BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

BALTIMORE, MARYLAND

SEPTEMBER 24, 2019
BOARD MEMBERS

Kathleen S. Causey, Board Chair
Julie C. Henn, Vice Chair
Roger B. Hayden – Not Present
Moalie S. Jose
Russel T. Kuehn
Lisa A. Mack
Rodney R. McMillion
John H. Offerman, Jr.
Cheryl E. Pasteur
Lily P. Rowe
Makeda Scott
Omer Reshid, Student Member

PROCEEDINGS

BOARD CHAIR CAUSEY:  Good evening.  I now call to order the meeting of the Board of Education of Baltimore County for Tuesday, September 24th, 2019.  I invite you to rise and recite the Pledge of Allegiance to the flag.  We will then remain standing for a moment of silence in recognition of those who have served education in Baltimore County.

(Pledge of Allegiance.)  (Moment of Silence.)

BOARD CHAIR CAUSEY:  Thank you.  The first item on the agenda is consideration of the September 24th agenda.  Dr. Williams, are there any additions or changes to tonight's agenda?

DR. WILLIAMS:  Madame Chair, I would like to pull item J-1, Contract JMI606-18 from tonight's agenda.

BOARD CHAIR CAUSEY:  In accordance with Board Policy 8314, there needs to be a majority vote of the Board present to add or remove an item from the agenda.  All in favor of supporting Dr. Williams' in pulling the contract item, please signify by raising your hand.  Any opposed?  The motion carries unanimously.  The agenda stands as corrected.

Earlier this evening, the Board met in closed session pursuant to the Open Meetings Act for the following reasons.  One, to discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation or performance evaluation of appointees, employees or officials over whom it has jurisdiction or any other personnel matter that affects one or more specific individuals, seven, consult with counsel to obtain legal advice, 8, to consult with staff, consultants or other individuals about pending or potential litigation and, 10, to discuss public security.  If the public body determines that public discussion would constitute a risk to the public or to public security including, I, the deployment of fire and police services and staff, and II, the development and implementation of emergency plans.

The minutes of the closed session and informational summary can be found on our website at www.bcps.org/board/informational-summaries.html.

Our next item is Selection of Speakers.  Sign-up cards were available to the public prior to the meeting for anyone wishing to speak at this evening's Board meeting.  Board practice limits to 10, the number of speakers at a regularly scheduled Board meeting.

Each speaker is allowed three minutes to address the Board.  The completed sign-up cards for this evening have been placed in this box and the first 10 drawn from the box will be our speakers for tonight during the public comment portion of the meeting.  Of course, if fewer than 10 sign-up cards are received, all who sign up will be permitted to speak.

VICE CHAIR HENN:  Our first speaker this evening is Jennifer Johnson.  Our second speaker is Adam Sutton.  Our third speaker is Scott Pappas.  Our fourth speaker is Muhamad Janeel.  Our fifth speaker is Larry Warble.  Our sixth speaker is Dayana Bergman.  Our seventh speaker is Dr. Bash Pharoan.  Our eighth speaker is Sharon Saroff.  Our ninth speaker is Cari Santiago.  Our 10th speaker is Howard Libit.

BOARD CHAIR CAUSEY:  Thank you.  Our next item of business is item E, New Business, Personnel Matters.  For that, I call on Ms. Maria Lowery to present the personnel matters.

Good evening and welcome.

MS. LOWERY:  Good evening, Madame Chair, Vice Chair
Henn, Superintendent Williams and members of the Board. I'm here this evening for the Board's consent for the following personnel matters. Retirements, resignations.

BOARD CHAIR CAUSEY: Do I have a motion to approve the personnel matters as presented in exhibits E-1 and E-2?

MS. MACK: So moved.

BOARD CHAIR CAUSEY: Thank you, Ms. Mack. Do I have a second?

MR. OFFERMAN: Second.

BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Any discussion? All in favor, please raise your hand. Any opposed?

Any abstain? The motion carries unanimously. Thank you, Ms. Lowery.

The next item on the agenda is Item F, New Business, Administrative Appointments. For that, I call on Dr. Williams.

DR. WILLIAMS: Madame Chair, members of the Board, I would like to bring forth for your approval the following administrative appointments. Coordinator, Professional Learning, Division of Organizational Effectiveness, Coordinator, Placement, Office of Special Education and Supervisor, Professional Learning in the Division of Organizational Effectiveness.

BOARD CHAIR CAUSEY: Do I have a motion to approve the administrative appointments as presented in Exhibit F-1?

MS. ROWE: So moved.

BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have a second?

MR. KUEHN: Second.

BOARD CHAIR CAUSEY: Thank you, Mr. Kuehn. Any discussion? All in favor, please raise your hand. Any opposed?

Any abstain? Motion carries unanimously. Thank you.

DR. WILLIAMS: Our first candidate is Neve McQuillan, Coordinator, Professional Learning, Division of Organizational Effectiveness. She brings us 21 years of service in Baltimore County as a former Stat teacher and English teacher. Supporting her tonight, we ask that they stand, her husband, Jerry Gaine, and her sister, Siobhan McQuillen.

(Applause.)

Our last candidate is Dr. Mauria Eulich, Coordinator, Placement, Office of Special Education. Welcome to Baltimore County Public Schools. She is an external appointee. She brings to us a variety of experiences including Director of Evaluation, Early Stages in the District of Columbia Public Schools, an Educational Specialist in the Division of Special Education, Early Intervention Services and the Maryland State Department of Education, an early childhood comprehensive assessment system program coordinator at Johns Hopkins, and early childhood consultant, Abilities Network Project and childhood special ed therapist in the Community Services for Autistic Adults and Children. Supporting her tonight, we ask that they stand, her husband, David Figley, her mother, Deborah Eulich, who is a retired BCPS employee of almost 20 years, her brother, Ryan, her sister-in-law, Liz Eulich-Seal, a current resource teacher at Harford Hills Elementary School and the Executive Directors of Academic Services, Dr. Melissa Whitstead.

(Applause.)

BOARD CHAIR CAUSEY: Congratulations. Thank you, Dr. Williams. Our next item on the agenda is Item G, public comment. This is one of the opportunities the Board provides to hear the views and receive the advice of community members. The members of the Board appreciate hearing from interested citizens. As appropriate, we will refer your concerns to the Superintendent for follow-up by his staff.

While we encourage public input on policy, programs and practices within the purview of this Board and this school system, this is not the proper forum to address specific student or employee matters or to comment on matters that do not relate to public education in Baltimore County.

We encourage everyone to utilize existing dispute resolution processes as appropriate. I remind everyone that inappropriate personal remarks or other behavior that disrupts or interferes with the conduct of this meeting are out of order.

I ask you to observe the three-minute clock which will let you know when your time is up. Please conclude your remarks.

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remarks when you hear the bell or see that time has expired.

I now call on our stakeholder groups to speak. As is our custom, we invite elected officials that attend to speak first. This evening, we welcome Delegate Harry Bhandari. Good evening and welcome.

DEL. BHANDARI: Honorable Chair, members of the Board, Superintendent Dr. Williams, parents, students and constituents. It’s my honor to speak in front of the Board for the first time.

I’ve recently been contacted by constituents who are very concerned with the overcrowded condition of our public school busses. After having taken a personal look at the situation, I can say that this is a potentially a very serious safety issue.

I observed some students sitting in the aisle and others sitting on each others’ laps while the bus was moving. I know this matter has upset many parents in our county. I also know from speaking with the students that they are very much upset as well.

My office has recently reached out to contact the Office of Transportation for Baltimore County Public Schools to express some of the constituents’ concerns which have been brought to us. In turn, they informed my staff that this problem has primarily been caused by a driver shortage forcing them to stretch their remaining drivers and resources thin.

They also expressed that this problem has been hitting the northeast part of our county particularly hard, including my district. I want to learn why it is happening in our part of the county for the past three years.

Senator Kathy Klausmeier, who could not be here today, wants you all to know that she will continue fighting for school construction money, like in the past. We are committed.

I am committed to join the fight as well.

Councilman David Marks here, Cathy Bevins’ office is also here, Jimmy is also here. I also spoke with some of the
MS. SEXTON: Good evening, Chairwoman Causey, Vice Chair Henn, Dr. Williams and members of the Board. Here we are, 16 days into the school year and one of the hot topics I've been hearing a great deal about is work load. Not only the number of assessments that are being given, but also the amount of time it takes for data entry, additional tasks, committees, professional development and ...
Out of all the folks that have spoken to you here this evening, I happen to have been speaking for a very long time on the transportation issues. All you've got to do is Google David C. Basler and you'll see a little snippet of all the different issues with all the different Superintendents that we've been talking about.

Our President, Mr. Brian Epps, asked me to speak here this evening. So, I promise to behave. I'm going to try not to be out of order. So, there's a couple things we want to talk about.

The folks doing the driving and the attendants that accompany them, they're doing a tough job. I've spoken on it many times. They're the first persons on staff to see our customers, our students. They're the last ones to see them safely home. Yet, they are underpaid.

There's a great deal of issues concerning the Human Resources aspect of recruiting and retention. There's a multifaceted layer of why we don't have bus drivers.

Bottom line, I said a long time ago. Henry Ford solved it with the advent of the really doldrums of trying to put cars together in a line and when nobody showed up for work, he offered a $5 bonus.

So, we've talked several times and never seem to be able to come together with an idea of how it's best done.

There's people out there, drivers that have students with IEPs. They don't have attendance. Let's pay some folks to be on that bus like it's federally mandated to do. There's folks that are upset because they're not getting paid for the holidays that you've decided to put in the calendar. There's other folks that are concerned because, at Easter break, they're not going to get a break because they do non-public runs and a lot of the non-public calendars don't have the same days off as us. So, they're going to be working doing non-pubs and, when non-pubs aren't in, they're going to be filling in for people that you haven't hired.

One of the issues on tonight's presentation, you can ask on page 15. You're advertising for jobs and you're saying the top rate is $23.09. I've (End of Time. Microphone Cut.)

(Applause.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is from the Northeast Area Education Advisory Council, Mr. Thor Tryggvason. Good evening and welcome.

MR. TRYGGVASON: Good evening, Board members. I'm here to beat the same dead horse that many others are here to beat tonight. The same dead horse we've been beating every fall for the last three years. The same dead horse we beat over and over again in February and March this year. Yep, it's the transportation horse.

At this point in time, we're on our fourth week of school and we're still having issues in the northeast area. Why is that? I don't know. I think there may be many reasons and I'll name a few. The first one is unrealistic routes and drive times. What may look good on paper or in computer software isn't always possible to do on the streets when you add traffic, weather and time that it takes to get kids on and off busses.

The second issue is driver issues. Between 2016 and 2018, BCPS has hired 216 drivers while, at the same time, they've lost 215 drivers. So, I net gain of one driver over three years.

At the same time, enrollment has gone up by 1,700 students, a quantity that requires 39 44-seat busses. Is better pay, better benefits and a better work environment a solution?

Maybe. Communication breakdown? Office of Transportation and the bus lots don't seem to be aware of the situation when busses are late. Therefore, no communication is sent out to parents until very late.

Dr. Grimm is asking for patience. Communicating delays in a timely manner to parents will go a long way. Some parents can make arrangements about pick-ups and drop-offs if they know the issues early.

My understanding is the Office of Transportation has shifted some busses to cover the northeast area, robbing Peter to pay Paul is not a solution. You're only shifting the problem to another area. You're not solving it. This is not a viable solution.

If history is any guidance, BCPS enrollment will continue to increase every year as it has for the past 10 years.
Which, in turn, will increase the driver shortage and the transportation issues across the school system. A permanent solution is needed to solve this and is needed fast.

BCPS must act fast to solve current problems and make arrangements for this to not repeat itself for yet another school year. Thank you. (Applause.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker is from Baltimore County Alliance of Black School Educators, Ms. Kyria Joseph. Good evening and welcome.

MS. JOSEPH: Good evening, Board Chair Causey, Board Vice Chair Henn, Superintendent Dr. Williams and Board members.

My name is Kyria Joseph and I'm the President of the Baltimore Alliance of Black School Educators, finally known as BCABSE.

The purpose of our organization is to create and provide a network of communication for educators, particularly, educators of color in Baltimore County and to enhance the skills and capabilities of educators for providing education for students and students of color.

We are excited to begin our work with the Board and Dr. Williams. We are pleased to announce that BCABSE, the Baltimore County and Randallstown Chapter of the NAACP and the Northwest Voice Newspaper will be hosting a meet and greet for Dr. Williams on Thursday, September 26th, promptly at 7:00 p.m. at the Randallstown Community Center.

This will allow the community to work collaboratively with BCPS and Dr. Williams to eliminate achievement gaps that exist for racial groups in our system.

BCABSE is open to all BCPS staff. Retired educators, parents and students of BCPS. We will have information on our first BCABSE meeting of the year at our table during the meet and greet on Thursday, September 26th. Today is National Voter Registration Day and BCABSE encourages everyone to register to vote.

In recognition of BCPS Be Kind Movement, I’ll leave you with a quote from Desmond Tutu. "Do your little bit of good where you are. It’s those little bits of good put together that will overwhelm the world.” Thank you. Have a good evening.

(Applause.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is from the Citizens Advisory Committee for Gifted and Talented Education, Ms. Julie Miller Breetz. Good evening and welcome.

MS. MILLER-BREETZ: Good evening, Chairwoman Causey, Board members, Dr. Williams and the BCPS community. The saying I've heard used among educators is a rising tide raised all ships. This is used to suggest that if educators work to minimize achievement gaps, which is a difference in grade-level learning between less advantaged and more advantaged students, then all students will benefit.

Unfortunately, according to Dr. Johnathan Plucker, who is a prominent education policy and talent development scholar at Johns Hopkins, there is very little empirical support for this and, in fact, the excellence gap, which is the same thing as the achievement gap except that it references differences in student performance at the highest levels, has been rising.

According to a key note address Dr. Plucker gave at the Maryland Educators of Gifted Students Conference in October of 2015, Maryland has a very large excellence gap. Indeed, one of the highest in the country. Minimum competency is not equal advanced achievement which can lead to talent being left behind.

Researchers can predict with high accuracy that gifted and talented students who are poor, black, Hispanic or Native American will not perform at advanced levels at K-12 education and it is very rare to escape this.

As policy makers, there are some things that can be recommended. One, ask yourselves how proposed policies will impact our highest achieving students. Two, ask how proposed policies will help more students achieve at the very highest levels. Three, publish advanced test scores and excellence gaps whenever results are released so that this group is no longer invisible. Four, aggressively address low-hanging policy issues like the lack of an acceleration policy and rigid Kindergarten age cut-offs.

To BCPS’s credit, there is now some accountability written into policy and rule 6401. The Superintendent is now required to annually provide to the Board disaggregated data for advanced academic students to include student achievement, attendance, suspension rate, graduation rate and standardized test scores.

If you look at the blueprint 2.0 performance report which is available on the BCPS Home webpage, you will find some of this data but it is quite limited. The data is disaggregated but not for within the advanced academic population. If shows a
decline in the percentage of advanced academic students completing Algebra I with a grade of B or higher by the end of grade 8. It shows declines in SAT scores for advanced academic students. It does not indicate, although required, that transfers, suspension or graduation rate (inaudible) advanced academic population. It shows no data for advanced academic students in elementary grades as BCPS does not currently code students in K-5 in a way that would be able to provide this data.

Because we feel the data part as it relates to GT students is so important, we will be hosting Kevin Connelly at our November 6th GTCA meeting. Mr. Connelly is the Executive Director of Performance Management and Assessment and will be talking to us about how data can be used to get a picture of how advanced academic students are doing within BCPS.

We do hope you'll join us at either that meeting or at our October 2nd meeting, both at 7:00 here in Room 114. Thank you for your time. (Applause.)

BOARD CHAIR CAUSEY: Thank you very much. That concludes our stakeholder comment. We now move to our public comment. Our first speaker for this evening is Jennifer Johnson. Good evening and welcome.

MS. JOHNSON: Good evening, Dr. Williams and Board members. My name is Jennifer Johnson and I'm a PTA member at Gunpowder Elementary School. That is where my child attends school. I'm here today to express my concerns about bus transportation in my area.

I want to start with the first day of school. My child was waiting at the bus stop with 12 other children and the bus did not come to pick them up. So, my wife and a few other parents were there with the children. Not all of them belonged to the people at the bus stop. So, after 40 minutes of waiting for the bus past the scheduled time, they scrambled to get some of the children home and contact other parents to get permission to drive the children to school. The children arrived over 30 minutes past the start of the school day on their first day of school.

Then, we ran into problems with drop-off. The first three weeks of school, my son's bus is chronically late picking up the children from school. Students riding his bus and a few other busses were in classrooms for over 30 minutes past their dismissal time. Teachers were staying late to watch these children and that's a concern because that was past their duty time. Whether or not it was voluntary, I don't know.

I'm assuming my son's teacher is so nice that she probably did volunteer. But, I was standing at the bus stop waiting for my child. He was dropped off at 4:08, 35 minutes after their scheduled drop-off time.

After this went on for a few days, my wife and I decided it would be best to pick up him right from school even though we both work. So, it was very difficult to get there in time to pick him up. Most days, we were about 10 minutes after dismissal and the children from his bus were still there sitting in the hallway, along with other busses, with an adult from the school supervising all the children.

This week has been a little better but I'm still not satisfied. His bus gets the students to school on time, however, they are still arriving home 20 minutes past their drop-off time.

Even though my son's bus situation improved slightly, there are still too many problems with transportation. As parents, we just want to know what changes you will make in the future to make sure this does not happen?

This is not a new problem at Gunpowder. These issues were chronic there last year. Thank you. (Applause.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is Mr. Adam Sutton. Good evening and welcome.

MR. SUTTON: Good evening, Chairwoman Causey, Dr. Williams distinguished Board members. Thank you for having me tonight. My name is Adam Sutton. I'm a BCPS teacher and a proud parent of a BCPS 1st grader.

I'm here tonight because I want to weigh in on Superintendent Williams’ letter to the community that was sent at the end of August.

Superintendent Williams, I appreciate your candor in addressing the disappointment of the achievement results. We can't grow and improve if we don't agree there's a problem.

I'm just three weeks into the school year and I have students with binders that make the county landfill look sanitary. I have students acting out for attention, students who upon hearing the first hint that they've done something wrong or need to improve even the slightest thing shut down, putting their heads on their desk, asking for a pass to the bathroom or walking out altogether.
When there’s conflict between friends over gossip or struggles with academics or stress over time management, many students struggle as well. Like we all would in similar situations.

What does that have to do with the Superintendent’s message? Well, I agree with the idea that we can do better. But, I’m far more tepid when it comes to the suggestions for improvement. Intense strengthening, focusing and analyzing, all are words used to reassure the community that change is imminent.

But, to me, those words represent things we already do. The things that got us where we are. Many of the suggestions in the letter to the community focus on data, either specifically or by implication. I fear we are setting ourselves up to repeat a trajectory we know the results of.

I want things to be better. As a former advanced placement teacher in this county, I appreciate the importance of data. But, we’ve been emphasizing data as a saving grace for at least 20 years. When a kid is ready to drop her AP class because they’re stressed and afraid to fail, the problem isn’t in their data. It’s in their emotions and self-worth. When a kid is riddled with anxiety, the answer isn’t to treat them like a data point. The answer is to treat them like a human.

For the kids who fail to comply because they’ve never had a trusting relationship with an adult, data doesn’t much matter. The solutions are in time and people. We need more teachers, counselors, school-based administrators, support staff and to echo those people behind me, bus drivers.

The student to teacher hasn’t changed for at least five years but every 12-year old in this county has a personal computer. That’s a problem we can fix. We browbeat our teachers into thinking the only data that matters must be related to an indicator or objective. But, imagine your kids simply struggling to find yesterday’s assignment. Knowledge of the indicator isn’t much help.

Teachers know their students are struggling. Ask them. They’re not naive. But, what am I to do with any of those students I just mentioned? Where in my school day would I be able to address those very specific needs?

Last week, I tried to practice what I preach. I found 15 minutes to play catch with a couple of kids with issues similar to the ones I mentioned above. How did I find 15 minutes? I stole it from lunch. They’re happy and I was happy to do it.

But, I would rather have a system that made time and space for kids instead of data. Thank you for your time and I appreciate everything that everybody does for the community. (Applause.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is Scott Pappas. Good evening and welcome.

MR. PAPPAS: Good evening, everyone. Sorry, I was outside. Excuse me if I’m nervous. I don’t do this too much.

My name is Scott Pappas and I’m the President of the Fort Howard Community Association and I’m also the Corresponding Secretary of the 7th District Civic Council of Baltimore County.

The reason why I’m coming here tonight is to address what I keep hearing, no matter what I hear in this chamber, it’s all stemming from overcrowding in our schools. Whether it’s the busses, whether it’s the schools, whether it’s whatever it is.

It’s the overcrowding.

I’m specifically addressing the overcrowding at Sparrows Point High School. We did the numbers. I’m being told that we’re at 1,075 people and we’re supposed to have, like,

982. It comes out to I think 124 percent. This is obscene and it’s immoral that our children and our teachers and administrators and the taxpayers have to pay for this low quality of education.

We demand, and we have a moral responsibility, to live up to what the law is about. The law is about giving our children a good education. That’s what this is all about.

That’s what we’re paying taxes for.

Now, I got a letter here from our new Superintendent, who I wish all the best in his duties here.

However, he’s cited the fact that we have a capacity study that is completely frivolous when it comes to our school because we have not only the high school but we also have the middle school that is combined. So, we can take those recommendations and throw them completely out the window right now because they’re worthless.

The other thing, too, is he addressed the fact that we have laws in place. This is bizarre. I’m trying to go very quickly. What I’ve been told is that if one school has excess where we could have more capacity, what we do is we lower the amount of overcrowding we can have in that school and then
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<td>physically assign capacity to another school that is physically going to have more students.</td>
<td>But, equality.</td>
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<td>This is lunacy. I beg you to help me. What we did is we testified before Judge Stahl and he told us the problems are in the laws themselves. He said his hands are literally tied by statute and I'm figuring this is what we have here.</td>
<td>Just now, the TABCO President said family, faith and time. Have they ever spoken about it for the Muslims? For the students? They keep their eyes shut, they keep their mouth shut.</td>
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<td>So, what I'm doing is I'm coming to you tonight and I'll probably come out here again because this isn't going to be solved tonight. But, I just want to sensitize everybody that we need to change these laws. They're outdated, they're immoral and it's everybody that's suffering.</td>
<td>Ever since Dr. Stewart-Berger made that decision in the 1990s, those very children are deprived of having their family celebrations on their holidays. Not only that, this Board sacrificed a professional day this year on their holiday. They were sacrificed. It wasn't a professional day. So, think about it. Which side are you on according to this philosopher? Do the justice to the Muslim students. Thank you and God bless you. (Applause.)</td>
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<td>BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is Dr. Muhamad Jameel. Good evening and welcome.</td>
<td>BOARD CHAIR CAUSEY: Thank you. Our next speaker for this evening is Larry Warble. Good evening and welcome.</td>
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<td>DR. JAMEEL: Good evening, Madame Chair, Dr. Williams and members of the Board. Peace and blessings to everyone else present here. A scientist and a philosopher in the Middle Ages said, listen very carefully, he who knows not and knows not that he knows not is a fool. Avoid him. He who knows not and knows that he knows not is a seeker. Teach him. He who knows and knows not that he knows is asleep. Awake him. He who knows and knows that he knows is wise. Follow him. We claim, since 1776, that all men are created equal. Yet, it took a century and a half to free our mothers, sisters and daughters and give them some sense of equality. It took almost two centuries just to humanize a large population of a minority. The British ruled the world for many hundreds of years. They passed the Sex Discrimination Act only in 1975. Of 100 of years of ruling, they passed a race relations act, disability discrimination act, amendment to the race relations act. All these were not enough. They also passed equality relations act in 2010. All this reflects the innate psyche of humans to discriminate against each other and make decisions based on their personal biases. Muslim constituency have been coming here since the 1990s to demand equality. To demand equality the same as everybody else. Not have any privilege. Not as an exception.</td>
<td>my children are being dropped off. It started, like Ms. Johnson said, the first day of school. Not know when my child was actually going to go to school. I have two students there. I was in constant communication while working with my uncle to ensure that my kids were going to make it to school on time. On a day when they're excited about new shoes, new school supplies, bookbags, it was tainted by the fact that they weren't at school on time. Having to have that rough conversation with them when they got back of why wasn't my bus here? Why wasn't I there on time? And, explain to them, I honestly don't know because there was just no communication to anyone at the Gunpowder family. The pick-ups have gotten better. The drop-offs are an utter nightmare. I have no clue when my child is being dropped off at home. I'm in constant communication with my wife, with my neighbors, who is getting kids. There's been several times when I've waited at the bus stop until 3:30 only to have to go to Gunpowder and being told that my child is already on the bus and race back home to make sure that they are being picked up by an adult.</td>
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This is something that should not happen in 2019.

There should be no reason that school bus pick-up and drop-off is an issue. It's something that is very difficult to have to explain to my child, we don't know when you're getting home. We don't have time for dinner because there's soccer, there's homework, there's bed. There's a bunch of other things that go on and this constant miscommunication and lack of pick-up is really causing a lot of families a hard time.

So, I just want to reiterate a bunch of what's already been said here. I know you guys have a lot on your plate and I thank you for your time. (Applause.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is Dayana CAUSEY. Good evening and welcome.

MS. BERGMAN: Good evening, everybody. How is my BCPS family doing? Oh, week three. Well, the good news is all three of my boys are back in school and I didn't have a transportation glitch this year.

We have a shortage. Fifty bus drivers. That's a big shortage for such a large county. So, I'm going to ask for one thing. Patience. I know it's frustrating, not knowing where your child is. When they're arriving, when they're not arriving.

But, at the same time, we have to remember that those bus riders, those students that ride the bus, that's the first impression of our BCPS family. It should be positive. It should be on time. It should be punctual. What are we going to do about this?

I'll tell you what we do in the southwest because we are being impacted. However, we are working together, we are communicating. Our principals in the southwest, and I do have one that's a little bit up north on the west side. But, they're calling me. They're letting me know what's going on if there's a hiccup here and there. They're also calling and communicating back with other families.

I understand that in the northeast, it is not really going on like that. So, what can we do to be proactive? Well, I know in the past when we've had a surprise like an increase of students being enrolled at a school site and pick-up and drop-off is increased in time, we've done studies to assess the situation and make sure in that building that the way we're picking up and dropping off our kids is moving fast enough and in a safe manner and that we have different areas of the building where walkers are released and dropped off or car riders are picked up and dropped off and where busses are supposed to show up.

So, some of our schools have new assistant principals and principals and they might be following a plan that's not working with the needs of this school year. So, maybe we have to revisit that. But, we do have to have some tolerance for one another, have some patience for one another and we have to make the effort to work together as a family.

The big thing that everybody is upset about is that communication piece. The not knowing drives a parent insane and that communication piece is something we could be proactive to work on. So, I love my BCPS family. Let's figure this out together and move forward because it's 2019 going to 2020. So, it's going to be fun. Thank you. (Applause.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is Dr. Bash Pharoan. Good evening and welcome.

DR. PHAROA: Thank you again for the welcome. We are the richest, strongest nation on earth. Maybe in the whole universe. Is this compatible with that?

The problem, we don't have enough money for bus drivers. We don't have money for schools. We don't have money for counselors. Where do we get the money from?

Let me give you ideas. Hopefully, you don't raise our local taxes. Mr. President is giving $28 billion for farm aid for a problem he created. The President before him gave $12 billion to build the auto industry. We spend $2 trillion-plus on fake wars in Afghanistan and Iraq. We have nothing to show except bloodshed and dysfunction. Not to mention how many marines and soldiers came with one eye or one leg.

I ask you to stand up and ask our federal government to take care of us here. Ask them for the money to fix all these problems instead of them spending it to make corporate CEOs rich and richer.

Our values of equity, diversity, equality, is beyond doubt. That's why I came here 45 years ago. In the few months before, our Eid holiday was supposed to be a professional day and it was taken away from us just to compensate.

The school system did not do the same for the Jewish holidays. The northwest is always treated in a special way. Better than southwest, better than Dundalk, better than Lansdowne, better than Middle River. That's not fair.
Muslim Americans have more population than our cousins. We have more mosques than theirs. We pay taxes. We ask you to treat our holidays equally. Equal has to mean equal.

It can't be that we get professional days for Jewish holidays and for the Muslim holidays, we use that day to compensate for snow days.

Equal has to be equal. That's our value. I have been waiting 25 years for that. Since Dr. Berger was Superintendent in 1995 or so. It's really about time. I thank you. (Applause.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is Sharon Saroff. Good evening and welcome.

MS. SAROFF: Good evening. I have a lot on my mind but I'm going to concentrate on the topic of special transportation. I'm mostly going to point out that I live in the northwest. We don't get any special treatment. My son, before he graduated in 2017, rode a crowded bus and often sat in the aisle and I know for a fact, because I have clients in the northwest, that that is still happening. So, we do not have any special treatment.

Now, I'm going to get off my soapbox from that and I'm going to get on my soapbox with the special transportation.

Special transportation impacts our students with special needs. If they are late to school, even five or 10 minutes, it impacts their entire day. It takes away from their instruction that they need specialized. It takes away service hours. It impacts their behavior.

I have clients calling me as early as 6:00 a.m. to tell me how their child has been impacted. I had one run out of the building the other day because he is arriving upwards of an hour late and he doesn't get home until 5:00 in the evening because he has an hour and a half bus ride.

We need to fix transportation. This has been going on way too long. As a parent, I'm done with being patient. As a parent, I'm very concerned about safety. That's another problem.

We need to realize that some of these kids need door-to-door transportation. Door-to-door is there for a reason. So that my child doesn't run into the street and get hit by a car. So that my four-year old with a disability, I know, gets on and off of that bus and gets home safely. Those are the other phone calls that I am getting from my clients.

This is not acceptable behavior. It's not the fault of the drivers. (Time expired.)

BOARD CHAIR CAUSEY: Thank you. Our next speaker for the evening is Cari Santiago. Good evening and welcome.

MS. SANTIAGO: Hello. My name is Cari Santiago. I have been a Baltimore County resident for 11 years and I have a 2nd grader at Pine Grove Elementary.

Why am I here? I am here because a Kindergarten should not have to sit on a bus for 70 minutes in one direction. I am here because three students to a seat, elementary through high school, is not safe. I am here because our kids shouldn't have to live in fear over a bus bully who continues to ride the bus with no repercussions. I am here because our kids need safe and reliable transportation to school.

I am here because Department Heads need to listen to our drivers when they request to divert from TransFinder. They know our streets. They know where the blind turns are. They know where to put the safe spots. Yet, they are being forced to use an antiquated system which we have seen has not been amazing this year. I am here because our drivers' attendance and lot staff deserve to be given the pay, support and respect that they deserve.

Lastly, I am here because we, as parents, want transparency. We want to know where the money is going. We want to know where the communication is going and we want to know that progress is being made. That's it. Thank you for your time. (Applause.)

BOARD CHAIR CAUSEY: Thank you. Our final speaker for the evening is Mr. Howard Libit. Good evening and welcome.

MR. LIBIT: Good evening. It's good to be back before you again. My name is Howard Libit. I'm Executive Director of the Baltimore Jewish Council. I'm here tonight to speak about the school calendar.

I apologize for speaking ahead of the presentation. I normally would wait for the public hearing on it. But, the Board's public hearing on the calendar has been scheduled for Yom Kippur. So, this seemed to be the best opportunity to come and speak.

This year for the first time, the professional development days have been scheduled for the Rosh Hoshana and Yom Kippur holidays. As I expressed last year, it wasn't our preference. But, given the pressures you faced in terms of the
Labor Day start and the June 15th ending, there were a lot of challenges. So, we understood it and I certainly appreciated the Board directions that were given in terms of extracurricular activities, voluntary sports practices only on the evenings leading into the holidays and no sporting events or practices on the holidays themselves. As well as that the professional development that would be held wouldn't be mission critical in the sense that it wouldn't be rolling out a new math curriculum and Jewish teachers who take the holiday wouldn't miss that and their students wouldn't miss that. I hope that that is the case for the two upcoming professional development days.

I certainly expect we'll see a fair amount of data in terms of the number of teachers and other staff who take the holidays and the upcoming professional development days and that will help influence your decision in terms of what to do with next year's calendar. That should help clarify some of the operational issues we've been talking about because, as we know, we're not closing the schools or creating professional development days for the holiday. We're closing them because of the operational difficulties that would be encountered in terms of the high cost of finding enough substitute teachers, the challenges of finding enough subs.

For next year, the calendar calls for another professional development day on Yom Kippur. As the representative of TABCO expressed, I would certainly prefer for it to be closed. I think the data will cause you to think about it between now and your vote in November.

Please also consider the scheduling around the Rosh Hoshana holiday which, next year, is on a Friday night and Saturday in terms of scheduling of sporting events and other things and whether there are ways to accommodate your many Jewish teachers, staff and students in terms of not putting sporting events on those holidays.

You might also consider encouraging whoever schedules Board meetings to think about the holidays in terms of scheduling Board meetings for this Board next year as well as for community events such as the Superintendent's Community Conversations. Two of them are scheduled for Rosh Hoshana and Yom Kippur in the coming weeks.

In addition, we should have more data. The Associated is in the midst of our first census of the Jewish community in more than a decade. So, hopefully, by late winter...
MS. MACK: Second.


MR. NUSSBAUM: Thank you. The orders are on the desk for signature. Thank you.

BOARD CHAIR CAUSEY: Thank you. Our next item of business is New Business, Report on Policies. Members of the Board, the Policy Review Committee asks that the Board accept this report of the committee's approved proposed changes to the following Board policies.

Policy 6702, Extracurricular Activities. Policy 7530, Naming or Renaming an Area of a School or Its Grounds. These recommendations are presented to you on tonight's agenda as Exhibit I. Do I have a motion to accept the recommendation of the Board's Policy Review Committee?

MS. ROWE: So moved.

BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. No second is needed since the recommendation comes from the committee. Is there any discussion? All in favor, please raise your hand.

Any opposed? Any abstain? Thank you. The motion carries.

Our next item of business is Item K, Report on the Proposed `20-`21 School Calendar. For that, we call Ms. Lowery and Mr. Duke to come forward to present the proposed fiscal year `20-`21 school calendar.

As another reminder as they come forward, public comment on the proposed school calendar will take place during the October 8th, 2019 Board meeting. For those not able to attend, comments for consideration may be sent to the Board by hard copy or via email to boe@bcps.org.

MS. LOWERY: Good evening, Madame Chair, Vice Chair Henn, Superintendent Williams and members of the Board. Mr. Duke will be here this evening to report on the 2020-2021 calendar.

MR. DUKE: Good evening, Madame Chair, Vice Chair Henn, Dr. Williams and members of the Board. Each year, in accordance with Superintendent's Rule 6301, I'm charged with bringing the draft calendar for the upcoming school year to the Board for its review, consideration and eventual approval.

In order to do this, I convene a calendar committee comprised of representatives from our five collective bargaining units as well as members of the Superintendent's staff, various elementary, middle and high school principals and BCPS community stakeholders.

In doing its work, the calendar committee considers state guidelines that are delineated in the Annotated Code of Maryland, Education Article 7-103, as well as COMAR 13A. These guidelines include such things as the start and the end of the school year, the minimum number of students days that must be included in the academic year and the minimum number of student contact hours, as well as the number of emergency closure days that must be built into the calendar.

For the last few years, BCPS students have returned to school after Labor Day. However, because of the lateness of the holiday, the committee determined that continuing this practice for the `20-`21 school year would be problematic since it would push the last day of school potentially into late June.

Therefore, the committee is recommending a pre-Labor Day start for the `20-`21 school year.

Additionally, because of our 6 and a half-hour student day, we have always included additional days into our school year over and above the required 180 days. This is done to ensure sufficient contact hours over and above the required 1,170 high school hours. This practice provides a cushion to absorb unscheduled delayed openings and/or early dismissals that inevitably occur during the winter months and thereby potentially prevents BCPS from falling below the required number of student contact hours.

Taking these factors into consideration, that is, a pre-Labor Day start, a school year comprised of 182 student days and five emergency closure days, the committee understood that it had to construct a school calendar comprised of 187 days.

Therefore, taking into account the period of August 31st, 2020 to June 18th, 2021, which is approximately when the current school year ends, we see that there are 210 available weekdays.

From these 210 available weekdays, we deduct the district identified non-student days and the state mandated holidays. This amounts to 7 district identified student closure days and 16 state mandated public school holidays for a total of 23 closures for students.

The district directed non-student days include the Jewish holiday of Yom Kippur, the MSCA Conference day, the four weekdays of spring break and the Muslim holiday of Eid-al-Fitr.
This slide depicts numerically the calendar development process. It shows the total number of available weekdays by month as well as the non-student days along with the reasons for the closures. You will see that the total number of student days is 187. Please remember, however, that this number includes the five emergency closure days. MSDE requires school districts to build a minimum of three emergency closure days into their calendars.

This slide depicts how the school year may be extended depending on the number of closure days used. Should no emergency closure days be used, the last day for students will be Friday, June 11, 2021. If, however, emergency closures do occur, the school year will be extended in accordance with the schedule of make-up days shown on this slide.

It must be noted, however, that additional adjustments may be necessary should more than five emergency closure days occur and/or there are a large number of delayed openings and early dismissals that could cause high school student contact hours to fall below the required 1,170 hours.

These readjustments could include the redesignation of holidays as student days, the adjustment of spring break, the redesignation of professional development days as student days, the cancellation of planned early releases and the extension of the school year beyond June 18th, 2021. In summary, the calendar committee is recommending a ‘20-21 school calendar that begins classes on August 31st, 2020 and ends on June 18th, 2021. The calendar is made up of 182 student days, 190 teacher days and five built-in emergency closure days. The calendar will provide middle and high school students with 1,180 scheduled student contact hours and elementary students with 1,161.5 contact hours.

Today's presentation to the Board will be followed by a public comment session on October 8th. I will return to you at the public session on November 5th for your final review and vote on the calendar proposal. This concludes my presentation. I'll be happy to answer any questions you might have.

BOARD CHAIR CAUSEY: Thank you. Board members, are there questions or comments? Mr. McMillion.

MR. McMillion: Mr. Duke, I'm not the kind of guy that likes to create work for anyone. But, I'm curious about the possibility of a post-Labor Day calendar that we can compare to this calendar. Is that possible, Ms. Causey?

BOARD CHAIR CAUSEY: I believe that's a question for Mr. Duke and Dr. Williams.

MR. DUKE: A post and a pre-calendar were taken to the committee. The short answer to your question is yes.

Background to your question is that the committee was presented with both a pre and post-Labor Day calendar. Based on their review, their recommendation and their vote was to provide the Board with a pre-Labor Day start.

A post-Labor Day calendar would effectively require us to perhaps curtail the spring break and it would require us to end school on June 22nd. If, in fact, we have a rigorous winter and we use more than five emergency closure days, that would require us to take other options, one of which would perhaps be the extension of the school year beyond June 22nd.

But, yes. I can provide the Board with a post-Labor Day start calendar.

MR. MCMILLION: Ms. Causey, do I need to make a motion to pursue that?

BOARD CHAIR CAUSEY: Dr. Williams, is that something you would say yes to without...
with the fact that the calendar, with those dates, is based on a
curtailed spring break.

MS. MACK: Thank you.

BOARD CHAIR CAUSEY: Ms. Rowe?

MS. ROWE: So, I have a couple of questions. I'll
give you both questions at once and then you can just answer
them. My first question is, is the Muslim Eid holiday, the
professional development day, is that a professional development
day that would be taken away if we have inclement weather days?

My other question is could you expound on the
flexibility we might have to start school after Labor Day if we
had the extra 15 minutes to the day that the state would like us
to add?

MR. DUKE: To answer your first question, as I
stated in the presentation, depending on the number of emergency
closure days that are used and the time of year. If we, for
example, use all of our emergency closure days and then some
before the Eid holiday, converting that PD day to a student day
could possibly happen.

The difference between the Eid holiday is that the
Jewish holidays usually occur much sooner in the calendar.

September and October. The probability of us having a large
number of inclement weather days or emergency closures in that
time frame is very slim.

However, if the Jewish holiday were to have occurred
later in the school year, they would be also considered for
conversion if we needed to do that in order to recoup student
days.

VOICE: (Inaudible. Speaking away from microphone.)

MR. DUKE: I'm really not prepared to answer that
question. It would definitely impact on building the calendar
with 182 student days rather than the simple 180 days that are
required. It would definitely give us a bigger margin. Yes.

BOARD CHAIR CAUSEY: Mr. Offerman?

MR. OFFERMAN: I have a question for you. Is this a
point that we're allowed to make a motion? I would like to make
a motion to treat the Muslim holidays not as part of the snow
emergency holidays. In other words, treat them as holidays, per
se, in the same way that we're treating the Jewish holidays. Is
that appropriate to make a motion for that now?

BOARD CHAIR CAUSEY: Typically, when we have a work
session, we don't make motions about the policy or the

MS. SCOTT: Yes, thank you. Just to echo on that,
with what Mr. Offerman said, what would be the timeline on when
that motion would be made or when he could do that? Also, I
believe, if I understand what Ms. Pasteur was saying, would we
then get a calendar or something showing us, if the Eid holiday
was then put on there as a permanent holiday and not as a
professional development day, what that would look like.

BOARD CHAIR CAUSEY: So, the question is the Board,
what we're hearing, wants to see options in their entirety. Not
just the start date and the end date. What we're also hearing
is that the Board would like to consider the calendars with the
professional development day for Eid-al-Fitr to be not
considered for conversion. So, what would that look like in the
calendars in both post and pre-Labor Day start.

So, Dr. Williams, is that information that staff can
prepare for the Board?

DR. WILLIAMS: We can work on that. I do have a
clarifying question about spring break for the Board. Mr. Duke
referred to several versions. So, as we're writing notes, I just
want to hear from the Board in terms of preparing options. We
should also look at options related to spring break if that's
the desire of the Board.

BOARD CHAIR CAUSEY: Ms. Henn, and then we’ll go back around.

VICE CHAIR HENN: Thank you, Ms. Causey. Also, I heard Ms. Rowe express interest in seeing options for a calendar that takes into consideration an extended school day by 15 minutes. As we begin budget discussions, this is something that the Board has not yet discussed but that affected our calendar discussions for the current year.

So, should we extend the length of the school day by 15 minutes, what could that possibly look like in terms of a calendar that would reflect that addition? Mr. Duke, you said that that would give us some flexibility.

MR. DUKE: What I said was that it would give us a greater margin in the number of student contact hours which then would perhaps alleviate our concern or our sensitivity towards delayed openings and early releases because we would have a greater cushion of student hours to absorb those delayed openings and early releases.

VICE CHAIR HENN: But, in terms of what that calendar, then, option would look like, it would not significantly change that? Is that I'm understanding you to say?

MR. DUKE: I don't believe it would change appreciably the number of student days.

VICE CHAIR HENN: Okay. Thank you.

BOARD CHAIR CAUSEY: Ms. Pasteur and then Ms. Rowe.

MS. PASTEUR: (Inaudible.)

BOARD CHAIR CAUSEY: Ms. Rowe?

MS. ROWE: I just wanted to answer the Superintendent's question and, from my perspective personally, I think that some flexibility as far as how long spring break is fine. I do think that we need to take into consideration that the teachers need a break, too. So, one or two days isn't really enough.

But, I don't necessarily think that the Monday has to be off. So, I do think some options that shorten spring break a little bit, we could look at that.

BOARD CHAIR CAUSEY: Ms. Pasteur.

MS. PASTEUR: Thank you, Ms. Rowe, for jumping in there and also pulling out a piece of my thinking. I know we have a lot of things to juggle in terms of doing the calendar...
for installing these temporary air conditioning solutions? We do know that the earlier school starts, the hotter it is and the more likely we may have to close schools which, as we talked about for transportation, loss of instruction time for some students is not equitable and, certainly, when those students have IEPs, it's really not helpful and that instruction time needs to be made up.

So, is there a consideration for the implementation of temporary cooling in this calendar?

MR. DUKE: No, there is not. Obviously, we took into consider the start date, the early start date. We also took into consideration, or the committee took into consideration the possibility of a delayed or extended school year into late June which also can present problems around air conditioning and heat.

BOARD CHAIR CAUSEY: Dr. Williams, is that information that the Board can be provided before we need to make a decision on the calendar? In terms of the implementation timeline, part of it is contingent, I understand, on the funding.

DR. WILLIAMS: I'm not sure if we can have that by the time of the vote, what you're requesting. I just want to bring to our attention just a reminder, Rule 6301 speaks to the protocol and guidelines. That is not one of the guidelines to be considered for the committee to develop a proposed calendar.

Also, I just want to bring to the Board's attention that, in that rule, it speaks to that we will present a proposed school calendar to the Board. However, we are willing to look at these options. But, I'm just bringing to the Board's attention Rule 6301.

BOARD CHAIR CAUSEY: Thank you. Ms. Jose?

MS. JOSE: Thank you, Dr. Williams. So, my question is for the vote, we're only going to be having one calendar that comes for vote?

DR. WILLIAMS: Based on Rule 6301. However, based on this discussion, we are in agreement to look at these other considerations that the Board has shared with a post-Labor Day start. I was only referencing what the committee did their work. The committee met the different stakeholders. They had several options. They presented an option as outlined in 6301.

Some of my response was for Ms. Causey when she referenced the temporary cooling. That was not a part of the guidelines. Also, just to bring to everyone's attention, I just want to echo. The committee did what it was supposed to do. We're now amending Rule 6301 and we're happy to bring forth these options as indicated tonight.

So, we potentially will have several options on the first meeting of November to vote.

MR. KUEHN: Thank you, Dr. Williams, for that information. Just to follow on Ms. Causey's questions, could someone clarify to me what how the schools that don't actually have air conditioning and have actually lost instruction time, how their calendars are different? It sounds like they're not and they just basically lose instruction time and there's no extension or making up of any of that time. Is that accurate?

MR. DUKE: In those instances, we have to go into the state and request a waiver.

MR. KUEHN: For those specific schools.

MR. DUKE: For those specific schools. If a school closes because of heat and lack of air conditioning, we have to go in for a waiver. If a school closes because of lack of heat in the wintertime and they lose instruction time, we have to go in with the state with a waiver request.

So, it works not only for lack of air conditioning but any other type of situation that would cause a school to close on a regular school day.

MR. KUEHN: Thanks.

BOARD CHAIR CAUSEY: Mr. Duke, to dovetail with Mr. Kuehn's question, do you also have to get a waiver for our students with IEPs who have specialized instruction requirements. How does that work for our

MR. DUKE: I can't answer that question. I, basically, with regards to a school closure day, the state requires us to go in and notify them that the school is closed and give the reason and ask for a waiver.

BOARD CHAIR CAUSEY: Dr. William, is that something you could investigate? What happens with our students with IEPs and their instruction time that's lost of schools closed for whatever reason?

DR. WILLIAMS: We could investigate.

BOARD CHAIR CAUSEY: Thank you. Ms. Scott?

MS. SCOTT: Yes. Since we were talking about air
If a school is closed due to heat or things like that because they don't have air conditioning, is that accounted for in the calendar or is that where you were saying you would go and get a waiver? How does that work?

MR. DUKE: We build the calendar in accordance with the guidelines that are provided by COMAR. That guidance is the number of hours, contact hours, and the number of student days which is 180.

We build our calendar with 182 days so we do have a little bit of a cushion. However, whenever - the direction from MSDE is whenever a school is closed for whatever reason, be it heating, be it plumbing, be it problems with the roof, any type of facility problems that would cause a closure, we have to go in and notify MSDE of the date, the reason and the name of the school. Obviously, because that school may fall below the required 180 days.

BOARD CHAIR CAUSEY: Ms. Rowe?

MS. ROWE: So, it's my understanding when we applied for the grant for the A/C money that the application required certain information about implementation and timeline of the schedule, Mr. Smith, is that a question for you?

Is that information of the projected completion of the A/C installation for the grant on that application? It appeared to be when I looked at it.

MR. SMITH: That information is there but we're still working that out with our funding agencies and planning the projects that we have. So, it's still not a definite as to when those are going to be done.

MS. ROWE: It's not concrete.

MR. SMITH: It's not concrete. That was just a placeholder until that could be arranged.

MS. ROWE: Okay. Thank you.

MR. SMITH: Yes, ma'am.

BOARD CHAIR CAUSEY: I did have a question. One of the aspects especially related to my district which has the high school with the agricultural program, is the State Fair. For many students, the State Fair is a capstone event in terms of conditioning. I just wanted to bring up Campfield which does not have air conditioning and, as far as you were saying, loss of instructional time or anything like that. It sounds like you kind of answered that a little bit so I just wanted to make sure that I was clear.

So, is there any consideration given to excused dates for students that are participating in those educational opportunities if school does, in fact, start before Labor Day?

That is a concern that we've heard through the years as the calendar has gone back and forth.

MR. DUKE: I would presume that that would be something that would be handled at the school level by the administrator of those schools that are affected.

BOARD CHAIR CAUSEY: Dr. Williams, is that something you can ask staff to consider?

DR. WILLIAMS: You're talking about one specific school?

BOARD CHAIR CAUSEY: No, there's actually students all around the county that participate in the State Fair related to agricultural activities. There's also other activities that are related to 4H which has all different kinds of activities for which students prepare, compete. So, it would be for any student who was participating in the State Fair. I just hear a lot about it because of the area where one of my high schools has a specific program related to agriculture. But, there are students from all around the county.

In fact, when a lot of us went to the State Fair this year and looked at all the exhibits, you could see where the students were from. So, it was really a countywide situation.

DR. WILLIAMS: And, the post-Labor Day would not conflict with that. Or, will it?

BOARD CHAIR CAUSEY: A post-Labor Day would not conflict with the Maryland State Fair. The pre-Labor Day would.

DR. WILLIAMS: So, the ask of the Board is for us to look at another option of the post-Labor Day with the identified areas as mentioned. So, we will build the post-Labor Day as an option. But, I think it will resolve what you're referencing.

BOARD CHAIR CAUSEY: Yes, it would.

DR. WILLIAMS: Okay.

BOARD CHAIR CAUSEY: Thank you. Ms. Mack?

MS. MACK: Mr. Duke, can you clarify the dates that, if there were not changes to the calendar you proposed, schools would be closed for spring break?
MR. DUKE: I'm sorry, I don't think I understand your question.

MS. MACK: When would spring break, I presume it would, as written here, it would be five days with no changes?

MR. DUKE: Are you speaking to the calendar that was presented to the Board for consideration?

MS. MACK: Yes. Uh-huh (affirmative).

MR. DUKE: It's a full spring break which is the week prior to Easter which starts on Monday and runs through Easter Monday.

MS. MACK: There's a discrepancy with the dates shown, then. That's all. Easter, I'm showing, is on April 12th and the days the school is closed are March 30th through April 3rd.

(Discussion off the record.)

MS. MACK: I'm sorry, nevermind. Thank you.

BOARD CHAIR CAUSEY: Thank you, Ms. Mack. Ms. Pasteur?

MS. PASTEUR: I'm back on Superintendent Williams' reference to Rule 6301. Certainly, my intent was not that we get just a plethora of calendars and sit here at the Board meeting and pour over them and try to then vote.

I simply think, and I'm thinking that most of us are of the mind that at least being able to see prior to that time even if it's the night before, it's hard to articulate to the people that we serve why we voted on something if we haven't considered all of the other things that are possible in addition to which I know that last year we had a different set of circumstances. So, we were certainly looking at more than one option to that end.

But, I would just like to be able to see, if I'm not going to vote for it, then I want to know why. I want to be able to articulate why I didn't vote for it. I don't want to vote for something without knowing what the other possibilities are. BOARD CHAIR CAUSEY: Ms. Jose?

MS. JOSE: Since we are looking at another alternate calendar, my question is how can there be a public hearing when the Board has two options that we haven't decided on? So, the public hearing is the next meeting and then we decide on the calendar after the public hearing. So, that kind of pre-empts what we're doing.

What would the public hearing be on? The calendar you proposed? Or, would it be both?

MR. DUKE: The public hearing is scheduled for comment on the proposed calendar.

MS. JOSE: So, then it's a moot point when we look at the post-Labor Day calendar because the public doesn't get a say on it, then. I mean, this is not a question to you. Really, it's to the Board because we've kind of created our own labyrinth over here because you've proposed a calendar and now we have a public hearing and then we're going to look at two calendars and the public doesn't get to decide and we just go ahead and vote. I mean, I don't know if that's how it is typically done.

BOARD CHAIR CAUSEY: So, I guess one of the questions from your line of questions which is very valid and it is important that we take into consideration how the public can tell us what their concerns are. I guess one of the questions to Dr. Williams is could we have those options provided in Board Docs? Board Docs is usually all of the documents related to the Board meeting released online and available to the public usually 8 to 10 days ahead of the meeting.

So, is it possible to have options for the community to consider? Or, is it possible to provide the calendars and then to a survey afterwards? An online survey where constituents could, at their leisure within a certain number of days, respond to a survey of options.

MS. JOSE: Just logically thinking it makes sense for the Board to be presented the two calendars, the next Board meeting and the public hearing, to be pushed just so that we give the public a chance to look at those two calendars before we vote on it. I'm just talking logics.

BOARD CHAIR CAUSEY: Ms. Jose, thank you for that consideration. We're having staff look at what those dates are for the other meetings in order to have an option of the process discussed. Ms. Gober, what is the date of the meeting between the October 8th meeting and the November 5th meeting, please?

MS. GOBER: The 27th.

BOARD CHAIR CAUSEY: So, the option that the Board could consider in terms of a change in process would be that additional alternative calendars would be presented at the October 8th meeting and that the public hearing would be pushed to October 22nd. Then, the vote would be at the previously scheduled time of November 5th. Dr. Williams, do you have
thoughts or questions related to that process?

DR. WILLIAMS: I don't have any questions about the process. I'm just constantly looking at the rules just to make sure. I want to acknowledge the work of the committee that spent time. So, I need to have some further discussions with Mr. Duke and the team about this. But, we will provide some options and maybe we can come up and look at that schedule.

What we're butting against is the charge of the committee with clear direction. I understand the sentiment of the Board looking at the options so then we can respond to the constituents and our stakeholders who are questioning. So, it's just a matter of we'll look at some schedule and make sure that we are communicating with the Board and we'll make that public.

But, I still want to acknowledge the work of the committee. This is not easy work and they looked at various options. So, I'm in a hard place because we're following a rule and we're amending the rule right now and I want to acknowledge what the Board has said. But, I also want to acknowledge the work of the committee and Mr. Duke and his team.

BOARD CHAIR CAUSEY: Absolutely. I see Ms. Henn and then Ms. Rowe.

VICE CHAIR HENN: Thank you. I understand, Dr. Williams, your concerns and desire to take this back and discuss with your staff and the committee. I would support a motion by Ms. Jose to move the public hearing to the 22nd, given not only this reasoning but also the fact that we learned that the current date conflicts with the holiday and that our public, for full participation, that the 22nd may be a better date for input into the calendar for that hearing and ask whether it would be appropriate to entertain that motion tonight for that schedule change. Dr. Williams, do you have any thoughts on that date change or is that something you'd like to consider further?

DR. WILLIAMS: So, we can consider that, looking at the date change. So, it will come back to the Board for a vote, public, here on October 22nd is what you're recommending. And, then to the Board for the vote on November 5th. That's election day.

BOARD CHAIR CAUSEY: Do I hear a motion to moved the public hearing to October 22nd?

MR. OFFERMAN: So moved.

BOARD CHAIR CAUSEY: Mr. Offerman. Is there a second?

MS. PASTEUR: Second.

BOARD CHAIR CAUSEY: Ms. Pasteur. Is there any further discussion before we vote on the motion to move the calendar public hearing from October 8th to October 22nd?

MR. DUKE: If I could just ask a question for clarification purposes? As I mentioned earlier and as Dr. Williams reiterated, the committee did do its work and they did consider two options.

With the motion that is pending and with the desire of the Board, I wanted clarification as to whether it is expected that the committee be reconvened? Or, that I would just bring forward the post-Labor Day calendar that the committee considered?

BOARD CHAIR CAUSEY: Ms. Pasteur, your comment on that?

MS. PASTEUR: I'm perfectly fine with what you have with that. Mr. McMillion started this and said that he wasn't trying to create more work. It's just that we haven't seen anything else. So, I'm fine with it.

BOARD CHAIR CAUSEY: Ms. Rowe?

MS. ROSE: I'm fine with you just bringing what you presented to the committee. But, I just want to say that I understand the Superintendent keeps referencing this rule and I understand the committee and the school staff did a very good job of following the rule and doing exactly what they were expected to do.

But, I also just want to reiterate that rules are created by the Superintendent and handed to the Board and not approved by the Board. So, to the degree that the Board has expectations, maybe we need to take a look at our calendar policy because if having multiple calendars in front of us is going to become an annual expectation, it's possible that there's a policy that either the rule doesn't align with or that we need to rewrite our policy to communicate our expectation so that the rule says multiple calendars.

So, I just want to put that out there in case it needs to be put into policy review.

BOARD CHAIR CAUSEY: Thank you for that clarification. Is there any additional conversation before we vote on the motion to move the public hearing from October 8th to October 22nd? All in favor, please raise your hand. Any
opposed? The motion carries. Thank you.

Just to clarify, at the October 8th meeting, the
information will be presented with the second option and that
the issues that were discussed were the pre and post-Labor Day
start and the length of spring break and also the, just to wrap
up about the 15 minutes.

The 15 minutes extra day which the Board did vote
for in the budget process last year but it was not funded by the
county, not only allows the flexibility for the calendar, but it
also provides 15 extra instructional minutes a day that would
get Baltimore County Public Schools consistent with other
schools around the state that have that extra instructional
time.

So, there's multifaceted reasons why the Board voted
for that extra 15 minutes a day and prioritized it in the
budget. But, we understand there were budget constraints but
that is one of the jobs of the Board in this coming cycle
working with Dr. Williams and his staff as to what are the
priorities of the Board because it's very complicated and things
intersect.

So, thank you very much for all of that

MR. OFFERMAN: I just want to make sure we're also
taking into account the change in the treatment of the Muslim
holiday. Is that correct?

BOARD CHAIR CAUSEY: Yes. That consideration would
be reflected on the number of snow closure days and how that
would impact the length of the school year.

MR. DUKE: For clarification purposes, there is
nothing in the calendar that indicates that the Muslim holiday
or the Jewish holiday are backups, if you will, for closure
days. It's just that the procedure and the practice has been
that regardless of whether it's a Jewish holiday or a Muslim
holiday, any professional development day that was scheduled
into the calendar would be available for conversion to a student
day.

If the practice going forth is that those days that
are declare as professional development days that occur on the
Jewish and Muslim holidays are not to be considered as makeup
days, that's basically a policy procedure. Not a policy
procedure but a practice. But, it's not designated or built
into the calendar.

thank you for giving me and Jess the opportunity to talk about
the work that's going on in the office of transportation.

This evening, we'll be focus on four buckets. We're
going to talk about climate and customer service, we're going to
talk about recruitment and retention. We're going to talk about
professional learning opportunities. We're going to also talk
about communication. Dr. Grim and I will lead you through this
discussion.

Again, we realize the responsibility of transporting
84,000 students twice a day is a huge one. So, throughout the
presentation, you'll hear us talk about some of our partnerships
with internal and external stakeholders. The purpose of our
presentation will be to educate, inform and give you a short
update on transportation.

With that, we'll go to our mission statement. I
won't read it to you but, as you can see, we have some key words
underlined. Safety, efficiency, services and successful
learners. Obviously, we take safety very seriously and safety
is always first. But, I want you to take a look, also, at the
line for successful learners.

As you've heard some speakers say here today and as
we feel in the office of transportation, some experts believe that the bus ride is the first classroom of the day. So, we want to look at it as that way. Our mission, I think, is emphasize in our vision which is we try for continuous improvement.

Before going into more detail, I kind of want to give you a flavor for the size and scope of transportation. I know we have some new Board members so I just want to make sure we have a base that we can build upon.

Again, we're the 25th largest school on fleet in the United States. We maintain over 850 busses on 11 bus lots. As you can see from the map, the bus lots are scattered across the county. Again, in the office of transportation, we're set up into five different areas. Dr. Grim will talk about those a little later.

Again, as I mentioned before, we transport over 84,000 students twice a day. If you put that in perspective, that's more students than the City of Silver Spring has as a population. I think the last census that was done, Silver Spring has about 79,000 residents. So, if you think in terms of that, again, we're transporting 84,000 students twice a day.

Again, we also say that we drive approximately 82,000 miles each day, or over 14 million per year. Again, to put that in perspective, that would be over 562 trips around the earth at the equator each year. Or, three times around the equator each day.

The office of transportation currently employs about 1,200 drivers, attendants, support staff, fleet staff, technicians. Again, when this presentation was done we had about 786 routes. They're divided into general education routes, special education routes and some contractor routes.

Again, just something to keep in mind, we make sure that all our special ed routes are covered by our BCPS drivers.

Again, when you consider transportation, obviously you think about us going back and forth to school each day. But, I also want you to consider some of the other things we do with our busses. We offer magnet transportation, field trips, special events. We work to deliver displaced students, ESOL students. We work the extended year program. We work with summer programs.

So, again, we just want to make sure you understand the size and scope of some of the things we do. Currently, we have three full-service maintenance facilities and, again, those are due to heavy jobs like engines, transmissions, etc. Again, as I stated, over 1,200 employees in the office of transportation currently.

Again, with that overview out of the way, as I said before, we're going to use four buckets to talk about what's going on. Again, as you see before you, climate and customer service, recruitment and retention, professional learning opportunities and communications, to frame our conversation.

With that, I'll turn it over to Dr. Grim, Director of the Office of Transportation.

DR. GRIM: Thank you, Mr. Patillo. Good evening, Board members. We understand that a professional climate focused on serving our customers, students, parents and schools, is critically important to our mission of providing safe, efficient service.

We listened to the feedback from our employees through lot visits by leadership in the Office of Business Services, the Office of Transportation and through our bargaining unit partners, AFSCME, to make improvements related to climate.

We have also partnered with the Division of Human Resources. They have offered exit interviews and conduct bus loop visits in an effort to connect with our drivers and improve working environments in our division.

Our call center is the backbone of our customer service center and we have staff available from 6:00 a.m. to 5:30 p.m. on school days to assist stakeholders with issues related to transportation. Our call center handles hundreds of calls each week related to transportation inquiries.

Additionally, the organization of our operations or area structures are focused on providing safe, efficient service.

This graphic shows the Office of Transportation's operational structure with regard to area service. As shown on the earlier map of our operations, there are five service areas. Each service area has a senior operations supervisor and a dispatcher for the area. Through the Board's generous support over the last three years, positions were added to improve our climate and customer service. Specifically, a field representative and customer service clerk joined our team at each of the 11 lots providing onsite communication for drivers, attendants, schools and community stakeholders.
These necessary positions help our staff ensure the safety of our employees and students through onsite support and training. Further, area and lot personnel are often the first point of contact for our schools since they deliver service specifically to that location.

We also recognize that factors such as employee attendance are major components of safe, efficient climate that's focused on customer service. Just like in a schoolhouse, the three buckets are areas that affect climate and customer service related to attendance are vacancies, leaves and call-outs.

You might ask what's a call-out? A call-out occurs when a driver attendant is not at work that day. Reasons may include a personal day, sick day, court or other reasons.

Sometimes these reasons are known in advance but in other cases they occur at 6:00 a.m. the day of the event or later. Call-outs the day of the event provide little time to cover routes and communicate with schools.

Call-outs are just one of the three areas that affect climate and customer service related to attendance. For example, our number of driver vacancies at the end of the school year was roughly 79. While this number is higher than we would like, it follows the trend of bus driver shortages across the country.

We had 6 drivers on leave at that same time and we average approximately 80 call-outs per day. Combined, these numbers represented 25 percent of our drivers.

Any one of these numbers by themselves can be safely managed. But, when combined together, both safety and efficiencies concerns that negatively impact climate and customer service.

One of our major goals this school year is to engage our employees in professional learning that will provide them with additional tools and education that help avoid leave situations and minimize last-minute call-outs.

We also look forward to exploring incentives which may result in fewer call-outs. Further, we will ensure all supervisory staff in the Office of Transportation are trained and implementing the Employee Attendance Monitoring Program, processes and procedures, and we will streamline that process for our sites through central office support.

We appreciate our drivers’ attendance so far this year as they know and understand the importance of their work in getting our students to school safety and on time each day.

The question that we've heard a lot today, why are our busses late? Busses may be late for a host of reasons but major issues occur when we have problems with traffic or road closures, breakdowns and/or attendance. All of us that drive our roadways know that we expect some degree of traffic. But, when it gets extreme, it impacts our time, particularly for our elementary routes as they are after our high school and middle trips.

Our fleet staff is amazing at providing prompt service and preventing mechanical issues that lead to breakdowns. But, they can occur and when breakdowns happen, another bus needs to be rerouted or deployed to serve our students. Employee attendance, just like in any service industry, also affects our ability to provide on-time service.

We already mentioned attendance but at 6:00 a.m., when a call-out occurs, the dispatcher must determine if there's a substitute driver or if a route needs to be covered another way. The field representative who works as the lot manager works for the dispatcher as part of this process. If there's no substitute, the dispatcher, field rep and a routing assistant must decide if they need to reconfigure the routes, adding different parts of routes to others, assigning routes to other drivers, sometimes including the doubling up of routes or drive the routes themselves.

These tasks take away the field rep and dispatcher responsibilities from the other daily tasks they need to complete to ensure the safety, efficiency and effectiveness of our operations.

But, the bottom line is someone needs to pick up our students and safely get them to school. The result of traffic, breakdowns and attendance are far-reaching. Results may include drivers that don't know the routes, route times that are out-of-whack because they are reconfigured, split or added to another, drivers who are unhappy, parents who are upset and students who started their day on the negative because they are late to school or serviced by someone they don't know or is trying to process all of these changes.

These issues, in turn, affect school operations which I know very well as a former teacher and school principal. Recruitment and retention are both an integral part in having a
vibrant and happy work force. Charles is going to speak more to that.

MR. PATILLO: Sure. Again, we're happy to partner with the Division of Human Resources to get our messaging out. Again, shown on the screen are some prominent locations where we currently have recruiting events. Again, I want to make sure you take notice that each area of the county is represented and some areas, or based on high needs, we may have multiple events in areas of the county.

If you look at the next few slides, we're just going to show you some pictures of different things we have. Here, you see something we've used as a web slider and also as a Facebook app.

Next, you see a banner here and we've also made a sign of this particular banner which is located in front of Building A which we affectionately call the mansion.

Next, you see an example of a yard sign which we've strategically placed across the county. Last but not least, you see examples of postcards we send out. Again, based on the area, we can focus on the area of need, the zip codes where we sent out the postcards.

Here you see a chart that includes bus driver hires and separations for the last years. Based on the data, you can see we appear to be trending in the right direction. Even though this particular year we are at one driver higher than we were, excuse me. We hired one more driver than we separated with and, along with the office of staff, we are evaluating compensation packages. We are also visiting the lots to hear from our drivers and attendants about their challenges, needs and successes.

It is important to note that our driver shortage is part of a national trend and we look forward to continuing our partnership with AFSCME this year to explore ways to improve retention and recruitment. We also understand that a key to retaining our work force is to engage them in professional learning that will support their work and build their capacity and skills to best accomplish their job.

There are many reasons why people will separate from a company. Here we see what the separations are and some of the reasons we've heard why people are separating are culture and climate, shift in family dynamics, compensation, shifting interests and, of course, the economy. As noted previously, there is a national trend in driver shortages.

During our lots visits, our employees expressed the idea of having a career and not just a job. One of the things the office of transportation has tried to do is to inject more professionalism in the workplace and making employees feel more valued and want to stay. We've worked to improve compensation and refine our training practices. But, this work is not done.

As stated before, a key to retaining our work force is to engage them in professional learning that supports their work and builds their capacity. Next, Dr. Grim will talk about some professional learning opportunities in the office of transportation.

DR. GRIM: Climate and customer service, in addition to recruitment and retention, are areas within our professional learning plan that, again, are critical to the safe and efficient transportation of students. Professional learning that supports our staff in providing the community and schools with outstanding customer service is key. We also believe the professional learning that supports our fleet staff drivers, attendants and supervisory personnel will lead to retention and a more positive work force.

Recent professional learning in our office is the result of listening to our stakeholders and giving our professionals the tools they need to be successful. Whether that's safety training, CPR training, ALICE active assilant training or teaching management strategies.

We're also learning from technology. Our Route Finder Pro software is helping our operations become more efficient when accompanied with the human element of our staff who design and deliver service and routing and driving.

We also use technology such as footage from our bus cameras to improve safety practices and procedures on our busses when partnering with the Department of School Safety and individual schools.

But, we can do better. We are partnering with the Division of Research, Accountability and Assessment to develop protocols that include more accurate data that tracks our on-time arrivals and bus capacity and utilization. Our current practices only show a snapshot in time.

We also need to ensure our protocols and practices are equitable and meet the needs of our students with special needs in particular. We need to make sure our professional
learning is meaningful and focused on supporting our personnel so they can more safely and effectively perform their job.

Thus, we are reconceptualizing the training supervisor role in our office to include building the capacity, knowledge and skill of all office of transportation personnel including me. As a former school leader, I’m hoping to use that experience to strengthen the connection between the office of transportation personnel, our schools and our community.

Our work in providing necessary professional learning in all areas of our organization will allow our personnel to better meet the needs of our schools and our students and families.

In addition to climate and customer service, recruitment and retention and professional learning, communication is key to our success in providing safe, efficient services that focuses on our students.

To enhance communication between the office of transportation and schools, we scheduled drop-in meetings this summer where our staff from each lot and school-based administrators came together to talk about service and logistics. This face-to-face communication between our staff and schools is critical for the success of our operation.

We also hosted school-based administrator meetings through a webinar or via face-to-face out of respect for our school administrators’ time, while recognizing the important information that we need to provide them each school year.

We are also encouraging our staff to conduct school visits to better understand how we can support all of our personnel.

Staff in the office of transportation also participated in area advisory meetings with the community members last spring and prior to the beginning of the school year. We hosted all 1,200 of our staff at the transportation advance that included pre-service training and supports.

MR. PATILLO: We are working with surrounding counties to identify the best ways to share tracking information with our families. We are gathering data to determine how we can best roll out such an initiative in a system our size and have accurate information available to the public.

We are partnering with the department of information technology and county government to implement bus radios in the school system. We will look at implementing the radios in one area of the county first and then roll it out to the rest as we see some success.

We realize that our call center can be the lifeblood to many internal and external stakeholders. With that in mind, we have beefed up our call center. During peak times, all the Pulaski Park staff can log on and be available to take calls.

Last year, we also started to reconvene the labor management meetings with AFSCME. We will continue to meet with AFSCME leadership and also work with other bargaining unit partners such as OPE and ESPBC to improve communication among our staff in an effort to ensure safety, efficiency and effectiveness of our work force.

We also look forward to continuing our partnership with the division of research, accountability and assessment to include technology to monitor and analyze data. We plan to use technology to measure, monitor on-time arrival, overcrowding, vacancies and route coverage.

The Division of Research, Accountability and Assessment is also helping with training, supporting and creating training for our office staff.

DR. GRIM: As this graphic shows, the work of school leaders falls in three large areas, instructional leadership, teaching and learning and operational systems. Transportation, of course, falls in the blue. Operational systems. But, as our job to ensure at organizational and operational levels, we are improving our climate and customer service, retention and recruitment, professional learning and communication so school administrators in every schoolhouse can focus there work on instructional leadership and teaching and learning.

Specific to our first three weeks of school this year, we have had a number of areas in which we need to improve. Systemwide, we have a significant number of driver vacancies.

We could hire at least 50 more drivers immediately to address route coverage and issues related to absences.

While we've experienced shortage issues on specific days in each of our five geographic areas, our amazing staff has found ways to safely cover these needs. By far, the northeast has been our region of greatest need and concern so far this school year. The main concerns from the northeast, many of which you’ve heard this evening, include route and stop issues, late busses and overcrowded busses.
The route stop issues are associated with past practices in routing and the rerouting that occurred over the summer to address these issues. All of our routes in the northeast were rewritten and although our staff picked through each of these routes, there were adjustments and ongoing changes that need to happen with routes and stops in this area.

In fact, we’ve spent the last two weeks strategically rerouting schools again in this area. We’ve also had issues with drivers missing stops as well as not knowing the proper routes or adjusted routes. These are all communication issues which are my responsibility and we’ve been working with our staff to fix them.

Along the lines of communication, our call center received over 7,000 calls since the last week of August and we’ve conservatively handled over 500 unique email inquiries. We’re also making adjustments to routes and stops as needed to address safety concerns first and foremost.

It is also important to note that our routing software pulled over 8,000 students into our routing bus stop system from the student information system the day our schools received their initial routes which was Monday, August 12th to Friday, September 13th. So, just in a month’s span, we moved 8,000 kids.

With this very high number of enrollments this past month, we are closely monitoring our bus ridership numbers through observation and the reports we were getting from drivers, schools and parents. We cannot stress enough the need for parents to enroll their children in school earlier.

We are evaluating changes that might be necessary based on these numbers systemwide and, again, I want to take this opportunity to thank our drivers in attendance and the rest of our office of transportation staff for the amazing work they’ve done so far this school year. But, we can improve.

BOARD CHAIR CAUSEY: Thank you for that presentation. I’m now going to open the floor for questions and comments from Board members. I have Ms. Henn, Mr. McMillion, Ms. Rowe and then we’ll move around the dais. Ms. Henn?

VICE CHAIR HENN: Thank you. Mr. Patillo, Dr. Grim, thank you very much for your presentation this evening and thank you very much for your behemoth efforts on behalf of our students and families since the beginning of the year. Tonight’s public comment had to have been difficult to sit through. So, I also appreciate you being here and hearing that.

As you may know, I represent a district in the northeast. So, it’s been a painful beginning to the year for me as well as thank you for fielding the many dozens of emails I know I personally have forwarded through the office of the superintendent. I think I fielded about 100 in the first week.

But, that’s nothing compared to the numbers Dr. Grim, that you shared with me.

I do have one question and that is why the northeast seems to be so disproportionately affected? I will also share that I’m hearing very opposite experiences in the central area of the county which I also represent. When I talk to principals in that area, I hear very positive experiences, no issues.

Towson, for instance, very vocal communities. If there were issues, I’d be hearing about them and I have gotten zero complaints about transportation from the central area this year so far. That is fantastic. I wish I could say the same for the northeast. I feel like we seceded at some point from the office of transportation and that we’re being serviced by a different office because the experiences have been day and night. My constituents are asking why. Why are they having such issues, as you mentioned, and I appreciate your candor in listing what those issues are with lateness, with overcrowding.

Perry Hall seems to be especially hit hard. I’ve heard that busses were removed from Perry Hall Middle, one of our largest schools in the area, that’s experienced the greatest growth. Perhaps you can speak to what’s going on in the northeast. Why does it seem like we’re being hit so disproportionately with the issues and what actions are you taking to provide these families with some relief?

DR. GRIM: Thank you for your question. I do apologize for our service thus far in the northeast area in particular. I think that one of the main challenges is that there were a number of problems stemming from last year and prior years in the northeast area. There were some measures put in place to fix them last year and it’s my understanding that some of the service in that area got better at the very end of the school year.

Those solutions are not long-term sustainable solutions to fix that area. They were not long-term solutions to fix that area. Part of the rerouting that we underwent in your area that started in the springtime and extended into the
reduce those student to seat ratios? Particularly in Perry Hall and in Parkville and a lot of the schools in the northeast, what we're hearing is that the norm is middle and high schoolers are three and four to a seat, students not having their own seats. I had been getting pictures almost on a daily basis of students seated on the floors of the bus, standing in aisles, that's not safe. It's not legal for that to happen. It's one thing for students to arrive late at home. It's another for them to be safe. I would rather see multiple runs and for those busses to not pull away with students standing or without a seat.

So, what are you doing to ensure that our drivers are not leaving school without every student in a seat?

DR. GRIM: Thank you for that question. Our utilization is based on national numbers and numbers that we've observed last school year and so far this school year.

So, as we determine, by onsite visits, that we do have overcrowded conditions, we have been adjusting those busses to safely accommodate those issues. I think, to your point and to your question, we can certainly re-emphasize with our drivers and attendants the need to ensure that they are safely implementing those practices. We agree that students should not be in those situations, that is a safety issue.

I can also tell you, part of what we partner with our schools, we've had some areas where we've had reports of overcrowding. It's because students are not utilizing the correct bus. They're not utilizing the correct stop.

So, we're working, too, to educate our schools and to work with our families and our community members to make sure that we're following those rules as well in terms of stops and bus ridership.

It's a real challenge for our bus drivers. They don't want to turn any students away. They want to get them safely to school. We just need to make sure that we're doing that as safely as possible.

VICE CHAIR HENN: Thank you. My last point, your office has been very responsive when we've brought up these individual cases. You've removed stops from busses that have been overcrowded. You've responded to, certainly, concerns I've escalated and to parents who have contacted you directly and the customer service has improved drastically this year.

So, I really want to commend you and your team for
that. I'd like to hear about systemic improvements. Of course, the responsiveness has been great on those isolated incidents that get reported. But, what about the others? What about those kids, their busses aren't being reported or escalated to your attention.

So, systemically, are drivers being trained? Are they their treatment is of concern as well. So, systemically, do they know that, are they empowered to not pull away when kids are not in seats? Are they empowered to make that call? To say, no, I'm not leaving and to leave some kids behind and to do a second run? Those are the types of changes that, systemically, will address some of these issues.

One run with kids standing or seated in the aisle is too many. We need to address that overall.

DR. GRIM: Thank you, Ms. Henn. I think communication in the 62 days that I've been in the position thus far, communication needs to improve through our office beginning with our office and with our drivers and attendants and with the schools.

I'm very clear. There's a real need to make sure that that communication is getting out. If parents and our stakeholders and our schools know and understand that a bus is going to be late or what the parameters are and how it's operating, we can adjust to that. So, that's an area of definite improvement that I look forward to working with as I move forward in this role.

VICE CHAIR HENN: Thank you, Dr. Grim.

BOARD CHAIR CAUSEY: Thank you. We had Mr. McMillion and then Ms. Rowe.

MR. McMILLION: Good evening. Gentlemen, I have two comments to make and three questions. They'll all be brief. I really appreciate and I commend you for an outstanding presentation and I appreciate the fact that you accept responsibility for your actions.

Anybody that knows me very well know I have a CDL. It's an updated CDL. I know how difficult that test is to pass. I know how difficult it is to drive a busload of students. I've driven 50-plus football players and coaches on a bus with all their equipment at night with the windows steaming and I was scared to death. I know how difficult it is.

So, I commend those drivers when they climb in those busses every morning. It's a very difficult job.

My three questions. One, is Route Finder pro antiquated? Do you need something better than that software?

DR. GRIM: I can't yet answer that question, Mr.

MR. McMILLION: I'm still evaluating that software.

MR. McMILLION: Okay. Number two, does the location of Rosedale and Kenwood in the northeast area contribute in a minor way to some of the issues you're facing?

DR. GRIM: I believe it may but I don't know that for sure. Certainly, their distance, if you look at Kenwood, the Kenwood lot, for example, that's right across from Kenwood High School. Kenwood High School is serviced by Hopkins Creek as I know you well know.

So, when you look at our Kenwood and Rosedale lots, they service the entire northeast area.

MR. McMILLION: Okay. My last question, how can we, as the Board of Education of Baltimore County, help you gentlemen correct these problems?

MR. PATILLO: I think just support. Again, if things rise to your level, we just ask you to contact us or send an email to us. Again, we want to utilize our staff at the most important points so we can get back to the constituency as quick as possible. I think that would help us get to the issues quicker, when there are issues out there. And, that would help the communication process.

MR. McMILLION: Thank you very much.

MR. PATILLO: Thank you.

BOARD CHAIR CAUSEY: Ms. Rowe?

MS. ROWE: Well, Julie and Rod asked a lot of my questions. So, I won't reiterate. My district runs just south of Julie's and I have central area and northeast. I had to take my kids off the bus because they weren't getting to school on time. I can drive them so I don't really mind doing that. But, there's a lot of parents that can't.

One of the schools in my district that I'm hearing from is Red House Run. What I'm hearing from that school, it's an elementary school and the teachers are starting instruction 45 minutes later than they usually would because, in one particular classroom, there were only 6 students in the classroom on time out of 24. Because, when the students get there, they have to give them breakfast and settle them and calm them down from sometimes a very tumultuous bus ride.

That is impacting instruction in a way that is...
really intolerable in my opinion. My kids and a lot of the
busses at their school are getting there a couple minutes after
the bell. But, for teachers not to be able to begin instruction
for 45 minutes simply because there's only 6 out of 24 kids in
the classroom, I have a problem with that.

While we support the drives, we need more concrete
things from you as a Board as to recommendations of what you
need from this Board. Simply continuing to forward complaints
to you is insufficient.

I would like to know do the drivers need more money?
Do you need us to advocate for more money? Do you need
different types of incentives and different types of terms?

My brother has a CDL and what our school system
offers is what the day work day looks and the amount
of compensation. When I explained this to him, he laughed at me
and he said, "I could do a New York City run, there and back, in
8 hours. Get paid a lot more money and not have cargo that
smacks me in the head."

So, do you need more aides on the bus? I would like
for you to come back to us with a concrete list of things that
you actually need to permanently solve this problem.

Parents are not satisfied with the answer of just
continuing to do case-by-case constituency service solutions.
We need some systemic solutions.

So, I understand you're beginning on the job. But,
please come back to us with something more. Thank you.

DR. GRIM: Thank you.

BOARD CHAIR CAUSEY: Other Board members? Ms.
Scott?

MS. SCOTT: Thank you all so much for coming and for
that presentation. It was quite informative. I'm actually from
the northwest area. So, we also have some concerns about busses
and some of what you've heard here. It sounds like it's
happening in the northeast as well and in Lily's area as well.

What my question was, because I think a lot of
things have been covered and it sounds like you're going to come
back to us with some more ideas on how we, as a Board, can
really support you.

But, I wanted to know, you said there was a
stakeholder bus tracking in your presentation. I wanted to know
what that looked like. You said, as far as radios. But, is
there a bus app or is there something where parents can track
the busses?

DR. GRIM: Yes. There are a few other counties,
local jurisdictions in the state, that are currently utilizing
those. We're investigating how we can best use something like
that. With a district our size and with some of the other
challenges that we do have, we want to make sure we have that
data with fidelity.

An app like that would be no good if we don't have
the right data in it to be able to share with parents and
students. So, as changes are made, we need to identify ways
that we can provide that change in data that day to make sure
that those things work. So, that is a priority of mine
personally.

MS. SCOTT: So, that's something you're studying and
looking at now?

DR. GRIM: Yes. Yes.

MS. SCOTT: Oh, okay. Would that be something that
you would be able to come back to us, I guess, and gives us an
update or something on where we are with that and, hopefully,
maybe when that could be available to parents so they could see?

DR. GRIM: Yes.

MS. SCOTT: Okay.

DR. GRIM: We need to find a way to better
communicate with parents, and with schools, quite frankly, when
we have late busses or busses that are going to be extremely
late or something else occurs with them.

MS. SCOTT: Absolutely. Then, my other question is
I did hear you say that there were drivers who didn't know their
routes or didn't know the routes. I guess I just wanted some
more information on that. Is it because the routes are
changing?

DR. GRIM: That's because they're changing and I own
that because I believe that's communication as we get that
information to the drivers. If you've ever had the opportunity
to be at a bus lot in the morning, there's a lot going on and
these folks are moving out very early in the morning. Some
check in in the office, some do not. They head right to their
bus and get started right away. So, if a change goes out,
sometimes there's a miss in that communication. I think we need
to do a better job centrally with how we're communicating with
our drivers and attendants.

I don't believe it's their issue. Drivers also will
tell us, as changes come up, they're trying to look at a route
and drive a bus and manage students all at the same time.

As Mr. McMillion said, that's a job I certainly couldn't do.

So, we appreciate and applaud them.

MS. SCOTT: So, it's communicating with them in
advance and in enough time so that they know that the route has
been updated.

DR. GRIM: Yes. That would be an issue. Or, if
they're doing a really late coverage and something happens and
we have a breakdown or an accident or we have a trip that needs
to be covered, sometimes the drivers, at the very last minute,
are getting those route sheets because we don't have a really
great way to get them that information quickly. So, it's
difficult for them to be able to navigate through that.

MS. SCOTT: That's something you're working on?

DR. GRIM: That's on our office. Not on the drivers
and attendants.

MS. SCOTT: Thank you.

BOARD CHAIR CAUSEY: Mr. Kuehn?

MR. KUEHN: Thank you for your presentation. It was
very informative. Currently, how many vacant driver positions

So you have?

DR. GRIM: So, that number is a little bit of a
moving target.

MR. KUEHN: Give me a ballpark number.

DR. GRIM: We could hire 50 drivers immediately. We
probably have closer to 70 vacancies. We filled some of the
vacancies that we had at the end of last year to address some of
the issues that we had with contract drivers, as well as our
contractor partners. So, that number moves a little bit.

I was informed we have several drivers right now in
the pipeline to be drivers by the end of the month. But, also
know of four that will be leaving us at the end of this month.

MR. KUEHN: All right. So, if, magically overnight
you had 70 new drivers, do you have the equipment that you need?

Seventy other busses sitting around for them to drive?

DR. GRIM: Yes.

MR. KUEHN: So, we have just busses that aren't, in
essence, being used at this moment in time?

DR. GRIM: We have the ability to cover those routes
if we had those drivers. Yes.

MR. KUEHN: Okay, great. This is an incredible

optimization operation that you have going on, trying to hit
everybody perfectly and manage various flows of children into
different schools. So, I understand that's truly a difficult
activity that you're undertaking.

As you continue and, especially in the northeast
because we've heard a lot and I've seen a lot of emails flowing
through, I heard one thing tonight about the fact that you've
added one new hire in the last three years with people leaving
and people coming. Yeah, we have 1,700 more students over that
period of time.

So, it sounds like we're definitely in need of
growth in this area. I don't know when we will see you again
for your next report on this issue. But, as you're working out
this in the future and, especially in the northeast because I'm
looking at one of the slides where you have a picture of the
county and you have the bus lots all the way down at the bottom
of that area for the northeast. Significant amount of territory
to cover.

Please be thinking of how to best situate those
locations so that you can manage this activity to your advantage
because that makes it even more difficult.

So, again, thank you for coming. Please keep us
up-to-date on what's going on, if there's anything we can do
beyond immediately having you hire 70 new people, that would be
great. But, there is growth in the system and this is just
dealing with the fire today. But, we're adding students
constantly here. So, there has to be a plan going forward. I'm
not quite sure how you address that or if you're even thinking
that far ahead at this point in time. Perhaps that's a topic
for conversation the next time you come. But, please keep it in
the back of your mind because those are definitely questions
I'll have going forward. Thank you.

BOARD CHAIR CAUSEY: Ms. Jose and then Ms. Mack.

MS. JOSE: Thank you for the presentation. I live
in the northeast and that area has undergone exponential growth
in the past 20 years that I've been there. So, I understand the
overcrowding and we have an overcrowding issue.

My question is, is it possible for you to update
your logistics software to integrate with the drivers' GPS where
it would optimize the routes more efficiently? It's something
FedEx does and a lot of the logistics companies. I know that's
way beyond your purview but that could help the drivers as well
as optimize routes and prevent kids from being stuffed in busses like tunas. It would just help you do more with the busses that you have.

DR. GRIM: Thank you.

BOARD CHAIR CAUSEY: Ms. Mack?

MS. MACK: Thank you very much for that presentation. I may have missed this earlier but I've talked to bus drivers on my side of town. When they are driving, you cannot communicate with them at all. Is that true?

DR. GRIM: By and large, that is true. As Mr. Patillo said, that's why we're working on a plan to provide radios.

MS. MACK: Right. Because, they're not allowed to look down at their cell phones or anything like that.

DR. GRIM: That is correct.

MS. MACK: And, I am very glad to hear that. But, that limits last-minute changes also for you.

DR. GRIM: It does. It poses a number of logistical challenges for us.

MS. MACK: Okay. Then, Ms. Rowe asked you to come back to us and tell us what you need. Is there any benefit in your looking at your resignations and your exit interviews, gleaning information from those interviews and compiling that in such a way that it would allow you to answer her questions?

What is it that you need?

One of the things I hear is bus drivers, kids are out of control on the bus, there's only so much they can do. I had a bus driver tell me she pulled over to the side of the road and waited for the police. If that's an issue, come back to us and tell us that. So, as we go through the budget, we can allocate, hopefully, additional resources on the busses where they're needed. But, we would need the data to support that.

DR. GRIM: Thank you.

BOARD CHAIR CAUSEY: Ms. Rowe?

MS. ROWE: Do the busses have GPS?

DR. GRIM: The busses do not have GPS for the drivers. We are able to track where the busses are.

MS. ROWE: Okay. So, the drivers are using strictly a paper route sheet?

DR. GRIM: That is correct.

MS. ROWE: And, if it changes that morning, they get a new sheet and then they have to follow that sheet while they're driving?

DR. GRIM: That is correct.

MS. ROWE: Okay, thank you.

BOARD CHAIR CAUSEY: Dr. Williams would like to make some comments relative to all of the conversation.

DR. WILLIAMS: So, Mr. Patillo, Dr. Grim, thank you for your presentation. I had the pleasure of visiting Kenwood and Rosedale and having conversations with some, because it was in between shifts, some drivers and attendants. So, I just want to respond to the question that the Board posed about what you need in terms of the Department of Transportation.

So, based on the conversations that I had, I heard about the current conditions and the current situations and folks were very honest about what's happening. They were so appreciative of the visit. It was unannounced. I think I was visiting Kenwood High School and just happened to walk across the street.

But, I want to go back to that question. So, from my perspective, and we have done this with several topics thus far, 60 days in my work here in Baltimore County Public Schools, we always have a debriefing of how did we do with opening, how did we do with our curriculum and assessment. So, I think we will have that debriefing in terms of senior leadership.

But, based on the feedback from our drivers and our bus attendants, there's this educational piece for all. So, not only the principals, our teachers, but our students and families. What does it mean about riding a bus and what does that safety, we've heard it all night.

There's some budgetary issues that we will be presenting and we'll present to the Board. So, there's training that needs to happen across the board. Not just the Department of Transportation, but a system.

So, I'm just pre-empting. This is what you'll hear from me probably a month or two months down the road about our training plan for staff.

But, it was said today that we need to look at our conditions for hiring and retaining bus attendants and bus drivers. There's a common theme that's happening. Bus attendants and drivers are saying about the conditions. They're looking at some of the reasons why some are resigning.

But, I think for our work, in terms of the team, to look at the educational piece, how we're educating our students,
our parents, our staff, our leaders, the training and definitely
those conditions in order to recruit and retain our bus drivers.

I've heard it over the last two months. We can do
better, we will do better. But, for this Board, we're going to
need your assistance to make sure we can get those conditions,
such as the technology, such as the benefits, such as salaries,
we're going to need that kind of support from the Board in order
to move forward so we don't have year four, year five, dealing
with the same issues. I definitely want to explore why the
northeast area, particularly, yes we've had certain issues
across the system but, as Dr. Grim, they spent time to analyze
and made some changes.

So, a part of our work is to go back and look at a
debriefing of what happened, preparing for the future to look at
our dry runs, to make sure we're clear. But, I really think we're going to need to upgrade our resources and our recruitment
efforts.

BOARD CHAIR CAUSEY: Thank you. I'm going to wrap
this up because we have another presentation. I do want to say
thank you to Dr. Williams for you and your team bringing this
presentation and this report to us. This is the most

comprehensive report on transportation that I've heard in the
four years that I've been on the Board.

We also appreciate that Dr. Williams and Dr. Grim
and others of the new members of transportation that this is a
challenge that you all walked into and it's a challenge that's
been building over years of budget realignment, resource
allocation and priority that was not placed on transportation.

I think what everyone has heard tonight, Mr. Patillo
and Dr. Grim and all of our public, is that this Board is
committed to transportation, to getting our children to their
schools safely and on time.

We understand the value of every minute, every
instructional minute, but also the social-emotional piece of
getting our children there on time and feeling good about
school.

I also want to say one thing that's been consistent
with the Board and what we're hearing which is that we
appreciate the bus drivers. We know it is a difficult job.

It's challenging. There's other drivers on the road that don't
respect the busses and pose challenges to our children's safety.

So, we know that there's a lot of impact and we, of
course, have Mr. McMillion with his primary experience with
that, sharing that with us. That helps us to focus on that.

So, we want to say thank you to our bus drivers and the
attendants. Not only is it the first classroom of the day where
they step away from home and into the school system, it's often
times the last smile they receive in the day.

But, sometimes that bus driver or the bus attendant
is the trusted adult that that student connects with that allows
them to have that safe space or the time to debrief after a
tough day at school or getting ready after maybe stepping out of
a tough circumstance at home and getting prepared to come to the
school ready to learn.

So, we appreciate everyone that's working together
to try and develop solutions to provide safety and on-time
transportation for all of our students.

So, we will revisit this. I'm sure Dr. Williams
will have you back for an update. So, we just appreciate all of
your work. Thank you very much.

At this time, we do have another presentation but
we're going to take a 7th inning stretch. A five-minute recess
and then we'll be back for the rest of the meeting. I make a

motion to recess.

VICE CHAIR HENN: Second.

(PROCEEDINGS RECESSED.)

(PROCEEDINGS RESUMED.)

BOARD CHAIR CAUSEY: Thank you as we reopen the
Board of Education meeting of September 24th, 2019. The next
item on our agenda is Item M, Report on Student Performance
Measurements. For that, we ask Dr. Wheatley-Phillips, Dr.
McComas, Ms. Byers, Dr. Jones and Dr. Roberts to come forward to
present a report on student performance measurements. Following
the presentation, allowing time for discussion if the Board so
desires. Good evening and welcome.

VOICE: Good evening, Chairwoman Causey, Vice Chair
Henn, Superintendent Williams and members of the Board. Tonight
we bring forward for review a file report of student
performance. This presentation is part of a series of
performance reports that will be presented to you throughout the
year as the plans we outline are implemented.

Tonight's overview serves a number of purposes.
While the initial portion examines systemic K-12 assessment
data, our presentation will also describe how, through the lens
of the written, taught and assessed curriculum, we are working across divisions to increase student performance.

There are many types of assessments. There are formative assessments that provide short cycle feedback and ongoing support during the learning process. Summative assessments provide systemic analysis of learning after longer intervals.

When we compare assessments, there are norm-referenced assessments that tell us how students perform who are at the same age or in the same grade level. Criterion-referenced assessments compare achievements to a standard or a pre-established benchmark.

In looking at these data, it is important to note that this is an assessment that is administered in the fall of each school year to determine students' readiness for the rigors of Kindergarten.

A notable gain is that in 2019, students demonstrating readiness for Kindergarten has increased over the past two years and surpassed the state average of 47 percent.

An opportunity that exists for us is that of the 8,000 Kindergarten students in BCPS, 20 percent, or 1,600, completed the assessment.

For the MAP reading assessment, the percentage of students in K, 1 and 2 who are at or above the 58th percentile, we have a high percentage of students in grade 1 or 2 who are at or above the 58th percentile compared to their national peers.

The opportunity that is presented to us is that over the last three years, primary reading achievement has decreased.

The same holds true for mathematics. For the MAP assessment, of the percentage of students in Kindergarten through Grade 2 who are at or above the 58th percentile, we have a high percentage of students in grades 1 and 2 who are at or above the 58th percentile compared to their national peers.

Additionally, over the last three years, Kindergarten scores show gradual gains.

When we look at the winter MAP reading achievement, a high percentage of students in grades 3 to 5 and 7 to 8 are achieving at or above the 58th percentile. The opportunity focus is that, overall, in grades 3 through 8, achievement has decreased or remained the same over the past three years.

In looking at the winter MAP mathematics achievement for grades 3 through 8, the opportunity focus is that, overall, in the area of math, achievement has also decreased or stayed the same over the past three years.

When we examined MCAP criteria-based assessment, while the achievement levels are less than the state average, student achievement has stayed the same or increased over the past three years.

When we look at the MAP mathematics achievement in grades 3 through 8, achievement has decreased or stayed the same and it's less than the state average.

For the MCAP Algebra I assessments, these data represents students that are first-time test takers or retesters who completed the assessment. The gains that we enjoy that while the overall percentage of students meeting or exceeding standards in Algebra I have steadily decreased and is less than the state average, the percentage of first-time test takers increased from 8,270 students to 8,433 students.

When we look at our English 10 achievement, while the data presented here show a decline in achievement that is below the state average, between the school years of 2016 to 2017 all the way to 2018 to 2019, the pass rate for first-time test takers increased from 46.4 percent to 47 percent. As a system, we have the opportunity to increase that percentage to above 47 percent.

In looking at our students' performance across subject areas on the SAT, there were opportunities for improvement on both the evidence-based reading and also the mathematics sections.

At this time, I turn the next section of the presentation over to Dr. McComas.

DR. MCCOMAS: Good evening. This evening, I'll be walking us through the aspects of our written curriculum and what is our response to move our student performance in the direction that we all wish to see it.

To begin with, I'd like to put some quality to our student performance. We just reviewed quantitatively how our students are performing. But, what does that mean in terms of our student work?

So, qualitatively speaking, our students in English language arts continue to demonstrate relative strength in their ability to read and comprehend a singular text and to identify key ideas and support that key idea with details from a singular text.
Where we need to continue to build our student capacity to reach the rigor or the standard is our students’ ability to read non-fiction text, to read multiple complex text and to be able to select evidence or cite text from multiple sources to develop an argument or what we often refer to as a claim support by evidence in both a verbal format as well as in writing.

So, when we talk about how do we begin to address this issue, at the elementary level, as many of you are aware, we have renewed our focus around foundational skills with our Open Court phonics program this year. Along with that, and I do want to say that our Open Court phonics program will really focus on decoding and coding which are foundational skills for reading, writing and comprehension.

In addition to that, our teachers will be receiving specific small group instruction professional development that really focuses on phonemic awareness, phonics, fluency and vocabulary development. In addition, our school administrators will be receiving support to help them in their instructional coaching so that they are providing feedback around implementation with fidelity.

As we move into the secondary levels, we will continue to go deeper with our content disciplinary literacy demands. As many of you remember, last year, because of the Maryland State Department’s Driving Readers grant, we introduced reading apprenticeship at the secondary level. This is a resource that helps our teachers engage our students in disciplinary specific texts that requires them to be able to read, understand and analyze a non-fiction text. You often will hear us speaking of reading apprenticeship in the form of teaching our students to read, write and think like scientists who read, write and think like engineers, historians, very specific to career readiness and literacy demands.

Overall, what I ask that you walk away with is an understanding that to raise the bar, the rigor of our classroom, our students need to have equitable access to rigorous daily instruction that requires our students to practice and to demonstrate their skills around engaging in a variety of complex texts across each and every discipline and the ability to identify a reasoned argument pulling evidence from multiple texts.

When we look at how we will close gaps for students who are demonstrating gaps in specific learning areas, we will continue with many of the initiatives that we have been working on and that many of you are aware of. One of which is the Orton-Gillingham training that really provides a multi-sensory method of instruction for students who are identified with specific dyslexia learning challenges.

In addition to that, we will continue to expand our professional learning for teachers regarding the language essentials for teachers of reading and spelling. That professional learning really anchors our teachers’ understanding in the science of learning to read. I know Board members who are on the Curriculum Committee, we’ve done extensive presentations around the science of learning to read.

In addition, we are piloting this year secondary reading programs to determine which one would best serve the needs of our students. We will continue in service of support our L-student population to provide expanded professional learning on the sheltered instructional observation protocol which is a research-based method to support English learners.

So, moving forward, one of the initiatives that the ELA office will undertake is they are actually in the process of coordinating with MSDE to receive training on a tool that MSDE developed last year. MSDE used what schools that were in comprehensive support. Fortunately, we, as a system, did not have any schools in that category. So, this year, we are able to go and get training and we will be using that resource to begin an overall analysis of our ELA curriculum. Of course, that will then drive revisions and refinements in our ELA curriculum.

As we move our attention into mathematics, likewise, I would like to put some quality to our student performance.

So, in mathematics, what we continue to see is that our students demonstrate relative strength in procedural fluency and computational accuracy. Where we need to continue to increase the rigor and provide ample opportunity for our students is for our students to demonstrate mathematical reasoning in real world problems in which they are able to identify a model to problem-solve.

So, similar to ELA, we know that the heart of our work is really providing that equitable access to rigorous daily instruction that not only builds procedural fluency and computational accuracy, but then gets students to that rich
complex problem-solving in a real world scenario in which they have to identify their reasoning and which models may solve the problem. Paired with the resources of high-quality instructional materials.

So, when we talk about closing gaps, interestingly enough, the field of mathematics does not have the plethora of diagnostic resources that we see in English language arts. So, we're really looking at shifting how we have the adults focus and coordinate around identifying specific learning gaps and specific learning needs to shift the way that we are coordinating support for students.

In addition to that, we will keep an eye on, we have approximately 30 schools that, through Title I funding and some recent state funding that came in late in the summer, that are using their grant funds to fund a school-based math resource teacher that would be like a parallel to a reading specialist.

We talked about this last year in the budget process. We had proposed that we were not able to bring that all the way to fruition. But, fortunately, some grant funding, we're trying that and we're monitoring the impact that that has so we can bring forward to you that return on investment. I thank those principals that chose to use their grant funds that way.

Lastly, we will continue to analyze the opportunity for our students around our math sequence. That is part of our overall audit.

Lastly, moving forward with mathematics, we will continue to work with Johns Hopkins through the additional phases of our math program review which, as you know, I just mentioned involves looking at our math sequence with Algebra and Geometry and it also, once we make revisions, will help us go into classrooms and do observations so that we can monitor the fidelity of implementation.

So, we have, as a result of our math audit, made some immediate short-term adjustments. We have clarified the critical path through our curriculum. One of the highlights was that we have robust resources in our curriculum but it was not clear what the essential path was for. So, we have worked to rectify that as part of our immediate action in addition to analyzing and we will pursue ensuring that we replace any resources that we have that are not high-quality resources with those that are ESSA rated high-quality instructional resources.

We will continue to provide immediate and long-term professional learning, all of which have to be truly anchored in the standards of mathematics practice on a daily opportunity.

Lastly, before I close, I would just like to personally thank our Board because I know there was robust debate about the opportunity for us to engage in that audit. That audit has allowed us to have a very clear and decisive path forward related to our math program. So, I truly thank you.

MR. ROBERTS: Thank you, Dr. Bozwell-McComas and good evening, Board members and Dr. Williams. As mentioned earlier, my name is George Roberts and I serve as the Community Superintendent for the east zoned schools. Joining me this evening is Dr. Raquel Jones, Community Superintendent for the west zoned schools, and Ms. Christina Byers, Community Superintendent for central area schools.

So, as you see on this slide, part of Dr. Williams' vision in Baltimore County was to provide more targeted supports for our schools. One of the immediate things that he recognized and put in place was a re-organization of the office of the community superintendents into the slide you see here, the division of school support and achievement.

So, as we go through this portion of the presentation, we're going to explain to you how our division supports not only the work of curriculum and instruction and DRAA and the other divisions within Baltimore County Public Schools, but how we support the day-to-day work of principals, assistant principals, building leaders and teachers to carry out and ultimately improve student achievement.

So, one of the first orders of business for our team under the re-organization or under the division of school support and achievement was really setting a vision for the school.

So, a couple points I wanted to point out to you on this slide as you read through it, the division not only supervises and evaluates principals for all 174 schools, but we provide the support and what we feel is important, the coaching. We wanted to really make sure we added that into our vision statement. The coaching for principals and school leaders to effectively support them in strategically making the decisions they need to make on a daily basis.

So, the ultimate goal of this work is to enhance teacher practice and improve student outcomes. So, as we move through the presentation, Dr. Jones is going to walk you.
through, really, you saw this a little bit earlier in Dr. Grim’s presentation, how we support schools in a visual way.

DR. JONES: Thank you, Dr. Roberts. Good evening.

Consistently, the most important school-based factors affecting academic success are the classroom teacher and the school principal.

Under the leadership of Dr. Williams and in direct response to the aforementioned research-based finding, feedback from principals, conversations with teacher leaders and the diverse learning needs of our students, the division of school support and achievement strategically developed the thinking behind this graphic known as the school support model.

This BCPS support model intentionally places schools at the center with an overarching focus on student achievement, equity and empowered leadership. The orange, green and blue sections represent three broad yet critical areas.

Instructional leadership, teaching and learning and operational systems.

The green section of the model drills down slightly further and depicts key areas of support centered on improving teaching and learning and the implementation of the taught curriculum which is found in instruction and classroom practices within our schools. Our goal is to raise the bar, close gaps and prepare for our future.

To that end, the division of school support and achievement collectively believes that teaching and learning is a dynamic process. This school year, we are collaboratively and more closely working with CNI to provide school-based differentiated supports centered on the taught curriculum and that are outlined on the slide.

This list is not totally exhaustive. However, an overview of these essential areas include culturally responsive curriculum and instruction and assessment, targeted teacher and staff professional learning and academic services and social-emotional learning supports for our students.

During the ’19-20 school year, the plan is to mobilize and differentiate supports to schools based on the schools' unique needs. This will be done through a large-scale central office initiative and the newly established instructional core team. Ms. Byers will share more about the instructional core team and how we move this work forward.

MS. BYERS: Thank you, Dr. Jones. So, supporting schools with implementing the taught curriculum really requires our central offices to coordinate and differentiate the supports that we are providing our school leaders and their staff.

Consequently, this year we have established the instructional core team. This is a group of cross-divisional leaders whose work really surrounds the concept of providing targeted and differentiated supports to principals, teachers and staff.

The instructional core team is made up of the division of school support and achievement, the division of research, accountability and assessment, the division of curriculum and instruction, the division of organizational effectiveness and the division of school safety and climate.

This team is very data-driven, analyzing both qualitative and quantitative data in areas that impact both achievement and school climate. Uniquely, though, this team really focused this analysis on school-level data as opposed to system-level data. That data is then used to drive the work.

Additionally, what makes this unique is that it involves the voice of the principal. So, we couple the analysis of school-level data with the voice of the principal around what they’re seeing their needs are in their buildings based on their data as well.

So, using a cyclical process, this team aligns differentiated and targeted supports to meet school needs indicated in data. The majority of the supports and resources that are provided to schools through this process are really designed to build capacity in leaders and teachers regarding the written curriculum.

Additionally, these supports work to help establish systems and structures within a school that help support the implementation of both the written curriculum and the assessed curriculum.

The division of school support and achievement will liaison between the instructional core team and schools to monitor the implementation of these supports and then to ultimately evaluate the effectiveness of the supports.

So, overall, the ultimate goal of the instructional core team is to connect schools with targeted resources and supports that will build and maximize the capacity of the instructional leadership staff and the teachers in the school.

At this time, I'm going to turn things over to Dr.
Williams and he is going to summarize how we're going to continue to focus on differentiated supports to schools as well as the processes and protocols that will be implemented and that are designed to increase outcomes for all of our students.

DR. WILLIAMS: So, in closing, this is just a snapshot. It's a 30,000 view of what we are planning to do and what we have done thus far. So, the hope is to have several presentations moving forward providing this Board with updates on how our students are performing.

So, what you see here is there is this plan of really studying and revamping our professional learning opportunities for staff. As you saw earlier, the written as well as the taught and assessed curriculum.

So, we need to know what our staff members are doing. We need to know what they need and we need to plan accordingly.

You heard the conversation around the instructional core team. So, that's analyzing the deployment of support.

It's the how, it's the when and it's by whom.

Also, strengthening our processes. As you heard earlier today, we really have to focus on our structures and processes. As you heard today about transportation, it's the same when it comes to the written, assessed and taught curriculum.

So, we want to ensure that there's alignment of the written, taught and assessed curriculum. We will update our teaching and learning framework and we will begin summarizing our data, comparing our schools to other schools, us as a system to other systems, state as well as national data, if applicable.

The last piece I just want to identify, we gave you the aggregate of data. In future presentations, we will be disaggregating our data by student groups and service groups.

I just want to reference an earlier comment that was made today. At the ANS meeting, I shared the data to our principals and I said, we have an achievement gap. We have to close the achievement gap.

There was another part that I shared that I just want to re-emphasize. It was made earlier in public comment. Even though I stress the data, I talked about principals knowing the names behind the data and knowing the whole child. As we have visited classrooms and schools, principals know their students. They're able to name them by names. They're able to talk about their history and then they're also able to succinctly describe their school progress plan.

So, we took a 10-plus page document and condensed it to a one-page conversation starter. So, if parents, Board members, constituents, want to know what's the focus and how we're closing the gap and raising the bar, they can start there and then invite more folks into the building.

So, our goal tonight is to give you just an overview of some of the thinking that we want to do as a system and also to describe some of the work that we have done thus far. In future meetings this year, we'll be providing updates as indicated.

BOARD CHAIR CAUSEY: Thank you. Board members, questions or comments? Ms. Pasteur?

MS. PASTEUR: Well, I have a whole bunch of little stickies with things on the front and things on the back. God knows that I love everybody sitting right up there and I really applaud this work and I applaud everything that's said here because it goes to, the things that I'm hearing is PD for our staff, our administrators, our teachers. I'm hearing going into specific schools and looking at specific problems and addressing those things.

I'm also happy to hear that all of this will be spread out for us because, as Board members, I was filled with consternation prior to coming on every time I heard someone say, oh, we don't do a whole lot of talking about instruction on the Board. That just really made me want to go to a rooftop and just look around, just look.

So, now I'm hearing that we're going to be getting constant information because we cannot be a part of supporting this system if we don't know a whole heck of a lot more than we come to the table knowing.

All of that being said, to me, the important piece, because some of us have schools that are so far behind and they've been far behind for way too long. So, just like there are people who think we only have transportation problems on one side of the county when we have them on the other side, too, we also don't always think that we need to embrace what's going on on that other side.

So, I guess the children get to school on busses and then nothing happens because we can look at these numbers and we can see from where we are getting that proliferation of numbers.
So, I know because I think I'm the only Board
member, other than the people who are, whatever you're called, 
at-large people, that have all three of you. So, I know that 
we've had conversations about the kinds of things you have 
wanted to do.

So, I think this is saying we're now giving them the 
opportunity to do those things so we won't think that community 
superintendents don't really do a whole heck of a lot. So, now we 
can see that and you'll be working.

One of the things you said at ANS is that sometimes 
one department doesn't know what the other department is doing 
and that's critical because my worry always has been that if we 
don't start doing better, we buy right into all of the 
stereotypes and all of the misthinking that people start to have 
when, year after year, you see failure happen.

One of the things I do want to make sure happens and 
we talked about this at the curriculum meetings, that for all of 
the wonderful things that we vote on and we get, I have started 
asking in the schools in my district and other districts, what 
about, and I name them and some of them say we use them. Some 
of them say they don't. Some of them have them in storerooms or 

wherever sitting on a shelf.

So, it's called accountability. So, as we are 
working with these schools, making sure that everyone is doing 
that and there's a note somewhere I have here. One of these 
little stickies. I'll find it later.

Oh, Dr. McComas said about a grant that she, in 
esSENCE, applauds the principals who chose to use their grant 
monies in that way. That was your quote.

I would just like to encourage the staff, you know 
it, you're good. In my world, there's none better at doing what 
you do. You know I believe it because I say what's on my mind.

So, if I didn't believe it, I'd trash you right here.

DR. MCCOMAS: I know. (Laughter.)

BOARD CHAIR CAUSEY: I don't think I'd let that 
happen. But, continue, Ms. Pasteur.

MS. PASTEUR: It would not. But, I do believe in 
you. So, I'd like just to encourage folks. When you see those 
good things happening that we are sharing and saying to folks 
sometimes, I need you to do this. This really isn't a 
discussion. I really need to see you do this for your child or 
your children because I am the expert right now or I am the

whatever and I need you to do this because I am convinced some 
people just aren't. And, it is.

My good friend on the other side there, she can talk 
data. But, we had that conversation so we're now trying to 
bridge that gap so that we are working and thinking where does 
that data take us? That young man who came up tonight spoke 
truth and the truth is we look at the data but we have to 
transfer that and translate it to human beings. And, I wouldn't 
trash anyone, for real. I might think it. But, I'm finished 
for tonight because I really enjoyed that presentation.

BOARD CHAIR CAUSEY: Okay. Mr. McMillion.

MR. MCMILLION: Good evening. On slide five, 
Kindergarten readiness, it says, of the 8,000 Kindergarten 
students in the fall of 2018, 20 percent or 1,600 completed the 
assessments. Why such a low number?

DR. JONES: Sample versus census.

DR. MCCOMAS: So, Mr. McMillion, we had the option 
to provide either a sample or a census administration. A census 
would be everyone. A sampling would be a portion of our 
students and that is the one that we implemented. Like, a 
random sampling.

MR. MCMILLION: So, out of the 8,000, you just 
picked 1,600?

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picked 1,600?

DR. MCCOMAS: Yeah, we worked in, our DRAA works in 
partnership with MSDE around identifying the sample. There's a 
process to that.

MR. MCMILLION: So, out of the 1,600, then you came 
up with the average of 49.4 percent out of the 1,600 that 
actually met that standard. Is that right?

VOICE: The state average was 47 percent. Of the 
sampling that we chose to administer the readiness assessment, 
we had 20 percent or 1,600 students who actually took the 
assessment and, based on the information, they actually achieved 
that number.

MR. MCMILLION: Okay. So, out of 8,000 Kindergarten 
students that we had in Baltimore County Public Schools, you 
randomly picked 1,600. Out of the 1,600, 49.4 percent of them 
scored that?

VOICE: Yes.

MR. MCMILLION: Okay. Then, on slide 11, the MCAP 
math achievement, one percent met or exceeded the standards? Is 
that associated with the curriculum not aligning with the
We wanted to look at that 58th percentile and then start at the
choose that? It seems like a
national standard? Or, was it randomly chosen? Why did we
another question. D

But, when you look at the assessment numbers, we had
one percent of our students who met the target.

MR. MCMILLION: Met or passed. Right.

DR. MCCOMAS: Will add, Mr. McMillion, we certainly
own that we need to work on our curriculum and we are. As you
are fully aware, you have the report that talks about it by
grade level. So, I don't want that to go without us saying. We
certainly recognize and own that we have to work to do around the
curriculum in addition to what Dr. Wheatley-Phillips shared.

MR. MCMILLION: Thank you.

BOARD CHAIR CAUSEY: Ms. Mack?

MS. MACK: Thank you all very much. I found it very
informative and you know I'm going to have a lot of questions.
I was happy to hear Dr. Williams say that in future
presentations, that we would compare our data not only to the
state average but to other counties, I think you said in
Maryland and nationally.

I think we need to set the bar higher than the state
average which is so low. I think we're doing our students a
disservice by having that as the target.

I pulled an article about the correlation between
MAP and PARCC that Montgomery County put out in 2016 and said
that there was a strong positive correlation between MAP and
PARCC. Does the same hold true for Baltimore County?

VOICE: In terms of the correlation between them? I
think we'd have to look at it grade level by grade level. But,
I think some aspects of that would be highly correlated.

MS. MACK: I guess my concern is, well, let me ask
another question. Do you know why we decided to report MAP out
at percent met or, I'm sorry, percent of students at or above
the 50th percentile. Was that chosen because that's the
national standard? Or, was it randomly chosen? Why did we
choose that? It seems like a low bar to me.

VOICE: I think because it's a norm-referenced test.
We wanted to look at that 58th percentile and then start at the
58th percentile and look at students that are at or above that.

percent proficient for winter reading.

So, I'm trying to understand why we show it this
way. I guess that's my question. Why do we show it this way
when it's misleading and it doesn't match up to what our actual
proficiency levels are?

VOICE: I think because the MAP score really focuses
on looking at how students performed that are the same age or at
the same grade level. You start at the 50th percentile. So, if
all students are at the 50th percentile, then this data shows,
starting at the 50th percentile, what percentage of students are
at or above that particular percentile rank.

I think MCAP is different because it's
criterion-referenced and because it's criterion-referenced, it's
looking at a specific standard.

So, while MAP focuses on norm-referenced, how they
perform compared to other students, the MCAP really looks at a
specific criteria. That's where the standards-based
conversation comes in. I think it provides a more accurate
measure of where kids are because it's comparing them against
standards.

So, I think it's kind of apples and oranges in terms
of how we look at the data. Does that make sense?

MS. MACK: Not really. But, I think I'm going to
send you an email with some questions. I do have a specific
question. One of the slides about high school references a
pilot that we're doing for secondary reading. Is a level
literacy intervention, what is that? Is that using Fountas and
Pennell?

DR. MCCOMAS: Yes. So, we are currently piloting
three different potential programs for consideration. Level of
Literacy intervention is one of them. Level of Literacy is
something we actually have in the elementary grades and that is
really where we have students working specifically on texts that
are at their level but with high-interest materials to engage
them. Because, when you fear that you have a secondary student,
you have a student who is 13, 14, 15 years old who may be
reading at a low elementary level, it's important to make sure
that you're getting materials that are stretch materials for
their actual reading ability but that are also of high interest
and relevant interest to students in that age group.

So, the Level of Literacy is one that we are using.

Read 180 and System 44 is another one that we're looking at, as
well as I-Lit.

MS. MACK: I guess my question there is if we would
use something that uses the queueing method and, I mean, we
assume that kids who are 13, 14, have strong phonemic awareness,
strong foundations in reading. But, in some cases, they don't.
Are we setting them up for failure by thinking that, at that
age, they should be able to read the text that you mentioned but
they can't?

DR. MCCOMAS: First, Ms. Mack, I'm so proud of you.
I feel like our curriculum time has not been wasted.

MS. MACK: I'm learning.

DR. MCCOMAS: I know, I'm so proud. So, I would say
that recognize that these students, a reading intervention
program at the secondary level, the teachers who deliver that
have extensive professional development to help support them
because many of our secondary teachers, if they do not have
reading specialist background, are trained in literature.
They're not trained in the science of learning how to read. So,
those teachers get a lot of support. So, it's not that our
students are just given those texts without actual reading
instruction that goes with that.

MS. MACK: I have one more quick question. Is it
possible for the Board, it's my understanding one of the key
indicators of success for a child learning to read is the
foundational skills for the rit score. Can we get that data for
our K, 1st and 2nd graders so that we can see where they are?

Do you guys use that? Do you actually look at that when you
look at, like, Open Court and the various purchases that we
make?

VOICE: So, just to clarify, your request is for the
rit score for all of our students?

MS. MACK: Just the foundational skills part of the
rit score.

VOICE: For every student?

MS. MACK: No. I'm just saying do we have an
aggregate number for our 1st graders, our 2nd graders? The
average.

VOICE: I do know we have charts that identify,
based on the rit score, what grade level students would be in.
So, we can provide that information.

MS. MACK: That's exactly what I'm looking for.

Thank you.

VOICE: Also, just to share with you, Ms. Mack, we
truly appreciate the questions. One of the things that Dr.
Williams has been clear about is that we're going to be open,
we're going to be transparent, we're going to own the data.

So, we certainly welcome any questions you may have
because we really want to be able to communicate very clearly
with the Board regarding where we are as a school system. So,
any questions that you have regarding the data, we certainly can
make that part of the weekly update. So, we welcome your
questions.

MS. MACK: I know and I wanted to thank you because
I called you and you walked me through something and I
appreciate that.

Finally, I found this online that Montgomery County
sends home to parents about MAP data. It just shows the end of
year target rit score. For example, in math, Kindergarten is
159, 1st grade is 181, 2nd grade is 192. Do we provide anything
like that to parents so that they can analyze their own
children's data? I can give you this.

VOICE: I am not aware of that but we can certainly
look into it.
that I've talked to Dr. McComas about and brought up in the Curriculum Committee is we could have children who are inherently brilliant in math but, on the MCAP, if they don't read well, they can do the math part of the problem but they can't read the nuances of the problem to even put the equation down.

So, I don't tend to focus on math as much as I do with ELA. But, I do understand. I took the test online just to see what it was like. You're right. It's pretty rigorous.

But, I think we have kids who are probably better in math than we think they are but because they don't read well enough, they don't get the nuances of the question to answer appropriately.

BOARD CHAIR CAUSEY: Ms. Rowe?

MS. ROWE: So, I appreciate all this. I have a question that's a little bit different. In the last budget, we reduced the ratio of devices for the younger kids. But, I've been talking to some of the elementary school teachers and one of the things that's coming up is that the curriculum doesn't fit the new device ratio. So, it's not just MAP testing that they have to do a couple times a year that they need a whole classroom full of devices.

Apparently, our math curriculum has a test every month. So, it's a lot of pulling all the devices into a classroom for a test and pulling them all into another classroom. Then, taking some from 5th graders, etc.

So, what are we doing to adjust the curriculum to fit the new device ratio?

DR. MCCOMAS: I'm so glad you asked. We have, in fact, put out guidance and we can share that again.

So, a couple things. We have put out guidance on methodology of how you adjust. Some of the things that you may have done before that were whole group and now you have to adjust because the materials you have are more constrained.

We have also made adjustments to those unit assessments in terms of accepting them in written format which then, it shifts the work load because then there is more manual grading and data entry on teachers who are using paper which helps alleviate when you have a different ratio of resources. I think that's really kind of the heart of our response.

BOARD CHAIR CAUSEY: Board members, other questions or comments? I just wanted to say again thank you very much to
Dr. Williams and staff for putting together a very comprehensive report. We had the transportation report earlier but this is where the rubber hits the road for our children which is achievement which is mastery of the content and the skills that they need to be college and career ready when they leave us.

So, we really appreciate the work that you're doing. We understand there's room for improvement, a lot of room for improvement. But, as someone said earlier, we have to identify that there is that room for improvement. There are issues that need to be address. Then, working together, we can address them.

So, again, as was said earlier, we want to understand what support, what policy changes, what budgetary constraints the Board needs to understand so that we can help Dr. Williams and the team move the system forward. So, we really appreciate all that you've done. Ms. Scott?

MS. SCOTT: I'm sorry. In what you're saying, I wanted to also say as far as when you all were speaking about collecting data and developing individualized plans, keeping in mind what may work in another area or another school or another district may not work in all districts. So, making sure that plans and approaches to children is reflective of the community, it's reflective of the school and also reflective of the children and their parents and everything and that it's individual.

I think sometimes there can be, like, a one size fits all. But, our district is so vast and has so many different components and it sounded like, from your presentation, that's what you all are doing. Actually customizing it. So, I think that's important because we talk about data but data is tied to children, tied to human beings. So, thank you.

BOARD CHAIR CAUSEY: Thank you very much. As Dr. Williams said, this is not going to be the only report. So, if Board members have questions or comments, they can email Dr. Williams.

The next item on the agenda is Item N, Board Committee Updates. For that, we'll just go around the room starting with Ms. Mack for Curriculum Committee.

MS. MACK: At the last Curriculum Committee, we did get an update, as Dr. McComas just said, on the math audit. We know that we will be getting future updates. We also got an overview of all that occurs in the school system during the summer which I found to be very informative.

There are kids who want to be in school in the summer who want to improve learning in an area that appeals to them and we accommodate those children.

We talked a little about the extended learning year and what happens with those kids. But, it seems to me that we almost have full-year school because there's so much going on in the schools throughout the summer. I really appreciated hearing about that. So, thank you.

BOARD CHAIR CAUSEY: So, for the Policy Review Committee, I did just want to, again, remind the Board and the community that at its August 6th, 2019 meeting, the Board of Education approved revisions to Policy 8130, Policy Formulation.

As amended, the policy replaces the three-reader approval of policies with a two-reader process. This new process will begin with policies forwarded from the Policy Review Committee for Board approval this school year starting with the committee's September 16th meeting. Policies scheduled for a first reading will be available to the public when the Board agenda is released.

Concurrent with the publishing of the Board agenda, the policies will also be available for public comment on the school system's policy webpage at www.bcps.org/system/policies_rules/openforcomment.asp.

During the first reading, the public and Board members have an opportunity to comment on the policy proposal during the regular public meeting. Based on the comments received, the Policy Review Committee has the option of reviewing and incorporating its proposal those comments from the public and Board members.

At the second reading, the Board takes final action on the policy. This new process will be in effect with policies currently scheduled for a first reading on October 22nd, 2019.

Additionally, the Policy Review Committee met on September 16th and we went through a lot of work which I won't go over in the interest of time. But, we are continuing a lot of work with cell phone policy development and other policies that we will be deliberating. You can see all of those, the agendas, the Education Transparency Act, minutes, and then the official record of the meeting, all of that is available on our
I did want to let Ms. Pasteur have a moment to comment about some of the work in the Policy Review Committee.

MS. PASTEUR: At the September PRC meeting, I requested that the committee consider the inclusion of the language in BCPS Policy 5560 and the Maryland Annotated Code's 7-304 and 6-203 referencing the use of Hearing Examiners in matters of student disciplinary appeals.

Because the Board is concerned that we are equitable, judicious and efficient, when serving our students, Chairwoman Causey asked that I discuss the matter with the Superintendent and the law office. I have done that and will bring the matter to the Board in October for discussion. Thank you.

BOARD CHAIR CAUSEY: Thank you. Ms. Henn with Building and Contracts?

VICE CHAIR HENN: There are no updates for Building and Contracts as we did not meet.

BOARD CHAIR CAUSEY: Thank you. Ms. Pasteur?

MS. PASTEUR: On October 16th, the Legislative and Governmental Committee will meet at 4:00 p.m. at which time we will share Kirwan funding updates, legislative priorities for the coming session from Mr. Bazemore, as well as the inclusion of the legislative interest of the members of the committee.

BOARD CHAIR CAUSEY: Thank you. Mr. Kuehn for Audit Committee?

MR. KUEHN: That last Audit Committee meeting was held on Monday, September 16th. Topics discussed were focused on the follow-up of the FY19 physical education uniform audit. Mr. Smith and Mr. Saris shared information regarding the corrective action plan updates related to the FY15 office of legislative audit along with corrective action plan updates associated with FY19 UHY audit.

After that point in time, we moved into administrative function. That's it.

BOARD CHAIR CAUSEY: Thank you very much. All of the committee meetings scheduled and agendas and the recorded meetings are available on the website. Our next item is Item O, Information.

In Board Docs for public review is included the revised Superintendent's Rule 3710 which is non-instructional services, safety and security, identification badges, revised Superintendent's Rule 4201, Personnel, Compensation, Benefits and Retirement, Employee Insurance Benefits. Also, revised Superintendent's Rule 5320, Student Activities, Student Organizations and Clubs.

Our final agenda item is announcements which is the next Board meeting is Tuesday, October 8th at 6:30 p.m. here in the Greenwood building. Thank you very much. We really appreciate everyone's contribution to this evening. It was really wonderful. Thank you very much. The meeting is adjourned.

(PROCEEDINGS CONCLUDED.)

STATE OF MARYLAND

I, Dawn L. Brown, a Notary Public of the State of Maryland, do hereby certify that the foregoing transcript of a Baltimore City Board of School Commissioners proceeding was transcribed under my supervision as herein appears and is an accurate transcript of what is recorded and audible on the recording.

I further certify that I am not of counsel to any of the parties, nor an employee of counsel, nor in any way interested in the outcome of this action.

As witness my hand and notarial seal this 15th day of October, 2019.

Notary Public

My commission expires September 21, 2022
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### Proceedings of the Board of Education of Baltimore County

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### Office Information

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