 single marking period, so we did not send home  
 7 report cards at the end of what would have been  
 8 the end of marking period three. So teachers and  
 9 students have this entire window from January  
 10 through our extended closure of instructional  
 11 time in order to build what we call the body of  
 12 evidence that's used to determine marking period  
 13 grades.  
 14 At the individual assignment level,  
 15 teachers adjusted their grade books so that  
 16 assignments for this combined marking period do  
 17 not receive letter grades, and instead what  
 18 teachers are providing is either a score that's,  
 19 an example is eight out of ten or ten out of 15,  
 20 or they're providing written feedback to  
 21 students. This is being done through Schoology,

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1 through email, and also during teacher office  
 2 hours and/or class meetings as appropriate. And  
 3 finally, using this body of evidence, we  
 4 determined that grades for this combined marking  
 5 period three and four would be designated as  
 6 either pass or fail. I believe we're moving to  
 7 the next slide and Dr. McComas will talk about  
 8 our reentry planning.

9 DR. MCCOMAS: Yes, thank you, Dr. Adams.  
 10 And before I add the, get into the reentry phase,  
 11 I do want to just take a moment. I was remiss, I  
 12 had forgotten to add one of our enhancements  
 13 which Dr. Whisted touched on. One of our  
 14 additional enhancements that we've made along the  
 15 way is the use of BCPS TV as supplemental  
 16 instructional resources as well, so I just wanted  
 17 to make sure that I thanked BCPS TV for their  
 18 support and again, one more enhancement along  
 19 with this pathfinding journey for all of us.

20 Naturally at some point we will return  
 21 to school, and we all look forward to that day

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1 where we can see students in person and we can  
 2 see one another in person, and we can return to  
 3 what all of us know as a rich and robust  
 4 environment, and to that end we are actively  
 5 planning for when that day comes. And so at this  
 6 point as all of you know, it is unclear when the  
 7 restrictions from the state level will be lifted  
 8 for us to return to school.

9 So just to touch on some of the  
 10 preliminary aspects of our reentry planning,  
 11 should we be expected to return to brick and  
 12 mortar or face-to-face instruction this spring,  
 13 we would continue to use the roadmap, the revised  
 14 scope and sequences that our curricular teams  
 15 developed with the most essential learning for  
 16 the rest of this year. That would be the roadmap  
 17 by which teachers could then informally or  
 18 formatively diagnose and assess where students  
 19 are in their learning for this year and to work  
 20 to fill in any gaps that may have emerged and  
 21 keep pacing towards the end of the year.

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1 Should reentry not occur until next  
 2 fall, we would certainly take full advantage of  
 3 the summertime. As many of you are aware, we do  
 4 curriculum writing routinely during the summer.  
 5 Our summer efforts would be focusing on  
 6 developing both diagnostic resources for our  
 7 teachers to use in the fall to assess what of the  
 8 previous grade level standards we need to support  
 9 in reteaching and reinforcement, as well as how  
 10 to close those gaps while introducing and  
 11 advancing the new grade level content materials,  
 12 and so that would be work that we would be  
 13 developing over the summer to have in place for  
 14 our teachers and our students for a fall reentry.  
 15 And certainly any guidance that would come from  
 16 MSDE would be folded into reentry planning, but I  
 17 just wanted to give you a little bit of some of  
 18 the foundational pieces we would be thinking  
 19 depending upon the actual scenario that we're  
 20 able to engage in.

21 And then I will be followed with our

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1 last slide really, by Mr. Imbriale, discussing  
 2 our summer learning program.

3 MR. IMBRIALE: Hi, good evening, members  
 4 of the board. As Mary mentioned, we are actively  
 5 planning ahead. During the past month we've been  
 6 working with each program to develop a functional  
 7 plan for summer learning, so this summer BCPS  
 8 will run both the traditional focused summer  
 9 program, either remotely using our online tools  
 10 or if possible, in some sort of modified  
 11 face-to-face setting. That includes our ELO  
 12 program, our EYLP program, our ESY program and  
 13 our ESOL program. The Title I extended learning  
 14 opportunities program, ELO, is for our elementary  
 15 students in our Title I schools and that will  
 16 reinforce students' mathematics and reading  
 17 skills this summer. And then our extended year  
 18 learning program, our EYLP program for our high  
 19 school students will still remain focused on  
 20 credit recovery and credit advancement, and  
 21 students can participate working with their

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1 individual high schools. And then our extended  
 2 school year or ESY services for students with  
 3 special needs that are identified through their  
 4 IEP will also run, as will our ESOL program for  
 5 students who are identified as needing additional  
 6 services this summer to support their English  
 7 learning.

8 These programs, these traditional  
 9 programs will be offered as I mentioned, at a  
 10 minimum in a remote format during the normal  
 11 window in the month of July, they will run from  
 12 July 6th through July 31st. But in addition, we  
 13 will also be offering unique for this summer a  
 14 universal summer learning opportunity for all  
 15 students pre-K through 12 in order to support  
 16 students and families this summer in particular.  
 17 Students can participate on their own schedule  
 18 starting as soon as school concludes in June and  
 19 running through the month of August. The entire  
 20 program will be offered in a remote format, it  
 21 will be asynchronous and self-guided learning

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1 focused specifically on English and mathematics.  
 2 It will be aligned to the Maryland standards and  
 3 it will be fully accessible from within BCPS One.  
 4 We're very excited about this additional  
 5 universal summer program to support all of our  
 6 students who have been challenged during this  
 7 time that we have been out of our brick and  
 8 mortar schools.

9 With that, I believe I'm turning it back  
 10 over to you, Mary?

11 DR. MCCOMAS: Yes, that's correct, thank  
 12 you, and I just would like to highlight that our  
 13 routine summer learning program, the column that  
 14 you saw on the right that said targeted programs,  
 15 we routinely provide summer learning programs for  
 16 10,000 students and so, you know, our summer  
 17 program is larger than many of the other school  
 18 jurisdictions' total student population during  
 19 the school year, and so it's quite an opportunity  
 20 for our students and we're very excited about the  
 21 universal option this year for all students.

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1 So at this point I'd just like to, one,  
 2 thank everybody for your time and attention. I  
 3 thought this was important to take our time to  
 4 unpack everything so that you are able to respond  
 5 meaningfully to your constituents and  
 6 meaningfully to our parents and broader community  
 7 and stakeholder groups, and so we're opening up  
 8 for any questions that you may have.

9 DR. WILLIAMS: Thank you, Dr. McComas,  
 10 this is Darryl Williams. I just want to chime in  
 11 to the full board. Dr. McComas and I will be  
 12 having a session with our partners in the  
 13 Maryland State Department of Education to provide  
 14 feedback on a recovery plan guide that our State  
 15 Department of Ed is producing. I know there's  
 16 some concerns about what that may look like this  
 17 summer, particularly what that may look like this  
 18 fall, and once that is available, I'm sure it  
 19 will be on the link in MSDE and we will  
 20 definitely make sure that the Board has a copy of  
 21 that recovery plan guideline.

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1 Just as a point of clarity, Chairperson  
 2 Causey, we had another presentation around  
 3 nutrition, wellness and mental health services.  
 4 I'm just monitoring the time and would like to  
 5 know, are we going into questions around the  
 6 continuity of learning and then into nutrition,  
 7 wellness and health services, or are we modifying  
 8 at this point?

9 CHAIRMAN CAUSEY: Thank you,  
 10 Dr. Williams, and thank you, Dr. McComas and all  
 11 of the curriculum staff, that was very  
 12 informative. I think at this time we will ask  
 13 board members if they have comments or questions  
 14 related to curriculum, and then we will move into  
 15 the nutrition, wellness and mental health.

16 MS. MACK: Hi, this is Lisa Mack, I have  
 17 a question.

18 CHAIRMAN CAUSEY: Yes, go ahead.

19 MS. MACK: First of all, thank you,  
 20 Dr. McComas, and thank you to your entire staff  
 21 for pulling this together and providing all the

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1 information in one place.  
 2 Last year Mr. McMillion, Mr. Offerman  
 3 and I had an opportunity to see the work that was  
 4 done at Carver VoTech on refurbishing, I think it  
 5 was just the Chromebooks. And given the fact  
 6 that the Chromebooks are now out in students'  
 7 homes, are we anticipating having a similar  
 8 effort like that, and if not, how will we address  
 9 the potential for Chromebooks being more apt to  
 10 break because they didn't get refurbished  
 11 throughout the summer like they did last year?  
 12 DR. MCCOMAS: So thank you, Ms. Mack,  
 13 and thank you because I know that was a fantastic  
 14 opportunity for our students last year, and for  
 15 all of us who went and saw them in that  
 16 opportunity. So they were working on the  
 17 laptops, not the Chromebooks.  
 18 MS. MACK: Oh, it was the laptops, okay.  
 19 DR. MCCOMAS: But I think that that is  
 20 not necessarily a key point, but I did want to  
 21 clarify. I think that, I shouldn't say I think,

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1 I know that entire program was really led by the  
 2 Department of Information Technology as part of  
 3 their process, and certainly we dovetailed in,  
 4 CTE saw that it was a credentialing opportunity  
 5 for students, and so I would have to defer that  
 6 to our Department of Information Technology. I  
 7 know that they have been incredibly focused on  
 8 helping to get our devices distributed to  
 9 everyone who needs a device, and I have complete  
 10 confidence that they have been planning in the  
 11 background about what to do with recovering  
 12 devices, sanitizing devices, re-imaging or  
 13 whatever technical maintenance needs to occur, so  
 14 I just personally cannot speak to that.  
 15 MS. MACK: I can put that in writing to  
 16 Dr. Williams and ask that it be provided in the  
 17 weekly update.  
 18 I did have one other question.  
 19 Dr. Adams talked about collapsing marking period  
 20 three and four. I have had some constituents  
 21 express to me concerns they have about students

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1 who heavily depend on their grades for qualifying  
 2 for scholarships, National Merit Scholar, money  
 3 from schools. How are we addressing the needs of  
 4 our graduating seniors who are looking to provide  
 5 their grades to the colleges of their choice to  
 6 get as much money as possible with that collapse  
 7 of grading between marking periods three and  
 8 four?  
 9 DR. MCCOMAS: Right, thank you for that  
 10 question. So we do have a work group now,  
 11 Ms. Mack, that is working through all the details  
 12 of how to support seniors in particular at this  
 13 time period. We also are working closely with  
 14 colleges and how colleges are looking at the  
 15 situation. The I guess, I hate to say silver  
 16 lining in all of this is that all students across  
 17 the country are also in this same context. And  
 18 so I don't want to speak prematurely for the work  
 19 of that group, that group is also participating  
 20 in MSDE, there's an MSDE work group around  
 21 grading and reporting, and so I have to defer a

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1 specific answer to you, but please know that we  
 2 are actively focused on how do we ensure that our  
 3 seniors have everything that they need and that  
 4 they are being, any disadvantage because of this  
 5 situation is being mitigated on their behalf.  
 6 MS. MACK: And Dr. McComas, is there any  
 7 impact on juniors? I mean, it's been a while  
 8 since I've been through the process. Are juniors  
 9 applying for anything at this point?  
 10 DR. MCCOMAS: I think the primary thing  
 11 juniors are focused on is really taking the SAT,  
 12 and so the college board provides updates to us  
 13 frequently. We know that they have just, I just  
 14 received word that they will be offering,  
 15 originally it was an SAT day in October that we,  
 16 our juniors who normally would have taken it this  
 17 spring can participate. I believe they just  
 18 released two additional dates that in the month  
 19 of September, and so really for juniors, it's  
 20 some of that early laying the groundwork around  
 21 getting your SAT score, finding out is that a

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1 score that you're satisfied with, do you want to  
 2 pursue it again so you can get a super score.  
 3 They are some of the preliminary pieces that are  
 4 affecting juniors, and of course for our juniors  
 5 going into next year, it's unforeseen for all of  
 6 us what might be the teaching and learning  
 7 context for next year if the virus continues to  
 8 spread.  
 9 MS. MACK: Right, I understand. Okay,  
 10 thank you very much, and thank you for this  
 11 presentation.  
 12 CHAIRMAN CAUSEY: Other board members?  
 13 MS. JOSE: Hi, this is Moalie.  
 14 CHAIRMAN CAUSEY: Yes, Ms. Jose.  
 15 MS. JOSE: Thank you, Dr. McComas, for  
 16 the presentation, Ms. Shay, Dr. Adams and  
 17 Mr. Imbriale, it was pretty informative.  
 18 I have a question. You talked about  
 19 18,000 devices for grades K through third grade  
 20 being mailed out, and since our device ratios  
 21 were five to one for that grade level, did you

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1 have to buy those additional devices? And you  
 2 also were talking about print resources sent out  
 3 for grades through K through three, so was this a  
 4 hybrid solution of print resources and devices,  
 5 or --  
 6 DR. MCCOMAS: Yes. So thank you,  
 7 Ms. Jose, for that question. So yes, it is  
 8 ultimately a hybrid approach here. So as  
 9 indicated, and as you know, our students three to  
 10 five have a one-to-one ratio in the school  
 11 building, and so when we were issuing devices  
 12 they certainly had the priority on requests. At  
 13 the same time we know that not all families need  
 14 to check out a device, I kind of think about it  
 15 as checking out a resource, right? There are  
 16 families that have computers at home and they  
 17 have a sufficient number of computers at home and  
 18 they do not need to check out one of our devices,  
 19 and so that inventory that was not checked out,  
 20 we then made available based on parent requests  
 21 for students in grades K to two.

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1 I know our very first or second week of  
 2 closure, I had quite a number of parent requests,  
 3 parents of kindergartners, especially in the  
 4 Kingsville community, who specifically asked for  
 5 us to consider offering that resource to our  
 6 younger learners, and so we were able to use some  
 7 of the three-five inventory that people did not  
 8 check out to then offer that to our younger  
 9 learners. So at this point we have not purchased  
 10 additional devices and that's really -- I think I  
 11 addressed both parts of your question without  
 12 belaboring it.  
 13 MS. JOSE: Yes, you did, thank you.  
 14 Also, your hair looks really good.  
 15 MS. PASTEUR: I have a question for  
 16 Dr. McComas, cute hair and all. May I jump in  
 17 here?  
 18 CHAIRMAN CAUSEY: Ms. Pasteur, go right  
 19 ahead.  
 20 MS. PASTEUR: Thank you. Thank you, Dr.  
 21 McComas and staff, for a very thorough

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1 presentation. I want to speak to some of the  
 2 comments made around the summer program. For  
 3 those students who will not be in the more  
 4 traditional summer program but as you noted,  
 5 might be able to get some extra support and work  
 6 through August on line, will there be  
 7 opportunities to for them to sign up or to do  
 8 something if they need to have that relationship,  
 9 that face-to-face relationship with a staff  
 10 person, as opposed to doing what they have been  
 11 doing over these weeks, doing things on line, if  
 12 they have some very specific needs and have to  
 13 have someone in their ears, if you will?  
 14 And along with that, for those students  
 15 who have been doing packets or who are unable to,  
 16 for whatever reason on a regular basis access  
 17 online support, will they be able to access any  
 18 face-to-face opportunities to do some work,  
 19 either small group or individually with a teacher  
 20 in front of them?  
 21 DR. MCCOMAS: Yes, ma'am. So let me

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1 address your second question first and then I  
 2 will go back to a summer program. So for any  
 3 student that does not have Internet connectivity  
 4 at home, and we are as Dr. Whisted indicated, we  
 5 are working to identify those families and those  
 6 students and working to try to match a resource  
 7 to their need, because the visual opportunity  
 8 that that affords really does support learning  
 9 more so than just a phone conversation. But  
 10 ultimately all of the students, if the parent can  
 11 get the student to a phone and they can have a  
 12 voice conference call, if you will, or a voice  
 13 tutoring session with their teachers, at least  
 14 there we have live engagement where the teacher  
 15 can be checking on the student, they can be  
 16 asking questions to check for understanding, they  
 17 can be providing clarifying information and  
 18 instruction just through a phone call at a  
 19 minimum. And so that really is sort of where we  
 20 fall back, the only thing between the sort of  
 21 Internet connectivity where we have visual and

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1 audio engagement would be that auditory  
 2 engagement in a phone call, and so that would be  
 3 the case as a sort of baseline minimum resource  
 4 needed to do that.  
 5 In terms of your first question around  
 6 the universal summer learning program, I looked  
 7 at Ryan and said Ryan, basically I want school to  
 8 go all year round, right? Now that we've had the  
 9 function --  
 10 (Break in audio.)  
 11 -- source to support them, motivate  
 12 them, encourage them and clarify understanding.  
 13 And so that is not honestly, Ms. Pasteur,  
 14 something that I have spoken to Ryan and Tina  
 15 about but heard you and I hear you. And as I  
 16 said earlier, we continue to learn and evolve and  
 17 improve our capacity week by week, day by day in  
 18 this altered format, and so I take that back for  
 19 us to work on.  
 20 MS. PASTEUR: And I thank you for that  
 21 and I know that you will, and I know all of you

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1 well enough to know that you will come up with  
 2 something. And know that that about which I'm  
 3 speaking doesn't necessarily mean a regular or  
 4 recurring session with anyone, some child simply  
 5 might need an hour, just that amount of time,  
 6 someone else might need a little longer. But I  
 7 do worry that those children, whether they've had  
 8 the opportunity to work on line or using the  
 9 packet or whatever they've been doing up to this  
 10 point or the point at which schools will reopen,  
 11 that if they are not, their verbal acumen, if you  
 12 will, is not at a point that they can be on a  
 13 phone or whatever, and articulate what their  
 14 needs are, that they will still be left behind,  
 15 if you will. Some children have to point and  
 16 some children have to, you know, speak over and  
 17 over, and need to have that, look in a face, and  
 18 sometimes our teachers need to look in a face and  
 19 get the meaning of what is being said, so I just  
 20 hope in the thinking about it and the planning,  
 21 even if it's just to set up appointments or have

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1 someone who is available for children to set up  
 2 an appointment for however many minutes just so  
 3 they can get out a question or get some  
 4 understanding of something, so I'd appreciate it  
 5 if you'd add that to your thinking.  
 6 DR. MCCOMAS: Certainly.  
 7 MR. ROWE: Ms. Causey?  
 8 CHAIRMAN CAUSEY: Yes, Ms. Rowe?  
 9 MS. ROWE: Yes, this is Lily Rowe. I  
 10 have a question in regard to when we go back to  
 11 school. I have been reading a lot of more boring  
 12 government documents and things, and there seems  
 13 to be some concerns that we could return to  
 14 school in an environment where it is not everyone  
 15 in the classroom at the same time, that you could  
 16 have limited class size. And I'm wondering what  
 17 we're doing as far as thinking towards that in  
 18 the future as how is our curriculum going to  
 19 support students when not all students can be in  
 20 the classroom at the same time like they used to  
 21 be, or when we have situations where one student

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1 in a class gets sick and now every kid who had  
 2 contact with that student is now quarantined at  
 3 home for two weeks, and are we preparing to have  
 4 that --  
 5 DR. MCCOMAS: Right, that's a fantastic  
 6 question, Ms. Rowe, and I would say two things to  
 7 that. One, your question around the curricular  
 8 preparedness, I have complete confidence our team  
 9 is able to develop resources that can support  
 10 students as we are doing. You know, we really  
 11 took a school system that was over a hundred  
 12 years old and radically transformed every feature  
 13 of it within ten to 15 business days, right? So  
 14 I have confidence that we can develop the  
 15 resources.  
 16 What I think we will have to move  
 17 cautiously and very thoughtfully on is really how  
 18 do we address those logistical pieces you're  
 19 talking about, right? How do we ensure working  
 20 hand in hand with the Health Department that we  
 21 have proper safety and health protocols in place

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1 to support students and to respond if we see a  
 2 student come down with illness. So I think  
 3 there's sort of two pieces to that, there is the  
 4 instructional resource agility which our team  
 5 will be working on and will be prepared to  
 6 support teachers on, and I think our teachers are  
 7 instructionally agile. But I think we also need  
 8 to work very carefully and closely with the  
 9 Health Department to ensure that we have laid in  
 10 proper processes and protocols, and I think that  
 11 that is part of what needs to be developed. And  
 12 I wouldn't want to speak on Dr. Zarchin's behalf  
 13 because I know he works very closely with the  
 14 Health Department and so that is, I think,  
 15 information that we will have to provide as this  
 16 continues to unfold and we walk closer and closer  
 17 and we have more detailed planning. As  
 18 Dr. Williams indicated, there is work at the  
 19 state level around what are the requirements,  
 20 what are the, I shouldn't say requirements  
 21 really, what are the parameters of returning to

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1 school just as you talked about.  
 2 MS. ROWE: Well, I think you guys have  
 3 done a really fantastic job, and it's a modern  
 4 marvel of our technology and the fact that we  
 5 have some level of technological preparedness  
 6 that we're able to do any of this at all, because  
 7 I think even 20 years ago, school would just be  
 8 closed and there'd be dittos, and nothing else.  
 9 DR. MCCOMAS: Right, right. So we are  
 10 fortunate that we have been as poised as we have  
 11 been despite, you know, the learning and the  
 12 bumps along the way in the learning journey, I  
 13 think you're right, Ms. Rowe, we are a fortunate  
 14 LEA to be as poised as we are, and to be able to  
 15 continue to improve.  
 16 MS. ROWE: Thank you.  
 17 CHAIRMAN CAUSEY: Thank you for that.  
 18 I'm going -- this is Kathleen Causey, and I'm  
 19 going to ask if we can, any additional questions,  
 20 if we can send them to Dr. Williams and they can  
 21 either go in the weekly update or they can be

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1 discussed at the next curriculum committee  
 2 meeting, because we do have two additional  
 3 presentations as well as a number of contracts  
 4 that we want to get to. So with that being said,  
 5 is there one last burning question, or can we  
 6 move forward to nutrition, wellness and mental  
 7 health services?  
 8 MS. SCOTT: I have one quick question,  
 9 this is Makeda Scott, and I think that, well,  
 10 one, I think that everyone on the staff and  
 11 everything has done an exceptional job, and thank  
 12 you so so much for that.  
 13 I didn't see in the presentation,  
 14 though, anything in regards to the magnet  
 15 programs and the curriculum. Did I miss it or is  
 16 that something that again is a work in progress,  
 17 or how is that being addressed?  
 18 DR. MCCOMAS: Right. No, it was not in  
 19 the presentation and actually I'm going to ask  
 20 Mr. Imbriale if he could respond, because I want  
 21 to make sure details are accurate.



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1 MS. SHAY: So, Dr. McComas, this is  
 2 Ms. Shay. Could I start, and then Mr. Imbriale  
 3 can add to that?  
 4 DR. MCCOMAS: Absolutely.  
 5 MS. SHAY: Good evening, Ms. Scott, and  
 6 thank you, all of you for your kind words that  
 7 everyone has shared, I know Ms. Rowe and Ms. Jose  
 8 before that, and Ms. Pasteur of course too. My  
 9 team really appreciates it.  
 10 So we, many of the magnet programs, the  
 11 courses the students take are courses that are  
 12 developed by the content offices. So in that  
 13 instance, many of those courses are already being  
 14 adjusted in the way Dr. McComas described. And  
 15 so then we started there with the content offices  
 16 leading that piece and then connected with staff  
 17 in the magnet office about what would be those  
 18 additional pieces we would need to provide.  
 19 To be honest, one of the things that has  
 20 been an ongoing challenge is also supporting  
 21 curriculum development for many of our elective

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1 courses, some of the courses that are unique to  
 2 magnet programming has been an ongoing challenge.  
 3 Because when we started, as I'm sure you can  
 4 imagine, we did have to have some prioritization  
 5 in terms of curriculum development to be able to  
 6 do as much as we can for as many as we could.  
 7 To that end, though, what's continued to  
 8 happen is that what we weren't able to provide in  
 9 the initial, in terms of curriculum resources, we  
 10 provided in terms of coaching opportunities to  
 11 bring teachers together so they could form a  
 12 community and support each other. So I know  
 13 Mr. Imbriale can talk more about what offerings  
 14 the magnet office has done, but I know for  
 15 example, my content office has brought together  
 16 teachers of certain magnet classes or certain  
 17 elective classes, so that they were able then to  
 18 provide additional support through coaching and  
 19 also planning opportunities, so that teachers  
 20 could share lessons in that way.  
 21 So I just kind of wanted to lay that

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1 foundation piece, and then certainly invite  
 2 Mr. Imbriale to chime in too.  
 3 MR. IMBRIALE: Yeah. I was just going  
 4 to add that from a magnet perspective, the magnet  
 5 office is remaining actively busy right now  
 6 working with parents, working with students who  
 7 are making decisions about accepting or denying  
 8 placements in magnet programs, and so that work  
 9 is ongoing. And for the most part, except for  
 10 the pieces that revolve around specifically  
 11 appeals, the magnet office is operating as a  
 12 fully functional unit right now and doing the  
 13 work in order that whatever the situation might  
 14 be in the fall, students are able to be  
 15 appropriately placed and we're able to run our  
 16 programs.  
 17 MS. ROWE: Thank you.  
 18 CHAIRMAN CAUSEY: Thank you.  
 19 MR. KUEHN: Hi, Ms. Causey, this is Russ  
 20 Kuehn.  
 21 CHAIRMAN CAUSEY: Yes?

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1 MR. KUEHN: I have many questions, but I  
 2 just need to ask two clarifying questions before  
 3 we move on.  
 4 CHAIRMAN CAUSEY: Okay.  
 5 MR. KUEHN: Real quick, Mr. Imbriale.  
 6 You were talking about, and I believe Ms. Pasteur  
 7 spoke of it, you were talking about the summer  
 8 learning that's available for K through 12 that  
 9 is self-guided and self-paced. I just want to  
 10 clarify that this is, has no teacher led activity  
 11 or teacher interaction throughout that process;  
 12 is that accurate?  
 13 MR. IMBRIALE: Yes, the current program  
 14 that is being developed for the universal program  
 15 that would run, that would be an option for any  
 16 family who wishes to participate in that program  
 17 at any time during the summer from the end of  
 18 school to the beginning of school, is essentially  
 19 a diagnostic program, so it's self-paced in the  
 20 sense that the student can complete the work at  
 21 their own pace when it fits the family's

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1 schedule.

2 MR. KUEHN: Okay, thank you, thanks for

3 the clarification. My other clarifying question

4 had to do with the grading and reporting

5 discussion that we had earlier. We were talking

6 about collapsing marking periods three and four,

7 and then going to a pass or fail for the entire

8 semester, or half a year. So my question,

9 because the reality is at this point in time

10 we're into May, so seniors have most likely

11 accepted and know where they're going next year,

12 but juniors are in the thick of it and I have a

13 daughter who's a junior myself. So my concern

14 is, how does this impact or how does it play out

15 when you're computing a GPA? So if you have a

16 half year of a grade and then you have a half

17 year of pass or fail, what does that do?

18 DR. WILLIAMS: So let me step in,

19 Mr. Kuehn. This is Darryl Williams. We can

20 provide to the Board what that will look like,

21 because I think that that's a good question,

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1 that's what all students may be asking, what that

2 may look like for the end of the year final

3 grade. So I just want to make sure that we have

4 a thorough answer and some samples that we can

5 provide the full board what that will look like

6 for our students.

7 And again, Dr. McComas referenced this.

8 We collaborated with other districts as well as

9 the universities on how certain processes were

10 being put in place to kind of make sure that it's

11 not, it's a no fault year for our students, but I

12 think we can follow up in great detail. It would

13 be a long discussion with some samples so

14 everyone fully understands what it means.

15 I want to thank our community

16 superintendents and others from the curriculum

17 instructional side as we work through those

18 challenges, if that's okay with the full Board.

19 CHAIRMAN CAUSEY: Thank you,

20 Dr. Williams, I think that would be helpful.

21 MR. KUEHN: I guess I just want to kind

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1 of answer that. That would be extremely helpful

2 and like you said, probably every junior out

3 there is probably interested in those answers, so

4 let's also make sure we also come up with a time

5 when that's available and released to the entire

6 school system so that they understand the impact

7 on their future.

8 CHAIRMAN CAUSEY: Okay. And

9 Dr. Williams will provide that information. So

10 thank you.

11 DR. MCCOMAS: I just want to take a

12 moment and say thank you to Jim Corns for working

13 the slides for us. Thank you, and have a good

14 evening.

15 CHAIRMAN CAUSEY: Yes, thank you very

16 much. And now we're going to move on to another

17 very informative session on nutrition, wellness

18 and mental health services, and for that we will

19 turn it over to Dr. Zarchin.

20 DR. SCRIVEN: Good evening, Madam Chair,

21 Vice Chair, board members and Superintendent

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1 Williams. I know you know voices and this is not

2 Dr. Zarchin, this is Dr. Scriven who will start,

3 and then we will pass the baton over to Dr. Mike

4 Zarchin.

5 So you've just heard a very extensive

6 presentation from our CNI team on how they're

7 feeding the mind. Our charge tonight is to

8 present a high level presentation on how we are

9 nourishing the body. And I have to acknowledge

10 Charles Patillo and Karen Levenstein before I

11 even get started, because they only had a weekend

12 to position themselves to be prepared to serve

13 meals under the COVID-19 conditions. We found

14 out on the 13th and they were ready to go on the

15 16th.

16 From March 16th to 22nd, and Jim, if

17 you're working the slides, you can go to the next

18 slide. In that first week of March 16th to the

19 22nd, there were 50,286 meals which were

20 provided. On March 23rd through 27th there were

21 93,554 meals which were provided. On March 30th

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1 through the 31st, which was only a two-day week,  
 2 there was 41,368 meals. And April 11th through  
 3 the 17th, or April 1st through the 17th, there  
 4 were 243,331 meals that were provided, for a  
 5 grand total of 428,539 meals.

6 Currently we are providing breakfast,  
 7 lunch and a snack, instead of breakfast, lunch  
 8 and dinner, due to food shortages and delays.  
 9 We're distributing meals on Mondays through  
 10 Thursdays only, and on Thursdays students are  
 11 receiving meals which will also carry them  
 12 through Friday. Meal times vary based on site.  
 13 Sometimes there is a window between 11 to 11:15,  
 14 other sites it's from 12 to one, and some of the  
 15 larger locations we need that full two-hour  
 16 window which runs from 11 a.m. to one p.m. There  
 17 are currently 66 locations as of the 17th. Now  
 18 we've already added an additional two, so we're  
 19 up to 68 locations.

20 And I definitely want you to hear from  
 21 the person who's really been leading the charge

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1 for our food service workers who have been on the  
 2 front line since COVID-19, its inception, and  
 3 Karen is just going to speak briefly to give you  
 4 a little insight on what the daily schedule for a  
 5 food service provider looks like, the fluidity in  
 6 responding to community needs, including  
 7 increases in locations over time, the challenges  
 8 with supply and demand, and then what are some of  
 9 the daily health and safety problems -- (audio  
 10 garbled) -- but then also to keep the community  
 11 at large safe. So Karen, I'd like to turn the  
 12 mic over to you at this time.

13 MS. LEVENSTEIN: Surely. Thank you,  
 14 Dr. Scriven, and good evening, board members.

15 The Office of Food and Nutrition was  
 16 able to transition from the national school  
 17 breakfast and lunch program to the summer food  
 18 service program as we routinely do a summer  
 19 feeding program every year after the end of  
 20 school. We came together as a team in our office  
 21 and we chose locations, staffing, a menu, and of

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1 course the delivery model which was going to be a  
 2 grab and go or a mobile meal, or meals that were  
 3 picked up at the curbside, if you will. We  
 4 looked at all the food that we already had in  
 5 stock and so we set up a cold meal menu, so we  
 6 went initially with breakfast, lunch and supper.  
 7 We are fortunate enough that we have delivery  
 8 trucks, so we had those stationed at all of those  
 9 base kitchens as we like to refer to them, and  
 10 they were able to drive out to the locations  
 11 within all the communities from Lansdowne over to  
 12 Rosedale, up to Owings Mills, New Town, Padonia,  
 13 all around those areas where we initially looked  
 14 at typical summer program locations that we have  
 15 would have done in years past.

16 So we began with 32 sites on March 16th  
 17 and as Dr. Scriven mentioned, we're up to 66. We  
 18 do have a couple daycare sites that are in there,  
 19 but we moved into apartment complexes and a  
 20 shopping center, and of course the libraries.  
 21 And many of you know, we serve libraries when

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1 schools are closed in the summer, but in this  
 2 case we were only able to serve out of the  
 3 parking lots.

4 We were fortunate to have our central  
 5 office staff, our field operations supervisors,  
 6 150 to 175 cafeteria workers, our warehouse, food  
 7 service warehouse material handlers and drivers,  
 8 and we all came together to deliver these cold  
 9 meals. Beginning at 6:30 in the morning, the  
 10 ladies come in, they use, they practice proper  
 11 social distancing, they have, they use proper  
 12 hand washing, we wear single service gloves, we  
 13 now wear masks, they have aprons and they wear  
 14 hair restraints. So the option of having more  
 15 staff did prove a little critical to us in that  
 16 many families and workers themselves were  
 17 reluctant to come out to the cafeterias to work  
 18 with us.

19 So with that said, we looked at how  
 20 could we expand and as each call came in, whether  
 21 it be from the community, whether it was

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1 principals, whether it was just concerned  
 2 individuals in the community, we never said no,  
 3 but we needed to create what you call a wait  
 4 list. And the USDA was wise enough to waive the  
 5 FARMs percentages and so it now sits at zero, so  
 6 zero percent FARMs allowed us to expand service  
 7 and with that, I reached out through Dr. Scriven  
 8 and Mr. Patillo to reach out to Dr. Grim, Jess  
 9 Grim, who gave us 12 buses and bus drivers. So  
 10 we were able to utilize that mode of delivery and  
 11 that freed up some of our other vehicles to go  
 12 out again further into the locations that were  
 13 more or less apartment complexes and smaller  
 14 sites, so we were able to reach the youngsters  
 15 that we heard were at home or may be in need of  
 16 meals and were not able to get physically out to  
 17 the locations where we were.

18 Lastly, I think I would just be remiss  
 19 to say that for the help and wellbeing of the  
 20 staff, the employees had some concerns for their  
 21 own emotional wellbeing as well as they were just

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1 simply tired, and they were asking us what could  
 2 we do with the lack of foods that were being cut,  
 3 we would place orders, they would get cancelled.  
 4 We looked at our menus, we decided to make a  
 5 four-day-a-week menu with a second delivery on  
 6 Thursday for Friday, and that therefore it  
 7 afforded us, the staff to have a little respite  
 8 each week, because here we are now into week ten.

9 So as you know, we are over the half  
 10 million mark of meals and will continue to do so,  
 11 and I'm happy to say that we look to the next few  
 12 weeks with supplies that we have, and we are able  
 13 to feed all the youngsters and any calls that we  
 14 receive, we are addressing as soon as possible.

15 DR. SCRIVEN: So at this point that  
 16 brings a closure to our high level presentations.  
 17 I will defer to Dr. Williams as to whether we  
 18 want to do questions now or move on to  
 19 Dr. Zarchin.

20 CHAIRMAN CAUSEY: Dr. Scriven, I would  
 21 suggest that we allow Dr. Zarchin to do his

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1 presentations, and we will combine all the  
 2 questions at the end, in the interest of time.

3 DR. WILLIAMS: Dr. Scriven, this is  
 4 Dr. Williams. Thank you for that, and  
 5 Dr. Zarchin, you're up next.

6 DR. ZARCHIN: Thank you, Dr. Williams.  
 7 So as I begin, I want to share how thankful I am  
 8 for the way that BCPS divisions, departments and  
 9 offices have come together in preparation for and  
 10 in response to this pandemic. Together and in  
 11 partnership with Baltimore County Department of  
 12 Health, the new challenge that we have faced has  
 13 been met with tireless efforts and incredible  
 14 care for our students, staff and our community.  
 15 There is still much that needs to be done but the  
 16 efforts to date have been truly inspiring.

17 So the Division of School Climate and  
 18 Safety has worked collaboratively to develop a  
 19 systemwide education program that has been  
 20 delivered to all employees, informed through  
 21 signs at entrances of buildings promoting

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1 COVID-19 safeguards and precautions. These signs  
 2 were developed from CDC guidelines and feedback  
 3 from Baltimore County Department of Health.

4 We've worked to guide the food  
 5 distribution efforts of the Office of Food and  
 6 Nutrition Services, received information from the  
 7 office of Health Services to ensure clarity about  
 8 an adherence to the necessary health precautions.

9 We've worked to support, the Office of Health  
 10 Services has supported the Department of  
 11 Information Technology with information regarding  
 12 personal protective equipment and safeguards when  
 13 providing services. We've worked to ensure the  
 14 Office of Innovative Learning was supported to  
 15 ensure safe distribution of Chromebooks. And  
 16 we've worked to consult, there has been ongoing  
 17 consultation to individual schools regarding  
 18 COVID-19 safeguards and procedures, and the  
 19 Office of Health Services also has also worked  
 20 with schools, offices and various county agencies  
 21 to share health supplies. Next slide please.

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1 Thank you, Mr. Corns.  
 2 So action steps. Health Services nurses  
 3 have created reminders for our essential  
 4 employees who assist with daily operations of  
 5 BCPS. Staff in the Offices of Food and Nutrition  
 6 Services, Facilities, Operations, and Facility  
 7 Support Services have been equipped to do their  
 8 work while practicing social distancing. Staff  
 9 from the Office of Health Services is developing  
 10 an outline of protocols and resources that will  
 11 need to be in place when we shift to reducing  
 12 restrictions and ultimately reopening. A Power  
 13 Point presentation was developed to educate BCPS  
 14 employees on health precautions and preventative  
 15 measures to take during this pandemic.  
 16 There has also been consultation and  
 17 collaboration with the Office of Food and  
 18 Nutrition Services and the Department of  
 19 Information Technology regarding work at the  
 20 Baltimore County -- (audio garbled) -- work with  
 21 that center has been important. Next slide

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1 please.  
 2 Staff from the Departments of  
 3 Organizational Development and Equity and  
 4 Cultural Proficiency, along with staff from the  
 5 Office of School Climate, are offering social,  
 6 emotional and wellness virtual supports to BCPS  
 7 staff during the COVID-19 closure. As part of  
 8 the ongoing support for employees, staff from the  
 9 Department of Social Emotional Support have  
 10 contributed to the April Wellness newsletter. In  
 11 addition to EAP support available to staff and  
 12 students, our strategies have also been shared  
 13 with principals by the Division of School Climate  
 14 and Safety to support students and staff with  
 15 wellness.  
 16 Throughout my preparation I've mentioned  
 17 supports provided by the Office of Health  
 18 Services. As Dr. Williams shared, tomorrow is  
 19 National Nurses Day and I want to share my great  
 20 appreciation for the extraordinary work of Deb  
 21 Somerville and all of our nurses. They have been

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1 working tirelessly to support our students, staff  
 2 and the Baltimore County community. Dr. Nieves  
 3 and I are proud to have Ms. Somerville with us  
 4 tonight, and at this time we would like to open  
 5 it up to questions.  
 6 CHAIRMAN CAUSEY: Board members? Thank  
 7 you so much, Dr. Scriven and Dr. Zarchin, and we  
 8 will take a few questions, but we are running a  
 9 little bit behind and we do have a number of  
 10 other issues on the agenda, as well as another  
 11 presentation. So if we could hear from board  
 12 members perhaps that have not asked questions the  
 13 last time, just state your name and go ahead and  
 14 ask your question.  
 15 MS. PASTEUR: So since no one chimed in,  
 16 may I ask one question?  
 17 CHAIRMAN CAUSEY: Go right ahead,  
 18 Ms. Pasteur.  
 19 MS. PASTEUR: Thank you. Dr. Scriven,  
 20 do you anticipate as nationally delivery becomes  
 21 a little more fluid and our delivery accessible

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1 to, will get better, will improve, that we will  
 2 go back, even if we stay on four days, that we  
 3 will go back to three meals if this is prolonged,  
 4 or do you anticipate that we will stay with the  
 5 two meals and a snack?  
 6 DR. SCRIVEN: I'm going to monitor that  
 7 as we continue to move forward, prior to trying  
 8 to give a solid answer. I know that's something  
 9 that Karen and her team are constantly really  
 10 monitoring and why we had to back down before.  
 11 The hope is that as things begin to level off,  
 12 that access and distribution would become more  
 13 fluid and definitely if that's the case, then we  
 14 would go back to doing breakfast, lunch and  
 15 dinner. So that would be the hope, and we'll  
 16 keep you posted as hopefully conditions begin to  
 17 get better.  
 18 MS. PASTEUR: Thank you, Dr. Scriven.  
 19 DR. SCRIVEN: Yes, ma'am.  
 20 CHAIRMAN CAUSEY: Other board members?  
 21 Okay. We will be moving on, but first I just

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1 wanted to thank you again for all of the  
 2 tremendous work that has been done on behalf of  
 3 students at the forefront, and also for our staff  
 4 and families.  
 5 The next item on the agenda is contract  
 6 awards, and for that we call one our building and  
 7 contracts chair, Ms. Henn.  
 8 MS. HENN: Thank you, Ms. Causey.  
 9 Members of the Board, the Board's buildings and  
 10 contracts committee met earlier this afternoon.  
 11 Items L-1 through L-29 are being forwarded to the  
 12 full board for approval.  
 13 CHAIRMAN CAUSEY: Do I have a motion to  
 14 approve items L-1 through L-28, and then we will  
 15 discuss item L-29 separately; is that correct,  
 16 Ms. Henn?  
 17 MS. HENN: The committee is forwarding  
 18 L-1 through L-29 with the recommendation.  
 19 However, yes, we would like to discuss L-29  
 20 separately.  
 21 MS. ROWE: So moved, Lily Rowe.

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1 MS. MACK: Second, Lisa Mack.  
 2 MS. SCOTT: Excuse me, this is Makeda  
 3 Scott. I only see 1 through 28, so 29 is being  
 4 emailed to us, or --  
 5 MS. HENN: Miss Scott, that has been  
 6 added to the BoardDocs.  
 7 MS. SCOTT: It has been, okay. Thank  
 8 you.  
 9 CHAIRMAN CAUSEY: Okay, thank you. So  
 10 we have a motion and no second was needed since  
 11 the recommendation comes from the committee. So  
 12 can I have a rollcall vote to approve Items L-1  
 13 through L-28, and then we will address Item L-29  
 14 after that. May I have a rollcall vote please?  
 15 Oh, excuse me. Is there any discussion on those  
 16 items? Hearing none, may I have a rollcall vote?  
 17 MS. GOVER: Mr. Kuehn?  
 18 MR. KUEHN: Yes.  
 19 MS. GOVER: Ms. Pasteur.  
 20 MS. PASTEUR: Yes.  
 21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: Yes.  
 2 MS. GOVER: Mr. Reshid?  
 3 MR. RESHID: Yes.  
 4 MS. GOVER: Ms. Henn?  
 5 MS. HENN: Yes.  
 6 MS. GOVER: Ms. Causey?  
 7 CHAIRMAN CAUSEY: Yes.  
 8 MS. GOVER: Ms. Jose?  
 9 MS. JOSE: Yes.  
 10 MS. GOVER: Mr. McMillion?  
 11 MR. MCMILLION: Yes.  
 12 MS. GOVER: Ms. Mack?  
 13 MS. MACK: Yes.  
 14 MS. GOVER: Ms. Scott?  
 15 MS. SCOTT: Yes.  
 16 MS. GOVER: Ms. Rowe?  
 17 MS. ROWE: Yes.  
 18 MS. GOVER: Thank you.  
 19 CHAIRMAN CAUSEY: Thank you, that motion  
 20 carries.  
 21 And I just want to point out that

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1 earlier today in buildings and contracts, there  
 2 was extensive discussion around all of those so  
 3 that is publicly available for anyone that wants  
 4 to go back and watch that.  
 5 Ms. Henn, do you want to address Item  
 6 L-29 please?  
 7 MS. HENN: Sure. If Mr. Sarris is still  
 8 with us on the call, I believe board members had  
 9 questions regarding this contract.  
 10 MR. SARRIS: Yes, I'm here, and although  
 11 I may have exhausted my knowledge during building  
 12 and contracts, I'm happy to take your other  
 13 questions, and then perhaps Dr. Zarchin, his  
 14 staff or one of the community superintendents may  
 15 wish to add to what I have.  
 16 MS. HENN: Great, thank you, Mr. Sarris.  
 17 Would you mind summarizing this contract for the  
 18 Board?  
 19 MR. SARRIS: Certainly.  
 20 MS. HENN: Thank you.  
 21 MR. SARRIS: So contract number

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1 MWE-816-20, virtual graduation services, is a new  
 2 contract for virtual graduation services for the  
 3 Office of Student Support Services. Approval is  
 4 requested for a three-month contract with one  
 5 recommended bidder, and contract's pending  
 6 authority of \$100,000.

7 And I will just note that this was, is  
 8 not a competitively bid contract, given the time  
 9 constraints. It's rare that we have one of  
 10 these, and so we worked with two vendors with  
 11 whom we have contracts for other services and  
 12 both my purchasing office and our purchasing  
 13 manager worked with student support services to  
 14 review the products, to interview representatives  
 15 from the two companies, to review their on site  
 16 web profile and samples, and work out all the  
 17 time constraints that are very critical to this  
 18 process, so that we could bring this contract  
 19 proposal to the Board as soon as possible.

20 MS. HENN: Great, thank you, Mr. Sarris.  
 21 CHAIRMAN CAUSEY: Board members, are

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1 there any questions for Mr. Sarris or staff?  
 2 MR. KUEHN: Hi, Mr. Sarris, this is Russ  
 3 Kuehn. I was wondering what we're actually  
 4 buying here. Can you describe what a virtual  
 5 graduation would look like?  
 6 MR. SARRIS: Yes. It's basically an  
 7 online service for which we will provide a  
 8 student database and contact information, and  
 9 these, this -- now this is a vendor that also  
 10 does a variety of graduation-related production  
 11 such as caps and gowns and the entire gamut of  
 12 other related products. So they will host a  
 13 site, they will take content from us, a 60-minute  
 14 package of content that includes photos, videos,  
 15 music, speeches, performances, all video and  
 16 audio file based, and they'll put together a  
 17 presentation that displays, you know, the  
 18 information just as it would be in a graduation  
 19 with a commencement address, highlighted videos,  
 20 music, and then the graduates. And then that  
 21 link remains live, it can be replayed, shared,

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1 visited, and that's sort of it in a nutshell.  
 2 DR. WILLIAMS: So this is Darryl  
 3 Williams. I'm going to ask one of the community  
 4 superintendents to provide additional information  
 5 about virtual graduation, but I just want to  
 6 comment. Not knowing what these next few weeks  
 7 will look like, the team and I talked about some  
 8 options for our students, again, in alignment  
 9 with what other districts are doing, particularly  
 10 at the college level. I just remind the Board I  
 11 have a senior in high school and a senior in  
 12 college which, we took it upon to look at some  
 13 options for our students not knowing yet what the  
 14 future will bring. Either Ms. Byers or Dr.  
 15 Roberts, if they are still on the line, if they  
 16 want to provide some additional comments at this  
 17 time?  
 18 DR. ROBERTS: Thank you, Dr. Williams,  
 19 good evening, board members, this is Dr. Roberts.  
 20 Just to follow up and support the comments from  
 21 Dr. Williams and Mr. Sarris, so the community

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1 superintendents did hold input sessions with  
 2 students, with principals, with stakeholders  
 3 around the system on graduation, just preferences  
 4 on graduation and what, considering the  
 5 circumstances we're under, what would be some  
 6 options that they would like to see. So the  
 7 recommendation coming forward to you was a  
 8 consensus.  
 9 However, to follow up on some of  
 10 Dr. Williams' comments, we will explore options  
 11 for potential in-person recognitions under state  
 12 guidelines and when and if that occurs as the  
 13 year, the calendar year progresses or heaven  
 14 forbid, if we have to go into 2021 under these  
 15 conditions. So with that, that's the messaging  
 16 that will be sent, that is plan to be sent  
 17 pending Board approval of this contract, to our  
 18 students, to our principals.  
 19 And then later this week, again pending  
 20 approval of this contract, Ms. Ferguson and her  
 21 team will convene our high school principals, our

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1 graduation coordinators to begin the process of  
 2 really getting underneath what common themes  
 3 we'll have across our graduations because as you  
 4 know, our graduations really do have a nice  
 5 consistent pattern and theme to them in terms of  
 6 what's included in the agendas, how the agendas  
 7 proceed, so we really want to continue with that  
 8 theme as much as possible in recognizing all of  
 9 our seniors for the hard work that they've done  
 10 over these past 13 years, and making sure that we  
 11 celebrate their accomplishments and achievements  
 12 as close as possible in this virtual environment.

13 MR. KUEHN: Thank you for that. Just a  
 14 followup. Is this going to be, it sounds as if a  
 15 lot of this will be pre-taped. Would any of it  
 16 be a livestream event with the conferring of  
 17 degrees or, I'm sorry, diplomas, or is the  
 18 expectation that it's all packaged and in essence  
 19 it's streamed like on Netflix, I'm curious?

20 DR. ROBERTS: Yes, so Mr. Kuehn, it  
 21 would be more the latter. This would be instead

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1 of a live virtual event where it's streamed live,  
 2 this would be more prerecorded, where the  
 3 schools' principals would work with our school  
 4 support office that coordinates our graduation  
 5 ceremonies, and all of that as you heard  
 6 Mr. Sarris say would be put together through the  
 7 vendor, and the vendor would put this  
 8 presentation together. So it would be recorded  
 9 pieces with the students' images being shown for  
 10 a predetermined amount of time, also inclusive of  
 11 the other item that Mr. Sarris said were included  
 12 from this vendor. And again, that would be  
 13 worked on, those details, with the principals  
 14 themselves, the graduation coordinators and the  
 15 student support office.

16 MR. KUEHN: Thank you.

17 DR. ROBERTS: You're welcome.

18 MR. MCMILLION: Ms. Causey, are we going  
 19 to go around the dais and ask board members to  
 20 speak if they have any questions on this topic?

21 CHAIRMAN CAUSEY: Yes. Since this is so

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1 significant to our seniors and their families,  
 2 and I know the Board cares greatly about this,  
 3 let's just go right around. So Mr. Kuehn, thank  
 4 you, but just be mindful also of the time as you  
 5 ask your questions or make your comments.

6 Ms. Pasteur?

7 MS. PASTEUR: Yes. Dr. Roberts, will  
 8 the virtual graduation for each school be  
 9 different, is the administration putting together  
 10 what it looks like or is there a format that the  
 11 company is sending out with which each school  
 12 must comply?

13 DR. ROBERTS: Thank you, Ms. Pasteur,  
 14 for that question. Yes to both. There is a  
 15 format, and kind of a framework is a better word,  
 16 that the vendor has, and Ms. Ferguson could  
 17 provide, and Dr. Zarchin could provide more  
 18 details on that framework, but you heard  
 19 Mr. Sarris touch upon some of those items, but  
 20 there is adaptability and flexibility,  
 21 Ms. Pasteur, to the school. So picking any

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1 particular high school or thinking of any high  
 2 school, they would be able to incorporate school  
 3 colors, school mascots. If there are musical  
 4 components, first off that would come to mind  
 5 would be an alma mater for example. Those types  
 6 of things that make the school unique, to my  
 7 understanding, would be able to be incorporated  
 8 into the presentations, so within the framework a  
 9 school would be able to personalize their  
 10 particular graduation. So again, I would defer  
 11 to Dr. Zarchin and Ms. Ferguson if there's  
 12 anything of more detail to add to that response.

13 DR. ZARCHIN: Thank you, Dr. Roberts.  
 14 (Inaudible, static.) The beauty of this is,  
 15 there's consistency, there will be consistency  
 16 between schools, but ultimately there's space  
 17 within that for personalization, so it's special  
 18 for the kids based on where they go to school and  
 19 the traditions of the school.

20 MS. PASTEUR: But it's all within a  
 21 one-hour, 60-minute lot; is that correct.



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1 DR. ROBERTS: No. The 60 minutes --  
 2 MS. PASTEUR: I went on line and I saw  
 3 that.  
 4 DR. ROBERTS: Right. So what Mr. Sarris  
 5 was referencing in the 60 minutes, Ms. Pasteur,  
 6 was the maximum amount of time that this  
 7 particular vendor would allow for each school to  
 8 supply content. For example, speeches, whether  
 9 it be from certainly Dr. Williams, our  
 10 superintendent, the principal, valedictorian,  
 11 class president, anyone the school would normally  
 12 have on their agenda at Towson Center or UMBC,  
 13 that's included within that 60 minutes.  
 14 Mr. Sarris also did reference if there were other  
 15 musical components, you know, those types of  
 16 details. Because we can't bring kids together to  
 17 perform, those would be an example of the type of  
 18 detail that each school would have to work out  
 19 respective to their traditions. So that 60  
 20 minutes is not the beginning and end of the  
 21 ceremony, it simply is the time that the vendor

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1 would allow to upload content. That is outside  
 2 of each student having their picture shown on the  
 3 screen and getting their own personal recognition  
 4 throughout. So a ceremony could last, you know,  
 5 our smallest schools we're projecting let's say  
 6 an hour and 15 to an and a half, upwards of two  
 7 or two-and-a-half hours, obviously and clearly  
 8 depending on the amount of content that is  
 9 uploaded and the number of students. But again,  
 10 those would be the types of details that  
 11 Ms. Ferguson and her team would coordinate with  
 12 our respective school principals and their  
 13 graduation committees.  
 14 MS. PASTEUR: Thank you.  
 15 DR. ROBERTS: You're welcome.  
 16 CHAIRMAN CAUSEY: Mr. Offerman?  
 17 MR. OFFERMAN: Yes. Mr. Roberts  
 18 actually answered my concerns.  
 19 CHAIRMAN CAUSEY: Great. Mr. Reshid?  
 20 MR. RESHID: Yes. So if we have this  
 21 virtual graduation, does that count as the final

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1 graduation, or if things do get better and it's  
 2 permitted, will we be having another like senior  
 3 graduation for our seniors?  
 4 DR. ROBERTS: Yeah, Mr. Reshid, that --  
 5 what we're saying right now is certainly that  
 6 option of exploring, we certainly heard from our  
 7 student members who provided input to us and they  
 8 were very clear on just that exact sentiment. So  
 9 in our messaging to you as seniors and to your  
 10 classmates, your 8,000 classmates across the  
 11 county, what we're committing to under current  
 12 regulations is certainly to explore that option  
 13 into the future, not knowing quite yet what that  
 14 might look like. At this point we want to focus  
 15 our efforts on recognizing yourself and all of  
 16 your peers and the work that they have done  
 17 through this virtual environment, and then as  
 18 conditions change, because certainly it's  
 19 evolving as we move through the weeks and the  
 20 months, leaving that door open to explore other  
 21 options, but not being able to confirm right now

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1 what that might possibly, if, what it might look  
 2 like in the future.  
 3 MR. RESHID: I got you, okay. Have we  
 4 like any other alternatives, like drive-through  
 5 graduations, or any other type besides virtual?  
 6 DR. ROBERTS: Yeah, a lot of options  
 7 certainly looked at, and we've seen through  
 8 social media and certainly on the news every day  
 9 several options that are being taken advantage of  
 10 throughout the country and certainly locally.  
 11 However, with knowing that our seniors are coming  
 12 up, you know, with their last day coming up  
 13 shortly, we wanted to make sure in the time that  
 14 it takes to really put together what you all  
 15 deserve under the current conditions, and  
 16 recognizing not only the class as a whole but  
 17 recognizing each of you individually, that takes  
 18 a really large amount of concentrated effort from  
 19 the principals, from the adults in the school,  
 20 from the community at large, so this is why  
 21 bringing forward this contract tonight would

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1 allow that to be set in motion in order to  
 2 provide you and your peers the highest quality  
 3 recognition that we can considering the  
 4 circumstances that we're under.  
 5 MR. RESHID: Okay, thank you.  
 6 DR. ROBERTS: You're welcome.  
 7 CHAIRMAN CAUSEY: Ms. Henn?  
 8 MS. HENN: Thank you. Dr. Roberts, my  
 9 question is along the lines of Mr. Reshid's in  
 10 terms of eventual in-person celebrations and it  
 11 has to do with the financial impact if we do  
 12 approve this contract, and this was discussed in  
 13 committee earlier, that this is roughly half the  
 14 cost of our traditional in-person celebrations.  
 15 So I want to ensure that we do have the budget to  
 16 celebrate our graduates in person should that  
 17 opportunity exist to do so safely when the time  
 18 arises. Can you speak to that, and maybe this is  
 19 a question for Mr. Sarris, but I'm concerned  
 20 about the fiscal impact of approving this, if it  
 21 should preclude an in-person celebration later

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1 on.  
 2 DR. ROBERTS: Yeah, I can speak to half  
 3 that. I'll certainly defer to Mr. Sarris on the  
 4 budget portion, on the fiscal impact. I think  
 5 similar to what I was sharing with Mr. Reshid's  
 6 question, I don't think precludes the term that  
 7 we're sharing at this point, that exploration. I  
 8 think leaving that door open to explore options  
 9 of what might be possible, but certainly we have  
 10 to understand that right now groups no larger  
 11 than ten is still, I believe, under our  
 12 governor's state order. So if that changes and  
 13 that evolves, as a system we'd be looking at  
 14 exploring options relative to, because we're  
 15 looking at some class sizes of 200 at our smaller  
 16 high schools up to 550 to our larger high  
 17 schools, so even excluding parents and excluding  
 18 loved ones, we're still talking a really  
 19 significant number of students, let alone the  
 20 adults that would have to be there to supervise  
 21 them and celebrate with them in terms of the

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1 teachers and the administrators and the central  
 2 office staff. So I think the word of this thing  
 3 really is exploration, leaving that door open  
 4 based on the state's easing of restrictions as we  
 5 go into the next six to 12 months.  
 6 MS. HENN: Because as Mr. Reshid said, I  
 7 mean, I think the strong preference if you only  
 8 do one is to delay and to do something in person.  
 9 So I would hate to do this and then find for  
 10 fiscal reasons that we couldn't do something in  
 11 person when that is really the preference of our  
 12 students and families.  
 13 MR. SARRIS: So could I just add, this  
 14 is George Sarris, that our estimate is about  
 15 \$75,000 and we have added some leeway there in  
 16 the event that some custom features or services  
 17 that we're not aware of now might present  
 18 themselves. So with a budget of \$300,000, even if  
 19 we were to spend this 75, I believe that we would  
 20 be, we would have the resources to pursue  
 21 additional options. I don't know, you know, if

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1 we would be renting 24 sites, but if that were  
 2 needed, I think we could manage that within our  
 3 current budget.  
 4 MS. HENN: Okay.  
 5 DR. ROBERTS: Thank you.  
 6 MS. HENN: Thank you.  
 7 CHAIRMAN CAUSEY: Ms. Jose?  
 8 MS. JOSE: No questions, thank you.  
 9 CHAIRMAN CAUSEY: Mr. McMillion?  
 10 MR. MCMILLION: Can you hear me?  
 11 CHAIRMAN CAUSEY: Yes, we can now,  
 12 Mr. McMillion. Go ahead.  
 13 MR. MCMILLION: Great. Dr. Roberts, you  
 14 mentioned 8,000 graduates; is that correct?  
 15 DR. ROBERTS: Approximately, yes.  
 16 MR. MCMILLION: Okay. I'm concerned  
 17 that a majority of seniors and parents are not  
 18 interested in virtual graduation and if we  
 19 approve this contract, it would narrow  
 20 opportunities for some type of real live  
 21 graduation in late June or July, or even the

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1 fall.

2 I'd like to talk real quickly about

3 Mr. Reshid's survey that he did with our seniors.

4 Dr. Wheatley-Phillip, are you in this audience?

5 Okay.

6 My point was going to be in a survey,

7 you know, from what I gather, you know, three or

8 four or five percent of respondents in a survey

9 is considered outstanding, and Mr. Reshid's

10 survey that he did, he got 6,488 respondents.

11 Now granted, some of those people might have been

12 doing it twice, some of them might not have been

13 seniors, some of them might have been parents,

14 but 6,488 respondents out of theoretically now,

15 whether this information, whether this is valid

16 or not is another story, but out of 8,000

17 graduating seniors, 6,488 said that they were

18 not, you know, they're not interested, or 78

19 percent of that said that they're not interested

20 in a virtual graduation. So I'm inclined to say,

21 you know, if that majority of people, seniors and

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1 their parents are not interested, then maybe we

2 not spend this money, and we look at something

3 when things open up. That's my opinion, thank

4 you.

5 CHAIRMAN CAUSEY: Ms. Mack?

6 MS. MACK: Ms. Henn and Mr. McMillion

7 raised my concern, thank you.

8 CHAIRMAN CAUSEY: Ms. Scott?

9 MS. SCOTT: I don't have any questions,

10 thank you.

11 CHAIRMAN CAUSEY: Ms. Rowe?

12 MS. ROWE: My questions were answered,

13 thank you.

14 CHAIRMAN CAUSEY: Dr. Williams or other

15 staff want to have the final word before we have

16 a vote?

17 DR. WILLIAMS: Sure. This is Darryl

18 Williams and I want to thank Mr. Reshid for doing

19 the survey, and thank you, Mr. McMillion, for

20 raising that, and others who had a similar

21 question about what the students wanted, and as

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1 Dr. Roberts mentioned, the group of stakeholders,

2 the students on the group, stakeholder group that

3 provided feedback. I understand the survey, I

4 understand the feedback. Just the reality, we

5 did say we will look and explore some options,

6 but I do know nearby districts and school systems

7 are doing something similar in the month of June,

8 and so we wanted to present this option to the

9 Board for virtual graduation. Clearly it will

10 never replace the tradition of an actual

11 face-to-face graduation, but with the unknowns

12 that are out there, again, we don't know what

13 will happen after May 15th, we don't know what

14 will happen with the stay at home order,

15 executive order, so I appreciate the feedback.

16 We were looking at this option for our

17 seniors who've had a senior year not as planned,

18 but again, we will defer to the decision of the

19 Board, but I just want to reference that me and

20 my colleagues nearby are looking at similar

21 options for seniors, but I wanted to present that

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1 tonight and I appreciate the team being available

2 for the questions. Thank you, Dr. Roberts and

3 Mr. Sarris, and Dr. Zarchin.

4 CHAIRMAN CAUSEY: Thank you,

5 Dr. Williams. And with that, we will take a

6 rollcall vote please.

7 MS. GOVER: Would you make a motion

8 please?

9 CHAIRMAN CAUSEY: Is there a motion to

10 approve agenda Item L-29 for a contract for

11 virtual graduations?

12 MR. OFFERMAN: So moved, Mr. Offerman.

13 CHAIRMAN CAUSEY: Thank you. Is there a

14 second?

15 MR. RESHID: Second, Omer Reshid.

16 CHAIRMAN CAUSEY: Thank you, Mr. Reshid.

17 Is there any other discussion? Mrs. Gover, if we

18 could have a rollcall vote please.

19 MR. KUEHN: Kathleen, this is Russ

20 Kuehn.

21 CHAIRMAN CAUSEY: Yes.

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1 MR. KUEHN: I just wanted to make sure,  
 2 and it sounds like this is the case, but we're  
 3 providing this as an option, it is not a  
 4 preferred option and it's not the first option  
 5 depending on circumstances, but this contract  
 6 gives us the ability to do something. And I just  
 7 want to make sure, because Mr. McMillion made a  
 8 very good point when, you know, he was talking  
 9 about the fact that if we pass this, we're really  
 10 shutting down discussion and the possibility of  
 11 in person at some point in time, and I'm not  
 12 clear, and I hope that we're not shutting that  
 13 discussion down by passing this contract.  
 14 MR. MCMILLION: I'd like to clarify what  
 15 I said.  
 16 CHAIRMAN CAUSEY: Yes, go ahead,  
 17 Mr. McMillion.  
 18 MR. MCMILLION: I used the phrase narrow  
 19 opportunities for some type of real live  
 20 graduation in late June, July, or even in the  
 21 fall.

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1 MR. KUEHN: Okay.  
 2 CHAIRMAN CAUSEY: Dr. Williams, would  
 3 you want to clarify for Mr. Kuehn?  
 4 DR. WILLIAMS: This was an option to do  
 5 something for our class of 2020 when we have  
 6 confirmation on the, to end the last, their  
 7 school year. We did say we would, based on the  
 8 feedback from the students, we would explore  
 9 in-person opportunities when we can and when it's  
 10 safe to provide those opportunities. So this was  
 11 an option to do something during the month of  
 12 June, May or June, but in this case it would be  
 13 June, for our seniors based on the circumstances  
 14 that we're in now. But again, this was an option  
 15 and we were going to also explore opportunities  
 16 for in person when we could provide such  
 17 opportunities based on the circumstances, so  
 18 again, this is an option.  
 19 CHAIRMAN CAUSEY: Thank you. Any other  
 20 discussion? Mrs. Gover, if you could do a  
 21 rollcall vote please.

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1 MS. GOVER: Mr. Kuehn?  
 2 MR. KUEHN: Yes.  
 3 MS. GOVER: Ms. Pasteur?  
 4 MS. PASTEUR: Yes.  
 5 MS. GOVER: Mr. Offerman?  
 6 MR. OFFERMAN: Yes.  
 7 MS. GOVER: Mr. Reshid?  
 8 MR. RESHID: No.  
 9 MS. GOVER: Ms. Henn?  
 10 MS. HENN: Yes.  
 11 MS. GOVER: Ms. Causey?  
 12 CHAIRMAN CAUSEY: Yes.  
 13 MS. GOVER: Ms. Jose?  
 14 MS. JOSE: Yes.  
 15 MS. GOVER: Mr. McMillion?  
 16 MR. MCMILLION: No.  
 17 MS. GOVER: Ms. Mack?  
 18 MS. MACK: No.  
 19 MS. GOVER: Ms. Scott?  
 20 MS. SCOTT: Yes.  
 21 MS. GOVER: Ms. Rowe?

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1 MS. ROWE: Yes.  
 2 CHAIRMAN CAUSEY: The motion carries.  
 3 MS. GOVER: Yes.  
 4 CHAIRMAN CAUSEY: Thank you, everyone,  
 5 for that discussion. It's clear that the Board  
 6 and the superintendent and the staff really want  
 7 to try and provide our seniors the recognition  
 8 that they deserve, and hopefully they understand  
 9 that, and that whatever is planned becomes very  
 10 festive and engaging, and they'll look back and  
 11 say that was excellent, so thank you.  
 12 We're now going to move on to the next  
 13 item, Item M, new business, report on equity and  
 14 cultural proficiency, and for that we'll call on  
 15 Mr. Billy Burke and Dr. Lisa Williams to present  
 16 their report.  
 17 MR. BURKE: Thank you, Mrs. Causey, and  
 18 thank you, Mr. Corns, for bringing up the  
 19 presentation.  
 20 Good evening, Chairwoman Mrs. Causey,  
 21 Vice Chairwoman Mrs. Henn, Dr. Williams and

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1 members of the Board. Thank you for the  
 2 opportunity to present to the Board on the impact  
 3 of COVID-19 on our marginalized students and  
 4 families. I'm sure you are receiving feedback  
 5 from your constituents on how they are  
 6 experiencing the extended closure, and rightfully  
 7 so, your constituents expect you to protect their  
 8 interests.

9 But now more than ever, please listen  
 10 for the voices you can't hear. Their stories are  
 11 in the data that Dr. Williams is about to share  
 12 with you. Context matters. Why aren't we  
 13 hearing from some people? How is this virus  
 14 impacting their lives and their ability to  
 15 connect to schools. Please listen for the voices  
 16 that can't speak and protect their interests, and  
 17 now I'd like to turn things over to Dr. Williams.

18 DR. L. WILLIAMS: Good evening. Tonight  
 19 I'll be sharing on the topic of applying a racial  
 20 equity lens to the potential impacts of COVID-19  
 21 in the Baltimore County Public School system.

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1 Mr. Corns, can you advance? Thank you.  
 2 Specifically, I will make the connection  
 3 between Policy 0100, equity, and the State  
 4 Department of Education Policy as we examine  
 5 disproportionate impacts of COVID-19. We'll  
 6 discuss the implications for response from the  
 7 school system based on what we know at present  
 8 about impacts, and we will conclude with  
 9 recommendations as to ongoing considerations as  
 10 new information about this pandemic is made  
 11 available. Please advance.

12 So let's ground into the discussion  
 13 using Policy 0100, our equity policy. The  
 14 preamble of the policy states that disparities  
 15 based on race, special education, gender,  
 16 ethnicity, sexual orientation, gender identity,  
 17 et cetera, are unacceptable and directly at odds  
 18 with the belief that all students can achieve.  
 19 While we recognize that there are complex  
 20 societal and historical factors that contribute  
 21 to the inequities that our students face, rather

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1 than perpetuating these disparities the school  
 2 system must both address and overcome inequity by  
 3 providing students with what they need to  
 4 succeed. The COVID-19 pandemic has demonstrated  
 5 itself as a strike on the nexus of socioeconomic  
 6 and health vulnerabilities that exist in our  
 7 larger society. Next slide please.

8 So let's start by talking about what it  
 9 is that we know. These next couple of slides are  
 10 just headlines that have been in our local media  
 11 for the past six weeks talking about what we know  
 12 about impact, talking about what we know about  
 13 disproportionate impact, and it's important to  
 14 recognize that the vulnerabilities exposed by  
 15 this pandemic are experienced by many in our  
 16 community. These are but a sampling of the  
 17 stories that talk about the disproportionate  
 18 impact the pandemic is having across the country.  
 19 Next slide please.

20 One of the ideas that I will repeat, and  
 21 I still want to center this thought at present,

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1 is that while it is clear we are all being  
 2 impacted in this moment, we are not all  
 3 experiencing impact in the same way. And so when  
 4 we think about Policy 0100, it challenges us to  
 5 think about the vulnerable and marginalized  
 6 within our school community, and not perpetuate  
 7 conditions that are exposed by those  
 8 vulnerabilities, but think about how we might  
 9 mitigate and remove barriers so that our students  
 10 might have a full complement of experiences that  
 11 allow them to achieve at the highest levels. We  
 12 certainly have a moment in this crisis to think  
 13 very strategically about what our present  
 14 response is related to disproportionate impact,  
 15 and certainly those things that we will need to  
 16 consider in ongoing fashion. Next slide please.

17 Specifically, the national data are  
 18 telling us that African Americans are almost  
 19 consistently in the media that I've consumed,  
 20 identified as a group that is being  
 21 disproportionately impacted. In some communities

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1 we know that the Latin X population is being  
 2 disproportionately impacted. We've seen data  
 3 that talks about the impact, the disproportionate  
 4 impact on native and indigenous communities, and  
 5 these other representations in the national media  
 6 have been in both infections and mortalities.

7 We also know that poor families,  
 8 immigrant populations and populations for whom  
 9 English is not the first language are also groups  
 10 that have been disproportionately impacted. And  
 11 what is important for us to consider, and I will  
 12 drill down on this as I get into Maryland data  
 13 and then more specifically into BCPS data, these  
 14 three groups that are outlined on this slide are  
 15 a sizable portion of our population. One in five  
 16 families, I'm sorry, one in two families were  
 17 participating in free or reduced meals pre-COVID,  
 18 and so when we think about all of the economic  
 19 instability that has been catalyzed in this  
 20 moment and we consider even the information that  
 21 was just presented about the number of meals that

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1 we're making available, you can start to see how  
 2 the disproportionate impacts that are happening  
 3 in the larger environment most certainly will  
 4 have import within the school district, and so  
 5 this larger question of how we respond will be  
 6 one that will challenge us, again in both the  
 7 present and in the decision-making that we will  
 8 have in the near future. Next slide please.

9 What we know is that there are  
 10 conditions that families and communities are  
 11 located in that create additional vulnerability,  
 12 so I want us to actually start really by drilling  
 13 down from science that exists around the  
 14 description of circumstances that make families  
 15 more vulnerable that are entitled social  
 16 determinants of outcomes. And so when we start  
 17 thinking about like what are the social  
 18 determinant of inequality that we see in our  
 19 society absent a pandemic, you're going to see  
 20 several things that really characterize the  
 21 living experience, the lived experience of many

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1 of our families within Baltimore County.  
 2 But let's start with just thinking about  
 3 the idea of essential workers. As we think about  
 4 our students who are the children of first  
 5 responders, health care workers, those folks who  
 6 are on the front lines in this pandemic, we now  
 7 have reason to understand the occupational  
 8 positioning of our families in a different way  
 9 because that can inform and influence how we  
 10 ultimately serve them, because we know that those  
 11 families experience more vulnerability than  
 12 families who are differently positioned.

13 When we think about the question of  
 14 folks who live in spaces that are not, that are  
 15 dense, and I have an image that I will show you  
 16 later on in the presentation, when the primary  
 17 recommendation is that we consider and observe  
 18 social distancing, we have to think critically  
 19 what it means just to serve a population that has  
 20 characteristics that have, where we have families  
 21 that live in rural, urban and suburban spaces,

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1 right? And so what does it look like to support  
 2 those families in different ways, because they're  
 3 living in different conditions that have  
 4 different potential impacts for them at present,  
 5 and so how do we think through that idea.

6 Similarly, we know that children in  
 7 families of, for parents who are engaged in the  
 8 service sector, and Dr. Adams alluded to this in  
 9 his talking points, many of our students are now  
 10 essential workers because they are doing those  
 11 jobs in grocery stores or fast food spaces where  
 12 you risk exposure just because you're not  
 13 sheltered in very much as we are on this call.  
 14 And so again, as we start to understand from the  
 15 data that we're seeing in a very large  
 16 macroenvironment, we really need to think about  
 17 our positioning to understand impact right here  
 18 in Baltimore County.

19 I would like to use a statistic from  
 20 labor reports on employment as just an example to  
 21 start the conversation, or to deepen the

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1 conversation about economic, socioeconomic  
2 vulnerability. During the week of March 14th,  
3 2020, the Maryland unemployment statistic, and  
4 this was right before the onset of what we now  
5 think of as our formal removal because of the  
6 pandemic, so the unemployment rate during that  
7 week was 1.4 percent. One month later, and this  
8 is in Maryland, April 11th, that rate had climbed  
9 to 6.3 percent. So if we think about one in two  
10 of our families participating in free and reduced  
11 meals pre-COVID, we have to recognize the amount  
12 of instability that families are going to  
13 encounter in a whole host of ways when we start  
14 to contextualize in statistics like these.  
15 Social distancing is a privilege and not everyone  
16 has the option to enjoy that privilege. As we  
17 think about our homeless population, families in  
18 shelters, families that live in a  
19 multigenerational situation, and again, families  
20 that live in dense urban spaces, we're going to  
21 have diversity in impact that our students will

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1 as of -- these data are as of April 9, but as of  
2 5/4/2020, just over 9,000 African Americans have  
3 contracted the virus, 503 of them have succumbed.  
4 White families, just over 5,800, 503, same number  
5 listed according to The Sun. And then our  
6 Hispanic Latino community is at a rate of 48,  
7 just over 4,800 contractions with 81 persons  
8 experiencing mortality. So as you can see, we  
9 are now talking about the same kind of  
10 disproportionalities in the larger environment  
11 that are showing up in Maryland, and we're going  
12 to drill down even further and look at what is  
13 happening in Baltimore County using ZIP code  
14 data. But before we do that, Mr. Corns, next  
15 slide please.  
16 I talked a little bit about housing  
17 density, which according to the literature around  
18 social determinants, if you looked at these, what  
19 the recommendations are about what makes housing  
20 safe, at present so many of our students are  
21 living in conditions that pre-COVID we might not

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1 experience, and that certainly is going to show  
2 up in their ability to access what we make  
3 available through our continuity of learning  
4 plans and all of the whole host of other things  
5 that we have been providing to ensure that  
6 students stay both connected and engaged during  
7 this moment.  
8 And so up to this point I've been  
9 talking generally about the data that are in the  
10 larger environment, like what's happening across  
11 the broad society. I want to drill down now if  
12 we could into some of the Maryland-specific data.  
13 Mr. Corns, next slide please.  
14 And so I won't spend a lot of time here  
15 except to say the same disproportionalities that  
16 can be predicted by race that are being seen  
17 across the country are showing up in Maryland's  
18 data as well. What we know is that Prince  
19 George's County is leading in infection rate  
20 followed by Montgomery County, and Baltimore  
21 County follows Montgomery County. We know that

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1 have had as much concern about as we may have in  
2 this moment. Similarly, talked about the  
3 differences in economic opportunities that are  
4 being realized as a result of this pandemic. And  
5 certainly related to those employment  
6 opportunities are the socioeconomic conditions in  
7 which our kids need to live. But we talked  
8 about, and I'm sure if you have been consuming  
9 any of the media you've seen long food lines.  
10 Dr. Scriven talked about how many meals we made  
11 available here in Baltimore County, so just an  
12 explosion in vulnerability that marginalized  
13 communities are experiencing is really calling us  
14 into different types of contemplations about what  
15 responsive services need to look like at present  
16 day.  
17 And so access to quality education, as  
18 well as nutritious food, are two additional  
19 social determinants that I would have us to think  
20 about, and I want to give you just an example of  
21 the interface between this pandemic and something

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1 as maybe what we would think about on a regular  
 2 day as a normal provision, which is in that  
 3 quality education, and how this pandemic even  
 4 interrupts that. We know at the Dundalk post  
 5 office a number of weeks ago, there was a postal  
 6 worker who had contracted the virus, and so that  
 7 disrupted the ability of packets that would have  
 8 been made available to that particular community  
 9 to be delayed because there was an outbreak. And  
 10 so when we have these communities that are  
 11 disproportionately impacted, the suppositions  
 12 that we might make that everybody has access to,  
 13 life will look different for them. And so what I  
 14 would like to have the group consider is, again,  
 15 what place should these differences hold in our  
 16 decision-making, particularly given the context  
 17 of both our state and local policy around  
 18 equitable access. Next slide please.  
 19 When we look specifically within the  
 20 Baltimore County community, ZIP codes that have  
 21 been disproportionately impacted according to

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1 information made available on the COVID website  
 2 for Maryland that reside within our school  
 3 district includes 21215, 21208, which is  
 4 Pikesville; Parkville which is 21234;  
 5 Randallstown, 21133; Overlea, 21206; and then  
 6 Owings Mills. And so thinking about all of the  
 7 information that we talked about previous, we  
 8 would need to be on the lookout as we continue to  
 9 serve our communities broadly, but certainly  
 10 these communities in specific as to how the  
 11 pandemic and the ways in which we know it strikes  
 12 and the disruptions we know that it causes for  
 13 folks who don't have lots of safety nets, how  
 14 that might be playing out in our community. And  
 15 if the services that are needed are not things  
 16 that we provide as a school district, are there  
 17 partnerships that we should be forming privately,  
 18 publicly with the county government, that really  
 19 are responsive to the exacerbated inequalities  
 20 that we I know are going to result from this  
 21 pandemic.

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1 And so before I invite the voice of one  
 2 of our principals, Mr. Pat McCusker is here,  
 3 principal of Franklin, to share his story, I  
 4 would like to have you consider the following  
 5 image. Next slide please, Mr. Corns. And the  
 6 question that I would have you consider as you  
 7 consider the image is how do you socially  
 8 distance in this neighborhood? This is an aerial  
 9 view of Riverview, right? What does it look  
 10 like, what does it mean to apply an equity lens  
 11 when we have families, again, that have access to  
 12 space, which is at a premium right now, in terms  
 13 of one's abilities to comply with things related  
 14 to public safety and health, right? So what does  
 15 it look like to serve a community where that is  
 16 not the concern because of how things are  
 17 spatially laid out where, versus one where you're  
 18 in a food desert, people are shopping in corner  
 19 stores, the corner stores in and of themselves  
 20 don't have very much in the way of footage, so  
 21 the idea that you're going to have much space

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1 between you and the person who is in front of you  
 2 who may be purchasing something is not an  
 3 assumption that you can make, because the  
 4 topography of the area just does not lend itself  
 5 to that.  
 6 And so when we think about the nexus  
 7 between socioeconomic challenges, disruption of  
 8 employment, access to affordable housing, in  
 9 addition to access to safe housing, what we come  
 10 to realize is that the potential impacts given  
 11 that nearly 50 percent of our families  
 12 participate in free or reduced meals,  
 13 approximately 64 percent of our students are  
 14 students of color, with 40 percent of those  
 15 students being African American, pre-COVID we  
 16 were at a homeless rate of 1.8 percent, we are  
 17 poised to have a pretty significant impact to the  
 18 community that we serve if the phenomena plays  
 19 out in the county in similar ways as it's playing  
 20 out across the country. And so starting to have  
 21 these conversations now both in terms of what



1 should we be doing now to respond to what we  
2 know, and then how do we position ourselves to  
3 respond to things that we find out, is an  
4 opportunity that this moment provides.  
5 And so to go deeper into a personal  
6 narrative around how a school principal is living  
7 this pandemic, I would invite Mr. McCusker to  
8 share his story.  
9 MR. MCCUSKER: Good evening, everyone.  
10 I appreciate the opportunity to talk to you about  
11 Franklin High as well as the impact on particular  
12 students during the shift to the continuity of  
13 learning.  
14 In many ways Franklin High is a  
15 microcosm of BCPS. We have a diverse population  
16 of just over 1,500 students. Our student body is  
17 44 percent black, 32 percent white, 11 percent  
18 Hispanic, seven percent Asian, and five percent  
19 of our students identify as two or more races.  
20 Our students live in a variety of settings, from  
21 the large properties in Worthington Valley to the

1 for over a mile going up Reisterstown Road in the  
2 pouring rain waiting to get to that church for  
3 food.  
4 And we of course are hearing anecdotal  
5 stories from our own students. One contacted me  
6 as soon as the online learning plan was  
7 announced. He works in a grocery store and his  
8 hours had been increased to full time, he was  
9 concerned that he would not be able to keep up  
10 with his schoolwork. Another student is now home  
11 all day acting as caretaker for her 91-year-old  
12 grandfather and as teacher for her elementary  
13 school sibling while her mother works outside the  
14 home during the day.  
15 While the continuity of learning plan is  
16 well designed and well intentioned, there are  
17 certainly obstacles for some students to  
18 participate. For instance, we had 46 students  
19 request paper materials for any number of  
20 reasons, including lack of Internet service or  
21 lack of a working device. 34 of those students

1 multiple single family and townhome communities  
2 in the greater Reisterstown, Owings Mills and  
3 Glyndon area, to the apartment complexes which  
4 border the campus. We also have several students  
5 who are homeless.  
6 Our students are being impacted by the  
7 closure of schools in both predictable and  
8 unexpected ways. Many of our students have the  
9 necessary resources at home that allow them to  
10 fully participate in the continuity of learning,  
11 they have their devices, WiFi and printers, their  
12 parents are still being paid and they have not  
13 had to pick up any new responsibilities.  
14 However, other students and their families are  
15 struggling. For instance, the Catholic church in  
16 Glyndon had a food drive early last month and  
17 gave away over 1,600 boxes of food on April 11th.  
18 Over 300 cars came through the parking lot for  
19 those groceries. On the last Sunday of April,  
20 the Latinex church in Owings Mills also had a  
21 food distribution event; there were cars lined up

1 are black. So while our student population is 44  
2 percent black, 74 percent of the requests for  
3 paper materials are from black students.  
4 And even for students who are using  
5 various devices at home, there is variability.  
6 For instance, if students have the correct apps  
7 on their phones and their operating systems are  
8 updated, they can usually submit the lesson  
9 assessments, but students who have not updated  
10 their phones may not be able to access them.  
11 Some students have been unable to complete the  
12 assessments because their phones need to connect  
13 to WiFi to do so. Some assignments ask students  
14 to complete note sheets or graphic organizers and  
15 then submit them. If students are working on  
16 their phones, they usually cannot complete a Word  
17 document or a PDF. The alternative is for them  
18 to copy the whole document down on a piece of  
19 paper by hand, then take a picture of it and send  
20 it in, which is a lot of steps and a real  
21 disadvantage when compared to students who have

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1 printers at home.  
 2       In short, every student has experienced  
 3 change since the schools are shut down, some are  
 4 dealing with more significant challenges than  
 5 others, and we're all working hard to help  
 6 students work through those challenges and to  
 7 provide the appropriate supports.  
 8       In conclusion I just want to say a word  
 9 about the teachers. They have really stepped up  
 10 to the plate, working in a remote environment in  
 11 which they had little if any experience. They're  
 12 doing an excellent job interacting with students  
 13 in order to continually check on their mental  
 14 health and wellness. Teachers understand that at  
 15 this point in time it's the students' mental  
 16 health and wellbeing that takes precedence over  
 17 the curriculum. Thank you.  
 18       DR. L. WILLIAMS: Thanks, Mr. McCusker,  
 19 and thank you so much for being a thought partner  
 20 as we elevate this narrative for consideration.  
 21 And so if you could advance the slide, Mr. Corns?

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1       And this is the image of Mr. McCusker's  
 2 community that he spoke to. You can go to the  
 3 next slide. Thank you.  
 4       So in coming down to concluding the  
 5 presentation, how are we responding to what's  
 6 known? You've heard several presentations  
 7 tonight about the continuity of education, about  
 8 how we are thinking about teacher flexibility,  
 9 about the guidance that principals are giving to  
 10 their teachers, about we're starting a targeted  
 11 communication plan for communities that are more  
 12 impacting. We have PPWs who are working with our  
 13 most vulnerable students. So we are in the  
 14 negotiation of what it means to apply a lens of  
 15 equity to our response at present. Next slide  
 16 please.  
 17       But the challenge is that we work in a  
 18 complicated set of circumstances in our  
 19 organization. I alluded to the urban, suburban  
 20 and rural ways in which our communities are laid  
 21 out. I want to correlate that loosely to the

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1 fact that we're going to have some families that  
 2 have minimal impact from this pandemic, meaning  
 3 they're going to be able to shelter in place,  
 4 they're going to be able to have adequate  
 5 childcare, they're not going to experience  
 6 interruption in their home situations. I mean,  
 7 they are going to be impacted but they are not  
 8 going to be impacted in the same way as a child  
 9 who has a parent who works in the service  
 10 industry, who has an exposure, who then has to  
 11 quarantine from that parent, who then has to  
 12 worry about how they get food. And all of that  
 13 will, and everything in between characterizes  
 14 different segments of our population in this  
 15 moment. So the application of the equity lens, I  
 16 would submit, would include having a response for  
 17 families that are experiencing less impact while  
 18 maintaining integrity in responses for families  
 19 that are having more impact. And how do we do  
 20 that, because we know there's a wide range of  
 21 experiences, interruptions, a broad spectrum of

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1 connection and disconnection, and certainly our  
 2 discussions around social emotional needs, as  
 3 well as intelligence demands, emotional  
 4 intelligence demands at this moment are  
 5 critically important in service to our  
 6 population.  
 7       And so I'd like to leave you with a few  
 8 final thoughts, recommendations for  
 9 consideration. Next slide please.  
 10       What is the equity agenda we want to  
 11 pursue when we return to schools? I think it's  
 12 important for us to sit in a sober sense of  
 13 recognition that we had challenges with equity  
 14 and access for different marginalized populations  
 15 prior to this pandemic, those will be challenged  
 16 in different ways and we might have more families  
 17 who fall into vulnerability as a result of this  
 18 moment. And so what will our response be as we  
 19 think about the adaptive leadership needed to  
 20 support for our community? And lastly, what do  
 21 we learn about the structures that we have been

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1 implementing that really are not responsive, and  
 2 only in this situation can we see the extent to  
 3 which we really need to be thinking about a  
 4 transformation of some of the question of how we  
 5 do business on a daily basis, responsive to data,  
 6 responsive to the needs of our community, to  
 7 ensure we're honoring both the spirit and the  
 8 written sentiment of our equity policy.

9 And so I want to leave you with this  
 10 poem and I'm not going to read the poem, I'll  
 11 just read the first line. We are all in the same  
 12 boat but we're not in the same storm, and I think  
 13 when you have a moment to consider this, it  
 14 nicely characterizes the challenge that we are  
 15 contending with. An equity lens is not about  
 16 choosing to only respond to some students, it is  
 17 about thinking about the whole of our community  
 18 and responding to different needs as they are  
 19 made known to us in ways that truly provide  
 20 opportunities for all young people to achieve at  
 21 their highest levels. So I thank you for your

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1 consideration, and I would ask if there are any  
 2 questions at this point.

3 CHAIRMAN CAUSEY: Thank you,  
 4 Dr. Williams. I just want to say thank you so  
 5 much for that presentation, and the care and  
 6 compassion for our students and families and  
 7 situations. And with that, I'm just going to  
 8 open the floor to questions. Board members, if  
 9 you could just state your name and then ask your  
 10 question.

11 MS. PASTEUR: Ms. Pasteur. Thank you,  
 12 Dr. Williams, for that presentation. Spot on.  
 13 And I am particularly happy that it was McCusker  
 14 that spoke because when we look, under our normal  
 15 circumstances we think that Franklin, we don't  
 16 put Franklin in the same category as we do for  
 17 other schools, particularly and for one through  
 18 seven, so to see Franklin and to hear those  
 19 numbers tell you how deep this situation flows  
 20 when we're not in this situation. So when we  
 21 have this kind of pandemic, you get a sense of

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1 the overload, and so I just want to go back now  
 2 and say that the questions that I asked earlier  
 3 or the points I made earlier for some of us  
 4 really are not surface questions, that when we  
 5 speak about those children who are on packets  
 6 because that's what they have to have, that it is  
 7 not something, it is something that needs to be  
 8 in our forefront in our thinking when we, one  
 9 year we talk about screen time for a computer,  
 10 but in this pandemic we want our children to have  
 11 more screen time and a different kind of screen  
 12 time without processing that large number of  
 13 children for whom that is not an option, which  
 14 means one more time, they are disenfranchised,  
 15 but they're not just disenfranchised in terms of  
 16 their instruction, it goes back to them being  
 17 disenfranchised emotionally, because there is an  
 18 emotional impact on a child who recognizes that  
 19 he or she is going to have to do the work  
 20 differently, present it differently than his or  
 21 her peers because of their circumstances. So now

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1 it's in his or her face. That has a very  
 2 different and larger impact, emotional and social  
 3 impact on that child.

4 I've heard Ms. Scott talk about the  
 5 importance of looking at these communities and  
 6 making some decisions about how we handle them  
 7 once schools are open. This is not an option as  
 8 I see it, but again, thank you, Dr. Williams, for  
 9 the presentation. This is not an option, this is  
 10 not a second part that we need to have in terms  
 11 of what it is we need to be doing for our  
 12 children. We have a larger picture in terms of  
 13 what we need to do, but we cannot forget those  
 14 children who have been economically  
 15 disenfranchised because it's going to mean so  
 16 many things in terms of how they get the  
 17 instruction and how they feel about how they  
 18 deliver the instruction. Thank you, thank you,  
 19 thank you, and again, McCusker, thank you for  
 20 coming out, because most people would have never  
 21 looked at Franklin High School in the lens that

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1 you gave us.

2 MS. SCOTT: Thank you so much,

3 Ms. Pasteur, this is Makeda Scott. And also,

4 thank you, Dr. Lisa Williams, for that

5 presentation. It was very informative, very eye

6 opening, and the lens of equity I would venture

7 to say has actually changed. COVID-19 has

8 changed the lens of equity. Some things are the

9 same and some things have been exacerbated a

10 little bit more. And I just kind of wanted to

11 find out from you how can we, what are some

12 suggestions I guess, what are some tangible

13 suggestions that you see that you would have for

14 us as we go back into the school year?

15 Like I've been looking on the Baltimore

16 County COVID-19 dashboard. The numbers of course

17 are increasing every day, and in Owings Mills

18 like you said, 245 cases; in Catonsville, 350

19 cases; Pikesville, 205; Randallstown, 286; Gwynn

20 Oaks, 231. I mean, they're just increasing, it's

21 more than a thousand in the fourth district alone

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1 to date, this is considered a hot spot. And how

2 would you see supporting these students, teachers

3 and families when school is back in session who

4 have been through the trauma of living through

5 COVID-19 and living in a hot spot, who may be

6 experiencing things that perhaps students maybe

7 in other areas are not experiencing?

8 DR. L. WILLIAMS: Yeah, so first let me

9 start with your first point about the fact that

10 this is changing what equity looks like. And so

11 there are going to be some ways in which the same

12 predictable disparities that existed prior will

13 still be present for us, but your larger point

14 about it's going to change the conversation is I

15 think where we need to start, because what I

16 would submit is that we need to figure out what

17 the impacts actually are in our communities. So

18 one of the things that community sup's do and

19 executive directors are doing, and the PPWs are

20 doing, we are collecting, we are debriefing with

21 our principals, we are debriefing with teachers

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1 so that we can get surfaced how communities being

2 impacted, so we have a different source of data

3 to understand impact which allows us to come at

4 the question of how we respond in a way that is

5 different than just pulling quantitative data,

6 which we might do under different circumstances.

7 So it's really important for us to put ourselves

8 in a position to get access to information about

9 how does disproportion impact how communities are

10 living, what is the day-to-day they're contending

11 with, and then working both internally and with

12 external partners to come up with strategies as

13 to how we meet some of the needs.

14 Because you're right, there is no part

15 of the person, right, that is not going to be

16 impacted. And that's for all of us by the way,

17 right? So this question of what is the impact of

18 trauma, what impact is that going to have on our

19 students, their social emotional wellness, their

20 executive functioning, those things are just as

21 important as where are they going to be in their

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1 math, where they're going to be in their science.

2 And one of the things that I know the teachers

3 are being encouraged to consider in engaging with

4 families is that you have to attend to Maslow

5 before you attend to Bloom. In other words, you

6 have to think about the social emotional

7 availability of our young people and families

8 before you just jump in and start talking about

9 the academics. So hopefully that responds to

10 your question superior.

11 MS. SCOTT: That did, thank you.

12 MS. JOSE: Thank you, Dr. Lisa, this is

13 Moalie Jose. Thank you for that really wonderful

14 presentation and the sobering data. Based on

15 what we've heard, I think it's imperative that as

16 a system, as a board, we take a proactive

17 approach to addressing inequities in our system.

18 You know, a lot of people are skeptical about the

19 continued existence of racial discrimination,

20 social, economic and unequal opportunities. But

21 we see the data, I see the data all the time on

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1 disparities and if we address that we will close  
 2 the gaps, which will benefit our society as a  
 3 whole. You know, we will help improve our  
 4 academic success among students in racial and  
 5 ethnic minorities, socially disadvantaged,  
 6 differently abled, special needs, ESOL  
 7 population.  
 8         And you know, the way I think, and I've  
 9 looked at a lot of other school districts and  
 10 everybody has an equity committee, and last year  
 11 Ms. Scott, actually March of 2019, had suggested  
 12 she wanted to start an equity committee for the  
 13 Board. Since then I've looked at a lot of school  
 14 districts who have equity committees, it's pretty  
 15 common, and the time for that is now, it's not  
 16 tomorrow, it's not two months from now.  
 17         Ms. Scott already is on the MABE equity  
 18 committee. That's why I'm going to make a motion  
 19 that the Baltimore County Board of Education  
 20 create an equity committee that's chaired by  
 21 Ms. Scott that reports back to the school board

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1 to Dr. Whisted, I know I get a lot about concerns  
 2 about our children with disabilities, that needs  
 3 to fit in some way, because all of those things  
 4 intermingle, they're not nice neat categories.  
 5 So I see this committee as having a heavy load  
 6 but a necessary load, but I would, I'll just stop  
 7 here, but I do at some point want us to get back  
 8 to Dr. Williams and maybe bringing in some ideas  
 9 of how we work with our children who have  
 10 disabilities, who have all of these other areas  
 11 of inequity that we need to focus on.  
 12         MS. JOSE: Thank you. This is Moalie.  
 13 Thank you, Ms. Pasteur.  
 14         I do want to address Ms. Causey's  
 15 comment. This is not a work session, the work  
 16 session I believe is on 5/19, May 19th. The  
 17 other thing is yes, the equity committee will  
 18 address disabled students, it will address  
 19 special needs, it will address ESOL, it will take  
 20 into, you know, decide everything that holds  
 21 people back and level the playing field. And the

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1 on a quarterly basis.  
 2         MS. MACK: I'll second that, Lisa Mack.  
 3         CHAIRMAN CAUSEY: Thank you. So  
 4 typically when we have a work session we don't  
 5 have motions and take action on it, but there is  
 6 a motion on the floor with a second, so I will  
 7 open that issue up to questions from, or comments  
 8 from board members.  
 9         MS. PASTEUR: I'd like to jump in on  
 10 that. I'm glad a motion was made and it was  
 11 seconded. It absolutely needs to happen and the  
 12 time is now. Under the guidance of the chair  
 13 position, Ms. Scott, and the staff leadership of  
 14 Dr. Williams, I am hopeful, I know that  
 15 Dr. Williams can lead us to all of the areas to  
 16 which that points, so that it's about those who  
 17 are, who are experiencing homelessness, who are  
 18 in need of food and instruction, and all of those  
 19 pieces that have to do with race, gender,  
 20 et cetera. But I also like, and I notice we have  
 21 a motion here, but not only to Dr. Williams, but

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1 way to start it is to start a committee that will  
 2 help explore this along with Dr. Williams and his  
 3 staff, Dr. Lisa Williams and whoever Dr. Williams  
 4 thinks is qualified to be on that committee. I  
 5 think the first step is to acknowledge that there  
 6 is a problem and then move forward to addressing  
 7 it, and I think Ms. Scott has always made a say  
 8 about this for almost over a year since she's  
 9 been on the Board, to start an equity committee,  
 10 and for reason or the other it's always been  
 11 postponed. So the time is now, and no better  
 12 time than now.  
 13         CHAIRMAN CAUSEY: I would like to let  
 14 the Board know that at our past, or past board  
 15 meeting, that we voted to have the Policy 0100,  
 16 our equity policy be evaluated for being updated,  
 17 and so that is on the agenda for our upcoming  
 18 policy review committee meeting. And what I  
 19 would like to suggest is that in the discussion  
 20 of our review of Policy 0100, that we flesh out a  
 21 committee that would go along an perhaps be

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1 incorporated into that policy, and really take  
 2 some time to discuss with Dr. Williams and,  
 3 Dr. Darryl Williams and Dr. Lisa Williams in what  
 4 that would best look like, to be most effective.  
 5 So Ms. Scott, it's because of your  
 6 bringing it up that we are doing this in the  
 7 policy review committee, and of course you're on  
 8 the policy review committee. So what do you  
 9 think about addressing that in the policy review  
 10 committee in terms of really taking the time to  
 11 set parameters and work on it that way?  
 12 MS. SCOTT: Thank you for that. I think  
 13 we can do both, I think we can vote on it here  
 14 since there is a motion and it has been seconded,  
 15 and then I think we can also work on it in policy  
 16 review.  
 17 CHAIRMAN CAUSEY: Yes, that would be  
 18 the --  
 19 MS. SCOTT: Sorry. I would say that we  
 20 can go ahead and vote on it here, because I want  
 21 it to be something where board members are

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1 involved, but also I want the community's  
 2 involvement as well, I want to work with Dr. Lisa  
 3 Williams, Dr. Darryl Williams, as well as the  
 4 community, so it's truly a community equitable  
 5 sort of committee. So yeah, I guess if we could  
 6 vote on it tonight on the establishment of it,  
 7 and then we can go forward from there.  
 8 CHAIRMAN CAUSEY: Yes, I think that that  
 9 would be effective. Any other board members that  
 10 would like to speak to this motion?  
 11 MS. ROWE: I just had one question, this  
 12 is Lily Rowe.  
 13 CHAIRMAN CAUSEY: Yes.  
 14 MS. ROWE: So would the equity committee  
 15 be -- so we have a policy review committee that  
 16 reviews policy and we have a contracts committee  
 17 that approves contracts. What specifically would  
 18 be the work of the equity committee as far as  
 19 actionable items?  
 20 MS. SCOTT: Okay. I'm sorry, this is  
 21 Ms. Scott. The way I envisioned it was that it

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1 would be basically an equity, diversity and  
 2 inclusion committee, and it would act as an  
 3 advisory committee to the school board to provide  
 4 us with guidance in equity, diversity and  
 5 inclusion at our schools, some of the items that  
 6 we talked about, things dealing with, like  
 7 Ms. Pasteur had said, learning differences, and  
 8 creating a safe and caring and mutually  
 9 respectful environment for all of our students,  
 10 staff and families, but also making sure that we  
 11 provide an equity lens to everything that we do,  
 12 and that we look at that and we consider the  
 13 greater impact that it has to our students and  
 14 our community as far as BCPS. So that's kind of  
 15 like a broad sort of generalization as to what I  
 16 had envisioned when I had approached Ms. Causey,  
 17 I believe it was last year, in regards to the  
 18 formation of the committee.  
 19 MS. ROWE: Okay, thank you.  
 20 MS. SCOTT: Thank you for the question.  
 21 CHAIRMAN CAUSEY: Is there additional

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1 comments or questions before we vote on the  
 2 motion?  
 3 MS. HENN: Yes, this is Julie Henn,  
 4 Ms. Causey.  
 5 CHAIRMAN CAUSEY: Yes.  
 6 MS. HENN: It sounds like Ms. Scott, her  
 7 comment regarding community input, I would just  
 8 like to know whether or not the intent may be to  
 9 form an advisory group rather than a board  
 10 committee if the intent is to include committee  
 11 members, so I just wanted to seek clarification  
 12 on that. Because if that's the case, we may want  
 13 to revise the motion that's on the floor.  
 14 MS. JOSE: This is Ms. Jose, I can  
 15 address that. To the larger communities, the  
 16 9,000 school districts, I would say almost half  
 17 of them have equity committees, and three's an  
 18 allocation of the board members and sometimes  
 19 some community members, as well as staff  
 20 obviously. The how is how the committee is going  
 21 to, Dr. Williams and Dr. Lisa Williams and Makeda

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1 can work out who all needs to be on that  
 2 committee and how we can facilitate that. The  
 3 key thing is to initiate the process.  
 4 Ms. Henn, go ahead, I'm sorry if I  
 5 interrupted you.  
 6 MS. HENN: My question was for  
 7 Ms. Scott, and because a board committee is made  
 8 up of board members, there is a definition, a  
 9 defined membership of board committees, it is of  
 10 board members with staff advisors, whereas an  
 11 advisory group consists of external community  
 12 members. So my question was for Ms. Scott as to  
 13 how she envisioned this group functioning.  
 14 CHAIRMAN CAUSEY: So, Ms. Scott?  
 15 MS. SCOTT: Yes, as a board committee,  
 16 but basically going by what, when I said  
 17 community involvement, I meant as far as making  
 18 sure we take into consideration what equity looks  
 19 like in various communities and making sure that  
 20 we use that with our equity lens.  
 21 CHAIRMAN CAUSEY: Other board members,

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1 comments or questions?  
 2 MS. MACK: Ms. Scott, it's Ms. Mack.  
 3 MS. SCOTT: Yes.  
 4 MS. MACK: I mean I obviously support it  
 5 because I seconded the motion, but if we went  
 6 with a group like the CCAC or the GTCAC where we  
 7 have meetings where the public can actually come  
 8 in, sit with you as the board member, whoever  
 9 else from the board who's on there with the staff  
 10 members that Dr. Williams, Dr. Darryl Williams  
 11 assigns, it would be more of a give and take and  
 12 really get the community input live on a  
 13 scheduled basis. Would you consider something  
 14 like that? I'm talking about the way the GTCAC  
 15 or the CCAC meetings work.  
 16 MS. SCOTT: So would that then, it would  
 17 be a board committee where people came in and sat  
 18 in live, is that what you're --  
 19 MS. MACK: I guess what I'm saying is  
 20 more as an advisory, it would be a formal BCPS  
 21 supported advisory committee like CCAC or GTCAC,

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1 because in those meetings affected or interested  
 2 parties come in and give firsthand accounts of  
 3 how policies or decisions that are made by the  
 4 school system actually impact them either  
 5 positively or negatively, and information is  
 6 taken back on a realtime basis by staff members  
 7 who attend those meetings, and then the  
 8 conversation goes from there.  
 9 MS. JOSE: This is Ms. Jose. If I could  
 10 address that, the advisory committee is only made  
 11 up of community members, no board members, so I  
 12 specifically made a motion for a board committee  
 13 to be established, an equity committee on the  
 14 Board, so the advisory committee will have  
 15 community members as well as staff. This is not  
 16 an advisory committee, I'm asking for an equity  
 17 committee, and it's pretty common all around the  
 18 district and the country, so it's not, you know,  
 19 I'm not reinventing the wheel.  
 20 CHAIRMAN CAUSEY: I'm sorry, is  
 21 somebody -- I can't hear who's speaking.

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1 MS. PASTEUR: This is Ms. Pasteur.  
 2 Going back to --  
 3 CHAIRMAN CAUSEY: Ms. Pasteur, I can't  
 4 hear you.  
 5 MS. PASTEUR: Okay, I don't know --  
 6 CHAIRMAN CAUSEY: But now we can.  
 7 MS. PASTEUR: Okay, same spot. Okay.  
 8 Back to Mrs. Henn's point and then what Ms. Mack  
 9 was mentioning, remember that those advisory  
 10 groups are under guarded by a department in the  
 11 system that is laying out levels of instruction,  
 12 that's by, has some policy also under guarding  
 13 it. Because we have been so far behind in terms  
 14 of equity, and Dr. Williams and her department  
 15 have been just trying to get that foothold for so  
 16 long that we need to have that framework first  
 17 before you start seeing others who are coming in  
 18 to do what the GT and the special ed and the  
 19 other groups are doing. They need to have that  
 20 framework as well, and that connection, so the  
 21 motion is to start an equity committee that

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1 emanates from this Board, we are giving it shape,  
 2 rhyme and reason, working from the inside,  
 3 working with Dr. Williams because she has been  
 4 working for some time as well on an equity  
 5 committee, so she has, her ideas and her  
 6 directions, we need to pull all of that together.  
 7 That does not mean that at some point there won't  
 8 be a motion -- (inaudible, static) -- that at  
 9 some point there won't be a motion that says, or  
 10 an outcry I'm getting from emails, text  
 11 messages -- (inaudible, static) -- reports who  
 12 are listening to this and saying they want to be  
 13 a part of such who are parents and community  
 14 people. But they too need a framework so that we  
 15 are dealing with all of the aspects throughout  
 16 this -- (inaudible, static) -- and Ms. Scott,  
 17 we've had these conversations, I think --  
 18 (inaudible, static) -- but right now we are on  
 19 this board committee, so if we can have a  
 20 framework, time is up, because if we then have to  
 21 languish finding whatever directions beyond

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1 whatever -- (inaudible, static) -- so I say let's  
 2 stick with the motion that is on the table, and  
 3 so I'm ready to call for the question.  
 4 UNIDENTIFIED BOARD MEMBER: Move the  
 5 previous question.  
 6 MR. OFFERMAN: Second, this is Offerman.  
 7 CHAIRMAN CAUSEY: So we have a motion to  
 8 move the question to a vote, we have a second, so  
 9 we're going to vote on moving it. Ms. Gover,  
 10 could you do a rollcall vote on the motion to  
 11 move the vote?  
 12 MS. GOVER: Mr. Kuehn?  
 13 MR. KUEHN: Just a question. Are we,  
 14 can we just vote on it, or are we talking about  
 15 moving it to a vote?  
 16 MS. PASTEUR: Yeah, can't we just vote?  
 17 CHAIRMAN CAUSEY: Mr. Kuehn, someone  
 18 made a motion to move the vote which was  
 19 seconded, so we need to dispense with that, so if  
 20 we could take a rollcall vote.  
 21 MR. KUEHN: Okay, I support this. Yes.

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1 MS. GOVER: Mr. Kuehn?  
 2 MS. PASTEUR: He said yes.  
 3 MS. GOVER: Sorry, thank you. Ms.  
 4 Pasteur?  
 5 MS. PASTEUR: Yes.  
 6 MS. GOVER: Mr. Offerman?  
 7 MR. OFFERMAN: Yes.  
 8 MS. GOVER: Ms. Henn?  
 9 MS. HENN: Yes.  
 10 MS. GOVER: Ms. Causey?  
 11 CHAIRMAN CAUSEY: Yes.  
 12 MS. GOVER: Ms. Jose?  
 13 MS. JOSE: Yes.  
 14 MS. GOVER: Mr. McMillion?  
 15 MR. MCMILLION: Yes.  
 16 MS. GOVER: Ms. Mack?  
 17 MS. MACK: Yes.  
 18 MS. GOVER: Ms. Scott?  
 19 MS. SCOTT: Yes.  
 20 MS. GOVER: Ms. Rowe?  
 21 MS. ROWE: Yes.

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1 MS. GOVER: Mr. Reshid has left the  
 2 meeting.  
 3 CHAIRMAN CAUSEY: Okay. So the motion  
 4 carries, so an equity committee will be  
 5 established by the Board of Education of  
 6 Baltimore County.  
 7 MR. OFFERMAN: Point of order.  
 8 CHAIRMAN CAUSEY: Oh, I'm sorry. I'm  
 9 getting all excited about that we've got this  
 10 done. Okay, I'm sorry. The vote was to end  
 11 debate and to call the previous question, so now  
 12 you have to vote on the question.  
 13 MS. PASTEUR: On the question, yes.  
 14 CHAIRMAN CAUSEY: Mrs. Gover, a rollcall  
 15 vote please.  
 16 MS. GOVER: Mr. Kuehn?  
 17 MR. KUEHN: Yes.  
 18 MS. GOVER: Ms. Pasteur?  
 19 MS. PASTEUR: Yes.  
 20 MS. GOVER: Mr. Offerman?  
 21 MR. OFFERMAN: Yes.



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<p>1 MS. GOVER: Ms. Henn?                  2 MS. HENN: Yes.                  3 MS. GOVER: Ms. Causey?                  4 CHAIRMAN CAUSEY: Yes.                  5 MS. GOVER: Ms. Jose?                  6 MS. JOSE: Yes.                  7 MS. GOVER: Mr. McMillion?                  8 MR. MCMILLION: Yes.                  9 MS. GOVER: Ms. Mack?                  10 MS. MACK: Yes.                  11 MS. GOVER: Ms. Scott?                  12 MS. SCOTT: Yes.                  13 MS. GOVER: Ms. Rowe?                  14 MS. ROWE: Yes.                  15 MS. GOVER: The motion passes.                  16 CHAIRMAN CAUSEY: The motion carries,                  17 the Board of Education has established, will                  18 establish an equity committee, and we will have a                  19 policy review committee meeting next week that is                  20 already discussing Policy 0100, so it will                  21 dovetail nicely with that. So I thank the Board</p>	<p>1 superintendents and executive directors when they                  2 are having conversations with staff. I don't                  3 necessarily just want to post it, I want to make                  4 sure it is part of the work that we're doing. So                  5 we will look at some options, additional options                  6 around this work to make sure our staff members                  7 are aware of the data which I'm sure they are,                  8 but definitely to drill down and make sure we can                  9 apply this to those professional learning                  10 opportunities that we're having with staff during                  11 the COVID-19. It's a remote process, but I think                  12 that's a start, so we will look at several                  13 options to make sure our staff will have access                  14 to parts if not the whole presentation.                  15 UNIDENTIFIED BOARD MEMBER: Okay, thank                  16 you.                  17 CHAIRMAN CAUSEY: Dr. Lisa Williams, I                  18 did have a question. You know, Nelson Mandela                  19 said that education is the most powerful weapon                  20 which we can use to change the world, and your                  21 presentation is just so impactful. But also I</p>
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<p>1 for their conversation, and really trying to make                  2 an impact for our children.                  3 UNIDENTIFIED BOARD MEMBER: Ms. Causey,                  4 before we leave this, could I make a suggestion                  5 about Dr. Williams', Lisa Williams' presentation?                  6 I know we're expecting our teachers, and I think                  7 you mentioned teachers but I didn't hear you                  8 mention nurses. If we could put this                  9 presentation up so that as our staff members,                  10 teachers, nurses, guidance counselors are doing                  11 continuous education, they would have access to                  12 this presentation, they may be able to                  13 incorporate some of this in the context that                  14 they're having now with our students.                  15 CHAIRMAN CAUSEY: So that's a question,                  16 a good question for Dr. Darryl Williams to                  17 evaluate, using this report.                  18 DR. WILLIAMS: So just to the Board, we                  19 have had ongoing conversations with Dr. Lisa                  20 Williams about the equity lens, but I think what                  21 we can do is work with our community</p>	<p>1 was thinking back to Dr. Scriven and Dr. Zarchin                  2 who have done so much work in terms of harnessing                  3 the social distancing, the behaviors that can be                  4 helpful in terms of personal safety, sanitary                  5 safety and so forth. And I wondered if there is                  6 an opportunity where Dr. Darryl Williams could                  7 consider utilizing Parent University and our                  8 tremendous access to parents through email, of                  9 developing some information that can allow our                  10 families to do the best they can in their                  11 circumstance in terms of what's coming out from                  12 the CDC and what's safe in your home and that                  13 sort of thing, to really try and make a                  14 difference through educating everyone with what                  15 is best for their family in this very difficult                  16 circumstance.                  17 UNIDENTIFIED SPEAKER: Would it be okay                  18 if I spoke to that, Dr. Williams?                  19 DR. WILLIAMS: Yes. I was just going to                  20 make a comment. I know we have several resources                  21 that we provided that sit on our website, but</p>

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1 again, I think the beauty of having an equity  
 2 committee to really look at, as Dr. Lisa Williams  
 3 talked about, our different ways of reaching out  
 4 to families and looking at different modalities,  
 5 looking at different approaches. So I would just  
 6 simply say, you know, I want to thank our parent  
 7 universities, definitely they are out there  
 8 reaching out, I want to thank our curriculum side  
 9 presenting the resources, as well as our  
 10 principals, executive directors. But again, I  
 11 think what was said earlier, we need to develop  
 12 that framework about how we're going to approach  
 13 this, and you know, the beauty of starting  
 14 something new, you know, we could start at ground  
 15 zero but there's so many other resources and  
 16 examples as Ms. Jose speaks about out there in  
 17 the community, out there in all the district, and  
 18 nearby districts, so again, I think we have  
 19 materials available, but really looking at  
 20 different ways of connecting with our families  
 21 and connecting with our families definitely, and

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1 students that are impacted with this COVID-19.  
 2 CHAIRMAN CAUSEY: Great, thank you very  
 3 much.  
 4 MS. ROWE: Ms. Causey, this is Lily  
 5 Rowe.  
 6 CHAIRMAN CAUSEY: Yes, Ms. Rowe.  
 7 MS. ROWE: I wanted to say something  
 8 before we went into the motion, but we went into  
 9 the motion, to Dr. Lisa Williams, is that I love  
 10 that we're looking at all of these equity issues  
 11 and what our families experience within our  
 12 school system, but I think it's also important  
 13 for people to remember that the public school  
 14 system in the context of our broader society is  
 15 its own equity issue. Because we live in a  
 16 county and in a state where a very large number  
 17 of students have the privilege to attend private  
 18 schools, and one of the things I have been  
 19 hearing from some of our constituents is that in  
 20 our COVID-19 response, that we should somehow  
 21 compete with what private schools are able to do,

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1 and like everything else, the public school  
 2 system cannot be compared to the private school  
 3 system because we have to deal with all students  
 4 and every possible situation they find themselves  
 5 in. And obviously the more wealth and the more  
 6 privileges a family has, the more they're going  
 7 to be able to social distance, the more they're  
 8 going to be able to source food that's delivered  
 9 to the house, the more they're going to be able  
 10 to afford private online schools and things like  
 11 that. And I think that in setting expectations  
 12 for the parents in our school system who may not  
 13 be facing some of the dire existential crises  
 14 that some of our students and their families and  
 15 our staff are experiencing, that remembering that  
 16 the public school system is itself a community  
 17 resource within a broader privileged society,  
 18 that, you know, 60 percent of people don't have  
 19 kids in the public school system, but they vote  
 20 and decide on our funding. And so I like that  
 21 we're looking at equity within our school system,

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1 but we also have to communicate this equity to  
 2 the broader community that otherwise doesn't even  
 3 care that we exist, because there are people  
 4 arguing for the complete abolition of the public  
 5 school system. So I do think equity is  
 6 important, but not just as an internal force.  
 7 CHAIRMAN CAUSEY: Thank you for your  
 8 comments, Ms. Rowe. Dr. Lisa Williams, did you  
 9 want to comment?  
 10 DR. L. WILLIAMS: No, no, no, I think  
 11 your point is well made, and part of my attempt  
 12 in the way the presentation was organized was to  
 13 show the different levels of interaction around  
 14 the larger issue of equity right across society.  
 15 But the last thing, what I will say in  
 16 conclusion, first of all, thank you for such a  
 17 spirited discussion of the presentation, I'm glad  
 18 that it resonated. But I think one of the things  
 19 that this pandemic teaches us is that we're all  
 20 interconnected, so I think there's an opportunity  
 21 to rally talk about at present what vulnerability

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1 in one population does to the whole, which is why  
 2 we're all impacted in this moment. And so again,  
 3 thank you for your consideration, and with that,  
 4 I will bid you good night.  
 5 CHAIRMAN CAUSEY: Good night, thank you.  
 6 So Dr. Williams and board members, we've had some  
 7 wonderful presentations and some wonderful  
 8 discussions. I do think given the time of the  
 9 evening that we should move the last two items of  
 10 the agenda to our next board meeting.  
 11 Mr. Nussbaum, do I need a motion to move those  
 12 Items N and O to the next board meeting?  
 13 MR. NUSSBAUM: I would say since they're  
 14 on the agenda, it would be a good idea to do  
 15 that.  
 16 CHAIRMAN CAUSEY: Okay. I'm going to  
 17 make a motion to move Items N and O to the next  
 18 board meeting. Is there a second?  
 19 MS. HENN: Second.  
 20 CHAIRMAN CAUSEY: Any discussion? All  
 21 in favor, please answer a rollcall vote.

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1 MR. KUEHN: Yes, Mr. Kuehn, yes.  
 2 MS. GOVER: Thank you. Ms. Pasteur?  
 3 MS. PASTEUR: Yes -- no -- yes.  
 4 MS. GOVER: Ms. Pasteur?  
 5 MS. PASTEUR: What's the --yes.  
 6 MS. GOVER: To move Items N and O to the  
 7 next board meeting.  
 8 MS. PASTEUR: Yes, that's fine.  
 9 MS. GOVER: Thank you. Mr. Offerman?  
 10 MR. OFFERMAN: Yes.  
 11 MS. GOVER: Ms. Henn? Ms. Henn?  
 12 Ms. Causey?  
 13 CHAIRMAN CAUSEY: Yes.  
 14 MS. GOVER: Ms. Jose?  
 15 MS. JOSE: Yes.  
 16 MS. GOVER: Mr. McMillion?  
 17 MR. MCMILLION: Yes.  
 18 MS. GOVER: Ms. Mack?  
 19 MS. MACK: Yes.  
 20 MS. GOVER: Ms. Scott?  
 21 MS. SCOTT: Yes.

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1 MS. GOVER: Ms. Rowe?  
 2 MS. ROWE: Yes.  
 3 MS. GOVER: Thank you.  
 4 CHAIRMAN CAUSEY: The motion carries.  
 5 The next agenda item is P, information. There is  
 6 information attached to BoardDocs on Revised  
 7 Superintendent's Rule 5500, student conduct,  
 8 alcoholic beverages; Revised Superintendent's  
 9 Rule 5551, student conduct, gangs, gang activity;  
 10 and Revised Superintendent's Rule 5580, student  
 11 conduct, bullying and cyber bullying.  
 12 The final agenda item for the evening is  
 13 the announcements. And the announcements are  
 14 that at the next board meeting, it's Tuesday,  
 15 May 19th, 2020 at 6:30 p.m. Also, we have  
 16 scheduled a public hearing on the fiscal year  
 17 2022 capital budget for Wednesday, May 20th at  
 18 seven p.m. and we will have to communicate more  
 19 about the details for that.  
 20 And as a final thing, I did want to say  
 21 that our newest board member, Dr. Erin Hager, is

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1 getting sworn in tomorrow, so she hopefully will  
 2 be able to attend the Tuesday May 19th meeting,  
 3 and we welcome her to the Board of Education.  
 4 So everyone, just stay safe, stay well,  
 5 we miss you all, we love you very much, and good  
 6 night.  
 7 (Meeting adjourned.)  
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1 STATE OF MARYLAND SS:  
2 I, Paul A. Gasparotti, a Notary Public of the  
3 State of Maryland, do hereby certify that these  
4 proceedings were transcribed by me and this  
5 transcript is a true record of what's audible on  
6 the recording.

7 I further certify that I am not of counsel to  
8 any of the parties nor an employee of counsel nor  
9 related to any of the parties nor in any way  
10 interested in the outcome of this action.

11  
12 As witness my hand and notarial seal this 11th  
13 day of May, 2020.

14  
15 My commission expires: September 3, 2022

16  
17 \_\_\_\_\_  
18 Notary Public  
19  
20  
21

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