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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
REMOTE VIA BCPS LIVESTREAM
AND MICROSOFT TEAMS

JULY 14, 2020

Transcribed by:
Paul A. Gasparotti

Page 2	<p>1 BOARD MEMBERS:</p> <p>2</p> <p>3 Kathleen S. Causey, Board Chair</p> <p>4 Julie C. Henn, Vice Chair</p> <p>5 Moalie S. Jose</p> <p>6 Erin R. Hager</p> <p>7 Russell T. Kuehn</p> <p>8 Lisa A. Mack</p> <p>9 Rodney R. McMillion</p> <p>10 John H. Offerman, Jr.</p> <p>11 Cheryl E. Pasteur</p> <p>12 Lily P. Rowe</p> <p>13 Makeda Scott</p> <p>14 Joshua Muhumuza, Student Member</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p>	Page 4	<p>1 New Business, Recovery Plan Update72</p> <p>2 New Business, Discussion of Future Live Board</p> <p>3 Meeting (added) 146</p> <p>4 Unfinished Business, New Strategic Plan. . . 156</p> <p>5 Report, Community Eligibility Provision</p> <p>6 Program 160</p> <p>7 New Business, Contract Awards. 208</p> <p>8 New Business, Special Project Request,</p> <p>9 Franklin Elementary School. 234</p> <p>10 Unfinished Business, Board Policies. 236</p> <p>11 Information. 240</p> <p>12 Announcements. 240</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p>
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1 silence to remember those that have served
 2 Baltimore County Public Schools. Mr. Muhumuza?
 3 (Pledge of Allegiance, followed by
 4 moment of silence.)
 5 Thank you. In accordance with the
 6 mandated direction of the state superintendent,
 7 Baltimore County Public Schools and offices are
 8 currently closed to the public and nonessential
 9 personnel in order to maintain the health and
 10 safety of our students and staff. In accordance
 11 with the Board of Education's resolution approved
 12 at the March 10, 2020 board meeting, in the event
 13 of a medical or health emergency related to
 14 COVID-19, the board chair in consultation with
 15 the vice chair and the superintendent may declare
 16 that a board meeting or a board committee meeting
 17 be held remotely in its entirety without the
 18 physical presence of board members, subject to
 19 the establishment of a mechanism that would allow
 20 each board member to participate fully and allow
 21 the public to also remotely attend those portions

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1 of the meeting that are open pursuant to the Open
 2 Meetings Act by being able to listen and/or view
 3 those portions of the meeting. As a result,
 4 tonight's Board of Education meeting is being
 5 held virtually and broadcasted though LiveStream
 6 on the BCPS website, or on BCPS TV, Comcast
 7 Xfinity Channel 73, or Verizon FiOS Channel 34.
 8 In order to efficiently conduct this
 9 meeting, all voting items will be done by a
 10 rollcall vote, and board members will say their
 11 names before making and seconding a motion as
 12 needed, as well as when discussing an agenda
 13 item.
 14 The first item on the agenda is
 15 consideration of the agenda. For that I call on
 16 Dr. Williams. Dr. Williams, are there any
 17 additions or changes to tonight's agenda?
 18 DR. WILLIAMS: I think there may be one
 19 addition, let me just pause, from a board member.
 20 MR. MUHUMUZA: Madam Chair, I make a
 21 motion to amend the agenda to add an item to

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1 change the title of the Board's equity
 2 resolution.
 3 CHAIRMAN CAUSEY: Is there a second?
 4 MR. OFFERMAN: Second, Offerman.
 5 CHAIRMAN CAUSEY: Thank you,
 6 Mr. Offerman. Mr. Muhumuza, would you like to
 7 speak to your motion?
 8 MR. MUHUMUZA: Yes. I believe on June,
 9 one of the last two board meetings in June, my
 10 predecessor asked for a resolution specific to
 11 the ongoing civil rights movement for the Black
 12 Lives Matter, and I know there was some
 13 miscommunication in terms of the title, I just
 14 want to clarify what this resolution was
 15 specifically for.
 16 CHAIRMAN CAUSEY: Okay, certainly.
 17 Board members, is there any discussion before we
 18 vote on adding the agenda item as requested by
 19 Mr. Muhumuza? Ms. Gover, can you do a rollcall
 20 vote?
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes. Tracy --
 4 DR. GOVER: Ms. Pasteur?
 5 MR. KUEHN: Ms. Mack is waiting to be
 6 admitted to the meeting.
 7 MS. GOVER: Thank you. Ms. Pasteur?
 8 MS. PASTEUR: Yes.
 9 MS. GOVER: Mr. Offerman?
 10 MR. OFFERMAN: Yes.
 11 MS. GOVER: Mr. Muhumuza?
 12 MR. MUHUMUZA: Yes.
 13 MS. GOVER: Ms. Henn?
 14 VICE CHAIR HENN: Yes.
 15 MS. GOVER: Ms. Causey?
 16 CHAIRMAN CAUSEY: Yes.
 17 MS. GOVER: Ms. Jose?
 18 MS. JOSE: Yes.
 19 MS. GOVER: Mr. McMillion?
 20 MR. MCMILLION: Yes.
 21 MS. GOVER: Ms. Mack?

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1 MR. KUEHN: She's waiting to be
 2 admitted, Tracy.
 3 CHAIRMAN CAUSEY: And Ms. Gover, you can
 4 proceed with the vote without calling Ms. Mack
 5 since she was not here to listen to the
 6 discussion.
 7 MS. GOVER: Ms. Scott?
 8 MS. SCOTT: Yes.
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 CHAIRMAN CAUSEY: The motion carries.
 12 In accordance with Board Policy 8314 a majority
 13 vote of the vote is required to add or remove an
 14 agenda, remove an item from the agenda, so
 15 Mr. Muhumuza's motion has passed and I will place
 16 that item during the Student Member of the
 17 Board's Report.
 18 MR. MCMILLION: Ms. Causey, I have a
 19 motion.
 20 CHAIRMAN CAUSEY: Yes, Mr. McMillion.
 21 MR. MCMILLION: I motion that our next

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1 Board of Education meeting be held live. If
 2 Baltimore County Public Schools cannot host at
 3 Greenwood, then we host at a Baltimore County
 4 public high school auditorium. Thank you.
 5 CHAIRMAN CAUSEY: Is there a second to
 6 adding Mr. McMillion's agenda item?
 7 MS. ROWE: Ms. Causey, I'm not sure that
 8 that agenda item is in order, because the
 9 decision to be able to host live is a health and
 10 public safety issue, and we can't make decisions
 11 to go against what are the health and public
 12 safety recommendations based on the pandemic. So
 13 it's not like the decision to host live is an
 14 arbitrary decision, there are outside
 15 contributing factors that are outside of our
 16 control.
 17 CHAIRMAN CAUSEY: Ms. Rowe, I hear your
 18 point but I would suggest on this evening's
 19 agenda we have discussion related to the reentry
 20 plan which specifically speaks to guidelines from
 21 the state, state superintendent, and would be an

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1 opportunity for Mr., excuse me, for Dr. Darryl
 2 Williams to speak to facilities issues. And
 3 while we may not reach a decision around that
 4 factor, I think that it is an appropriate agenda
 5 item. So, is there other board discussion before
 6 we have a rollcall vote on Mr. McMillion's --
 7 DR. WILLIAMS: Sure, this is
 8 Dr. Williams.
 9 MS. GOVER: We need a second.
 10 CHAIRMAN CAUSEY: Is there a second.
 11 MR. MUHUMUZA: I'll second it.
 12 CHAIRMAN CAUSEY: Thank you,
 13 Mr. Muhumuza. Dr. Williams?
 14 DR. WILLIAMS: So I appreciate the
 15 conversation, but staff and I are not prepared to
 16 provide any parameters related to the request.
 17 We may be able to provide some parameters and
 18 some alternatives in our next board meeting which
 19 is scheduled to be in August, but I just want to
 20 remind the Board that schools and offices are
 21 still closed by the state superintendent.

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1 CHAIRMAN CAUSEY: Mr. McMillion, do you
 2 have a response before we have a rollcall vote?
 3 MR. MCMILLION: I would like to say
 4 that, you know, we're in discussion about opening
 5 up our schools on September 8th, the Tuesday
 6 after Labor Day. I think that we need to show
 7 the public that we can at least open up one high
 8 school auditorium and keep it within the
 9 guidelines, if it's less than 50 people then it's
 10 less than 50. We socially distance, we wear our
 11 masks, we take temperatures, we do everything
 12 that we can do, but in my opinion the public
 13 needs a voice to express their voice in other
 14 than email form. So I think a school system our
 15 size, with 175 schools, we can prepare one high
 16 school auditorium in order to conduct a Board of
 17 Education meeting. That's my opinion, thank you.
 18 CHAIRMAN CAUSEY: So Mr. McMillion, I
 19 would support adding the agenda item to have a
 20 brief conversation among the board members,
 21 understanding that we cannot reach a specific

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1 resolution based on staff not being prepared, but
 2 I do think that there could be a brief discussion
 3 by the Board if there is consent to add it as an
 4 agenda item.
 5 VICE CHAIR HENN: Madam Chair?
 6 CHAIRMAN CAUSEY: Yes, Ms. Henn?
 7 VICE CHAIR HENN: Mr. McMillion's motion
 8 was not to add an agenda item, I believe he is
 9 moving to have a live meeting, so to clarify his
 10 motion. Secondly, to clarify Dr. Williams'
 11 point, or to reiterate, I don't believe we have
 12 the authority to act on Mr. McMillion's motion
 13 because we are under the direction of the state
 14 superintendent, who has declared that offices are
 15 closed currently.
 16 So even if the Board were to approve it,
 17 I don't believe we could act on that outside of
 18 the direction of the state superintendent.
 19 MR. MUHUMUZA: Wait a second.
 20 CHAIRMAN CAUSEY: Yes?
 21 MR. MUHUMUZA: Is this to add it to the

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1 agenda or is this a resolution?
 2 CHAIRMAN CAUSEY: My understanding and
 3 at the point we are in the meeting is that
 4 Mr. McMillion is asking to add an agenda item to
 5 discuss having an in-person board meeting.
 6 MR. MUHUMUZA: Yeah, that's what I was
 7 talking about before.
 8 MR. MCMILLION: And that was not the
 9 wording of this motion.
 10 CHAIRMAN CAUSEY: Mr. McMillion, can
 11 you --
 12 MR. MCMILLION: That was my intention,
 13 to add it as an agenda item. If I need to reword
 14 the motion, I'll reword it. The next meeting,
 15 unless we add something earlier in August or
 16 later in July, the next meeting is toward the end
 17 of August, which is six weeks away.
 18 CHAIRMAN CAUSEY: So Mr. McMillion, can
 19 you rephrase your motion to adding an agenda
 20 item, and then Mr. Muhumuza will have to agree
 21 that that what he's seconding too.

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1 MR. MCMILLION: I'll try. I motion that
 2 our next, I motion that we add to the agenda that
 3 our next Board of Education meeting be held live
 4 at a Baltimore County high school, if Greenwood
 5 cannot host the meeting, then we search for a
 6 high school within the Baltimore County
 7 boundaries.
 8 CHAIRMAN CAUSEY: Thank you.
 9 Mr. Muhumuza?
 10 MR. MUHUMUZA: I agree to add it to the
 11 agenda for discussion.
 12 CHAIRMAN CAUSEY: Thank you. Any other
 13 discussion before I call the rollcall vote?
 14 Ms. Gover?
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Mr. Kuehn?
 18 MR. KUEHN: Yes.
 19 MS. GOVER: Ms. Pasteur?
 20 MS. PASTEUR: Yes.
 21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: Yes.
 2 MS. GOVER: Mr. Muhumuza?
 3 MR. MUHUMUZA: Yes.
 4 MS. GOVER: Ms. Henn?
 5 VICE CHAIR HENN: No.
 6 MS. GOVER: Ms. Causey?
 7 CHAIRMAN CAUSEY: Yes.
 8 MS. GOVER: Ms. Jose?
 9 MS. JOSE: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. GOVER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. GOVER: Ms. Scott?
 15 MS. SCOTT: Yes.
 16 MS. GOVER: Ms. Rowe?
 17 MS. ROWE: Yes.
 18 MS. GOVER: Thank you.
 19 CHAIRMAN CAUSEY: Thank you, the motion
 20 carries. Excuse me. Ms. Gover, can you add that
 21 agenda item after we discuss the reentry plan?

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1 MS. GOVER: Yes.

2 MS. ROWE: Ms. Causey?

3 CHAIRMAN CAUSEY: Yes, Ms. Rowe.

4 MS. ROWE: In light of the length of our

5 meeting, I move for the agenda item just passed

6 that we suspend rules and limit the timeframe of

7 discussion to five minutes.

8 CHAIRMAN CAUSEY: Is there a second?

9 MR. KUEHN: Second, Russ Kuehn.

10 CHAIRMAN CAUSEY: Any discussion before

11 I have the rollcall vote?

12 MS. JOSE: Yes.

13 CHAIRMAN CAUSEY: Is this Ms. Jose?

14 MS. JOSE: Yes. Is this just for

15 Mr. McMillion's motion, limiting debate, or is

16 this the overall meeting?

17 MS. ROWE: Just for that motion, to

18 limit the discussion of that motion to ten

19 minutes, or five minutes rather, sorry.

20 CHAIRMAN CAUSEY: Thank you for the

21 clarification. Ms. Gover, can we have a rollcall

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1 vote please?

2 MS. GOVER: Dr. Hager?

3 DR. HAGER: Yes.

4 MS. GOVER: Mr. Kuehn?

5 MR. KUEHN: Yes.

6 MS. GOVER: Ms. Pasteur?

7 MS. PASTEUR: Yes.

8 MS. GOVER: Mr. Offerman?

9 MR. OFFERMAN: Yes.

10 MS. GOVER: Mr. Muhumuza?

11 MR. MUHUMUZA: Yes.

12 MS. GOVER: Ms. Henn?

13 VICE CHAIR HENN: Yes.

14 MS. GOVER: Ms. Causey?

15 CHAIRMAN CAUSEY: Yes.

16 MS. GOVER: Ms. Jose?

17 MS. JOSE: No.

18 MS. GOVER: Mr. McMillion?

19 MR. MCMILLION: No.

20 MS. GOVER: Ms. Mack?

21 MS. MACK: Yes.

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1 MS. GOVER: Ms. Scott?

2 MS. SCOTT: No.

3 MS. GOVER: Ms. Rowe?

4 MS. ROWE: Yes.

5 MS. GOVER: Thank you.

6 CHAIRMAN CAUSEY: Okay, that motion

7 carries; is that correct, Ms. Gover?

8 MS. ROWE: Ms. Causey, it will require a

9 two-thirds vote.

10 MS. GOVER: Yes.

11 CHAIRMAN CAUSEY: So did we achieve

12 two-thirds, Ms. Gover?

13 MS. GOVER: In favor was nine.

14 CHAIRMAN CAUSEY: Thank you. The motion

15 carries.

16 Thank you, so the revised agenda is

17 approved.

18 Earlier this evening the Board met in

19 closed session pursuant to the Open Meetings Act

20 for the following reasons: To one, discuss the

21 appointment, employment, assignment, promotion,

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1 discipline, demotion, compensation, removal,

2 resignation or performance evaluation of

3 appointees, employees or officials over whom it

4 has jurisdiction; or any other personnel matter

5 that affects one or more specific individuals;

6 and seven, consult with counsel to obtain legal

7 advice; and eight, consult with staff,

8 consultants or other individuals about pending or

9 potential litigation. The minutes of the closed

10 session and informational summary can be found on

11 our website at

12 www.bcps.org/board/informational-summary.html.

13 The next item on our agenda is new

14 business, personnel matters, and for that we call

15 on Ms. Maria Lowry.

16 MS. LOWRY: Good evening, Chairwoman

17 Causey, Vice Chair Henn, Superintendent Williams

18 and members of the Board. I would like the

19 Board's consent for the following personnel

20 matters: Retirements, resignations, leaves.

21 CHAIRMAN CAUSEY: Do I have a motion to

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1 approve the personnel matters as presented in
 2 Exhibits D-1 through D-3?
 3 MR. OFFERMAN: So moved, Offerman.
 4 CHAIRMAN CAUSEY: Do I have a second?
 5 MR. KUEHN: Second, Kuehn.
 6 CHAIRMAN CAUSEY: Thank you. Is there
 7 any discussion? May I have a rollcall vote?
 8 MS. GOVER: Dr. Hager?
 9 DR. HAGER: Yes.
 10 MS. GOVER: Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Ms. Pasteur?
 13 MS. PASTEUR: Yes.
 14 MS. GOVER: Mr. Offerman?
 15 MR. OFFERMAN: Yes.
 16 MS. GOVER: Mr. Muhumuza?
 17 MR. MUHUMUZA: Yes.
 18 MS. GOVER: Ms. Henn?
 19 VICE CHAIR HENN: Yes.
 20 MS. GOVER: Ms. Causey?
 21 CHAIRMAN CAUSEY: No.

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1 MS. GOVER: Ms. Jose?
 2 MS. JOSE: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. MCMILLION: Yes.
 5 MS. GOVER: Ms. Mack?
 6 MS. MACK: No.
 7 MS. GOVER: Ms. Scott?
 8 MS. SCOTT: Yes.
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. GOVER: Thank you.
 12 CHAIRMAN CAUSEY: Thank you, the motion
 13 carries.
 14 The next item on the agenda is amendment
 15 to superintendent's contract for 2020-2021. May
 16 I have a motion to accept an amendment to the
 17 superintendent's contract to not receive the one
 18 percent COLA for the 2020-2021 school year, and
 19 that the superintendent's contract be amended
 20 accordingly for the 2020-2021 school year only?
 21 MS. ROWE: So moved, Rowe.

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1 MR. KUEHN: Second, Kuehn.
 2 CHAIRMAN CAUSEY: So Ms. Rowe moved it
 3 and I'll have Mr. Kuehn second it. Board
 4 members, is there discussion?
 5 I did just want to state that it was at
 6 the superintendent's request that the Board vote
 7 on this matter. May I have a rollcall vote
 8 please?
 9 MS. GOVER: Dr. Hager?
 10 DR. HAGER: Yes.
 11 MS. GOVER: Mr. Kuehn?
 12 MR. KUEHN: Yes.
 13 MS. GOVER: Ms. Pasteur?
 14 MS. PASTEUR: Yes.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Mr. Muhumuza?
 18 MR. MUHUMUZA: Yes.
 19 MS. GOVER: Ms. Henn?
 20 VICE CHAIR HENN: Yes.
 21 MS. GOVER: Ms. Causey?

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

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1 Elementary School; assistant principal at Pot
 2 Spring Elementary School; specialist, compliance
 3 in the Office of Special Education compliance and
 4 placement, director of data analytics, Division
 5 of Research, Accountability and Assessment; and
 6 executive director of school support in the
 7 Office of the Community Superintendents.
 8 CHAIRMAN CAUSEY: Board members, do I
 9 have a motion to approve the administrative
 10 appointments as presented in Exhibit E-1?
 11 MR. OFFERMAN: Offerman, yes.
 12 CHAIRMAN CAUSEY: Is there a second?
 13 MR. KUEHN: Kuehn, second.
 14 CHAIRMAN CAUSEY: Thank you. Any
 15 discussion? May I have a rollcall vote please?
 16 (No audio on LiveStream.)
 17 DR. WILLIAMS: -- served eight years at
 18 Harford County Public Schools. Congratulations,
 19 Mr. Thayer.
 20 CHAIRMAN CAUSEY: Congratulations.
 21 DR. WILLIAMS: Our third candidate is

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1 Crystal Adams, specialist of compliance in the
 2 Office of Special Ed placement. Actually she's
 3 new to Baltimore County Public Schools, she's
 4 coming from Baltimore City Public Schools where
 5 she served as the educational specialist, IEP
 6 development and implementation, a specialist for
 7 monitoring compliance and education associates in
 8 Baltimore City Public Schools, as well as an IEP
 9 team associate, special education teacher and
 10 technical support personnel, so welcome, Crystal
 11 Adams, to Baltimore County Public Schools, and
 12 congratulations.
 13 CHAIRMAN CAUSEY: Yes, congratulations
 14 and welcome.
 15 DR. WILLIAMS: Our next appointment is
 16 Asha Degani (phonetic). She's new to Baltimore
 17 County. She's coming as the director of data
 18 analytics in the Division of Research,
 19 Accountability and Assessment. She served as a
 20 statistician at the University of the Virgin
 21 Islands, metrics and measurement analyst at the

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1 International Capital and Management Company, and
 2 interim director and statistician at the
 3 University of the Virgin Islands. Welcome
 4 aboard.
 5 CHAIRMAN CAUSEY: Congratulations and
 6 welcome to Baltimore County.
 7 DR. WILLIAMS: Our last appointment is
 8 Dr. Marian Yarborough (phonetic) as the executive
 9 director of school support in the Office of the
 10 Community Superintendents. Currently she's
 11 serving as the acting executive director, school
 12 support secondary. She was hired February 5th of
 13 this year as the director of school performance,
 14 and she served in Montgomery County Public
 15 Schools for over 23 years, and she started her
 16 career in Baltimore County Public Schools where
 17 she served three years from 1996 to 1999.
 18 Congratulations for this appointment.
 19 CHAIRMAN CAUSEY: Yes, congratulations.
 20 DR. WILLIAMS: That concludes my report.
 21 CHAIRMAN CAUSEY: Thank you,

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1 Dr. Williams.
 2 (No audio on LiveStream.)
 3 MR. BURKE: Ms. Causey, you're muted.
 4 CHAIRMAN CAUSEY: Thank you, Mr. Burke.
 5 Members of the Board, the policy review committee
 6 asks that the Board accept this report of the
 7 committee's approved proposed changes to the
 8 following board policies, and I'm going to list
 9 them all but then will address them one by one
 10 because I know there were some comments about
 11 some policies.
 12 Policy 0100, equity; Policy 1230, Area
 13 Education Advisory Council; Policy 3410,
 14 responsibilities and duties, which is renamed to
 15 transportation services; and Policy 3420, routes
 16 and services, renamed to routes and bus stops;
 17 and Policy 4101, drug-free workplace. And these
 18 recommendations are presented to you on tonight's
 19 agenda as Exhibit N as first reader.
 20 Board members, I know there was
 21 discussion on Policy 0100, equity. Are there

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1 board members that want to speak to that?
 2 DR. HAGER: This is Erin Hager, I'll get
 3 started. I just had a few quick comments about
 4 the policy and I'm really glad that we tackled
 5 this and made significant changes to our last
 6 policy. It's really well done and I applaud the
 7 committee for all their hard work on this policy.
 8 I have two comments under Number 3.R and
 9 U, so letter U says that there will be a
 10 designated official, or a designated individual
 11 who's responsible for facilitating, monitoring
 12 and implementing the system's equity initiatives.
 13 I was wondering if that could be kind of risen up
 14 to the top knowing that there is someone who's
 15 going to be overseeing all the letters and extent
 16 of the policy.
 17 And additionally, letter R is about
 18 identifying the method of evaluating, how we're
 19 going to measure the effect of this policy. And
 20 I'm really glad that there was an effort to
 21 include evaluation in the policy language, I

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1 think it's really important with any policy. I'm
 2 just curious about, it's very loose identifying
 3 the method of evaluation. So will there be an
 4 opportunity once this method of evaluation is
 5 identified to kind of specifically include that
 6 in the policy language and any further amendment
 7 moving forward, or was it intentionally kept very
 8 vague?
 9 MS. SCOTT: Hi, this is Ms. Scott, and
 10 thank you for that, Dr. Hager. Is Dr. Lisa
 11 Williams available to address those specific
 12 questions? Dr. Williams, is Dr. Lisa Williams
 13 available to address that?
 14 DR. WILLIAMS: I don't believe she is
 15 attending this evening's meeting.
 16 MS. SCOTT: Okay then. Is Darryl
 17 Williams available to address that?
 18 MR. BURKE: Ms. Scott --
 19 MS. SCOTT: Who's speaking?
 20 MR. BURKE: It's Mr. Burke, I'm sorry.
 21 MS. SCOTT: Okay, thank you.

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1 MR. BURKE: I would offer that,
 2 Dr. Hager, that would be one of the things that
 3 we would probably iron out in discussions during
 4 the equity committee meetings, and this will be
 5 contained in the rule, but we can certainly make
 6 those decisions within the equity committee
 7 meetings as to how we want to work with that. I
 8 can work to get Dr. Lewis to provide you an
 9 answer but I think that's how we obviously will
 10 move forward.
 11 DR. HAGER: That's actually a very good
 12 answer. I think it's appropriate to have it in
 13 the rule and I just think it should be
 14 prioritized. Thank you.
 15 CHAIRMAN CAUSEY: Board members, are
 16 there other questions or discussions on Policy
 17 0100?
 18 MS. MACK: Yes, Lisa Mack. I have a
 19 question. On the very last paragraph on page
 20 four under whether and how the superintendent
 21 will report on the implementation on the policy.

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1 Bullet number two, it's a long bullet that says
 2 whether the discipline process has a
 3 disproportionate impact on minority, ELL status
 4 students, or negative impact on special education
 5 students. Can we enhance the policy to include
 6 how we will measure any disproportionate impact?
 7 CHAIRMAN CAUSEY: Ms. Mack, if you could
 8 state again which page and which line, to raise
 9 your concern?
 10 MS. MACK: The very last page under line
 11 15. Let me print it out for you.
 12 CHAIRMAN CAUSEY: So if I can ask
 13 someone to mute, we need to mute. Okay, thank
 14 you. Okay. So Policy 0100, there's page six,
 15 and then page seven just has the legal
 16 references, so again, I'm not seeing the
 17 paragraph.
 18 MS. JOSE: Ms. Causey, this is Moalie.
 19 This is on page six, if you go to page six.
 20 MS. MACK: Oh, I'm sorry, on my print it
 21 was page four.

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1 CHAIRMAN CAUSEY: Okay, that's the
 2 confusion.
 3 MS. MACK: Just to clarify, my paper,
 4 whatever page it is, says whether and how the
 5 superintendent will report on the implementation
 6 of the policy. The superintendent will report to
 7 the Board annually on, the first thing is
 8 progress made towards increasing student
 9 achievements, the next thing is whether the
 10 discipline process has any disproportionate
 11 impact on minority, ELL students, or a negative
 12 impact on special education students.
 13 And I am asking that the policy be
 14 enhanced to show how we will measure that.
 15 MR. BURKE: Mrs. Causey, this is
 16 Mr. Burke again.
 17 CHAIRMAN CAUSEY: Yes.
 18 MR. BURKE: Disproportionalities and the
 19 ratios required to identify disproportionality
 20 are set by MSDE and I believe that the Board
 21 receives reports on that throughout the year.

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1 But certainly Ms. Scott -- Ms. Mack, I'm sorry --
 2 what I do believe that data was, we would use the
 3 formulas for disproportionality set by the state.
 4 MS. MACK: Thank you for that answer,
 5 Mr. Burke, but I would like to add, I don't know
 6 that I've ever seen that report, so if you could
 7 confirm that we are indeed receiving that, I
 8 would appreciate it.
 9 MR. BURKE: I will, thank you.
 10 MS. MACK: Thank you very much for that
 11 answer.
 12 CHAIRMAN CAUSEY: Other board members?
 13 MS. PASTEUR: Yes, this is Ms. Pasteur,
 14 and I apologize because I don't have the document
 15 so I can't tell you where, but this is something
 16 possibly under definitions. Ms. Scott, maybe you
 17 and Dr. Williams, Lisa Williams can adjust this,
 18 but I want to see somewhere in the beginning, and
 19 again, maybe it's under definitions, that there
 20 is a compilation of things there that cannot be
 21 conflated one with another. For example, ESOL

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1 versus race, or immigration, immigrants versus
 2 race, that Policy 0100 captured a number of areas
 3 that need to be considered when we're talking
 4 about equity, but they cannot be meshed as one.
 5 And I do think back to our conversation
 6 about the resolution, that race is different from
 7 the characteristics or positions. I hope you're
 8 following me, because along the journey we may
 9 come up with, we might come up with other
 10 characteristics or groups. For example, there
 11 might have been a time when we did not have
 12 our -- since I started with ESOL, I'll just say
 13 ESOL. So I want the definitions clear in terms
 14 of what Policy 0100 is covering, because down the
 15 road there might well be another group that would
 16 need to be added, and we need to be clear and
 17 differentiate between race and either condition
 18 or characteristic. Ms. Scott, Dr. Hager,
 19 Ms. Mack, are you with me in understanding,
 20 because that might just be a matter of discussion
 21 more than anything else?

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1 MR. BURKE: Ms. Pasteur, I believe I
 2 understand your statements, and we can certainly
 3 make sure we discuss that in the equity
 4 committee, and I'll make sure to have that
 5 discussion with Dr. Williams, Dr. Lisa Williams.
 6 The current policy that you see before you is
 7 modeled after a new policy from MSDE and COMAR,
 8 and so the language mirrors that policy, but we
 9 can absolutely have that discussion.
 10 MS. PASTEUR: I just want to make sure
 11 that we don't see them all as one in the same
 12 way, and how we handle each group will be
 13 differently in terms of equity and as I said,
 14 along the way we might come across a situation
 15 and a condition or a group, not a race, that
 16 might need some protection, if you will, under
 17 this policy, and I just want to make sure we're
 18 always aware of that and embrace that.
 19 MR. BURKE: Yes, ma'am, understood.
 20 MS. PASTEUR: Thank you.
 21 CHAIRMAN CAUSEY: Thank you, Ms.

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1 Pasteur. And while it is appropriate for motions
 2 to be made around policies this evening for
 3 changes that board members may want the full
 4 Board to consider, there is also the opportunity
 5 at second reader if there was any specific
 6 language modifications that you wanted to offer,
 7 that there would be the opportunity when this
 8 policy comes up for second reader.

9 Are there other board members with
 10 comments or discussion around Policy 0100? I
 11 just had a quick question and this can go to the
 12 equity committee chair, vice chair or staff. The
 13 last paragraph in Policy 0100 talks about in
 14 support of the goals of this educational equity
 15 policy, the Board has established a standing
 16 committee on educational equity to implement this
 17 policy and report quarterly to the board.

18 We have this policy named equity, not
 19 educational equity policy, and I just wanted to
 20 make sure, then maybe Ms. Howie can chime in,
 21 that that's not a conflict.

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1 And also right now our equity committee
 2 is named equity committee, it's not named
 3 educational equity committee and I just wanted to
 4 check it with COMAR, does it require us to name
 5 our committee educational equity or does it
 6 suffice being equity?

7 MS. HOWIE: So first of all, let me
 8 apologize for the background noise, but COMAR
 9 does not require that a local board of education
 10 have a committee at all.

11 CHAIRMAN CAUSEY: Okay. So then, I
 12 would move to just correct the language in
 13 paragraph 5.B on page six to remove the word
 14 educational on line 28 and to remove the word
 15 educational on line -- (no audio) -- in order to
 16 be consistent with the name of the policy and
 17 also the name of the committee. And I think that
 18 we could agree that equity relates to the entire
 19 school system, so it relates to our staff as
 20 well, and so I just think that would be more
 21 inclusive.

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1 MS. SCOTT: So you would like to see us
 2 remove educational from the goals?

3 CHAIRMAN CAUSEY: Yes, and to be
 4 consistent with the name on the policy and to be
 5 consistent with the name of the committee that
 6 the Board established.

7 DR. HAGER: Ms. Causey, this is Erin
 8 Hager again. There are two definitions that are
 9 separate, I actually got, definition D and
 10 definition E are separating out definitions of
 11 educational equity and equity. They're very
 12 similar in the way that they are worded, so I
 13 wanted to insure, and I just point that out
 14 because I don't -- there's a lot of background
 15 noise, so I can't hear myself.

16 CHAIRMAN CAUSEY: Did we lose Dr. Hager?

17 DR. HAGER: No. There was some
 18 feedback. I just wanted to point out that there
 19 are two separate definitions of equity and
 20 educational equity in the policy currently, so I
 21 don't know that we need to remove educational

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1 throughout the policy because it's defined
 2 separately, or whether you would choose to merge
 3 the two definitions into a single concept.

4 CHAIRMAN CAUSEY: Thank you. I'll
 5 withdraw my motion based on your comments. Board
 6 members, any other discussion? Okay.

7 Moving to the next policy, Policy 1230,
 8 community relations, community involvement, I did
 9 want to make one motion related to Policy 1230,
 10 in that the policy on page one, line 19 deletes
 11 paragraph C, which says the Board has the
 12 authority to appoint additional citizen advisory
 13 councils or committees as needed, and I would
 14 make a motion to add that statement back in. Is
 15 there a second?

16 VICE CHAIR HENN: I'll second that.

17 CHAIRMAN CAUSEY: Thank you, Ms. Henn.
 18 Just to speak to my motion, the Board just
 19 recently established the equity committee, so I
 20 think this Board does believe it has the
 21 authority and it also does want to maintain that

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1 flexibility in the future. Is there any other
 2 discussion? Hearing none, can we have a rollcall
 3 vote?
 4 MS. PASTEUR: Ms. Causey, I'm sorry, I
 5 need to hear your motion one more time please.
 6 CHAIRMAN CAUSEY: I make a motion to add
 7 back to Policy 1230 the statement, page one, line
 8 19, labeled paragraph C, the Board has the
 9 authority to appoint additional citizen advisory
 10 councils or committees as needed.
 11 MS. PASTEUR: Thank you.
 12 MS. ROWE: Ms. Causey, can I comment on
 13 that?
 14 CHAIRMAN CAUSEY: Yes.
 15 MS. ROWE: I would just like to point
 16 out that whether the policy says the Board has
 17 the authority or not, the board has the
 18 authority, so it's clearer for the public to
 19 actually say it.
 20 CHAIRMAN CAUSEY: Thank you. Are there
 21 other comments? May I have a rollcall vote

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1 please?
 2 MS. GOVER: Dr. Hager?
 3 DR. HAGER: Yes.
 4 MS. GOVER: Mr. Kuehn?
 5 MR. KUEHN: Yes.
 6 MS. GOVER: Ms. Pasteur?
 7 MS. PASTEUR: Yes.
 8 MR. OFFERMAN: Mr. Offerman?
 9 Mr. Offerman? Mr. Muhumuza?
 10 MR. MUHUMUZA: Yes.
 11 MS. GOVER: Ms. Henn?
 12 VICE CHAIR HENN: Yes.
 13 MS. GOVER: Ms. Causey?
 14 CHAIRMAN CAUSEY: Yes.
 15 MS. GOVER: Ms. Jose?
 16 MS. JOSE: No.
 17 MS. GOVER: Mr. McMillion?
 18 MR. MCMILLION: Yes.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Ms. Scott?

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1 MS. SCOTT: Yes.
 2 MS. GOVER: Ms. Rowe?
 3 MS. ROWE: Yes.
 4 MS. GOVER: Mr. Offerman?
 5 MR. OFFERMAN: Yes.
 6 MS. GOVER: Thank you.
 7 CHAIRMAN CAUSEY: The motion carries,
 8 thank you.
 9 Board members, was there any other
 10 discussion on Policy 1230? Hearing none, is
 11 there any discussion on Policy 3410? Hearing
 12 none, is there any discussion on Policy 3420?
 13 And is there any discussion on Policy 4101?
 14 Okay, hearing none, may I have a motion to accept
 15 the policies as amended, as listed in Exhibit 9?
 16 VICE CHAIR HENN: So moved.
 17 CHAIRMAN CAUSEY: Thank you. No second
 18 is needed since the recommendation comes from the
 19 committee. May I have a rollcall vote please?
 20 MS. GOVER: Dr. Hager?
 21 DR. HAGER: Yes.

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1 MS. GOVER: Mr. Kuehn?
 2 MR. KUEHN: Yes.
 3 MS. GOVER: Ms. Pasteur?
 4 MS. PASTEUR: Yes.
 5 MS. GOVER: Mr. Offerman? Mr. Offerman?
 6 MR. OFFERMAN: Yes.
 7 MS. GOVER: Mr. Muhumuza? Mr. Muhumuza?
 8 MR. MUHUMUZA: Yes.
 9 MS. GOVER: Ms. Henn?
 10 VICE CHAIR HENN: Yes.
 11 MS. GOVER: Ms. Causey?
 12 CHAIRMAN CAUSEY: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Ms. Mack?
 18 MS. MACK: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Ms. Rowe?

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1 MS. ROWE: Yes.
 2 MS. GOVER: Thank you.
 3 CHAIRMAN CAUSEY: Thank you, the motion
 4 carries.
 5 The next item on the agenda is public
 6 comment. Because the board is meeting virtually
 7 for today's meeting, only written public comments
 8 can be accepted. Comments may be emailed to
 9 boe@bcps.org and these comments will be
 10 distributed to the Board of Education members.
 11 Public comments that are requested to be
 12 published publicly and received before 11:59 p.m.
 13 the day before the board meeting are attached in
 14 BoardDocs under this agenda item.
 15 The members of the board appreciate
 16 hearing from interested citizens and as
 17 appropriate, we will refer your concerns to the
 18 superintendent for followup by his staff.
 19 I do just want to make a brief comment
 20 that we have received a great number of public
 21 comment recently and they are attached to

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1 BoardDocs.
 2 The next item is policies for public
 3 comment. For today's scheduled meeting public
 4 comment for the following board policies will be
 5 accepted on line or via email for the policies we
 6 just reviewed, Policy 0100, Policy 1230, Policy
 7 3410, Policy 3420, and Policy 4101. Written
 8 public comments may be submitted for the
 9 appropriate policy on the BCPS web page under
 10 policies and rules, policies available for public
 11 comment, or may be sent to boe@bcps.org.
 12 The next item on the agenda is the
 13 superintendent's report.
 14 DR. WILLIAMS: So good evening again. I
 15 would like to start with a warm welcome to our
 16 newest board member, Josh Muhumuza. Josh is a
 17 rising senior at Dundalk High School who has
 18 distinguished himself both academically and
 19 through community service. I had the pleasure of
 20 talking with Josh during his orientation and
 21 during the race and racism town hall meeting that

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1 we had, so welcome aboard.
 2 Many of you met Josh during last week's
 3 conversation on race and racism in America and
 4 Baltimore County Public Schools. All our
 5 panelists did an outstanding job, but I would
 6 particularly like to commend our students for
 7 their courage and honesty. We will continue
 8 discussing race with our schools and offices in
 9 order to better support our students and staff.
 10 I will be brief with my report. I just
 11 want to end with tonight, I look forward to the
 12 Board's approval regarding my proposed strategic
 13 plan, The Compass, Our Pathway to Excellence. It
 14 has been a pleasure to get to know our community
 15 during the past year and I'm eager to move ahead.
 16 And finally, I appreciate the feedback from
 17 across the community from surveys and advisory
 18 groups to guide our plans for how schools will
 19 reopen. BCPS leaders continue working towards a
 20 recommendation to make for our recovery plan. So
 21 thank you, and that concludes my report.

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1 CHAIRMAN CAUSEY: Thank you,
 2 Dr. Williams.
 3 The next item is the chair's report and
 4 I'm just going to be very brief and dovetail with
 5 everything that Dr. Williams has said. I will
 6 just briefly make a comment about the race and
 7 racism conversation of which I was pleased to
 8 take part, and really to just take part in
 9 listening to so many wonderful observations and
 10 inspirational discussions.
 11 I did want to say to our community that
 12 this Board is dedicated to the work of equity and
 13 that if you would want to go and review our
 14 Policies 0100, Policy 0200 and Policy 0300, and
 15 see where in fact they represent antiracist
 16 efforts to do better.
 17 One of the things that was brought up
 18 was related to staffing, and staffing in support
 19 of our students social-emotionally, and also
 20 academic achievement. So just know that the
 21 Board is dedicated to working on that with

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1 Dr. Williams and his team.
 2 And next we will call on our student
 3 member of the board, Mr. Muhumuza.
 4 MR. MUHUMUZA: Thank you, Madam Chair.
 5 Ten years ago my journey in the school system
 6 began. I was an eager little boy ready to
 7 assimilate to the marquee American system of
 8 learning, which prior to that was a dream only
 9 manifested in movies and TV. As an immigrant
 10 from the East African countries Rwanda and
 11 Uganda, I knew right away there would be many
 12 hurdles for me to overcome. I was pessimistic
 13 for what was to come. But what I remember of
 14 this moment wasn't just the fear of the unknown
 15 but the hope and optimism I had for this new
 16 journey. So while I might not be able to fully
 17 retell this very important moment in my life,
 18 like did I have a Spider Man or a green ninja
 19 turtle bookbag, I don't remember, but it's okay.
 20 What is important and what I do remember
 21 is the look on my mother's face as I entered my

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1 elementary schoolhouse and waved her goodbye. My
 2 story and upbringing cannot be told without first
 3 acknowledging her. My mother, like many parents
 4 in our school system, immigrated their families
 5 to this country, sacrificed a lot just for the
 6 opportunity to better the lives of their
 7 children. The importance of education to me is a
 8 lesson I learned through my mom's lived
 9 experiences. Her story consists of overcoming a
 10 war and genocide that took the lives of many of
 11 her family members, and disabled her country,
 12 economic hardships and authoritarian regimes,
 13 just to name a few. But with all these plights,
 14 she never held endless feelings of anger or
 15 desired revenge; the only thing that could
 16 rectify her struggles was giving her children an
 17 opportunity to an equitable education and
 18 opportunity to career paths, all opportunities
 19 that she did not have. This was her American
 20 dream, a dream that many families sacrificed all
 21 they had just to open doors for their families.

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1 When I was campaigning for this
 2 position, as I visited and heard from many of the
 3 diverse voices of our school system, I knew it
 4 was imperative to have the same mindset as my
 5 mother did, work hard and even sacrifice some in
 6 the pursuit of bettering the lives of others. In
 7 my Catholic faith I refer to this as God's
 8 calling, an essential question I ask myself is
 9 what is God calling you to do. This message in
 10 our secular institution still holds true. It's
 11 not God calling us, but our children, our
 12 teachers and all our stakeholders, from the
 13 disparities and achievement gap, teacher support,
 14 language barriers, overcrowded schools and buses,
 15 fragile school climate and infrastructure, the
 16 ongoing mental health crisis, and the many
 17 important issues that are prevalent in our
 18 county. Team BCPS is calling on all of you to
 19 listen and act with prudence, to exercise your
 20 duty and authority while listening of our
 21 superintendent, his staff and the many highly

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1 qualified professionals in our school system, to
 2 not politicize this Board, and most importantly,
 3 to energize and welcome the perspective of our
 4 students in all matters that affect their lives.
 5 As us Gen Z-ers like to say, don't be
 6 boomers. And for those wondering what that
 7 means, you don't have to Google it or even go on
 8 TikTok, just listen to what BCPS is calling on
 9 you to do. I started my campaign with the
 10 phrase, together united, change is inevitable.
 11 These words pervade in my heart and vision of our
 12 school system. Today and every day I call on
 13 everyone, not just my fellow board members, but
 14 our superintendent, the central staff, each
 15 individual school and its leaders, our teachers,
 16 our students and every stakeholder in this
 17 amazing school system. Team BCPS together,
 18 change will come. Thank you.
 19 CHAIRMAN CAUSEY: Thank you,
 20 Mr. Muhumuza. Also at this time we added to the
 21 agenda, you wanted to speak to the student member

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1 of the board, Mr. Omer Reshid's resolution, so
 2 you can do that at this time.
 3 MR. MUHUMUZA: Yes. I might not take a
 4 long time on this. When the Board passed this
 5 resolution, there was unanimity on what this
 6 resolution was and what was its purpose. I think
 7 it deserves the title, it was an important
 8 resolution, and I think it will be important to
 9 title it as such. I don't have much comment.
 10 CHAIRMAN CAUSEY: Mr. Muhumuza, I would
 11 just ask you to clearly state what you would like
 12 the title to be.
 13 MR. MUHUMUZA: I apologize. The title
 14 will be the Black Lives Matter Resolution.
 15 CHAIRMAN CAUSEY: So that is a motion by
 16 Mr. Muhumuza to change the, to title the
 17 resolution, what was previously untitled, to
 18 Black Lives Matter Resolution. Is there a
 19 second?
 20 MS. JOSE: Second, Moalie.
 21 MS. PASTEUR: Second, this is

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1 Ms. Pasteur.
 2 MS. JOSE: I beat you to it.
 3 MS. PASTEUR: No, you did not.
 4 CHAIRMAN CAUSEY: We might need to flip
 5 a coin.
 6 MS. PASTEUR: She was an echo.
 7 CHAIRMAN CAUSEY: Okay. Is there
 8 discussion?
 9 MS. PASTEUR: Yes, I'd like to speak to
 10 it. I'm glad, I didn't know what was going to
 11 become of any of the after conversation, but I'm
 12 glad that it was brought up, and it does speak to
 13 my comments in terms of the equity policy,
 14 because Mr. Reshid was clear in saying black
 15 lives matter, and then the other pieces that are
 16 included in 0100 were brought into that. And I
 17 remember thinking then and I know I think now,
 18 will always think, that I am not a condition. So
 19 all people, all people can be learning disabled,
 20 all people, any race could be an immigrant from
 21 somewhere, America was bred on immigrants, either

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1 voluntary or involuntary, so I just want that to
 2 be clear.
 3 That's why Mr. Reshid was so clear about
 4 what he wanted it titled, because it was about a
 5 race, not about conditions or circumstances or
 6 disabilities, et cetera. So Mr. Muhumuza, I
 7 thank you for bringing that back for our
 8 attention.
 9 MS. ROWE: Ms. Causey?
 10 CHAIRMAN CAUSEY: Yes, Ms. Rowe?
 11 MS. ROWE: So I would just like to point
 12 out that while I agreed with the language black
 13 lives matter, there is an incorporated political
 14 organization that is entitled Black Lives Matter,
 15 and if we're going to title the resolution, we
 16 need to have something that explicitly states
 17 that the Board of Education does not either
 18 endorse or condemn any political organizations,
 19 because we are a nonpartisan body. And just like
 20 we wouldn't put Republican or Democrat in a
 21 resolution title, it's problematic if we have

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1 that be the title without also saying that we are
 2 not endorsing a political incorporated
 3 organization.
 4 And I would also like to point out that
 5 the list of different people that are listed in
 6 our equity policies are actually listed on the
 7 Black Lives Matter organization's website, so I'm
 8 not really sur why we're making that distinction.
 9 MS. PASTEUR: May I respond, Ms. Causey,
 10 since Ms. Rowe is referring to what I just said?
 11 I'm making the distinction because Mr. Reshid
 12 wanted to speak to black lives matter. She is
 13 correct. Ergo, my point, that black lives
 14 matter, those people who speak to that and who
 15 march to that, et cetera, do include groups,
 16 because they understand just as I just
 17 articulated, that people of color, specifically
 18 in this case black people, can be any one of
 19 those groups, but they in and of themselves
 20 itself are not racist.
 21 The second piece I want to point out,

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1 Black Lives Matter was formed after the killing
 2 of Travon Martin. They do not, individuals in
 3 the group might endorse a candidate, might
 4 endorse some sort of position, but as a group
 5 that baseline, what underscores the group is a
 6 matter of saying and doing exactly what it says,
 7 black lives matter, and raising that up in terms
 8 of historical context. They do not as an
 9 organization attribute or attach itself, and I
 10 agree, we must not conflate what anyone else has
 11 said about the group being connected. Thank
 12 goodness that the one person who made his
 13 comments that sent a fury politically about what
 14 the group was to mean and its connection with
 15 police, et cetera, thank goodness we do not hold
 16 ourselves in a group, or no group holds itself to
 17 what any one member of that group might say. We
 18 would all be in a barrel of trouble if we all
 19 became connected to what one person said without
 20 permission of the group. So Black Lives Matter
 21 as a group has never talked about

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1 disenfranchising any part of this government or
 2 this country, it is about exactly what it says.
 3 But I do appreciate that you reiterated my point,
 4 that that's why they embrace other people in our
 5 0100, because they are groups. And ten, 15 years
 6 ago, we would not have had, had we had a 0100
 7 policy, we would not have had the LBGT as
 8 consideration, and that's why we are open. Thank
 9 you.

10 MS. SCOTT: Hi, this is Ms. Scott.
 11 Thank you so much, Ms. Pasteur. I think it just
 12 bears listening to Mr., what Mr. Muhumuza said is
 13 taking on what Mr. Reshid started, it's a black
 14 lives matter resolution. What he is saying is
 15 that at BCPS we value the lives of our black
 16 students, we value the lives of our black
 17 educators, we value the lives of black
 18 administrators, we value black lives at BCPS.
 19 That is what the resolution was written for and
 20 that is what he is saying. When we add
 21 additional things and try to water it down or

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1 turn it into something else it is not, it takes
 2 away from the resolution and what he stated.
 3 He's simply having the title match what's in the
 4 resolution and I think we need to focus on that,
 5 not go off on a tangent about something else, and
 6 simply vote on the title to fit the resolution as
 7 Mr. Muhumuza so eloquently stated. Thank you.

8 MS. JOSE: Ms. Causey, this is Moalie.
 9 CHAIRMAN CAUSEY: Yes, I see your hand
 10 up.

11 MS. JOSE: I cannot believe we are
 12 having this conversation after having the race
 13 and racism conversation if you had listened to
 14 the children, and I always say listen to the
 15 children. Black lives matter isn't a political
 16 issue, it's a human rights issue, a morals issue,
 17 an issue of ethics. In fact, politics is
 18 woefully unequipped to address this issue.
 19 Caring about another life is not political. The
 20 fact that you bring this up time and again is
 21 disturbing to me, it's troubling, and after

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1 having listened to the children, 115,000 of them,
 2 the fact that I as a non-black person have to
 3 come here and defend it is very very troubling to
 4 me. Thank you.

5 MR. OFFERMAN: This is Mr. Offerman. I
 6 would like to move the question.

7 CHAIRMAN CAUSEY: Mr. Offerman, I just
 8 wanted to make a brief statement, but is there a
 9 second to Mr. Offerman's moving the question?

10 MS. PASTEUR: Second.
 11 MR. KUEHN: I second it.
 12 MS. MACK: I second that.
 13 MS. PASTEUR: Wow, that was a trio.
 14 MS. KUEHN: I seconded.

15 CHAIRMAN CAUSEY: Thank you. Is there
 16 any discussion to moving the vote? Okay, it
 17 takes a two-thirds majority, if I could have a
 18 rollcall vote please.

19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. GOVER: Mr. Kuehn?

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

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1 MS. GOVER: Ms. Henn?
 2 VICE CHAIR HENN: Yes.
 3 MS. GOVER: Ms. Causey?
 4 CHAIRMAN CAUSEY: Yes.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: I'm confused on what
 9 we're voting for now.
 10 MS. GOVER: The vote is to rename the
 11 resolution to Black Lives Matter Resolution.
 12 MR. MCMILLION: No.
 13 MS. GOVER: Ms. Scott?
 14 MS. SCOTT: Yes.
 15 MS. MACK: This is Lisa Mack. Yes.
 16 MS. GOVER: I'm sorry, Ms. Mack.
 17 Ms. Scott?
 18 MS. SCOTT: Yes.
 19 MS. GOVER: Ms. Rowe?
 20 MS. ROWE: Abstain.
 21 MS. GOVER: The motion passes, thank

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1 MS. GOVER: Thank you.
 2 CHAIRMAN CAUSEY: So the motion carries,
 3 and now we are going to vote --
 4 MR. MUHUMUZA: Ms. Causey, I'd like to
 5 make a second motion.
 6 CHAIRMAN CAUSEY: Well, we can't make a
 7 second motion. That motion was to move the vote,
 8 which mean now we vote with no more discussion,
 9 we will vote on your motion to name the
 10 resolution Black Lives Matter. So may I have a
 11 rollcall vote for that, Ms. Gover?
 12 MS. GOVER: Dr. Hager?
 13 DR. HAGER: Yes.
 14 MS. GOVER: Mr. Kuehn?
 15 MR. KUEHN: Yes.
 16 MS. GOVER: Ms. Pasteur?
 17 MS. PASTEUR: Yes.
 18 MS. GOVER: Mr. Offerman?
 19 MR. OFFERMAN: Yes.
 20 MS. GOVER: Mr. Muhumuza?
 21 MR. MUHUMUZA: Yes.

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1 you.
 2 CHAIRMAN CAUSEY: Thank you.
 3 MR. MUHUMUZA: Madam Chair?
 4 CHAIRMAN CAUSEY: Yes, Mr. Muhumuza.
 5 MR. MUHUMUZA: Okay. I make a motion to
 6 direct the superintendent to investigate a
 7 potential prohibition by the Board of hateful
 8 speech and symbols which include but not limited
 9 to confederate flags, swastikas and other symbols
 10 that the superintendent determines to be
 11 appropriate in schools. Then request that the
 12 superintendent make a report to the Board no
 13 later than January 19, 2021.
 14 MS. MACK: I second that, Lisa Mack.
 15 MS. SCOTT: I second, Makeda Scott.
 16 CHAIRMAN CAUSEY: So Ms. Mack seconded
 17 that, and miss Mr. Muhumuza, did you wish to
 18 speak to your motion?
 19 MR. MUHUMUZA: Yes. We have all
 20 received all the many emails with, concerning
 21 this ban on hateful symbols in our schools. The

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1 reason for this motion is because this issue has
 2 been prevalent in our county for a long time.
 3 Yes, there is laws that give our superintendent
 4 and principals the right to prohibit certain
 5 dress attire, but as you know from numerous
 6 emails, the ban on dress code is not being
 7 enforced uniformly and consistently because our
 8 Dress Policy 5520 alludes to this, but is not as
 9 clear and concise regarding the issue of symbols.
 10 For example, gangs and sexually suggestive images
 11 are explicitly mentioned, but this is not really
 12 the same, and sometimes students abuse this
 13 policy.
 14 And the reason why I want the
 15 superintendent to make a report on this is
 16 because we don't want to move too fast on this
 17 issue. I think the superintendent has to provide
 18 data and also have we and the legal counsel team
 19 look at this thoroughly before we make any
 20 reaction simply knee jerk. Thank you.
 21 CHAIRMAN CAUSEY: Board members, is

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1 there other discussion? I did just want to say
 2 that the policy review committee did address
 3 these concerns and there was conversation about
 4 policies that do allow the superintendent to
 5 implement rules and to have the principals
 6 implement rules, and that there was going to be
 7 further discussion. So I would just ask
 8 Dr. Williams if he would like to comment before
 9 we vote.
 10 DR. WILLIAMS: I just ask Ms. Gover to
 11 reread that motion please.
 12 MS. GOVER: And I'm going to ask
 13 Mr. Muhumuza to, since I don't have a written
 14 version of that.
 15 MR. MUHUMUZA: Sorry, okay. A motion to
 16 direct the superintendent to investigate the
 17 potential prohibition by the Board of hateful
 18 speech and symbols, which include but not limited
 19 to confederate flags, swastikas, and other
 20 symbols that the superintendent determines to be
 21 inappropriate in schools. And then further

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1 request that the superintendent make a report to
 2 the Board no later than January 19, 2021.
 3 DR. WILLIAMS: Thank you.
 4 MS. MUHUMUZA: And Ms. Causey, you
 5 brought, I know the policy review committee did
 6 review this matter, but nothing much came out of
 7 that discussion and I just feel that if we asked
 8 our superintendent to thoroughly examine this and
 9 bring us good data, and the legal team has looked
 10 at it, I think this issue can be resolved in an
 11 expeditious matter. Thank you.
 12 CHAIRMAN CAUSEY: Thank you. And it was
 13 my understanding that the superintendent is
 14 evaluating that, he does also believe it's a
 15 priority, so I'm supportive because I believe
 16 it's in the works. Any other board members with
 17 comments before we take a vote? Ms. Gover?
 18 MS. GOVER: Dr. Hager?
 19 DR. HAGER: Yes.
 20 MS. GOVER: Mr. Kuehn?
 21 MR. KUEHN: Yes.

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

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1 CHAIRMAN CAUSEY: Thank you, the motion
 2 carries.
 3 The next item on the agenda is Item K,
 4 new business, action taken in closed session.
 5 There was action that was taken in closed
 6 session, so at this time I would ask the Board
 7 to -- excuse me. Do I have a motion to approve
 8 the action that was taken in closed session?
 9 MS. MACK: So moved, Lisa Mack.
 10 CHAIRMAN CAUSEY: Thank you. Do I have
 11 a second?
 12 VICE CHAIR HENN: Second, Henn.
 13 CHAIRMAN CAUSEY: Thank you. Is there
 14 any discussion? May I have a rollcall vote?
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Mr. Kuehn?
 18 MR. KUEHN: Yes.
 19 MS. GOVER: Ms. Pasteur? Ms. Pasteur?
 20 Mr. Offerman?
 21 MS. PASTEUR: Oh, I'm sorry, I was

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1 muted. I wasn't present so I abstain.
 2 MS. GOVER: So you abstain.
 3 MS. PASTEUR: I guess. I wasn't present
 4 for the whole session.
 5 MS. GOVER: Mr. Offerman?
 6 MR. OFFERMAN: Abstain.
 7 MS. GOVER: Mr. Muhumuza?
 8 MR. MUHUMUZA: No.
 9 MS. GOVER: Ms. Henn?
 10 VICE CHAIR HENN: Yes.
 11 MS. GOVER: Ms. Causey?
 12 CHAIRMAN CAUSEY: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: No.
 15 MS. GOVER: Mr. McMillion?
 16 MR. MCMILLION: Yes.
 17 MS. GOVER: Ms. Mack?
 18 MS. MACK: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Abstain.
 21 MS. GOVER: I'm sorry?

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1 MS. SCOTT: I abstain.
 2 MS. GOVER: Thank you. Ms. Rowe?
 3 MS. ROWE: Yes.
 4 MS. GOVER: Seven in favor.
 5 CHAIRMAN CAUSEY: Thank you, the motion
 6 carries.
 7 The next item on the agenda is Item L,
 8 new business, recovery plan. For that we ask
 9 Dr. Adams and Ms. Burnopp to come forward to
 10 present, and following the presentation there
 11 will be time for discussion if the Board so
 12 desires.
 13 DR. ADAMS: Thank you, and good evening
 14 board members and Dr. Williams. Tonight I'm here
 15 with Ms. Barbara Burnopp to present an update on
 16 our recovery planning efforts. Tonight's
 17 presentation will include scenario-based thinking
 18 and has been shared previously portions of this
 19 with the Board of Education curriculum committee
 20 and stakeholders, as well as updates on current
 21 work across the organization. I'd like to stress

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1 that what will be shared tonight is not a
 2 finalized plan, but will show the parameters that
 3 have guided our thinking to date while we
 4 gathered stakeholder input and feedback. As Ms.
 5 Causey said, there will be time for questions at
 6 the end of the presentation. Mr. Corns, if I
 7 could have the next slide?
 8 We thought it would be important to
 9 share the local landscape of COVID-19 in both
 10 Maryland and specifically Baltimore County.
 11 These maps both show the differential impact of
 12 COVID-19 on our Maryland community by county,
 13 which is the blue chart on the left, and within
 14 Baltimore County by ZIP code, which is the red
 15 chart on the right. On each map darker shades of
 16 either blue or red indicate higher numbers of
 17 confirmed COVID-19 cases. As of July 1st,
 18 Baltimore County alone had over 8,000 confirmed
 19 cases of COVID-19. You can see that some areas
 20 of Baltimore County have been impacted by the
 21 virus more so than others, although there are

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1 cases in all areas of the county. When we look
 2 at this map it helps us understand the local and
 3 national conversation about whether we should
 4 reopen, how fast we should reopen, or whether we
 5 should remain closed. As has been stated by my
 6 colleague Dr. Lisa Williams, we're all in the
 7 same boat but we're not all in the -- we're all
 8 in the same storm but we're not all in the same
 9 boat, because some Baltimore County communities
 10 are feeling the impact of the virus to a greater
 11 degree than are some others. Mr. Corns, if I
 12 could have the next slide? Thank you.

13 Our recovery planning efforts are guided
 14 by both the governor's and the state
 15 superintendent's plans for recovery. As such,
 16 staff are aligning our proposals for recovery
 17 with the recovery phases as outlined in this
 18 documents. Maryland Together, MSDE's recovery
 19 plan for education, includes nonnegotiables that
 20 each local school system must include in their
 21 recovery plan; I wanted to take a moment to

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1 briefly share those with you.

2 School systems must publish their
 3 recovery plans by August 14th. The recovery plan
 4 must reflect the system's equity plan. School
 5 systems must establish a recovery stakeholder
 6 planning group. Early in the school year, school
 7 systems must determine where their students are
 8 instructionally. School systems must insure that
 9 the Maryland college and career readiness
 10 standards are taught. School systems must follow
 11 the Individuals With Disabilities Education Act,
 12 Section 504 of the Rehabilitation Act, and
 13 Title II of the Americans with Disabilities Act.
 14 School systems must follow procedures that are
 15 developed by MSDE, the Maryland Department of
 16 Health, and guidance from the CDC for an
 17 individual who tests positive for COVID-19.
 18 School systems must follow safety protocols for
 19 the collection of materials, cleaning of schools
 20 and facilities, daily cleaning, and nutrition, as
 21 established by MSDE in collaboration with the

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1 Maryland Department of Health and CDC guidance.
 2 School systems must follow protocols for the safe
 3 transportation of students both to and from
 4 school. School systems must develop a plan for
 5 monitoring and tracking attendance when students
 6 are engaged in distance learning. School systems
 7 must develop a plan for communication. The
 8 COVID-19 checklist included in the Maryland
 9 Together recovery plan must be utilized in the
 10 development of each school system's recovery
 11 plan. And finally, the Maryland Public Secondary
 12 Schools Athletic Association roadmap forward for
 13 interscholastic athletics, that's a mouthful,
 14 must align with MSDE and local school system's
 15 educational and health and safety decisions in
 16 order for athletics to resume during Phase One or
 17 Phase Two. Thank you, Mr. Corns.

18 As Dr. Williams has stated, BCPS has a
 19 design team working through our recovery
 20 planning. The team is comprised of senior
 21 executive directors, that's myself and

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1 Ms. Burnopp, executive directors from all
 2 portions of the organization, including
 3 curriculum and instruction, school support and
 4 achievement, school climate and safety, human
 5 resources, research accountability and
 6 assessment, organizational effectiveness, and
 7 business services. Among the design team are two
 8 of our staff attorneys from the Office of Law,
 9 and additionally we invite and include directors
 10 and coordinators as needed.

11 And what I want to share is that while
 12 for example, our Office of Health Services
 13 reports to Dr. Nieves and Dr. Zarchin, we felt it
 14 was really critical to add our coordinator of
 15 health services who's in daily contact with the
 16 Maryland Department, I mean the Baltimore County
 17 Department of Health, to be part of the design
 18 team and part of all of our meetings.

19 The design team meets twice weekly and
 20 some groups emerge as needed to explore different
 21 topic areas, among them health and mitigation

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1 strategies, transportation, facilities, food and
 2 nutrition services. The design team was charged
 3 with two deliverables that are on your screen.
 4 The first was design a reengagement program for
 5 students with whom we've had no contact during
 6 the continuity of learning in the spring, and the
 7 second deliverable was to provide models for
 8 reopening given the various stages of COVID-19
 9 spread.

10 When we began, when we began thinking
 11 about a reentry plan and we thought it was
 12 important to have guiding principles against
 13 which we could compare any plans that we
 14 considered. Our guiding principles become our
 15 lampposts that help us remember our commitments
 16 and I'd like to take just a moment to share them
 17 with you.

18 First and foremost, we understand fully
 19 that we're in the middle of a global health
 20 crisis and so during such we want to promote the
 21 health, welfare and safety of our students, our

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1 staff and our families, while at the same time
 2 attempting to maximize learning opportunities for
 3 students since learning is our core purpose.

4 Other research tells us that when we can
 5 come together either virtually or in person that
 6 social-emotional learning will be critical and
 7 community building will be a critical facet for
 8 both our staff and our students, so we want to
 9 prioritize that.

10 We of course wish to provide high
 11 quality teaching and learning to all students.
 12 We understand that we had educational inequities
 13 prior to the onset of COVID-19 in Maryland and
 14 Baltimore County and that those inequities have
 15 likely grown, and so we want to work to mitigate
 16 those inequities wherever possible.

17 One of the ways we might go about doing
 18 so is providing additional supports and
 19 differential learning opportunities for the
 20 students for whom, the students who need them the
 21 most. Examples would include students with

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1 interrupted access to education, those students
 2 with whom we lost contact during the continuity
 3 of learning, students with disabilities, our
 4 English learners and of course our students
 5 living in poverty, with a clear understanding
 6 that income and housing and security has likely
 7 increased across our county with the growing
 8 unemployment rate.

9 We also want to, finally, provide our
 10 students and families with the resources that
 11 enable them to participate fully in our
 12 instructional program, and the Board has seen
 13 this commitment in the public through the
 14 acquisition and distribution Chromebooks and the
 15 acquisition and distribution, for example, of
 16 mobile hot spots to families that were without
 17 Internet service.

18 In partnership and discussion with our
 19 local health department officials, it's important
 20 to share. Any decision to open schools, how
 21 schools reopen or whether to continue with remote

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1 learning will be condition-based and not
 2 time-based. The prevalence and spread of the
 3 virus will dictate how and when we can reopen
 4 schools, along with directives which may come
 5 from state of local official. As such, we will
 6 not have a predetermined timeline for the
 7 resumption of particular activities, but rather
 8 will allow the conditions of the environment and
 9 the health guidance to determine when different
 10 activities should or shouldn't take place.

11 Our operational definition of recovery
 12 planning is everything that occurs after the end
 13 of the school year in June, so we think of
 14 recovery as a continuum of services as shown on
 15 the screen before you. First we had our
 16 continuity of learning, which took us to the end
 17 of the school year. Now during the summer we
 18 have our traditional summer programs running,
 19 each being offered in a virtual format; those
 20 programs include our extended school year
 21 services for students with disabilities, our

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1 extended year learning program for middle and
 2 high school students, our extended learning
 3 opportunity program for our students who attend
 4 Title I schools, and our summer ESOL programming.

5 In addition to our traditional summer
 6 programs we also had for this summer our
 7 Universal Summer Hike, which as you know, is an
 8 online adaptive self-paced academic support for
 9 any student who's returning to BCPS in the fall.
 10 Finally, and as mentioned previously, we are
 11 designing a reengagement program that will
 12 support students as we transition into the start
 13 of the 20-21 school year.

14 So let's begin with our reengagement
 15 planning. Board members have been receiving
 16 during the continuity of learning weekly updates
 17 regarding student engagement during that time,
 18 and are likely familiar with the percentages of
 19 students with whom we have not had consistent
 20 contact and engagement, and this program will
 21 seek to reach out and reengage with those

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1 students. As a reminder and for the public's
 2 information, overall we had approximately 5.9
 3 percent of elementary students not engaged and
 4 4.8 percent of secondary students not engaged.

5 The program design based on principle of
 6 focus groups will be an individual site-based
 7 design tailored to the school and community
 8 needs, knowing that principals and their staff
 9 understand why their students are not engaged to
 10 a large degree. The reengagement programs would
 11 be timed to begin before the start of the school
 12 year. They will be designed by building
 13 leadership with support from central office staff
 14 with a focus on social-emotional learning, and
 15 possibly literacy and mathematics. And then of
 16 course options for the daily program or the
 17 timing are all under discussion and will be
 18 determined as schools develop their plans.

19 In terms of planning for the start of
 20 the 20-21 school year we've been considering
 21 multiple reopening scenarios that would be

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1 conditions-based and in alignment with the state
 2 and MSDE's recovery planning stages. Scenario 1
 3 would be a continuation with an enhanced version
 4 of remote learning. Scenario 2 two would be
 5 reopening schools with some combination of
 6 in-person and remote learning. And Scenario 3
 7 would be reopening schools with 100 percent
 8 in-person learning. Over the next few slides
 9 I'll go into more detail about the conditions
 10 under which each scenario may occur.

11 Scenario 1 is an enhanced version of our
 12 current remote learning plan. The assumption
 13 under this model is that the state of Maryland
 14 and Baltimore County are in Phase One of
 15 reopening. Using this model we would offer
 16 instruction that is both synchronous, live, or
 17 asynchronous, anytime. Enhancements, however,
 18 will be I made based on all of the feedback and
 19 the lessons learned that we've discovered in
 20 talking with our students, their parents,
 21 teachers and administrators.

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1 Scenario 2 has schools opening with a
 2 combination of in-person instruction and remote
 3 learning. Under this scenario not all students
 4 return to school at the same time. This model
 5 assumes that Maryland and Baltimore County are in
 6 Phase Two of reopening, that mitigation
 7 strategies including strict social distancing are
 8 required, and that all students have live
 9 instruction with teachers daily, either in person
 10 or on line. Under this model and as you can see
 11 on the slide before you, schools may open with a
 12 limited capacity, 30 to 35 percent, or 50 percent
 13 capacity, depending on current mitigation and
 14 social distancing guidelines. This could mean
 15 that students would alternate weeks of
 16 instruction; students if they were alternating
 17 weeks of instruction, students would attend
 18 school for four days during their assigned week
 19 and have an online instruction day on Friday.
 20 Our teachers would be on duty Monday through
 21 Friday, with Friday held as a day for both

1 professional learning and teacher planning.

2 The MSDE recovery plan and the health
3 department recommends that we cohort students,
4 and so we are considering cohorting them by
5 address. And just so I can insure that we're all
6 understanding what we mean, when the health
7 department tells us to understand a cohort, they
8 mean knowing that a group of students or
9 children, or adults, are together and with whom
10 they have daily contact. And so in some of our
11 thinking, we began with the idea of exploring
12 whether we could possibly cohort students by
13 their home address and that way in households
14 with multiple siblings, both older and younger,
15 those siblings are attending school during the
16 same days and/or weeks, and not attending school
17 during the same days and/or weeks.

18 Scenario 3 would be the eventual
19 reopening of school for 100 percent in-person
20 learning. Under this model we assume that
21 Baltimore county and Maryland are in Phase Three

1 with all of the area advisory councils. We also
2 met with the International Parent Leadership
3 Academy; those are parents of students for whom
4 English is not their first language, those
5 students are among our English learners. We met
6 with both our special education and gifted and
7 talented citizen advisory groups. We met with
8 the NAACP. In addition we, because of the
9 differential impact, we held a session with
10 parents, students and staff from communities that
11 have been disproportionately impacted by
12 COVID-19.

13 In addition to those 16 feedback and
14 input sessions we launched a survey to gain
15 additional input from students, family, community
16 members and staff. This survey was translated
17 into five languages and garnered more than
18 5,100 -- 51,000, excuse me, responses. For
19 comparison purposes, this survey was open for a
20 week and we obtained almost 52,000 responses.
21 Our stakeholder survey that is usually open

1 of reopening. We assume that mitigation measures
2 such as enhanced cleaning, screening, isolation
3 of sick persons and enforcement of quarantines
4 may still be required. We also assume that
5 social distancing requirements at that time may
6 have been relaxed and face coverings may then be
7 optional. It would be under these conditions
8 that we would consider all students and staff
9 returning to school buildings.

10 We value stakeholder input and feedback
11 and have actively sought to obtain it. A total
12 of 16 stakeholder input and feedback sessions
13 were held during the last two weeks of June.
14 Those sessions included sessions with our five
15 bargaining units, TABCO, CASE, ESPBC, AFSCME and
16 OPE. In addition we met with the
17 superintendent's student advisory council, with a
18 combination of Baltimore County student council
19 members, and we also met with the
20 superintendent's parent, teacher, business and
21 principal advisory councils. We had a meeting

1 between five and six weeks gets between 70 and
2 80,000 responses, so there was great interest in
3 our survey. Lastly, our recovery plan
4 stakeholder group is another avenue that will
5 insure that we have ongoing input and feedback.

6 On the next slides we'll share
7 information regarding BCPS efforts to mitigate
8 the impact of COVID-19.

9 Through a pandemic, public health
10 measures to slow the spread are critical. Our
11 Office of Health Services used guidance from the
12 CDC, state health department and expert groups
13 like the American Academy of Pediatrics to
14 provide a high level framework for mitigation in
15 BCPS. There are six components to the mitigation
16 framework. Strategies under each of the six
17 components have been selected to reduce
18 coronavirus transmission.

19 The first component is social distancing
20 with which we're now pretty familiar. Social
21 distancing strategies interrupt virus spread from

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1 one person to another and include a variety of
 2 things, including telework and/or remote
 3 learning, six-foot separation and face coverings.
 4 The second component is screening.
 5 Screening strategies are meant to interrupt virus
 6 transmission at the school or office level by
 7 reducing the chances that a person who is
 8 infectious is in contact with others.
 9 The third strategy is regular and
 10 thorough cleaning, both of our buildings and our
 11 hands. Although most virus transition is person
 12 to person, keeping our facilities and hands clean
 13 will reduce the spread of all infections,
 14 including COVID-19.
 15 The fourth component is called health
 16 operating. Strategies in this area interrupt
 17 virus transmission in several ways; maximizing
 18 mixing of outdoor air with our ventilation
 19 systems will dilute virus and deduce the risk of
 20 spread, while eliminating the shared use of items
 21 will reduce transmission between persons.

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1 The fifth component addresses how we
 2 will respond when a BCPS community member has
 3 COVID-19 or becomes ill during the school or
 4 workday. These strategies provide guidance that
 5 will insure that we don't have uncontrolled or
 6 excessive spread within our schools.
 7 Our final strategy is communication.
 8 Without an effective communication plan all of
 9 these strategies are just ideas. The
 10 communications strategies will insure that our
 11 mitigation plans are fully implemented and
 12 understood.
 13 To that end our Office of Health
 14 Services has created mitigation guidelines
 15 aligned to each phase of recovery, examples of
 16 which are displayed on this slide. Some
 17 mitigation strategies will be the same regardless
 18 of level of disease in the community. However,
 19 other strategies may need to be adjusted based on
 20 whether the county or state are in Phase One, Two
 21 or Three of reopening. The model provides high

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1 level strategies for each component at each
 2 stage.
 3 And I will now turn things over to
 4 Ms. Burnopp.
 5 MS. BURNOPP: Thank you, Dr. Adams, good
 6 evening, board members and Superintendent. The
 7 Department of School Safety is carefully
 8 reviewing student protocols and procedures to
 9 determine if any changes need to be made to
 10 protect students, staff and visitors. Students
 11 and staff must comply with mitigation guidelines
 12 developed by the Office of Health Services.
 13 Students and staff will participate in one
 14 evacuation drill to assure that they are prepared
 15 to respond to an emergency that requires them to
 16 leave the building. Visitors will be limited to
 17 only those who must come to a school or an office
 18 and by appointment only. Screening of visitors
 19 will occur prior to admission into the main
 20 office.
 21 The mission of the Office of

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1 Transportation remains safe, efficient, effective
 2 service, with the safety of our students, staff
 3 and attendants as the top priority. The Office
 4 of Transportation is committed to provide a
 5 service model that follows the roadmaps to
 6 recovery, CDC recommendations and industry best
 7 practices, which include guidance on operating
 8 and cleaning procedures.
 9 Social distancing on school buses -- I'm
 10 sorry, thank you -- social distancing on school
 11 buses can be challenging given the inflexibility
 12 of the environment and necessary transportation
 13 safety. Current social distancing guidance
 14 ranges from three feet to six feet, to one
 15 student per seat, row, or staggered by row of
 16 seats. As a result, these models change the
 17 rated capacity of most buses from 64 passengers
 18 to between nine and 21 students. The images on
 19 the slide show what social distancing would look
 20 like with one student per every seat or one
 21 student in staggered seating.

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<p>1 Last year over 80,000 students rode a 2 BCPS bus twice a day as their transportation to 3 and from school. The Office of Transportation is 4 working to establish procedures that insure our 5 buses are properly cleaned and disinfected 6 through all recommended procedures at regular 7 interval. 8 Providing a safe environment for eating 9 while still complying with cohorting, face 10 covering and social distance guidelines will be a 11 challenge. Models are being discussed for using 12 the cafeteria as well as other school spaces, 13 including the classroom. If only a portion of 14 the students are in school, plans are being 15 developed to continue with curbside pickup for 16 other eligible students not in the schoolhouse. 17 The Office of Food and Nutrition is hopeful that 18 additional waivers will be granted by the federal 19 government to assist in the providing of food as 20 we were able to do this spring. Food service 21 workers have been trained and are complying with</p>	<p>1 DR. ADAMS: Thank you, Barbara. As I 2 mentioned previously, research and guidance into 3 the reopening of schools stresses the importance 4 of social-emotional learning and supports for 5 community building. To support recovery the 6 Department of Social-Emotional Supports is 7 developing support documents, recommendations and 8 guidance in the following areas, which should 9 occur irrespective of phase of recovery or any 10 reopening plan. 11 Among them we want to provide space and 12 time for children to unpack, discuss and share 13 their experiences. We want to provide increased 14 support for those who experience loss. We want 15 to offer attention and support to students who 16 are experiencing anxiety about returning back to 17 school or current conversations about the impact 18 of racism. We also want to insure that our 19 service delivery models and staff, our support 20 staff, our psychologists, our social workers, our 21 counselors, our nurses and our personnel workers,</p>
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<p>1 food serving and cleaning requirements. Next 2 slide. 3 Many of the challenges facing the 4 Department of Facilities exist no matter how many 5 students are in the building. The Department of 6 Facilities is already reviewing building 7 ventilation, access to and size of the nursing 8 suites, isolation needs for students suspected of 9 contracting the coronavirus, the setup of 10 classrooms, review of procedures for student 11 drop-off and pickup, signage for hallways and 12 restrooms, setup of the main office for screening 13 visitors and protecting staff, as well as ongoing 14 enhanced cleaning schedules. Maintaining 15 recommended social distancing requirements is 16 only possible if the classroom has less than 33 17 percent of the students. The more the students 18 in the school the more pressure there will be on 19 cleaning schedules and the more research that 20 will be needed to clean the schools. Next slide, 21 and I'll turn the time back to Dr. Adams.</p>	<p>1 excuse me, are really poised to meet the most 2 pressing needs of our students, and we wish to 3 expand adult social-emotional learning and 4 literacy in order to support students and connect 5 to students with whom we've had little or no 6 engagement. 7 Regarding teaching and learning, 8 curriculum resources are being developed to 9 support agility, a shift between and among 10 instructional models. 11 Diagnostic tasks to assess unfinished 12 learning will be developed. Let me explain what 13 I mean by unfinished learning. During our 14 initial closure, which began on March 13th, and 15 the continuity of learning, the academics 16 department under the leadership of Megan Shay 17 identified for each subject and course a 18 streamlined set of learning objectives for each 19 week. We knew we couldn't teach all of the 20 learning objectives during the closure so the 21 most critical standards and objectives were</p>

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1 identified. Knowing that there were certain
 2 standards that were not identified or a targeted
 3 focus during the continuity of learning, we know
 4 that that learning need not be measured because
 5 it wasn't intended to occur. Instead, our
 6 diagnostic tasks will focus on the learning we
 7 anticipated would happen, yet may remain
 8 unfinished. Given that information, our
 9 curricular scope and sequence adjustments will be
 10 made to support gaps created or widened during
 11 the spring, and will serve as a foundation and on
 12 ramp to maintain alignment for completing this
 13 coming academic year.

14 We know we need to provide and will
 15 provide professional learning support
 16 specifically to our teachers, our paraeducators
 17 and our administrators, and the exact scope of
 18 this work will be dependent upon the reopening
 19 plan and design that is finally implemented when
 20 that information is made public.

21 And so this concludes our update on

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1 recovery planning in BCPS. We will continue to
 2 analyze input and feedback, and that feedback
 3 will inform a deeper design of reopening models
 4 now that we have feedback under each scenario.
 5 As you know, all local school systems are working
 6 within the MSDE requirement for publishing their
 7 reentry plans and that deadline is by
 8 August 14th. And with that, Ms. Burnopp and I
 9 are happy to take any questions you might have.

10 MS. MACK: This is Lisa Mack, I have
 11 three questions I would like to ask.

12 DR. WILLIAMS: I'm sorry, Ms. Mack, I
 13 want to make a closing statement.

14 MS. MACK: Oh, I'm sorry.

15 DR. WILLIAMS: Thank you, Dr. Adams and
 16 Ms. Burnopp, for presenting the recovery plan and
 17 the three scenarios to the Board. Board members,
 18 as we move forward to the opening of schools in
 19 the fall, there are a number of unknowns and
 20 moving parts that have yet to be considered.
 21 However, we started, as was reported, our

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1 recovery this summer with online learning, with
 2 the summer learning hike, and the traditional
 3 summer programs which included extended learning
 4 opportunities, English for speakers of other
 5 languages, extended school year and extended year
 6 program.

7 I'm going to read a portion of this
 8 article entitled Science and the Community
 9 Circumstances Must Guide Decision Making, and it
 10 starts off with the American Academy of
 11 Pediatrics, American Federation of Teachers,
 12 National Education Association, and the
 13 Superintendents, School Superintendents
 14 Association. And in this article it states,
 15 returning to school is important for the healthy
 16 development and wellbeing of children, but we
 17 must pursue reopening in a way that is safe for
 18 all students, teachers and staff. Science should
 19 drive decision making on safely reopening
 20 schools. Public health agencies must make
 21 recommendations based on evidence, not politics.

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1 We should leave it to the health experts to tell
 2 us when the time is best to open up school
 3 buildings, and listen to educators and
 4 administrators to shape how we do it. So that's
 5 just a portion of that article that I found
 6 interesting.

7 Schools are developing reengagement
 8 plans for students who may have been disengaged
 9 or at risk prior to March 16th. Our central
 10 office will be working with each principal to
 11 develop these next steps and in some cases
 12 continue these actions but with support. So the
 13 opening of this school year will be different and
 14 not only do we have to address the teaching and
 15 learning, but the social wellbeing of our staff
 16 and students.

17 So to that end, I am leaning towards a
 18 virtual return with some type of phased in
 19 approach after we open, perhaps looking at the
 20 transition years, particularly those in
 21 kindergarten, grade six and grade nine. They

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1 will need to be collected relative to the
 2 reengagement of our students, as well as the
 3 return of staff to our school buildings. I want
 4 to make it clear that the safety of our students
 5 and staff remain the top priority.
 6 So at this time I will say we will
 7 entertain any questions.
 8 CHAIRMAN CAUSEY: Ms. Mack?
 9 MS. MACK: Thank you, Dr. Williams. I
 10 have a couple of comments and just actually two
 11 questions.
 12 As you know, we have received massive
 13 amounts of feedback from parents via email,
 14 messaging, I have spent literally hours on the
 15 phone speaking to parents. And what I'm hearing
 16 is, and you just provided a little bit of what
 17 I'm hearing, is that parents need more
 18 information, a level of specificity so that they
 19 know what they need to do as far as babysitting,
 20 as far as their jobs, but people are asking
 21 questions like what is the remote learning going

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1 to look like, how many hours, will there be
 2 graded assignments, is attendance going to be
 3 required, will students get comments on their
 4 assignments like essays, those type of things.
 5 But that leads into, in a recently
 6 released paper, the Mayo Clinic estimates that 70
 7 percent of the US population, which equates to
 8 about 200 million people would had to have
 9 recovered from COVID to even halt the epidemic.
 10 So my question is, given what people need to make
 11 decisions about their families, if there is never
 12 a vaccine and we do not reach herd immunity for
 13 years, can we sustain remote learning while
 14 insuring that there is true academic achievement?
 15 DR. ADAMS: So I'll jump in and take a
 16 stab at that. Thank you, Ms. Mack, for that
 17 question. You know, the team and I are very
 18 proud of what we stood up in ten days in the
 19 spring. However, it's only going to be better,
 20 we know it was very much imperfect, and that was
 21 an emergency situation and we were in a state of

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1 emergency called by Governor Hogan. And so what
 2 we have been doing throughout the spring is
 3 teachers, parents, students have been emailing
 4 us, I get some of those emails directly, as do
 5 Dr. McComas and Ms. Shay. And in addition
 6 Ms. Shay and I, Mr. Burke and I, and Dr. Whisted
 7 and I have been meeting with TABCO leadership
 8 throughout the spring, we had weekly meetings and
 9 sometimes meetings twice and three times a week,
 10 to talk through all the different challenges
 11 around reopening.
 12 And so what I can tell you is based on
 13 that feedback, we believe that more structured
 14 opportunities that might more closely resemble a
 15 bell schedule will make more sense moving
 16 forward, and we certainly are standing up a
 17 subgroup on grading and reporting, because we
 18 know that we implemented a pass-fail system in an
 19 emergency situation, and that the fall situation
 20 with more planning allows us to possibly do some
 21 things in a more traditional manner. And so I

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1 would love to be sitting here tonight proposing a
 2 plan for your approval. However, just thinking
 3 about the timeline, we would have had to have
 4 made a decision about two-and-a-half weeks ago,
 5 and two-and-a-half weeks ago what we were in fact
 6 doing is we were meeting with stakeholders and we
 7 had our survey open. And so to have had a plan
 8 ready at this moment would have required us to
 9 plan without full input from our community. And
 10 so we're in a situation where I can assure you
 11 that we're working with our teachers and our
 12 administrators and our parents and our students
 13 to understand how we can make virtual learning
 14 more rigorous going forward in the fall, so it
 15 can be more scheduled and things like that.
 16 MS. MACK: Thank you, and then I have
 17 one more comment and then I'm finished.
 18 We may, I mean, I don't know what it's
 19 going to look like, but if we're not going to be
 20 using teachers to teach specials in that
 21 capacity, can we consider using like an all hands

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1 on deck type of approach to have a teacher who's
 2 teaching a class virtually, have a support system
 3 of other teachers who may not be subject matter
 4 experts but who through professional development
 5 could learn to assist that teacher, so that we
 6 can give the most direct instruction to as many
 7 students as possible?
 8 And the other part of that is how do we
 9 best utilize our support staff like school nurses
 10 who might not be providing medical assistance to
 11 kids in the schoolhouse, but have so much to
 12 offer? So that's the end of my questions.
 13 MR. MCMILLION: I have a couple
 14 questions.
 15 CHAIRMAN CAUSEY: Excuse me. Ms.
 16 Pasteur is next, but I was waiting for staff to
 17 respond to Ms. Mack's question.
 18 MR. BURKE: This is Mr. Burke, and --
 19 DR. WILLIAMS: This is Darryl Williams,
 20 let me just respond. Ms. Mack and to the Board,
 21 we have looked at what we've done since

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1 March 16th, we have already talked about some
 2 enhancements. Dr. Adams spoke to it about
 3 synchronous learning. So again, it's going to be
 4 all hands on deck because we don't know at this
 5 point the number of students, the number of staff
 6 we will have, so we will be flexible. And as you
 7 heard today, we have to have a variety of models
 8 because at any point we may have to pivot like we
 9 did on March 16th, and so again, we're going to
 10 have all hands on deck to provide the support,
 11 and again, the unions have been very
 12 collaborative with us, particularly as we went
 13 through the first closing and then what our plan
 14 would be for reopening. Thank you.
 15 CHAIRMAN CAUSEY: Ms. Pasteur?
 16 MS. PASTEUR: Yes. Thank you,
 17 Ms. Causey. Dr. Williams -- no, first of all I
 18 want to say to Mr. Burke and Ms. Burnopp, thank
 19 you very much for your presentation and to the
 20 staff for the work that you have been doing along
 21 this very arduous journey, this is certainly not

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1 simple. So thank you so much for your work and
 2 to all the people who have been working on your
 3 committees and task force as well, and you as
 4 well, Dr. Adams.
 5 Dr. Williams, I was happy to hear your
 6 comments right at the end because I could only
 7 imagine that if I'm a little turned around by the
 8 fact that tonight we as a board won't be trying
 9 to assist in narrowing it down or ordering this,
 10 and I do understand what Dr. Adams just said, he
 11 is correct that we would have had to have made a
 12 decision two weeks ago, and two weeks ago you
 13 were listening to people. But we have heard so
 14 many things from teachers, so Dr. Williams, I was
 15 gratified in hearing you say that, and I want to
 16 make sure I didn't mishear you, that you're
 17 looking at a virtual opening, and I say that
 18 before you answer that I was gratified -- can you
 19 put your picture up? I want to see what you look
 20 like to see if you're making faces. Thank you.
 21 DR. WILLIAMS: Can you see me? I'm not

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1 making a face.
 2 MS. PASTEUR: Thank you, I know how this
 3 virtual thing goes. And before you answer that,
 4 and while I'm clear that you might say no,
 5 Ms. Pasteur, that's not what you heard, that
 6 clearly makes good sense to me to start off
 7 virtually. It's easier to move people into the
 8 buildings than it is to put them into the
 9 buildings and then have to pull them out. The
 10 larger structure certainly, I think works well.
 11 So is that what I heard you say, that that's
 12 what's in your head, that we would start
 13 virtually?
 14 DR. WILLIAMS: Yes. So I did say after
 15 I kind of rambled for a minute or two, I did end
 16 by saying I am leaning towards a virtual return.
 17 Here is my concern, is that kids are making the
 18 transitions to new levels, kids who have been
 19 disengaged for a variety of reasons, there has to
 20 be some kind of phased in approach. And so I
 21 think, and you heard all the information that

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1 Ms. Burnopp and Dr. Adams shared about just how
 2 to do the hybrid model, I think that was
 3 Scenario 2, and then the return to normal, if you
 4 will. I think at this point based on everything
 5 that I've been reading, my conversations with my
 6 colleagues across Maryland, it may serve us
 7 better to lean towards a more virtual return,
 8 understanding what we did during the initial
 9 closing won't be how we would start, because of
 10 that feedback, but to have some kind of phased
 11 in, I think our young folks may need that. I'm
 12 not quite sure when that will take place and what
 13 that will look like, but I just worry as a former
 14 principal, those transitional years, I worry
 15 about that, as well as those kids who have been
 16 disengaged.

17 MS. PASTEUR: And I agree. Also as a
 18 former principal, I agree with you wholeheartedly
 19 that those in those transitional grades must not
 20 miss that, and you can't just throw them in the
 21 water without some supports, especially our

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1 babies. But we also have to consider what is
 2 fair and equitable for all of our teachers, so
 3 that is something that you have to plan.

4 I'm wondering, I know I'm the what and
 5 not the how, and I always say that, but I am
 6 wondering, that how part of me is still there and
 7 alive and well, so for those where it can happen,
 8 I'm wondering if you're thinking about semesters
 9 for those students, particularly in the upper
 10 grades, the high school, as you're laying out the
 11 work, so that the students can have more intense
 12 opportunities, which is pretty much like what as
 13 one person who wrote a letter made it akin to,
 14 she used the example of Hereford High School, but
 15 I know that other high schools do the same with
 16 that four-period day, because that means then you
 17 can rethink how many children, especially if
 18 you're doing virtual, how many children a teacher
 19 is addressing, because now they're not all in the
 20 classroom together, and so you could probably do
 21 like a double class because the students are

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1 home.

2 But my final point on this is that, and
 3 it was just said, I think Ms. Mack stated it,
 4 parents need to know, and I guess I'm just taken
 5 aback just that we have more time that's going to
 6 be spent in the planning. Parents truly need to
 7 know, if we're going to do virtual they need to
 8 know that as Dr. Adams pointed out, two weeks
 9 ago. So you know, we're running now, because
 10 they need to know so that they can make their
 11 plans, even if they have older children, but
 12 children they don't want to stay in the house by
 13 themselves all day, they have to go to work,
 14 those children who don't have the WiFi, or didn't
 15 have it, their parents need to be making some
 16 plans for them. The difference now is that
 17 there might well be more places for those
 18 children to go to get on line, but still those
 19 parents need to know.

20 My fear is this: That you have to turn
 21 in a plan by August 14th, so we're talking a

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1 month now, but unless I'm a little calendar
 2 challenged, and I might well be, we meet as a
 3 board after that time, is that correct, do we
 4 meet after the 14th.

5 CHAIRMAN CAUSEY: Ms. Pasteur, we --
 6 DR. WILLIAMS: We meet on August 11th.

7 MS. PASTEUR: Thank you, so on August
 8 the 11th we will hear all that's been done, and I
 9 would like to hear as well very honestly, because
 10 now you're talking a very short window, when
 11 teachers are going to get staff development,
 12 because there's a difference in getting staff
 13 development to do what was done in the spring and
 14 getting staff development to do what we're going
 15 to ask them to do virtually or hybrid or
 16 whatever, because they're going to really have to
 17 know how to develop lessons that they can use
 18 that will reach the children over a screen. They
 19 will have to know how to take their children into
 20 breakout sessions, all those things going on to
 21 make that as real, because time is up for us

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1 doing the best we can under the circumstances,
 2 and I put that in quotation marks, these children
 3 now need to have real instruction. That means
 4 all staff members have to be given that kind of
 5 staff development, and it is July 14th, so -- and
 6 that has to happen before school opens, but I
 7 would like you to think about that whole semester
 8 process, and so many other things, but I know
 9 those things will take place. Thank you.

10 CHAIRMAN CAUSEY: Dr. Williams, do you
 11 want to respond quickly, and then we'll go to, we
 12 have other board members lined up to comment.

13 DR. WILLIAMS: Again, the particulars
 14 the team is looking at and we can have a
 15 recommendation probably by the end of this month
 16 in terms of the what, the framework and then
 17 filling in everything. And to your point, you
 18 know, our teachers are still on, they're not
 19 scheduled to come back so we would have to look
 20 at days, what we call, I got my other system in
 21 my head, what we call pre-service week, what we

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1 do with teachers before kids come back. So
 2 again, you know, based on just today listening
 3 and reading made me make my last comments about
 4 leaning towards a particular model so we can be
 5 prepared and ready to go after Labor Day. But to
 6 your point, we're going to need some time, the
 7 teachers are going to need some time. They have
 8 had this experience so they lived it, just like
 9 our kids, but to your point, we want to
 10 communicate as quickly as possible, so we can
 11 finalize our communication, our plan and then
 12 build it out. The team has been very good about
 13 working under kind of last minute, but I don't
 14 want anybody to think that we're just pulling
 15 this together, but to your point, we can make a
 16 recommendation by the end of this month and
 17 again, I'm still leaning towards this virtual
 18 return with some kind of phase in.

19 You mentioned the four-by-four. That
 20 has been brought to my attention, I think that
 21 needs a lot of PD around that. I don't

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1 personally as a former principal and educator, to
 2 do that is different than the AB schedule. And
 3 so I'm not closed to that, I think we're going to
 4 have to study a little bit around this work.

5 MS. PASTEUR: Oh, I mean an AB schedule
 6 with it, without question. They would lose their
 7 minds. No, I mean that's where I'm going, an AB
 8 schedule with that, that's the only way you can
 9 get them in some courses through a year during
 10 one semester, yes. Yes.

11 DR. WILLIAMS: So again, we can, I don't
 12 want to delay this, but we can look at making
 13 some of these recommendations sooner than later,
 14 and again it's a little contrary to what the
 15 state is. The state is, since we're in phase
 16 two, the recommendation from MSDE is talking to,
 17 speaking around the Scenario 2 of what Dr. Adams
 18 presented about, you know, a reduced load. But I
 19 just think based on where we are as a system,
 20 based on your numbers, and based on trying to do
 21 this right, I am still leaning towards a virtual

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1 return.

2 MS. PASTEUR: Thank you.

3 CHAIRMAN CAUSEY: Thank you for that,
 4 Dr. Williams. And I will say that we do have a
 5 board meeting scheduled August 11th, but given
 6 the pandemic and given everything that's going
 7 on, if we need to place a special meeting, then
 8 that's something that can be considered.

9 I know I have several people that have
 10 their hands raised patiently, and what I have is
 11 Mr. Muhumuza, then Ms. Rowe, and then Ms. Henn
 12 and Mr. McMillion. So Mr. Muhumuza.

13 MR. MUHUMUZA: Yes, thank you, Madam
 14 Chair. I too reiterate some of the sentiments
 15 concerning our teachers and understanding their
 16 concerns and listening to them. But my question,
 17 I actually have two questions, is concerning a
 18 group of students that we usually don't hear much
 19 from, and that is our students with special needs
 20 and learning disabilities. And so I didn't, I
 21 believe a couple parents a couple weeks ago were

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1 raising issues concerning IEPs and other programs
 2 that might have been affected because of virtual
 3 learning. Could you elaborate on that, because I
 4 was unaware?
 5 DR. ADAMS: Sure, thank you,
 6 Mr. Muhumuza, or Josh. I can't wait to meet you
 7 in person by the way, I'm a huge fan already
 8 following you on social media.
 9 MR. MUHUMUZA: Thank you.
 10 DR. ADAMS: Given whenever there's a
 11 pandemic, the U.S. Department of Ed and then the
 12 state department or state put out guidance for
 13 what is allowable and what is okay for our
 14 students with disabilities to receive with what
 15 we call FAPE, which is a free and appropriate
 16 public education. And so given our current
 17 situation, it is not that BCPS is withholding any
 18 services, it is that the pandemic is making it
 19 either very challenging or impossible to deliver
 20 a service. And so one of the first things that
 21 happened in the spring is we asked our special

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1 education teachers and our special ed teams, they
 2 were required to contact each family of a student
 3 with a disability and speak to the parent or
 4 guardian or decision maker about what might be
 5 possible. For example, it might be possible for
 6 me to do some small group tutoring with you
 7 across the computer on Microsoft Teams. It is
 8 not possible if I'm a physical therapist for me
 9 to manipulate your body because we're not
 10 physically together. And so we then had to reach
 11 agreement during the pandemic with families and
 12 when their wasn't agreement, there are legal
 13 steps that go into place in terms of a family can
 14 say they're in disagreement with what the school
 15 system is proposing, and then we can follow up
 16 with IEP team meetings and hold those as
 17 possible, and we did have IEP team meetings
 18 ongoing during the spring, those were also held
 19 as you can imagine virtually and not in person.
 20 And so there is, the unfortunate side effect of
 21 the pandemic across our nation does mean that

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1 some services that would have ordinarily been
 2 provided cannot be provided if we are not
 3 together in the same space.
 4 At the same time our assistant state
 5 superintendent of special education has been
 6 assuring Dr. Whisted that some schools are not
 7 doing anything wrong, they have to reach
 8 agreement. You know, this isn't sort of like
 9 Dr. Adams, I was a special educator, it doesn't
 10 mean not wanting to do, it's what can I go and
 11 what is reasonable. And so the guidance from the
 12 State Department of Ed is as we return to school
 13 in the months we're fully back in school, then
 14 we're in place and we can do assessments, we
 15 determine where is the student functioning, what
 16 part of their current performance is because of
 17 services that weren't able to be provided and
 18 then what can we provide now that we're all back
 19 together to make up for that lost time. And so
 20 that's sort of the structure and the framework
 21 that has been outlined for us by the State

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1 Department of Education following USDE guidance.
 2 MR. MUHUMUZA: Okay, thank you. And my
 3 second question was concerning the protocols of
 4 screening when students are entering the building
 5 and also, it's kind of similar to that, I asked
 6 you this question I believe two months ago when
 7 we had this meeting with students about what if a
 8 student decides to come to school not wearing a
 9 mask or not adhering to some of the requirements
 10 that you guys set forth if we're in that strict
 11 social distancing reopening. Do you have an
 12 answer to that, and also my first question.
 13 DR. ADAMS: Sure, thank you for that.
 14 So our Office of Health Services is acquiring
 15 personal protective equipment in the event that
 16 the eventuality that we may be in spaces
 17 together, adults and children, and they would
 18 still be required. And so for example, we would
 19 in our thinking, we could if masks were required
 20 at that point in time, beginning with being on
 21 the bus, we could have extra masks available on

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1 the bus in case someone did not, let's just say
 2 on the nice side, does not show up with it
 3 because I forgot it.
 4 Additionally, our Department of School
 5 Safety is working with a group to think about
 6 what are the protocols and steps that we would
 7 put in place in order to work with and work
 8 through students who may choose to not follow an
 9 established rule, like all people in the building
 10 need to have a mask on. Those have not been
 11 finalized yet but that is being worked on. I can
 12 speak for our Office of Health Services around
 13 screening procedures, and to try to do my best
 14 Deb Somerville imitation, temperature checks have
 15 been found to be not quite effective in
 16 determining whether students are sick or not.
 17 What the data are telling us is that young
 18 individuals, children don't necessarily show as
 19 having a fever like adults do. The other thing
 20 that Ms. Somerville has taught me, I don't go
 21 anywhere without her these days, is that the

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1 quick temperature thermometers that you could use
 2 are very sensitive to whatever the temperature is
 3 outside. So when it's extremely hot outside or
 4 extremely cold outside, you actually need to wait
 5 up to ten or 15 minutes before you take someone's
 6 temperature who's been in the elements in order
 7 to get a fair reading. And so my understanding
 8 is that Ms. Somerville and her team have created
 9 a variety of mitigation strategies that may not
 10 include temperature checks for children, may
 11 include adults doing temperature screening before
 12 they would be coming into a building, but would
 13 in their totality, and I'm sorry I can't rattle
 14 them all off for you at the moment, provide us
 15 with the safest environment that we can assure
 16 for staff and our students if we were back in the
 17 buildings together.
 18 You're muted.
 19 MR. MUHUMUZA: Thanks. My last one is
 20 really quick. It's concerning the success of the
 21 virtual learning. I know there were concerns and

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1 some students said they were not able to study
 2 adequately, but what is the data telling us, was
 3 it successful, what were you guys seeing from
 4 this experience?
 5 DR. ADAMS: What I will say is the data
 6 are mixed. We heard from many parents and
 7 students who were pleased with what happened in
 8 the spring, we heard -- and that was about a
 9 third. We got a third feedback that said what we
 10 were doing or what teachers were doing was not
 11 quite enough and they wanted more, which was
 12 about a third. And then we heard from many
 13 students and families from more impacted areas
 14 who were saying whoa, this is way too much. You
 15 know, I'm living with a sick relative, or my
 16 part-time job at Home Depot has become a
 17 full-time job because I'm considered essential
 18 and I just can't keep up. So I cannot sit here
 19 and say well, it was a raving success because
 20 really results have been mixed based on peoples'
 21 experience and impact and the impact of the virus

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1 in their proximity and their circles.
 2 So our efforts and planning for the fall
 3 are really about how could we mimic, one of the
 4 ideas we have as a team is how could we best
 5 mimic in-school structures around bell schedules
 6 and times and check-ins with teachers, that would
 7 be more akin to a traditional bell schedule even
 8 if we aren't physically in the building. Because
 9 we saw that when some schools were able to add
 10 that kind of structure, sometimes their students
 11 did a little bit better.
 12 MR. MUHUMUZA: Thank you so much.
 13 CHAIRMAN CAUSEY: And next we have
 14 Mr. Rod McMillion.
 15 MR. MCMILLION: Great, you had me
 16 further along the list, but okay. Here's my two
 17 question, Dr. Adams. In Phase Two in the tan box
 18 at the top it says persons at high risk
 19 encouraged to continue to observe safer in-home
 20 precautions. What kind of accommodations are you
 21 providing for teachers, any staff members, and

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1 students that are in a high risk category?
 2 MR. BURKE: Mr. McMillion, this is
 3 Mr. Burke, I'll answer that question for
 4 Dr. Adams. Right now there are leaves available
 5 for teachers and staff members that have
 6 conditions that wouldn't make it possible for
 7 them to return when it's deemed that it's safe to
 8 do that, and we'll have to go by that guidance.
 9 There are no specific plans in place yet around
 10 those accommodations, but people that require
 11 them will certainly be able to request them. And
 12 then there are certain leaves, COVID leaves that
 13 are available for people that are impacted and
 14 are at high risk, and so those employees would
 15 work with the Office of Human Resources to
 16 determine what leaves are appropriate and
 17 available, and we would work through those
 18 structures.
 19 MR. MCMILLION: Okay. And secondly, my
 20 last question is for Mr. Burke or Dr. Adams,
 21 whoever. It seems to me that -- let me get my

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1 thoughts together here. How much time has been
 2 given to looking at a phase where the families
 3 and the staff have the opportunity to make the
 4 decision whether they come back or they don't
 5 come back? And I understand that, you know, the
 6 logistical piece of that would be an absolute
 7 nightmare. However, if we give, the sooner we
 8 implemented something like that, the sooner we
 9 could start figuring out the process. So how
 10 much time was given to something like that, so if
 11 a teacher has, is at high risk, the teacher
 12 decides I'd prefer to do virtual rather than come
 13 in, if a family wants to go virtual they go
 14 virtual, if not then they attend school. How
 15 much time was given to that scenario?
 16 DR. ADAMS: Thank you for that question,
 17 Mr. McMillion. To begin, I want to stress that
 18 we haven't made any firm decisions yet, and so to
 19 your point, we have been paying attention to
 20 other reopening plans that have opened around the
 21 country, you know, Miami Dade, Broward County in

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1 Florida, Loudin County and Fairfax County in
 2 Virginia, New York City, LA, San Diego and
 3 others, and so we have been discussing what it
 4 might look like, I'll speak around families,
 5 which it might look like for families to opt in
 6 or out of being in the building or not.
 7 But as you just mentioned, that's only a
 8 piece of the puzzle. The other piece of the
 9 puzzle if do we add staff, will staff be
 10 comfortable in the buildings, do we have a large
 11 enough proportion of staff who would request
 12 leave which would thereby make operating a
 13 building as a principal not really possible and
 14 not really safe. And so we have and are
 15 currently discussing all of those types of
 16 options in terms of families having choice.
 17 What Mr. Burke really talked about,
 18 staff having the ability to access that leave,
 19 and I would have to leave the staff questions to
 20 either he or Chief Lowry if there was some more
 21 information that they could provide.

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1 MR. MCMILLION: Thank you very much.
 2 MR. KUEHN: Hi, this is Russ Kuehn.
 3 CHAIRMAN CAUSEY: Actually, Russ, excuse
 4 knee, Lily was next. I was just waiting, was
 5 staff going to respond to Mr. McMillion's last
 6 question or is that something that staff will get
 7 back to him?
 8 MR. BURKE: I think we need to get back,
 9 Mrs. Causey. This is Mr. Burke, thank you.
 10 CHAIRMAN CAUSEY: Okay, thank you. So
 11 Ms. Rowe, if you still had a question, and then
 12 Mr. Kuehn.
 13 MS. ROWE: Yes I do. So, it sounds like
 14 what I'm hearing is that we have this Phase One,
 15 Two and Three plan, but that the answers to the
 16 questions that I'm hearing seem like there's a
 17 lot of feasibility to the Phase Two plan. And so
 18 correct me if I'm wrong, am I hearing that
 19 because of that, the school system is leaning
 20 more towards remaining digital even during Phase
 21 Two until or even if we can work out the

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1 feasibility issues with the Phase Two plan? Is
 2 that a proper understanding?
 3 MR. BURKE: This is Mr. Burke again.
 4 Yes, Ms. Rowe, I believe that is a proper
 5 understanding. It's impossible to know so many
 6 answers at this point, even the data around what
 7 students or teachers will return, and so starting
 8 virtually gives us an opportunity to continue to
 9 assess those conditions, as well as the community
 10 spread conditions.
 11 MS. ROWE: Okay. So the next question I
 12 have is, if we were to return students to the
 13 school building at a time where there were still
 14 infection rates, how do we protect student
 15 medical privacy at the same time we do contact
 16 tracing? So for instance, if someone in the
 17 building were to get tested positive for
 18 COVID-19, then the contact tracing would suggest
 19 that we should notify other people who had
 20 contact with that person that they've been in
 21 contact with someone. And we have health related

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1 privacy information, and so I'm wondering what
 2 protocols are being put in place to do contact
 3 tracing in a way that also protects privacy.
 4 DR. ADAMS: So our Office of Health Care
 5 Services is in daily contact with the Baltimore
 6 County Health Department and Dr. Branch, who's
 7 our chief medical officer, and Ms. Somerville and
 8 her team under the leadership of Dr. Nieves and
 9 Dr. Zarchin have created protocols, and that
 10 would all be handled through the Health Services
 11 Office and the Department of Health, and wouldn't
 12 necessarily be handled through a principal or a
 13 teacher in terms of contacting other adults
 14 and/or children who've likely been in close
 15 contact with a student or individual who has
 16 tested positive for COVID-19.
 17 MS. ROWE: Okay. And for individuals
 18 who are at risk for COVID-19 complications, does
 19 that include, does the student or teacher have to
 20 be at risk, or does that include that maybe a
 21 student's primary caretaker is a grandparent and

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1 that grandparent is at risk, do we then have the
 2 student come to school or does the student stay
 3 home and virtual learn?
 4 DR. WILLIAMS: So Ms. Rowe, those are
 5 good questions. That's when we collaborate with
 6 our health department, we look at every
 7 situation, and so those scenarios would be
 8 discussed with the health officials, with our
 9 nurses. I don't know if Dr. Adams is able to
 10 respond to that, that's more on the health side
 11 and school safety, so I do know that these
 12 contacts will happen with the collaboration of
 13 our medical professionals in terms of what we do
 14 and next steps in their cases.
 15 MS. ROWE: So one of the things that I
 16 know was a big concern is the number of students
 17 who we just weren't really in contact with, they
 18 weren't engaged with the digital learning. And
 19 if we stay in the digital learning environment,
 20 has there been any thought to bringing those
 21 students who for whatever reason they absolutely

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1 just can't do digital learning back into the
 2 building under social distancing while allowing
 3 the rest of the school system to be in digital
 4 learning as a potential alternative to Phase Two.
 5 DR. WILLIAMS: So there was some
 6 discussion as I shared about a phase in. To your
 7 point, yes, there's some students who may not be
 8 able to do the digital learning or other
 9 circumstances, but again, we're looking at safety
 10 first as we collaborate with Dr. Branch and his
 11 team, Deb Somerville, and so we're going to have
 12 to, that's this point about phasing in and what
 13 that may look like once we get open.
 14 MS. ROWE: Okay, so that just leaves my
 15 final question, which is with the digital
 16 learning that we did in the spring, there was an
 17 intention to keep some of the material, I don't
 18 want to say limited in rigor, but for a lack of a
 19 better way of putting it, not academically
 20 overwhelming, because we didn't want students who
 21 were being impacted by the pandemic to fall still

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1 further behind the others, since we were aware of
 2 the huge gap between the two. And I'm wondering,
 3 will that continue, and what does that mean if
 4 this goes on indefinitely or for a whole school
 5 year, for students who are college bound and need
 6 to reach a certain level of academic achievement?
 7 DR. WILLIAMS: So the vision is to kind
 8 of mirror a somewhat typical day. Again, we've
 9 learned some lessons around the asynchronous, so
 10 we're going to look more at a different model.
 11 But to your point about college ready, you know,
 12 we still collaborate with our neighbors working
 13 with CCBC and the local universities, Towson,
 14 Coppin, Morgan State, et cetera. You know, I
 15 think that's the beauty of the collaboration, to
 16 hear what they're doing. And then we've been
 17 asking, superintendents have been asking about
 18 just the admissions process, and I think they
 19 have relaxed some of those assessments or
 20 entrance exams, so I think this is the ongoing
 21 conversation that we'll have, particularly as our

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1 kids are graduating. So we don't have all the
 2 answers yet, but I do know what we did back in
 3 the spring and how we will start will be
 4 different in some regards, just to try to have
 5 some kind of resemblance of a typical schedule.
 6 But again, we still have to work with our staff
 7 and students who have underlying health issues,
 8 who may not be able to participate, we've got to
 9 think about how we support them, and so that's
 10 the work, so I appreciate your questions.
 11 MS. ROWE: Thank you.
 12 CHAIRMAN CAUSEY: Thank you. And I
 13 believe Russ is next. Mr. Kuehn?
 14 MR. KUEHN: Thank you. One of the
 15 questions I have, Dr. Williams, for you and your
 16 team, is to understand if you have looked at the
 17 ability to differentiate. So for example, would
 18 you allow for instance elementary schools or
 19 certain grades of elementary schools to actually
 20 go back to school, whereas middle and high school
 21 could have different outcomes or different ways

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1 of approaching education, is that something that
 2 has been, is that a possibility I guess is one of
 3 my questions, as something that you looked at.
 4 DR. WILLIAMS: Sure, it's a possibility.
 5 It gets to the phase-in approach. One may think
 6 that our secondary school students may be well
 7 versed, be able to immediately do some virtual
 8 learning, sometimes our younger students may need
 9 additional support. So I mentioned that in kind
 10 of my comments when I talked about the phase-in
 11 approach and I highlighted the transitional
 12 years. But yeah, you know, I'm concerned about
 13 those students who are entering middle and high
 14 school for the first time, but I think we can
 15 look at that and figure out how to phase that in.
 16 And of course we will still collaborate with MSDE
 17 around some guidance, so yes.
 18 MR. KUEHN: Thank you. Just a
 19 follow-on. Is it appropriate, especially with
 20 pre-K and K through two, to try and teach
 21 remotely, is it an appropriate way to interact

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1 and teach those children? I know we had no
 2 option before, but I'm just trying to understand
 3 the appropriateness of those grade levels in a
 4 remote environment.
 5 DR. WILLIAMS: So, is it appropriate?
 6 DR. MCCOMAS: Dr. Williams, this is
 7 Dr. McComas. I'll take this one, Dr. Williams, I
 8 didn't mean to cut you off.
 9 DR. WILLIAMS: Let me just finish a
 10 minute.
 11 DR. MCCOMAS: Yes, sir.
 12 DR. WILLIAMS: Let me just say this.
 13 There's a lot of logic around that. I just want
 14 to overemphasize, we're looking at safety first
 15 as a driving factor and so, you know, I wanted to
 16 just go there, that safety is important, and I
 17 know Dr. McComas can speak specifically around
 18 the younger ages.
 19 DR. MCCOMAS: Yes, sir. Thank you,
 20 Dr. Williams, I'm sorry, I didn't mean to cut you
 21 off a moment ago.

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1 So thank you, Mr. Kuehn. I know we all
 2 have great investment in our youngest learners
 3 and the urgency of in-person and direct teaching
 4 with our youngest students, but the question
 5 around developmental appropriateness is a great
 6 one. And what I would ask us all to keep in mind
 7 is that all of us agree that our students thrive
 8 most when they are in the direct care of
 9 experienced and certified professionals who are
 10 able to work with them face to face is always the
 11 optimal context, especially for our youngest
 12 learners. And then of course that can be
 13 supplemented by lots of different resources, you
 14 know, materials as well as forms of digital
 15 resources.

16 As we all know, our experience this past
 17 May or, excuse me, this past March with the
 18 pandemic really forced the hand to like move in a
 19 direction that was not the direction we were
 20 working towards, and so what I think is really
 21 critical as we move forward into this unfolding

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1 scenario of this upcoming year is that we
 2 understand that the quality of whatever is
 3 happening, rather than in person or remote, is as
 4 approximate as we can to in person. What I mean
 5 by that is really helping everyone understand the
 6 development between placement, which is what we
 7 did in the emergency situation last year when we
 8 had little time to prepare, and moving more
 9 towards a synchronous or a live instruction where
 10 teachers are actually working more in person and
 11 in real time with students, and I think that will
 12 be more beneficial for our youngest learners.

13 And so Mr. Kuehn, I offer that up to say
 14 by all means we all prefer our youngest persons
 15 working in person as sort of the optimal
 16 approach, but given confounding situations and of
 17 course as Dr. Williams said, safety is our number
 18 one priority, we are looking to enhance and
 19 develop our synchronous teaching practice, which
 20 would give our students more direct in-person
 21 live engagement with our professionals in a way

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1 that we were not able to scale up that quickly in
 2 the timeframe that we had last year. So I
 3 appreciate your question, I just offer that as a
 4 complex response, in that we have to essentially
 5 evolve our practice to in-person instruction that
 6 would be more appropriate than just an
 7 asynchronous model if we're forced to do remote
 8 learning with our youngest children, so thank
 9 you.

10 MR. KUEHN: Thank you, Dr. McComas.
 11 CHAIRMAN CAUSEY: Thank you. And --
 12 MR. KUEHN: I have a few more items I'd
 13 like to talk about with Dr. McComas.
 14 CHAIRMAN CAUSEY: Okay. Go ahead, Russ,
 15 and then I'll speak after you.
 16 MR. KUEHN: I just wanted to make a
 17 comment, and I fully understand we don't have all
 18 the answers here and this is extremely
 19 challenging. I do appreciate the work that's
 20 been done and the presentation that was shared
 21 and I want to thank everyone for that. One of

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1 the things that I think we need to be cognizant
 2 of is parents have to make decisions and that we
 3 need to give parents options, and Dr. Williams,
 4 you all but said that we're going to, you're
 5 leaning very strongly towards a remote or digital
 6 plan, but one of my, I guess comments would be
 7 that we should provide a full remote option
 8 regardless of what we decide ongoing, so that
 9 parents and students that have extenuating
 10 circumstances can take advantage of that and meet
 11 them at that point, so I just wanted to share
 12 that. I know this is a challenging time and
 13 there's a lot of conflicting information out
 14 there, so again, I just want to make sure that we
 15 are focused on that, and we make sure that they
 16 are really part of this calculation. Thank you.

17 DR. MCCOMAS: Thank you so much,
 18 Mr. Kuehn, for that.
 19 CHAIRMAN CAUSEY: Thank you. And board
 20 members and staff, and communities, we are
 21 running quite behind and we apologize that we had

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1 some earlier delays, so I'll be brief, and
 2 Dr. Williams and Dr. Adams, we don't necessarily
 3 need any answers. I just wanted to make some
 4 points, and I appreciate the Board's comments and
 5 all of the discussion that we've had thus far,
 6 because this is mission critical for our families
 7 and our staff.
 8 I just wanted to make the points that
 9 what we have heard related to the continuity of
 10 learning that we had in the spring, which was an
 11 emergency, that there were concerns in going
 12 forward, and just that the Board of Education is
 13 committed to maintaining rigorous performance and
 14 achievement standards for all students and
 15 providing a consistent and fair process for
 16 evaluating, grading and reporting student
 17 progress that is understandable to students and
 18 their parents. So that we're hopeful that, as
 19 Dr. Williams had mentioned, that there's going to
 20 be more rigor and more process around that.
 21 The other issue involves attendance, and

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1 the Board of Education recognizes that students
 2 are required to be enrolled in school and
 3 attending their participating school activity
 4 each day that school is in session, and the Board
 5 believes that regular attendance is paramount in
 6 insuring all students will graduate from high
 7 school and become responsible lifelong learners
 8 and productive citizens. So we are hearing a lot
 9 of concerns, especially around parents
 10 understanding when their child is engaged in
 11 their Google Meet classes, and so putting in
 12 those parameters where parents can check on the
 13 engagement of their children to make sure that
 14 they're really taking advantage of everything
 15 that's available.
 16 The other comment I wanted to make was
 17 around the semester scheduling, and Ms. Pasteur
 18 made some comments around that, and the Board had
 19 received emails. And I just wanted to point out
 20 that it had been sent around Howard County that
 21 their board authorized, at the superintendent's

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1 recommendation, having semester classes for this
 2 year, specifically in terms of coping well with
 3 the reentry plan in the midst of the pandemic.
 4 And basically what that does is it allows
 5 students to only focus on four courses during the
 6 week and only having four cohorts of students,
 7 either that they're engaged with digitally or if
 8 we do a phase-in, that then they're in physical
 9 contact in the buildings. The other thing that
 10 it does is it reduces the teacher workload from
 11 six courses per week to three courses per week
 12 and only three cohorts per week. So while it
 13 does take a different scheduling process, we did
 14 implement new scheduling software so hopefully
 15 that would be something that would be considered
 16 in terms of when we are trying to do something
 17 that is difficult and new and challenging in many
 18 ways in the midst of our circumstances, that this
 19 in fact may be something that is helpful to
 20 teachers and students and families in order to
 21 allow the children to have physical health,

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1 social and emotional health, and also academic
 2 achievement.
 3 The only other thing I wanted to ask the
 4 superintendent is that we had discussed about
 5 policies that may need to be amended or
 6 implemented differently in the continuation of
 7 virtual learning, no matter how we use that in
 8 the fall, so I would just ask that those be
 9 considered, and then when additional
 10 recommendations are brought forward to the Board
 11 that there would be a greater understanding
 12 around policies, and I will leave it at that.
 13 So if there's no other Board comments, I
 14 didn't see any other hands, we can move on to the
 15 next agenda item, which is unfinished business,
 16 new strategic plan, and for that we call on
 17 Dr. Williams and Dr. Wheatley-Phillip.
 18 MS. GOVER: Ms. Causey?
 19 CHAIRMAN CAUSEY: Yes, ma'am.
 20 MS. GOVER: I'm sorry. We added an
 21 agenda for Mr. McMillion regarding Board

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1 meetings.

2 CHAIRMAN CAUSEY: Yes, we did, thank you

3 very much for that reminder, and did we also add

4 a five-minute limit?

5 MS. GOVER: That's what was voted on.

6 CHAIRMAN CAUSEY: Okay, thank you. So

7 Mr. McMillion, I will give you the floor for your

8 agenda item and then for whatever comments by

9 superintendent or staff, or other board members.

10 MR. MCMILLION: I've already said it,

11 but you know, the public, in my opinion the

12 public needs the opportunity to be heard, and if

13 we're talking about opening up schools, which we

14 are, and we're talking 175 schools to open up in

15 some of the phases, then I think that we're

16 capable of opening up, you know, if Greenwood is

17 too small, which it could very well be, some of

18 our high school auditoriums out of 24 high

19 schools, some of our auditoriums hold 800 to a

20 thousand people, maybe even a few more, but I'm

21 not saying pack those places, I'm saying if 50

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1 people can get in and the Board of Education

2 members are safely socially distanced on stage

3 and people are given the opportunity to attend,

4 the public wants to be heard on this, and they've

5 written emails and I think a lot of them are just

6 not satisfied with writing an email, they want to

7 state what they want to state in front of the

8 people. And I think if we can work that out, I

9 personally think I have a responsibility to say

10 what I'm saying for the constituents in my area.

11 Thank you.

12 CHAIRMAN CAUSEY: Thank you,

13 Mr. McMillion. I would ask Dr. Williams or other

14 board members for comments or discussion.

15 MS. ROWE: Ms. Causey?

16 CHAIRMAN CAUSEY: Yes.

17 MS. ROWE: This is Lily Rowe. So I

18 think given what we just heard from the

19 superintendent and his staff that we're looking

20 at continuing a virtual opening even in the fall,

21 and if the state superintendent still has

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1 buildings and offices closed, I don't see how we

2 can move forward on mandating that our next

3 meeting be public without being out of compliance

4 with the state superintendent and the

5 superintendent's staff's own recommendations, so

6 I can't support this.

7 MR. OFFERMAN: This is Mr. Offerman,

8 Mr. Offerman here.

9 CHAIRMAN CAUSEY: Yes, go ahead.

10 MR. OFFERMAN: I'd like to offer an

11 amendment that we take what Mr. McMillion said,

12 but also add to it that such a meeting would

13 happen only if the state board would permit the

14 opening, or the of buildings.

15 CHAIRMAN CAUSEY: Is there a second to

16 that amendment?

17 MR. MCMILLION: I second.

18 CHAIRMAN CAUSEY: Is there discussion

19 around that amendment?

20 DR. HAGER: Ms. Causey, is there a

21 motion on a floor?

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1 CHAIRMAN CAUSEY: Mr. McMillion's agenda

2 item, he said was a motion to have the next board

3 meeting in person in a high school; is that

4 right?

5 DR. HAGER: I'm sorry, I did not hear

6 that when the agenda item started. Thank you.

7 CHAIRMAN CAUSEY: Mr. McMillion, is that

8 correct?

9 MR. MCMILLION: I talked about it

10 earlier trying to get it on the agenda, I didn't

11 specifically say a motion at the start of this

12 conversation here four or five minutes ago, but I

13 can.

14 CHAIRMAN CAUSEY: Well, so we want to

15 spend this time with the agenda item that you

16 set. If you would like to make a specific motion

17 now, then why don't you do that now, and then we

18 can then process that.

19 MR. MCMILLION: I move that our next

20 board of education meeting be held live. If

21 Greenwood is unavailable, then I move that we use

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1 one of the 24 high school's auditoriums. And
 2 I'll add it's contingent upon the state
 3 superintendent opening up schools.
 4 CHAIRMAN CAUSEY: Thank you. So that's
 5 a motion, and was there a second?
 6 MR. OFFERMAN: Mr. Offerman, second.
 7 CHAIRMAN CAUSEY: Thank you. And so
 8 Ms. Hager, Dr. Hager, did you have comments or
 9 questions?
 10 DR. HAGER: I was going to propose a
 11 similar amendment based on both that the school
 12 be opened but also the number of people allowed
 13 by the state or county in a specific area at a
 14 time, so limit it to that number.
 15 CHAIRMAN CAUSEY: Okay, and I would also
 16 remind the Board and our community that at our
 17 regular in-person meetings we would only have ten
 18 speakers at a time, so that would be one factor
 19 to consider. The other issue is, Dr. Williams I
 20 believe had said that we could consider having an
 21 in-person board meeting but closed to the public

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1 initially, and that I believe would be
 2 appropriate under essential personnel being
 3 allowed in buildings even if we're not allowed to
 4 have the public in meetings, as a way of our own
 5 reentry plan into more in-person activities. But
 6 that's just a thought that I have, it's not an
 7 amendment, it's just my comments.
 8 MS. SCOTT: I have some comments,
 9 Ms. Causey.
 10 MS. ROWE: Ms. Causey, our five minutes
 11 is up.
 12 CHAIRMAN CAUSEY: I see Ms. Scott had
 13 her hand up.
 14 MS. SCOTT: Yes, this is Ms. Scott, I
 15 had my hand up. I just wanted to know if before
 16 we vote on it, if Rod's motion could be repeated
 17 just so that we're clear, because there's been
 18 quite a bit of conversation.
 19 CHAIRMAN CAUSEY: Okay, thank you. Rod,
 20 if you can repeat your motion and then we're
 21 going to take a vote on it.

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1 MR. MCMILLION: I'm curious what
 2 Ms. Gover wrote down. Maybe she could read it.
 3 CHAIRMAN CAUSEY: Ms. Gover, did you
 4 write that down?
 5 MS. GOVER: My apologies. Mr. McMillion
 6 moved that the next Board of Education meeting be
 7 held live. If Greenwood was unavailable, to use
 8 one of the 24 high school's auditorium. All
 9 contingent upon the state superintendent opening
 10 up schools. And Ms. Hager also amended it to
 11 include only allowing the, limiting the number of
 12 people allowed by the present state guidelines.
 13 MS. SCOTT: So as I understand it, that
 14 would mean that we would have a meeting in person
 15 at an auditorium only contingent upon the
 16 guidelines from the state superintendent; is that
 17 what you intended, Rod?
 18 MR. MCMILLION: Yeah, if she opens up
 19 school buildings, we can go, you know, socially
 20 distanced, taking temperatures and everything
 21 that goes with it.

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1 MS. SCOTT: But if she doesn't, then we
 2 would continue meeting virtually?
 3 MR. MCMILLION: Correct.
 4 MS. SCOTT: All right, thank you.
 5 MR. MUHUMUZA: Madam Chair, I had a
 6 question.
 7 CHAIRMAN CAUSEY: Mr. Muhumuza, I had
 8 some hands that were raised and we are beyond our
 9 time in more ways than one, so I'm just going to
 10 have a 30-second comment from those that raised
 11 their hands, which is Ms. Pasteur, Ms. Henn and
 12 then Mr. Muhumuza, and then we're going to take a
 13 vote on the motion.
 14 MS. PASTEUR: Thank you, Ms. Causey.
 15 What I just heard was -- excuse me.
 16 MS. ROWE: Point of order. We voted to
 17 suspend rules and limit debate to five minutes,
 18 the five minutes was up a minute and a half ago,
 19 so we need to call for the vote.
 20 MS. PASTEUR: Okay. Mr. McMillion just
 21 threw something softly under his breath about

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1 temperatures, et cetera. There is nothing in
 2 this whether the state superintendent amends,
 3 changes or whatever, about safeguarding those
 4 people who have existing conditions. I won't be
 5 there unless you tell me all of the things that
 6 are going to be done, have been done in that
 7 facility to clean it, sanitize it, and how all of
 8 us and everyone else that comes in will be
 9 medically checked. That's a piece that was left
 10 out and it's a critical piece.

11 MR. MUHUMUZA: Madam Chair, my question
 12 was asking, are we including Dr. Hager's
 13 recommendation in this vote, limiting the number
 14 of people before we take a vote? That's what I
 15 was wanting to ask.

16 CHAIRMAN CAUSEY: That was not made as
 17 an amendment, but understand that the arrangement
 18 of the facilities and the staff that holds the
 19 meeting is Dr. Williams' staff and managing how
 20 the facilities happen, so they would be
 21 instituting the protocols that would be

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1 appropriate at that time, so, okay. So we're
 2 going to have the vote. Ms. Gover, if you could
 3 do a rollcall vote please?

4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Mr. Kuehn?
 7 MR. KUEHN: No.
 8 MS. GOVER: Ms. Pasteur?
 9 MS. PASTEUR: No.
 10 MS. GOVER: Mr. Offerman?
 11 MR. OFFERMAN: Yes.
 12 MS. GOVER: Mr. Muhumuza?
 13 MR. MUHUMUZA: Abstain.
 14 MS. GOVER: Ms. Henn?
 15 VICE CHAIR HENN: No, because I didn't
 16 get a chance to speak or ask questions or
 17 clarify.
 18 MS. GOVER: Ms. Causey?
 19 CHAIRMAN CAUSEY: No.
 20 MS. GOVER: Ms. Jose is absent.
 21 Mr. McMillion?

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1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Mack?
 3 MS. MACK: No.
 4 MS. GOVER: Ms. Scott?
 5 MS. SCOTT: Abstain.
 6 MS. GOVER: Ms. Rowe?
 7 MS. ROWE: No.
 8 MS. GOVER: The motion fails.
 9 CHAIRMAN CAUSEY: Thank you, board
 10 members, and just know that the board officers
 11 and the superintendent will be in ongoing
 12 conversations about how the Board can have its
 13 own reentry plan. Okay, so thank you.

14 And moving on to the unfinished
 15 business, Item M, the new strategic plan, and for
 16 that we have Dr. Williams and
 17 Dr. Wheatley-Phillip.

18 DR. WILLIAMS: All right. So good
 19 evening everyone, again. During the June 9th
 20 Board of Education meeting, members of DRAA, our
 21 three community superintendents, our chief

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1 academic officer and one of our own principals,
 2 actually the principal of the year, Ms. Kelly
 3 O'Connor from Mars Estates, and I presented the
 4 strategic plan, The Compass, Our Pathway to
 5 Excellence.

6 The strategic plan is organized in five
 7 focus areas, learning accountability and results,
 8 safe and supportive environment, high performing
 9 workforce and alignment of human capital. The
 10 fourth one is community engagement and
 11 partnerships, and the last one is operational
 12 excellence.

13 On June 23rd I had the pleasure of
 14 sharing the highlights of the new strategic plan
 15 during the principals' leadership development
 16 meeting, and an overview of the alignment of the
 17 strategic plan with the school progress plan for
 18 school improvement. That evening on June 23rd
 19 the Board had another opportunity to make
 20 comments and ask clarifying questions about the
 21 strategic plan. Tonight I am seeking approval of

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1 the new strategic plan.

2 CHAIRMAN CAUSEY: Do I have a motion to

3 approve The Compass, Our Pathway to Success, the

4 new strategic plan for Baltimore County Public

5 Schools?

6 MS. MACK: So move, Lisa Mack.

7 CHAIRMAN CAUSEY: Thank you. Do I have

8 a second?

9 MR. KUEHN: Second, Russ Kuehn.

10 CHAIRMAN CAUSEY: Thank you. Board

11 members, is there any discussion? Hearing none,

12 and knowing that as Dr. Williams pointed out,

13 there's been a number of discussions and a number

14 of question and answer sessions, may I have a

15 rollcall vote please?

16 MS. GOVER: Dr. Hager?

17 DR. HAGER: Yes.

18 MS. GOVER: Mr. Kuehn?

19 MR. KUEHN: Yes.

20 MS. GOVER: Ms. Pasteur?

21 MS. PASTEUR: Yes.

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1 MS. GOVER: Mr. Offerman?

2 MR. OFFERMAN: Yes.

3 MS. GOVER: Mr. Muhumuza?

4 MR. MUHUMUZA: Yes.

5 MS. GOVER: Ms. Henn?

6 VICE CHAIR HENN: Yes.

7 MS. GOVER: Ms. Causey?

8 CHAIRMAN CAUSEY: Yes.

9 MS. GOVER: Ms. Jose?

10 MS. PASTEUR: She's not present.

11 MS. GOVER: Mr. McMillion?

12 MR. MCMILLION: Yes.

13 MS. GOVER: Ms. Mack?

14 MS. MACK: Yes.

15 MS. GOVER: Ms. Scott?

16 MS. SCOTT: Yes.

17 MS. GOVER: Ms. Rowe?

18 MS. ROWE: Yes.

19 MS. GOVER: Thank you.

20 CHAIRMAN CAUSEY: The motion carries.

21 That's very exciting, thank you, Dr. Williams.

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1 Board members, if there is no dissent, I

2 will move that we move the report update on the

3 multiyear improvement plan for all schools to the

4 next board meeting. And that would lead us to

5 Item O, report, community eligibility provision

6 program, and for that we will ask Dr. Scriven and

7 his team, Mr. Patillo, Dr. McGill-Wilkinson and

8 Ms. Stansbury to come forward to present.

9 DR. SCRIVEN: So good evening, Madam

10 Chair, Vice Chair, Superintendent Williams and

11 board members. We have one adjustment and

12 Ms. Whisted or, excuse me, Dr. Whisted will be

13 presenting in lieu of Ms. Stansbury, so I just

14 wanted to make that adjustment. All right. So

15 tonight as you said, and I'm joined by

16 Mr. Patillo, Dr. Whisted and

17 Dr. McGill-Wilkinson, and we will be discussing

18 information on our CEP pilot program that was run

19 for the last four years at Dundalk High School,

20 Dundalk Middle School, Hawthorne Elementary and

21 Riverview Elementary School. Additionally, we

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1 will be doing a crosswalk between CEP and our

2 more traditional USDA meal reimbursement program,

3 and we will also discuss potential implications

4 implementing CEP or continuing with that program

5 on our Title I program.

6 I understand that there has been some

7 energy definitely around us revisiting our CEP as

8 an option. We are more than willing to do that,

9 but want to take this opportunity to just really

10 present our findings in regard to the four-year

11 program that we just brought closure to at the

12 four schools that I mentioned. So Mr. Corns, if

13 you could go to the next slide please.

14 So the child nutrition programs are

15 federally funded and administered by the United

16 States Department of Agriculture, USDA, and the

17 Maryland State Department of Education, MSDE, and

18 our program is the Food Service Enterprise Fund,

19 better known as FSEF. In that program it

20 captures our cost of products for producing goods

21 and services in order to set fees for meals, not

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1 just for students but adults, and also a la carte
 2 foods. The federal reimbursements from USDA are
 3 set annually to cover meals served to eligible
 4 students, and that is free reimbursement rates,
 5 reduced price reimbursement rates and -- Jim, if
 6 you could slide up that last one that I can't
 7 see? That's why you always have a printout,
 8 that's all right -- and paid reimbursement rates,
 9 and you can go to the next slide.

10 This slide relates to our revenue plan
 11 and how it worked for paid-eligible students for
 12 2019-2020 prices as listed below. Our breakfast
 13 for elementary is \$1.40, for secondary \$1.55.
 14 Our lunch rate for elementary is \$2.90, for
 15 secondary it's \$3.00, and then you have the
 16 a la carte food sales. The a la carte food sales
 17 is revenue collected for food items other than
 18 those available as part of the reimbursement
 19 meal, and these include packaged snacks, ice
 20 cream, canned beverages and bottled water, and
 21 this goes towards recovering our operational

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1 costs with the Office of Food and Nutrition; they
 2 are also responsible for monitoring all fiscal
 3 activity and our office produces monthly
 4 profit/loss reports, which tracks our progress as
 5 we move through the year. Jim, you could go to
 6 the next slide.

7 Actually after Baltimore County Cares,
 8 Charles Patillo will start at this point, so
 9 Mr. Patillo.

10 MR. PATILLO: Good evening. My name is
 11 Charles Patillo, I'm executive director for
 12 business services operations, and I will spend a
 13 few minutes providing information around
 14 Baltimore County Cares for Kids initiative. The
 15 Baltimore County Cares for Kids initiative was
 16 created and implemented in July of 2018 as a way
 17 for us to provide school meals to students who
 18 fell within the reduced price category at no
 19 cost. Typically a student who falls within the
 20 reduced price category, they would pay 30 cents
 21 for breakfast and 40 cents for lunch. This

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1 initiative was launched with the idea of taking
 2 early advantage of the upcoming Maryland Cares
 3 for Kids Act. The Maryland Cares for Kids
 4 initiative is a program on which MSDE would
 5 subsidize reduced price eligible students at ten
 6 cents per meal starting in 2019-2020, and add ten
 7 cents each year up to a maximum of 40 cents in
 8 school year 2022-2023. Next slide please.

9 Each year MSDE releases official student
 10 meal eligibility program numbers on October 31st
 11 for the year. Attached are the numbers that were
 12 released on October 31st, 2019. As you can see,
 13 eligibility is divided into three categories, you
 14 have free eligible, reduced-price eligible and
 15 paid eligible. Eligibility can be determined in
 16 two ways, one of which is direct certification
 17 and the other is benefit applications. Examples
 18 of direct certification would be SNAP, I think
 19 most of us know it as food stamps; you have TANF,
 20 which stands for temporary assistance to needy
 21 families; you could have a person who is

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1 homeless; you could have a person who is a foster
 2 child; or you could have a migrant. Next slide
 3 please.

4 Here you see a graphic that shows the
 5 average daily participation of reduced-price
 6 eligible students for the last three years. If
 7 you move your attention to the column labeled
 8 2019-2020, Baltimore County Public Schools had an
 9 average participation of reduced-price students
 10 for breakfast of 3,411, which is a 32.8 percent
 11 change since 2017-2018, and the increase for
 12 lunch average daily participation is 21.2
 13 percent, and that's up 925 students since
 14 2017-2018. Next slide please.

15 Baltimore County Public Schools elected
 16 to implement Maryland Cares for Kids initiative
 17 one year early under the Baltimore County Cares
 18 for Kids, and doing so beginning in FY-2019,
 19 reduced-price eligible students would receive
 20 breakfast and lunch at no cost. This chart
 21 represents the revenues that Baltimore County

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1 Public Schools did not collect from reduced-price
 2 eligible students and the net revenue when
 3 subsidies are collected from the state. Next
 4 slide please.

5 During implementation of the Baltimore
 6 County Cares for Kids program, BCPS has seen an
 7 average daily participation for reduced-price
 8 eligible students increase by 32.8 percent for
 9 breakfast and 21.2 percent for lunch. The
 10 increase has been realized with lessened fiscal
 11 impact in CEP. This program also prevents
 12 unintended consequences, like avoiding individual
 13 student FARMs eligibility status, changes in
 14 accountability reporting, changes in FARMs
 15 calculations and recordings, and negative impacts
 16 on academic programming. Finally, this program
 17 avoids funding the meals for students that are
 18 not eligible for FARMs and who would usually fall
 19 into a paid category.

20 I will now turn over the presentation to
 21 Dr. McGill-Wilkinson, who will discuss CEP.

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1 DR. MCGILL-WILKINSON: Thank you very
 2 much. Next slide please. One more please.
 3 Thanks.

4 So, the community eligibility provision
 5 or CEP was introduced in the child nutrition
 6 reauthorization of 2010, the Healthy Hunger-Free
 7 Kids Act. It is a federal option for high
 8 poverty schools to offer breakfast and lunch at
 9 no charge to all students in the school without
 10 the need to collect meal benefit applications.
 11 Once a school chooses to adopt the option, the
 12 provision continues for four years. Next slide
 13 please.

14 In accordance with the Baltimore County
 15 Council Resolution Number 316, BCPS implemented
 16 the community eligibility pilot program beginning
 17 in the 2016-2017 school year. This past year,
 18 2019-2020 was the final year of the pilot. Due
 19 to the closing of schools, the pilot ran through
 20 mid March of 2020. The council selected four
 21 schools to participate, Riverview and Hawthorne

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1 Elementary School, and Dundalk Middle and High
 2 Schools. Quarterly reports to monitor progress
 3 were produced by the Division of Research
 4 Accountability and Assessment and provided to the
 5 Baltimore County Council. The evaluation
 6 examined three areas, participation in terms of
 7 the average number of meals and the percentage of
 8 students participating, student behavior
 9 including attendance and suspensions, and school
 10 climate as measured by the annual stakeholder
 11 survey. Next slide please.

12 As mentioned, one of the concepts
 13 measures is participation, and displayed on the
 14 slide are graphs depicting student participation
 15 for both breakfast and lunch. The data shown are
 16 the percentage of students receiving either
 17 breakfast or lunch. Since student enrollment can
 18 fluctuate throughout the year, this metric takes
 19 enrollment into account. Each graph shows
 20 baseline data along with three years of the
 21 program. For breakfast, there are two schools

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1 that increased participation in year one, with
 2 only one of those schools continuing to grow past
 3 year one, and two schools had a decrease of
 4 participation since baseline. For lunch, all
 5 schools had increased participation beginning in
 6 year one. Participation remained stable for
 7 three of the schools and Dundalk High School had
 8 a slight decline in participation. Next slide
 9 please.

10 Overall participation in the CEP
 11 breakfast program has been mixed over time.
 12 Participation rates have increased at two schools
 13 and decreased at the other two. While there
 14 there have been increases in participation in the
 15 CEP lunch program across all four schools
 16 compared to baseline, 2015-2016, participation
 17 has remained constant since year one, 2016-2017,
 18 in three of the schools, and has decreased in one
 19 school. Over the three years of the program
 20 there has been no association between CEP and
 21 student behavioral outcomes, suspension and

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1 attendance rates have remained constant and
 2 school climate ratings have not systematically
 3 improved over time.
 4 And for the next slide, I will turn this
 5 back over to Dr. Scriven.
 6 DR. SCRIVEN: So if we look at the graph
 7 which is presented, it shows the impact in terms
 8 of cost to BCPS. The only school which has shown
 9 any type of net gain has been Riverview
 10 Elementary School, and Jim, if we go to the next
 11 slide please?
 12 It actually breaks down for you by
 13 school of what that financial impact has been on
 14 the system over the last four years at those four
 15 respective schools and as you can see, Riverview
 16 shows a net gain of 101,000, but overall cost to
 17 the system has been slightly over \$903,000. Next
 18 slide please.
 19 DR. WHISTED: This is Melissa Whisted.
 20 This slide shows you the many ways that Baltimore
 21 County Public Schools uses the free and reduced

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1 meal data. So supplemental resources become
 2 inaccessible for students who are not directly
 3 certified in CEP schools when a FARMs form is not
 4 collected. You see here we use FARMs data for
 5 state assessments and the state enrollment files,
 6 as well as school improvement planning and
 7 monitoring FARMs students as a category. When we
 8 do not have that information, obviously what's
 9 being recorded is inaccurate. More specifically,
 10 dual enrollment fees cannot be waived, SAT, ACT,
 11 advance placement fees also cannot be waived.
 12 There is college application fees as an
 13 opportunity, as well as fees for wireless access
 14 which are no longer accessible for students
 15 because we don't have the free and reduced meal
 16 forms to be able to show that students would
 17 qualify for these waivers. If we could go to the
 18 next slide please?
 19 If we continue with CEP, those poverty
 20 rankings and the Title I school allocations will
 21 be dependent on fluctuating data from the

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1 different government programs that we've spoken
 2 about earlier, the TANF and the SNAP. One of the
 3 unintended consequences of the CEP program is the
 4 impact on the data used to allocate school level
 5 federal funds. The impact of the Title I
 6 allocations rests not only on the systematic
 7 level allocations, but it was really more about
 8 the specific school allocations that are given
 9 out. All BCPS schools are ranked by school
 10 poverty level percentages determined using the
 11 FARMs data for the non-CEP schools, and then the
 12 direct certification data for the CEP schools.
 13 An individual school can qualify for their
 14 allocation of Title I funds based on those
 15 numbers of students through both the direct
 16 certification and the submitted free and reduced
 17 meal forms.
 18 CEP schools are not required to collect
 19 the forms. Therefore, the eligible Title I funds
 20 are solely based on the direct certification
 21 numbers. The sole use of the direct

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1 certification numbers results in an under
 2 identification of poverty, which then reduces the
 3 Title I funds that the school is able to receive.
 4 So specifically, the federal regulations talk
 5 about the CEP schools are not allowed to collect
 6 the free and reduced meal forms. Although
 7 permission to obtain socioeconomic data from
 8 children is allowed, a FARMs form is typically
 9 what's used in many of the other districts to
 10 determine eligibility and it's recognized for
 11 those waivers that I was speaking about in the
 12 previous slide.
 13 So in line with our commitment to
 14 mitigate the loss of the eligibility of those
 15 Title I funds for the CEP schools, we had to make
 16 some adjustments in the Title I allocations in
 17 both FY-19 and FY-20. We ended up raising the
 18 full allocation so it wasn't as large of an
 19 impact in some of the schools. We also offered a
 20 .5 resource teacher centrally, again, to mitigate
 21 the fact that the schools were losing,

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1 quote-unquote, funds, because their numbers were
 2 so much lower.
 3 So even though those mitigation
 4 strategies were in place, remember the overall
 5 Title I allocation that we get is not different,
 6 but all of the other schools were impacted
 7 because we had to in some cases include
 8 additional schools because they were above the
 9 poverty ranking of the CEP schools which had
 10 dropped in poverty and then, again, the funds get
 11 spread out more evenly, which is an unintended
 12 consequence because of the distribution of the
 13 funds.
 14 If we go to the next slide, it shows you
 15 specifically what, Riverview Elementary as an
 16 example, how their numbers have dropped over time
 17 prior to being CEP, and then after being CEP, so
 18 you can see that prior to CEP they were able to
 19 use the FARMS forms plus the direct certified
 20 forms to get their low income count, but
 21 afterwards they only used the direct certified

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1 count, and there's a formula for it, but the
 2 number is still lower.
 3 And just to share another example, which
 4 is not a Title I school because it's Dundalk High
 5 School, but their Maryland State Department of
 6 Education report card showed that their FARMS
 7 percentages have dropped. In 2015 they were
 8 listed at 76.2 percent. And since participating
 9 in CEP, that number has dropped in 2019 to 46.2
 10 percent. So this is all just to illustrate how
 11 the fluctuations in data led to the instability
 12 of funding and the instability of offerings we
 13 were able to do with students because of not
 14 being able to collect the free and reduced meal
 15 forms. Go to the next slide. I believe Charles
 16 is going to wrap us up here.
 17 MR. PATILLO: Yes, thank you,
 18 Dr. Whisted. For the 20-21 school year,
 19 currently 66 schools will be eligible for
 20 inclusion in the CEP program. This number
 21 includes four centers, Rosedale, Catonsville,

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1 Meadow Wood and Crossroads. CEP usually runs on
 2 a four-year cycle, so the cost estimate of 2.1
 3 million per year will be projected to cost over
 4 \$8 million in four years. CEP doesn't offer the
 5 opportunity for reimbursement or subsidy from
 6 federal, state or local sources. Next slide
 7 please.
 8 Here is a meal summary slide that was
 9 given during the audit presentation and it let's
 10 you know what meals were served during the school
 11 year 18-19. As we are still tallying meals
 12 served during 19-20 we did not include that
 13 information in this presentation. However, I can
 14 tell you that one frequently asked question is
 15 how many mobile meals have we served since
 16 March 13th and that number through July 10th is
 17 1,607,262 meals. Next slide.
 18 As you can see from the mission
 19 statement of the Office of Food and Nutrition
 20 Services, one of their primary goals is to
 21 provide healthy meals and snacks in a

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1 cost-effective manner. Once you have the cost
 2 involved, the unintended consequences of CEP and
 3 the fiscal uncertainty of the future, the Office
 4 of Food and Nutrition Services recommends not
 5 adding any schools at this time under the
 6 community eligibility program.
 7 That concludes this presentation. On
 8 behalf of Dr. Scriven, Dr. McGill-Wilkinson,
 9 Dr. Whisted and myself, we thank you.
 10 CHAIRMAN CAUSEY: Thank you very much
 11 for that and now I will open it up to board
 12 members and I see hands raised, so I am not sure
 13 if Dr. Hager is first or Ms. Scott is first.
 14 DR. HAGER: Well, I have a comment, a
 15 question, and I do plan to make a motion, so I
 16 don't know if these other board members would
 17 prefer to go first.
 18 CHAIRMAN CAUSEY: Makeda, would you like
 19 to go first?
 20 MS. SCOTT: Sure. I had a question
 21 first, but it looks like it was a pilot program

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1 that was in the Dundalk area, and I wanted to
 2 know, I guess the reasoning behind identifying
 3 those schools for the pilot program. That was my
 4 first question.
 5 DR. SCRIVEN: Mr. Patillo, you can go
 6 ahead and take that one please.
 7 MR. PATILLO: Sure. The county selected
 8 those schools.
 9 MS. SCOTT: Was it based on the need, or
 10 how were those schools selected?
 11 MR. PATILLO: There was a mix, a couple
 12 of them were selected on need and a couple of
 13 them were selected on, they wanted to make sure
 14 they represented different parts of Baltimore
 15 County.
 16 MS. SCOTT: Okay, all right. And then
 17 my other question was, you spoke to it, but I
 18 wanted to know with going with CEP, what sort of
 19 benefits, how did that compare to Title I?
 20 Because now we're specifically talking about four
 21 schools, but if we were to expand that, because I

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1 saw a list where there's other schools that are
 2 eligible, if we go to CEP versus Title I, because
 3 that's what it sounds like and correct me if I'm
 4 wrong, what kinds of things would we be, I guess
 5 sort of mission out on or, just sort of expand on
 6 that and let me know how that would work.
 7 DR. SCRIVEN: So it's not CEP versus
 8 Title I, but I'll let Dr. Whisted or
 9 Ms. Stansbury give a little more detail around
 10 potential implications.
 11 DR. SCOTT: Thank you.
 12 DR. MCCOMAS: Ms. Stansbury, if I may
 13 interject for a minute, thank you Dr. Whisted, so
 14 this is Dr. McComas. So Ms. Scott, I'd like to
 15 clarify. So it really is, what we're looking at
 16 here is how do we, the intent of everything here
 17 is to insure that any student that is
 18 experiencing food insecurity has access of course
 19 to breakfast and lunch through the county, and so
 20 what are our options for doing that?
 21 CEP has been one strategy and we did

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1 pilot that. Another strategy has been our
 2 Baltimore County Cares for Kids program which
 3 dovetails into the Maryland Cares for Kids, and
 4 that is another strategy to insure that students
 5 that need access to food have access to food, and
 6 so that's really, I think, kind of mentally the
 7 long-term question here.
 8 And one of the differences is that CEP
 9 opens up the food access for all students, so if
 10 you could go back to the slide where it shows
 11 students who are eligible, I think that that
 12 visual will help in this discussion very quickly.
 13 There you go, thank you. So Ms. Scott, if you
 14 look at this you'll see that first you think
 15 about students in terms of accessing the food in
 16 these three categories. We have kids who of
 17 course are eligible for free food, we have
 18 students who are eligible to pay a much more
 19 reduced amount, and then of course we had
 20 students who pay full price. CEP provides food
 21 for all students in all three categories. The

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1 Maryland Cares for Kids and the Baltimore County
 2 Cares for Kids programs really pick up the cost
 3 of the students in the middle category, the
 4 reduced-price cost, because the free eligible
 5 students are already covered.
 6 And so the Baltimore County Cares for
 7 Kids program, excuse me, covers the first two
 8 categories, it does not cover the paid category.
 9 That's really the critical difference between the
 10 two programs and that really speaks to the
 11 difference in the cost that Mr. Patillo had
 12 pointed out.
 13 I'd say one of the other things to
 14 consider is there's many people, many advocates
 15 who point out the fact that there are students
 16 who may be in the paid category and while they
 17 may not be eligible for a reduced price, they're
 18 just barely above that threshold, and so that
 19 tends to be one of the areas in which we have to
 20 look very closely. So I hope, Ms. Scott, that I
 21 provided some clarity for that, and thank you

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1 Dr. Whisted and Ms. Stansbury for letting me kind
 2 of jump in, and thank you, Dr. Scriven.
 3 MS. SCOTT: Yes, you did, thank you very
 4 much for clarifying that.
 5 DR. SCRIVEN: And we still need to
 6 elaborate on the piece with Title I.
 7 DR. WHISTED: Sure, I can start with
 8 that, and Ms. Stansbury can fill in. Really the
 9 Title I part was an unintended consequence. So
 10 like that example we shared with Riverview,
 11 Riverview was traditionally one of our higher
 12 ranked schools as far as poverty rating, and that
 13 number dropped because we were no longer
 14 collecting the free and reduced meal forms, and
 15 basing it solely on the direct certification made
 16 their number lower.
 17 Our other example of Dundalk Middle, it
 18 drooped it so low that we had to add in
 19 additional schools that had higher poverty
 20 ratings, which again, it spreads out the amount
 21 of money that we serve all the schools for, and

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1 it wasn't a true representation of the numbers of
 2 students that qualified. So it doesn't, it
 3 doesn't take away from their Title I status
 4 because we kept lowering the rankings so that
 5 they would stay in, but we had to add other
 6 schools in between, which spread out the dollars
 7 amongst a larger number of schools, if that
 8 helps.
 9 MS. SCOTT: It does, thank you.
 10 CHAIRMAN CAUSEY: Thank you, and next we
 11 have Dr. Erin Hager.
 12 DR. HAGER: Sure, I can go next. So
 13 thank you for your presentation tonight, I think
 14 I'm fairly well versed in the CEP program because
 15 I do study food insecurity and health promotion
 16 for kids and so the CEP addresses both of these
 17 programs and, or both these issues and more, I do
 18 know a fair amount about the program.
 19 I'm honestly disappointed that the team
 20 only shared information from our small
 21 underpowered very small pilot for which the data

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1 was not comparing the schools that were CEP
 2 eligible but not participating which is really
 3 the way that we do this analysis for CEP, we look
 4 at the schools enrolled in CEP and then those
 5 that were eligible but not participating. I know
 6 that the county has access to that data but
 7 that's really the better way to look at this even
 8 though, granted, it probably is underpowered
 9 since there's only four schools. And I have
 10 other issues with the pilot study design but I
 11 think the more relevant data that we should be
 12 focusing on and discussing instead is from the
 13 growing amount of national data that has come out
 14 of the CEP program.
 15 So it started in 2014, so it's a young
 16 program, but just recently there was a review
 17 paper published in the American Journal of Public
 18 Health, it's a great journal, that summarized a
 19 lot of different studies that have looked at CEP,
 20 and they had some really strong findings showing
 21 that CEP has strong evidence for increasing meal

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1 participation rates, promising evidence for
 2 benefits on weight outcomes, food insecurity,
 3 disciplinary referrals, and on time grade
 4 promotion, so all things outside of feeding kids
 5 and mixed evidence on the impacts of test scores
 6 and attendance, meaning that there were some
 7 studies that shoed positive findings, some had no
 8 findings, and so we just need more evidence
 9 because again, it's a very young program. And
 10 also, CEP presented a solution for seeking to
 11 address unpaid meal debts and eliminating meal
 12 shaming, a stigma that comes with free and
 13 reduced-price meals.
 14 So I think that the better avenue to
 15 look to is the larger national evidence on the
 16 impact of CEP on students in schools. In fact I
 17 wrote down, Dr. Williams said in the last
 18 presentation about school opening that science
 19 should drive decision making, and I think that
 20 that's really what we need to look to. And
 21 although I appreciate that this pilot was done,

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1 there are better designed studies out there that
 2 we can look at to look at the impacts of CEP.
 3 And I just wanted to mention a few other
 4 studies that were mentioned in our public
 5 comments so if you want to look at that in the
 6 BoardDocs, these are studies that were done in
 7 Maryland, and one of them found that students
 8 attending CEP schools were nearly three times
 9 less likely to be food insecure compared to those
 10 at CEP eligible but not participating schools.
 11 Another found that system directors and cafeteria
 12 managers in CEP schools in Maryland reported that
 13 CEP made the school meal easier to administer,
 14 reduced stigma, and improved job satisfaction
 15 among the cafeteria staff, which are all really
 16 good things too.
 17 And the last study that I'll mention, I
 18 could talk about studies all night long, is a
 19 recent study that was really well done, used
 20 Maryland data from before CEP went into effect,
 21 carried it through over a long span of time

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1 longitudinally, and she looked at CEP
 2 participating schools compared to CEP eligible
 3 but not participating schools, and found improved
 4 science test scores in elementary school. And
 5 remember, during this time we changed the tests
 6 around a bunch of times, the one test we didn't
 7 change was the science test, and so she found
 8 improved test scores in science, and decreased
 9 disciplinary referrals. And this is looking at
 10 Maryland as a whole, not just for Baltimore
 11 County schools.
 12 And so I mention this because again, I
 13 think we need to look at the bigger body of
 14 science when we think about what CEP can do. And
 15 I do recognize that there's a financial cost, I
 16 honestly, from what I knew of the program, I
 17 thought of it as more of a cost-savings program.
 18 I've done some more research in the last week and
 19 I do recognize that there's a financial cost. It
 20 could be based on a lot of different factors and
 21 I'd have to, again, think of some of the

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1 different ways to modify the price tags because
 2 there are, it's a very complex program and there
 3 are a lot of different ways to think about the
 4 cost, but most school systems that participate
 5 feel that the cost is offset by these outcomes to
 6 be seen beyond just feeding them.
 7 Those were my big comments. And then I
 8 do want to mention that I am concerned about your
 9 slide 17 where you list all the Title I services
 10 and the term unintended consequences kept being
 11 said. I wonder if you could bring that up,
 12 slide 17. So my question is, you know, this is
 13 based on the fact that we had four pilot schools
 14 in CEP and then the rest of the CEP eligible
 15 schools were not in CEP, and so a lot of those
 16 schools are also Title I schools. So when I
 17 checked, it looked like there are 66 CEP eligible
 18 schools and 63 Title I schools, and I assume
 19 there's a lot of overlap in that kind of Venn
 20 diagram. So my question, you know, these were
 21 unintended consequences, but only because we were

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1 doing it in such a small number of schools. If
 2 we were to implement CEP system wide, then we
 3 could decide how we allocate the Title I funds,
 4 and so it's no longer an impact to just four
 5 schools and instead we can do an apples to apples
 6 comparison across the district, versus total
 7 apples and oranges, which is what happened with
 8 the four schools in the pilot and which was why
 9 we had some of these consequence, so I don't know
 10 if you can comment on that.
 11 MS. STANSBURY: Hi, this is
 12 Ms. Stansbury, good evening, everyone, I am the
 13 Title I director. And so I just want to speak
 14 about how we allocate the Title I funds and come
 15 up with district level poverty. So right now we
 16 use direct certification and FARMs applications
 17 in our non-CEP schools, and direct certifications
 18 with a 1.6 multiplier in our CEP schools. There
 19 are other ways in which we can collect that data
 20 and we can absolutely have some conversations
 21 about that.

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1 However, the part that I want to
 2 highlight for everyone is that the other actions
 3 that are available to us for collection of low
 4 income student count data for each of our schools
 5 would mean that we would be relying on an outside
 6 agency to create eligibility requirements, and
 7 then use their eligibility requirements to make
 8 decisions about what poverty looks like in each
 9 of our school communities.

10 And one of the things I think that
 11 Dr. Whisted wanted to convey was that this, the
 12 potential of not accurately describing or
 13 accurately recording low income poverty
 14 percentages in our school communities is some of
 15 our families are not eligible for those outside
 16 agency programs and therefore not reported in our
 17 numbers. So it's just something for us to think
 18 through, that eligibility for SNAP, eligibility
 19 for Medicaid, eligibility for TANF are all
 20 decisions that are made outside the scope of BCPS
 21 and those requirements can change at any time,

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1 and we would then be dependent on whatever those
 2 eligibility requirements would be to make
 3 decisions about what poverty looks like in our
 4 school district and within our school
 5 communities. So I just wanted to kind of share
 6 that and I don't know, Dr. Whisted, if you want
 7 to talk a little bit about some of the other
 8 implications were from that.

9 DR. WHISTED: The other thing that we've
 10 had conversations about and we've noted is, you
 11 know, that some of our Title I schools, the
 12 families are very comfortable filling out the
 13 free and reduced meal forms and some of those
 14 same families may not be comfortable accessing
 15 the resources that Michelle was talking about
 16 through government agencies and again, we would
 17 not have an accurate representation of the
 18 poverty level because we'd be relying on families
 19 going to those government agencies. And we
 20 believe from looking through this data and the
 21 patterns that we get a better response rate to

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1 families filling out the free and reduced meals.
 2 DR. HAGER: So it's a self-reported
 3 income form versus objective data about Medicaid
 4 and SNAP and other eligibility, so you know,
 5 there are a lot of ideas about what, certainly
 6 the more reliable would be the government
 7 programs and I guess there's concerns that you
 8 would be missing some kids? I do want to point
 9 out too that if we were to enroll in CEP now,
 10 that the FARMS rate that is recorded in June of
 11 2020 -- (audio went off) -- heard, I do have
 12 comments about Title I.

13 I do have a motion, so Ms. Causey,
 14 should I wait for the others to comment first
 15 before I make the motion?

16 CHAIRMAN CAUSEY: Actually it might be
 17 helpful to make a motion and then the
 18 conversation can guide it.

19 DR. HAGER: Okay. So I move that BCPS
 20 fully implement CEP in all schools eligible for
 21 CEP as of June 30th, 2020, so that we meet the

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1 August 31st, 2020 CEP filing deadline.
 2 MS. MACK: Second, Lisa Mack.
 3 (Chorus of seconds.)
 4 CHAIRMAN CAUSEY: So Lisa Mack raised
 5 it, it was everyone at one. So if you could
 6 speak to you motion, and then we'll open it up
 7 for other board member questions or comments.

8 DR. HAGER: Sure. I just feel that the
 9 science is clear. Again, I'm a scientist, this
 10 is something that I actually study. The CEP is
 11 not just about feeding kids, but it's really
 12 addressing a lot of the concerns that our school
 13 system cares about as outlined in the Compass
 14 that we just approved, including equity and
 15 closing the achievement gaps, and I think the
 16 program could really do lot for our kids in
 17 Baltimore County. I do recognize that it will
 18 cost money, and I'm always reminded that the
 19 Board is the what and the superintendent is the
 20 how. So should the motion pass, you know, as we
 21 look to the how, I hope that there is, you know,

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1 momentum in the school system to really implement
 2 this program in a broad way, so that's all I have
 3 to say.
 4 CHAIRMAN CAUSEY: Thank you. Other
 5 board members? I see, let's see, Ms. Pasteur has
 6 had her hand up for quite some time.
 7 MS. PASTEUR: Thank you, staff members
 8 for the presentation, I appreciate it.
 9 Dr. Hager, thank you for filling in some of the
 10 gaps and the holes for some of us.
 11 I appreciate, I want to go back to
 12 Ms. Scott's comment or questions about how the
 13 schools were selected, and then tie it to
 14 Dr. Hager's comments as well as some of the
 15 things that we saw in the presentation about the
 16 participation going down, et cetera. I found it
 17 interesting that Riverview certainly, an
 18 elementary school, was different from the middle
 19 and the high in terms of its going up, and in all
 20 of my many many years in Baltimore County and
 21 working not only with wherever I taught or was an

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1 administrator, but feeder schools, understanding
 2 that at that elementary level you see that
 3 greater participation for many reasons, whatever
 4 the program happens to be. Those of you who have
 5 teenagers, you know how things happen in terms of
 6 lunch as they start to get older. Now I've been
 7 around for a long time and so I'm real clear that
 8 it is an ongoing battle to get children to fill
 9 out those FARMS forms. We administrators,
 10 Mr. Scriven, you know this, anyone who's been an
 11 administrator knows that we tried every trick in
 12 the book to get them to fill out the forms
 13 without them feeling put upon. You leave them on
 14 a desk, you tell every child to take a form home,
 15 whatever. Children do not like and will not
 16 respond. The older they get, the clearer they
 17 are about not wanting to fill out those forms.
 18 In addition to which, anyone who has
 19 ever worked in a school where there is any level,
 20 any percentage of poverty, knows that there are
 21 those children who are right below that

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1 eligibility level who won't qualify for whether
 2 it's free and reduced or whatever the program is,
 3 and so they struggle, they suffer. Now Ms. Scott
 4 and I both come, and Ms. Mack is from District 1,
 5 1, 4 and 2. It is not just about poverty levels,
 6 we're also talking about poverty levels matched
 7 with those children who are our black and brown
 8 children, and their parents very often because of
 9 all sorts of social, political, economic history
 10 and degradation, will struggle before they will
 11 fill out those forms. That's the truth. And we
 12 see that happening in those schools all the time.
 13 The beauty in thinking big is that if
 14 there are enough children who are qualified, then
 15 all of the children are going to be embraced and
 16 taken care of. So I'm not sure, just -- and I
 17 looked up all the information about SAT and AP
 18 and what they don't get a waiver for. If you're
 19 hungry, you're waving for a meal, you're not
 20 W-A-I-V, waiving trying to sit down and take a
 21 test while your stomach is growling. And it

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1 happens not to be so anyway because there are
 2 different levels on which children will qualify.
 3 So we might have to do something that is a little
 4 different if we embrace CEP, but our children are
 5 worth it, they are worth it, and if we're able to
 6 feed our children, then we have hit the mother
 7 lode, so I embrace that motion. Thank you.
 8 CHAIRMAN CAUSEY: Thank you,
 9 Ms. Pasteur. And I have Ms. Scott, who spoke
 10 once.
 11 MS. SCOTT: Yes, thank you.
 12 CHAIRMAN CAUSEY: And then Mr. Muhumuza.
 13 So if we can, you know, be more concise, we are
 14 quite behind with still quite a bit of work to
 15 do, so thank you.
 16 MS. SCOTT: Certainly, and I'm always
 17 concise, so thank you for that. What I would
 18 just like to know is basically based on the
 19 motion, if we with what Dr. Hager said, would it
 20 be expanding CEP to all eligible schools or just
 21 those, would it be continuing just those in the

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1 pilot program? That's my first question.
 2 DR. HAGER: No, all eligible schools,
 3 all schools eligible as of June 30th, 2020, which
 4 would be the maximum number given that poverty
 5 rates have gone up some.
 6 MS. SCOTT: Okay, so that's one. Number
 7 two, what would we, if anything, because the
 8 school system allowed the pilot program to I
 9 guess end, and I guess I would just be curious,
 10 if we reinstate the CEP program, what would be
 11 missing out on? Is there something else like, I
 12 think Ms. Pasteur said this, SAT programs or
 13 other things. Are there other things that we
 14 would be missing out on, because correct me if
 15 I'm wrong, as I understand, CEP is free meals for
 16 all students, as opposed to Title I which is free
 17 meals for students that are eligible. However,
 18 there are other benefits to the school and to the
 19 system in regards to other things. So I guess I
 20 would just like to know, we make this eligible
 21 for all of the other schools, but is there

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1 anything that we would be missing out on by doing
 2 so? Thank you.
 3 DR. HAGER: Is that for me or for the
 4 county?
 5 MS. SCOTT: No, first, staff.
 6 DR. MCCOMAS: So, Ms. Scott, this is
 7 Dr. McComas again, and I'm happy to share and try
 8 to answer your question. So just to reiterate,
 9 it's not Title I that pays for the free and
 10 reduced-price to students, it's the Baltimore
 11 County Cares for Kids program and the Maryland
 12 Cares for Kids program. So the students in those
 13 two food categories are paid for under the
 14 Baltimore County and Maryland Cares for Kids
 15 Acts. So those students do have meals, and I
 16 just wanted to clarify for Ms. Pasteur as well
 17 that those students would have access to meals
 18 under those other programs.
 19 The difference is that the paid students
 20 having access or not, and of course as we said,
 21 those students may technically be in the paid

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1 category but are just barely in that threshold,
 2 who could also use the support. In terms of
 3 other benefits that are tradeoffs, there are many
 4 fees and waivers that families that self report
 5 using the FARMS form, that it qualifies them for
 6 waivers from some other things. So for examples,
 7 schools during enrollment, it helps waive their
 8 fees for textbooks and some of the additional
 9 service fees that are charged, waived fees for AP
 10 exams. And so there is ancillary benefits to the
 11 self reporting and as Dr. Hager and Ms. Stansbury
 12 spoke to, one of the differences is under CEP we
 13 do not, in fact we're not allowed to ask families
 14 to self report, we can only base the rates on
 15 those, that data that is provided to us from
 16 other agencies. As Ms. Stansbury described, and
 17 as Dr. Hager described, we eliminate the parents
 18 self reporting, and so that eliminates a certain
 19 number of families that we otherwise would not
 20 hear from, and so that's also one of the
 21 tradeoffs of that.

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1 And so yes, you're right, if I am a
 2 student who is eligible and I don't self report,
 3 I certainly could be getting my meals through
 4 either of the Cares for Kids programs or through
 5 CEP, but if I don't have a self-reporting FARMS
 6 form it makes it more complicated, there's more
 7 work, then, for me to try to pursue waivers in
 8 other areas, like waivers for college
 9 applications as well, just to give you an example
 10 to try to answer your question.
 11 MS. SCOTT: So what that does, what that
 12 means, it's somewhat concerning to me, then, so
 13 if I'm a student and I'm at a school with CEP
 14 then I may be getting free meals but then I may
 15 not get a waiver when I apply to college or for
 16 AP exams or for some of the other things that you
 17 mentioned, so how would we, then, accommodate
 18 those students?
 19 DR. HAGER: That's not a hundred percent
 20 accurate. So a lot of times in a CEP school a
 21 lot of those waivers are eligible for all

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1 students, and there are other eligibility
 2 criteria. And this program's been around 2014,
 3 and so there were some very early concerns that
 4 we're hearing a lot of tonight, but a lot of
 5 those concerns have been basically done away with
 6 over time, because we've figured out other ways
 7 to insure that these kids are getting all those
 8 services, which is why I was really concerned
 9 about that slide 17. And if the county itself
 10 decides to use the FARMS rate as a way to
 11 distribute Title I funds then that's the county's
 12 decision. And if we go to full CEP so that all
 13 the eligible schools are participating, then we
 14 can use choose to use the IFPs, the direct
 15 certification as they're calling it, to make that
 16 the metric of how we distribute our Title I funds
 17 instead of using the FARMS data, and that's up to
 18 us to decide, that's not a national decision. So
 19 I don't, I just worry that there's some kind of
 20 misunderstanding of some of the information
 21 around CEP.

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1 MS. SCOTT: So, Dr. McComas, how would
 2 we then take care of that, how would we
 3 accommodate that and make sure that those
 4 students are not misunderstood or maligned or
 5 caught in anything, how would we make sure that
 6 we are adequately supporting those students so
 7 that they don't fall through the cracks?
 8 DR. WHISTED: Well, this is Melissa
 9 Whisted. I mean if every school was CEP, like
 10 the 66 schools as it shows on this slide were CEP
 11 and we were using a different model, as Dr. Hager
 12 was saying before, because if more schools had
 13 direct cert as a way, every other school was
 14 using free and reduced meals forms as the way,
 15 we'd have to look at a completely different way
 16 of doing all of the schools because the
 17 discrepancy is where we're having an issue.
 18 But because that data is provided, then
 19 it should be, the IFP rate for all schools is
 20 provided, so there are other ways of doing it.
 21 DR. HAGER: Yeah. Just another concern

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1 because our English learner population continues
 2 to rise as well, we see that many of those
 3 families are not qualifying for those government
 4 assistance, so we know the numbers drop as direct
 5 cert in those schools that have high populations
 6 of that, so that's just another layer.
 7 CHAIRMAN CAUSEY: Okay, thank you for
 8 that. Next we have Mr. Muhumuza and then we have
 9 Ms. Henn.
 10 MR. MUHUMUZA: Yes. I just wanted to
 11 make a few comments. I understand the staff's
 12 hesitation with these, this program, but I'm
 13 going to agree with Dr. Hager. I'd like to see
 14 data that shows how implementing the whole
 15 program to all eligible schools will result. I
 16 go to Dundalk and I can speak to the impacts of
 17 the program. What Dr. Hager correctly pointed
 18 out too was that the lack of stigma if this
 19 program is implemented, in my school we don't
 20 discriminate on who can afford lunch or not
 21 because everybody has the same amount, gets the

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1 same lunch, and that's one of the main reasons I
 2 want to support this program and Dr. Hager's
 3 motion. Thank you.
 4 CHAIRMAN CAUSEY: Thank you, and next we
 5 have Ms. Henn.
 6 VICE CHAIR HENN: Thank you, Madam
 7 Chair. I agree with the comments and I also
 8 support this motion. The Board has previously
 9 taken the position of supporting CEP and for
 10 whatever reason the extension did not happen and
 11 we can no longer wait. Now is the time we need
 12 to move this forward. So that being said, I move
 13 the previous question.
 14 MR. MUHUMUZA: Second.
 15 CHAIRMAN CAUSEY: Thank you,
 16 Mr. Muhumuza. Ms. Gover, this requires a
 17 two-thirds vote. Can I have a rollcall vote
 18 please?
 19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. GOVER: Mr. Kuehn?

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1 MR. KUEHN: Yes.
 2 MS. GOVER: Ms. Pasteur?
 3 MS. PASTEUR: Absolutely.
 4 MS. GOVER: Mr. Offerman?
 5 MR. OFFERMAN: Yes.
 6 MS. GOVER: Mr. Muhumuza?
 7 MR. MUHUMUZA: Yes.
 8 MS. GOVER: Ms. Henn?
 9 VICE CHAIR HENN: Yes.
 10 MS. GOVER: Ms. Causey?
 11 CHAIRMAN CAUSEY: Yes.
 12 MS. GOVER: Mr. McMillion?
 13 MR. MCMILLION: Yes.
 14 MS. GOVER: Ms. Mack?
 15 MS. MACK: Yes.
 16 MS. GOVER: Ms. Scott?
 17 MS. SCOTT: Yes.
 18 MS. GOVER: Ms. Rowe?
 19 MS. ROWE: Yes.
 20 CHAIRMAN CAUSEY: Thank you, the vote's
 21 unanimous to move the question, and so now we

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1 will vote on Dr. Hager's motion. Would you like
 2 to restate that just quickly?
 3 DR. HAGER: Sure. I move that BCPS
 4 fully implement CEP at all schools eligible for
 5 CEP as of June 30th, 2020, meeting the
 6 August 31st, 2020 CEP filing deadline.
 7 CHAIRMAN CAUSEY: Ms. Gover, can I have
 8 a rollcall vote please?
 9 MS. GOVER: Dr. Hager?
 10 DR. HAGER: Yes.
 11 MS. GOVER: Mr. Kuehn?
 12 MR. KUEHN: Yes.
 13 MS. GOVER: Ms. Pasteur?
 14 MS. PASTEUR: Yes.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Mr. Muhumuza?
 18 MR. MUHUMUZA: Yes.
 19 MS. GOVER: Ms. Henn?
 20 VICE CHAIR HENN: Yes.
 21 MS. GOVER: Ms. Causey?

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1 CHAIRMAN CAUSEY: Yes.
 2 MS. GOVER: Mr. McMillion?
 3 MR. MCMILLION: Yes.
 4 MS. GOVER: Ms. Mack?
 5 MS. MACK: Yes.
 6 MS. GOVER: Ms. Scott?
 7 MS. SCOTT: Yes.
 8 MS. GOVER: Ms. Rowe?
 9 MS. ROWE: Yes.
 10 MS. GOVER: Thank you.
 11 CHAIRMAN CAUSEY: Thank you, that motion
 12 carries unanimously, and we appreciate
 13 Dr. Williams' staff and everyone for that
 14 discussion.
 15 The next item on the agenda is new
 16 business, contract awards, and for that I call on
 17 building and contracts committee chair Julie
 18 Henn.
 19 VICE CHAIR HENN: Thank you, Madam
 20 Chair. Members of the Board, the Board's
 21 building and contracts committee met earlier this

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1 evening. Items P-1 through P-7, and Items P-9
 2 through P-16 are being forwarded to the full
 3 Board for approval. Item P-8 is being forwarded
 4 without a recommendation.
 5 CHAIRMAN CAUSEY: Board members, do I
 6 have a motion to approve Items P-1 through P-7,
 7 and P-9 through P-16?
 8 MR. OFFERMAN: Offerman, so moved.
 9 CHAIRMAN CAUSEY: Thank you,
 10 Mr. Offerman. No second is needed since the
 11 recommendation comes from the committee. Any
 12 discussion? May I have a rollcall vote please?
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Ms. Pasteur?
 18 MS. PASTEUR: I was absent, so I
 19 abstain.
 20 MS. GOVER: This was during building and
 21 contracts.

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1 MS. PASTEUR: Oh, I wasn't even invited,
 2 okay, so I don't know. Okay.
 3 (No audio.)
 4 MS. GOVER: Mr. McMillion?
 5 MR. MCMILLION: Yes.
 6 MS. GOVER: Ms. Mack?
 7 MS. MACK: Yes.
 8 MS. GOVER: Ms. Scott?
 9 MS. SCOTT: Yes.
 10 MS. GOVER: Ms. Rowe?
 11 MS. ROWE: Yes.
 12 MS. GOVER: Thank you.
 13 CHAIRMAN CAUSEY: Thank you, that motion
 14 carries. So Ms. Henn, now you have to address
 15 P-8?
 16 VICE CHAIR HENN: Yes, thank you, Madam
 17 Chair, and I believe the committee wanted to
 18 discuss P-8 further and we had run out of time in
 19 committee, so if staff are still available to
 20 answer questions regarding P-8, and present that
 21 to the full board.

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1 CHAIRMAN CAUSEY: Just for the public
 2 and all the board members, can you please address
 3 the number of the contract and also the content
 4 just briefly?
 5 VICE CHAIR HENN: Yes, JME-503-20,
 6 automatic school bus stop arm and bus safety
 7 video monitoring system. And I believe I heard
 8 Dr. Scriven.
 9 DR. SCRIVEN: Yes, ma'am. Staff is
 10 available to answer any and all questions at this
 11 time.
 12 VICE CHAIR HENN: Thank you, sir.
 13 (No audio.)
 14 CHAIRMAN CAUSEY: Ms. Rowe, did you have
 15 a question you wanted to raise for the committee?
 16 MS. ROWE: Yes, I do. Would now be the
 17 appropriate time?
 18 CHAIRMAN CAUSEY: Yes, please continue.
 19 MS. ROWE: So I have read the Montgomery
 20 County IG report concerning this vendor and their
 21 experience is very concerning. And the report

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1 states, and I quote, in 2018 the CEO of FMS and
 2 non-FMS business associates, the Dallas County
 3 School superintendent, and the mayor pro tem of
 4 Dallas all pleaded guilty to crimes involving
 5 bribes and kickbacks paid to public officials in
 6 Dallas in exchange for favorable actions
 7 furthering FMS local business interests. These
 8 interests mainly involved the implementation and
 9 operation of the school bus stoplight camera
 10 enforcement program. Mr. Leonard was sentence in
 11 May of 2019 to serve seven years in prison for
 12 what federal prosecutors described as the largest
 13 domestic public corruption case in history, and
 14 this is on page two of that IG report.
 15 Additionally it states, based on
 16 comments made during testimony before the council
 17 education committee on September 27, 2018, it
 18 appears that even after significant adverse
 19 information came to light, Montgomery County
 20 Government and Montgomery County Public Schools
 21 may have continued to rely on information

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1 provided by the vendor. A Montgomery County
 2 Police Department employee commented during the
 3 education committee work session that the United
 4 States Department of Justice was, quote, aware
 5 and even blessed the takeover of Bus Patrol by
 6 FMS. OIG staff contacted the assigned
 7 prosecuting assistant United States attorney for
 8 the northern district of Texas to ask whether the
 9 activities of Bus Patrol were blessed by the DOJ.
 10 In response the prosecuting attorney wrote,
 11 quote, we were aware but haven't blessed
 12 anything. A statement that the DOJ had somehow
 13 blessed or approved the assimilation of FMS into
 14 Bus Patrol would likely have been relied upon by
 15 the education committee to alleviate concerns
 16 regarding continued MCG involvement with this
 17 contract and Bus Control/FMS. The fact that this
 18 vendor supplied information that appears to be
 19 incorrect should be explored further, and that's
 20 page nine.
 21 Additionally it states, quote,

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1 responding to our concern about this statement,
 2 the Montgomery County Public Schools provided a
 3 letter on a Canadian law firm's letterhead signed
 4 by a Canadian attorney on August 21st, 2017, that
 5 allegedly verified contrary to the statement of
 6 the CEO of Bus Patrol, that Bus Patrol did
 7 purchase the contracts of FMS. That attorney is
 8 listed in Canadian legal documents as a
 9 co-director of Bus Patrol Canada, with the CEO of
 10 Bus Patrol. This letter appears to be designed
 11 to give the impression that it is from
 12 independent legal counsel when it is nothing more
 13 than a self-serving verification from Bus Patrol.
 14 The business relationship between the attorney
 15 and the CEO of Bus Patrol as co-directors of Bus
 16 Patrol Canada was not disclosed in the letter.
 17 Although we did not evaluate whether the
 18 statement in the letter was even correct, we
 19 remain concerned about the lack of disclosure.
 20 While Bus Patrol and FMS may technically be
 21 different corporate entities, they remain at the

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1 same address with the same telephone number and
 2 using the same equipment on the same contract.
 3 The president of FMS is now the
 4 president of Bus Patrol and is the same person
 5 who introduced a criminal conspirator to
 6 Montgomery County Public Schools employees.
 7 Furthermore, it was also discovered that the
 8 current CEO of Bus Patrol is listed in Canadian
 9 legal documents as being a co-director of Force
 10 Multiplier Solutions Canada, which filed a
 11 corporate name change to become Bus Patrol
 12 Canada. It is not apparent that any significant
 13 due diligence process took place concerning
 14 information supplied by the vendor even after
 15 significant adverse information came to light.
 16 However, both Montgomery County Police Department
 17 and Montgomery County Public Schools appeared to
 18 remain reluctant to reassess MOUs or the
 19 contract, and continued to rely on
 20 vendor-supplied information to justify the
 21 business case and public safety value of the

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1 program.
 2 Given the continuity of key people,
 3 history of corporate name changes and the pattern
 4 of misinformation provided, a prudent response of
 5 healthy skepticism appeared appropriate before
 6 transferring millions of dollars from the drivers
 7 of Montgomery County to this company. As a
 8 result, we regard the contract and MOU as needing
 9 careful review by the Montgomery County Public
 10 Schools and the county attorney, and that was
 11 page ten.
 12 When the Board first asked questions
 13 about this we were given similar information that
 14 Bus Patrol and FMS were not the same company.
 15 While in name only that appears to be correct,
 16 this very credible independent report by the
 17 Montgomery County IG office suggests this is
 18 untrue. It appears from the Montgomery County IG
 19 report that this Board is being asked to give
 20 taxpayer funds to a vendor who has admitted
 21 bribing public officials resulting in

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1 incarceration and subsequent name change of the
 2 vendor. No information has been provided which
 3 negates the Montgomery County IG report nor
 4 vindicates the vendor.
 5 Therefore, while I support the bus arm
 6 camera concept, I will not support any contract
 7 with this particular vendor.
 8 DR. SCRIVEN: Dr. Grim, would you like
 9 to respond?
 10 DR. GRIM: Yes. Hi, good evening,
 11 members of the Board, and thank you for the
 12 opportunity to speak on this very important
 13 safety initiative. So I'll keep my comments or
 14 responses brief, but if there are further
 15 questions, I will be happy to answer them.
 16 It is true that Bus Patrol did buy
 17 certain intellectual property and assets from
 18 Force Multiplier in a highly competitive bid
 19 process. It did not buy stock or assume any
 20 liabilities from Force Multiplier, however. Bus
 21 Patrol's board of managers and its officers,

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1 including the CEO, never had any ownership
 2 interest nor management control over Force
 3 Multiplier, so much of the contract that was
 4 noted in that IG's report and some of the
 5 concerns that came out of it about the funding
 6 that the county put out was from a contract that
 7 was in 2016. I do believe the Board was provided
 8 a letter, again, from the Montgomery County
 9 School Systems in January of 2020 when they
 10 decided to again renegotiate and enter into
 11 another MOU with Bus Patrol.

12 Since that time, I'd also like to point
 13 out that the boards of Carroll County, Howard
 14 County and Prince George's County have also
 15 entered into agreements with Bus Patrol regarding
 16 their stop arm enforcement program.

17 CHAIRMAN CAUSEY: Thank you. Other
 18 board members?

19 MR. KUEHN: Hi, this is Russ Kuehn, I
 20 have a question. I understand that the way this
 21 company operates is they come in, they install

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1 all of the product on all of our buses, and then
 2 they sit there and they generate tickets to
 3 reflect the fees associated with those tickets,
 4 then they pay themselves back, and at some point
 5 there is a fee sharing agreement. So my question
 6 is, what is the fee sharing structure and
 7 agreement associated with this contract for
 8 Baltimore County?

9 DR. GRIM: So thank you for that
 10 question, Mr. Kuehn and actually, that's actually
 11 one of the issues in that first iteration of the
 12 Montgomery County contract, that was a gap that
 13 was a definite problem. And so I'm going to ask
 14 Mr. Kenny West, who's the assistant director, to
 15 answer this question more fully, but in our
 16 version of the contract or the contract that we
 17 will be entering or proposing or entering in if
 18 the Board does approve this particular contract
 19 for us, that revenue sharing would start from the
 20 beginning, and basically one of the problems or
 21 the gaps in the Montgomery contract that was

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1 noted in the IG report is that the school system
 2 was actually on the hook for several hundred
 3 thousand dollars to help the enforcement of this
 4 program. Again, since that time, Bus Patrol and
 5 municipalities have learned from that contract
 6 and so that revenue sharing will start from the
 7 very beginning. And Mr. West, if you'd like to
 8 chime in on that, that would be helpful.

9 MR. WEST: Good evening everyone.
 10 Dr. Grim, you are exactly correct, that was one
 11 of the gaps in the initial execution of the
 12 contract between Montgomery County Public
 13 Schools, Montgomery County Government and Force
 14 Multiplier Solutions, that the initial outlay of
 15 costs by Force Multiplier Solutions was
 16 completely recovered before there was any revenue
 17 sharing and that subsequent contract was (breakup
 18 in audio) no longer Bus Patrol. In that contract
 19 with Montgomery County Public Schools the
 20 language is very different. So the cost of the
 21 equipment is essentially amortized throughout the

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1 life of the contract, and therefore the revenue
 2 sharing does take place initially.

3 There's two components of that. The
 4 first part are fees that are recovered by the
 5 company. That pays for all the camera equipment,
 6 the connectivity and so forth. And also there is
 7 a set fee that is sent directly to the Baltimore
 8 County Police Department and that is for the cost
 9 for having the police officers, who are the
 10 primary staff members to approve or reject the
 11 citations before they become true citations.
 12 After that point, then the revenue share is
 13 issued, but again, that starts at the beginning,
 14 it does not wait until after the cost of the
 15 program has been recovered by the vendor.

16 MR. KUEHN: Thank you for that answer.
 17 Just a follow-on. I don't see anything in what
 18 has been provided to us that outlays or even
 19 gives us projections of what is expected to be
 20 spent and recovered, I just see a zero cost, so
 21 do you have that information? And I guess, the

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1 concern is that hasn't been provided.
 2 DR. GRIM: So thank you for that
 3 question, Mr. Kuehn, and as Mr. Sarris and I were
 4 discussing with the contracts committee earlier,
 5 you will see that next to this contract it is of
 6 zero cost to the Board. So if we were to need
 7 any funding for this, we would have to actually
 8 come back to the Board and request funding for
 9 it. It is a zero dollar contract which means
 10 that all of the equipment, as Mr. West said, is
 11 paid out through that revenue generation. That's
 12 not so much by taxpayer money, as indicated or
 13 mentioned earlier, but actually by any violators.
 14 So it's not on your average taxpayer, it's only
 15 the folks that violate this county ordinance that
 16 would need to pay the fine associated with it.
 17 So really, the only cost to us would be the
 18 redirected resources of some of my staff. This
 19 program would actually save us some time and
 20 effort in some ways because at present we install
 21 all of our own cameras on our buses, Bus Patrol

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1 solution to a problem, but part of my concern is
 2 this is an after action type of item, it is a
 3 recording of someone doing something unsafe that
 4 perhaps puts our children at risk, so I see it as
 5 a reactive type of solution. And my concern and
 6 one of the things that I would suggest that we
 7 look at in the near future is to come up with a
 8 proactive way to actually stop people in the
 9 moment, and my point is, and I'm concerned this
 10 hasn't come before us, because there actually are
 11 arms deployed six feet wide that pop out from the
 12 side of a bus that will physically stop you from
 13 driving by, and I would suggest that we look at
 14 that in the future to be proactive to keep people
 15 from being hit by a car, rather than reacting and
 16 fining people after the fact.
 17 DR. GRIM: And Mr. Kuehn, thank you for
 18 that, because this initiative is absolutely
 19 focused on student safety and so that is the
 20 cornerstone, the bedrock of what we want to do
 21 here. And actually if you look at the data, and

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1 would do that moving into the future. And also
 2 our ability to retrieve video from inside of our
 3 school buses when there are issues, we would be
 4 able to handle that much more efficiently. Right
 5 now that's a very laborious process that requires
 6 actual physical removal of a hard drive from a
 7 bus. With this new system we would actually be
 8 able to do that remotely and much more
 9 efficiently, so that's why you see no cost and no
 10 outlay to that.
 11 The projected revenue generation from
 12 citations would be somewhere around, \$11 million
 13 per year is what is being estimated at this time,
 14 and again, through the contract details there
 15 would be a revenue share between the Baltimore
 16 County Government and Bus Patrol to recoup their
 17 initial layout of all of the equipment and then
 18 for the technology.
 19 MR. KUEHN: So thank you for that
 20 answer. I just have one final comment and then
 21 I'll yield. This system is an interesting

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1 we keep referring back to Montgomery County
 2 because they've had this program now for five
 3 years. But in looking at that district, only
 4 about ten percent of their offenders are repeat
 5 offenders, which demonstrates that oftentimes if
 6 someone is cited for this, and again, that is
 7 still a reactive approach, but there is an
 8 educational component, and there's public service
 9 announcements that will be a part of this program
 10 between my office and the Baltimore County
 11 Government, including the police department, to
 12 put this out there, because it is about our
 13 student safety first. So thank you again.
 14 CHAIRMAN CAUSEY: Thank you, and then
 15 Dr. Hager, did you have your hand up?
 16 DR. HAGER: It was just a clarification
 17 question. If schools are delayed on starting for
 18 a semester, would the contract go into effect
 19 when we actually start using our buses again, or
 20 will we be essentially in the hole for all the
 21 time that the buses aren't running that first

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1 semester?

2 DR. GRIM: Dr. Hager, I can answer the

3 question for you, thank you. The contract

4 actually will be worded that the technology fees

5 will only begin on the first of the month in

6 which the first citation is issued. So if buses

7 don't actually roll, start running until October,

8 or November, or whatever the decision is, the

9 program would effectively start the beginning of

10 the month in which the first citation is issued.

11 So although they may be outfitted, the program

12 would not effectively begin until then.

13 CHAIRMAN CAUSEY: Thank you.

14 MR. WEST: And Dr. Hager, I would only

15 like to add, it will take us some time to

16 obviously to initiate the contract with the

17 vendor and then the installation of these devices

18 and the training for our staff would take some

19 time, so we are looking at a several-month

20 implementation.

21 CHAIRMAN CAUSEY: Thank you. This is

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1 Ms. Causey, and we have Ms. Mack with a question

2 or comment, and I also have comments. Ms. Mack?

3 MS. MACK: Oh, I'm sorry, I thought you

4 were going to go. I have one, actually a

5 question. I am just repeating a question that I

6 asked when we discussed this in building and

7 contracts, for people who are listening. I know

8 that you, Mr. Sarris, Mr. Grim, Mr. West and

9 Dr. Scriven, you have all said that this contract

10 will have zero dollar impact on BCPS's budget,

11 and I assume it would be operating budget. So I

12 just wanted to ask that question again since

13 we're in open session in the full board meeting.

14 Can you tell me again that this contract if

15 passed will have no impact on BCPS's budget in

16 the future, other than the impact, Mr. Grim, you

17 talked about for your staff or something.

18 DR. SCRIVEN: I will take that as chief

19 for this division, that to the best of my

20 knowledge, no, there be will be no impact. There

21 is the piece that Dr. Grim brought up about if

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1 there was any financial impact, we would have to

2 come back to the Board. As this contract is set

3 up right now, there is zero cost to Baltimore

4 County Public Schools.

5 MS. MACK: But my concern, Dr. Scriven,

6 is in the past, and I've only been on the Board

7 for 18 months, this type of thing has happened,

8 and the words that are said to the Board many

9 months or even years down the road are, you know,

10 we can't get out of this, we have to pay this

11 money. And I know that one of the systems

12 discussed in this study, I think it was Dallas,

13 ended up getting hit with a multimillion dollar

14 payout because the process did not create enough

15 revenue to pay the company for their up front

16 costs, and that is what I'm afraid of.

17 And I heard somebody just in answer to

18 Dr. Hager's question mention technology fees and

19 I don't even know what they are and where they

20 play into this.

21 DR. SCRIVEN: So George Sarris, if

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1 you're on the line, based on your knowledge, can

2 you add any insight to Ms. Mack's concern?

3 MR. SARRIS: Well, other than that I

4 will personally not issue any checks to this

5 company because, and I'm going for my part and I

6 completely trust the law office to do the same,

7 as well as our purchasing manager, in editing the

8 final contract, insure that there is no such

9 circumstance by which we would issue any payments

10 to this vendor. It's not going to leave my

11 office, I can just tell you that and give you

12 that assurance, and we'll do everything we can to

13 make sure that all the documentation supports

14 that, and we're not getting any of the revenue,

15 so I'm certainly not too excited about paying for

16 any expenses.

17 DR. GRIM: And Ms. Mack, if I can add,

18 you are correct about the payout that other

19 districts have had to engage in with Force

20 Multiplier, and that was a result of bad

21 contracts, I'll say that very plainly, that was a

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1 result of prior contracts, and as I believe I've
 2 indicated, municipalities such as Howard County,
 3 Prince George's County, Carroll County and
 4 hopefully Baltimore County, we've learned from
 5 that. In Montgomery County's latest iteration of
 6 the contract, we've learned that we can't enter
 7 into a contract that way, because to your point,
 8 we don't have those kinds of funds laying around.
 9 However, this is a great solution for safety for
 10 our students and a way for us, and the vendor, to
 11 be able to partner in providing a solution for,
 12 again, the safety of our students.

13 CHAIRMAN CAUSEY: Thank you. So this is
 14 Ms. Causey, and I had a comment. Since my time
 15 on the Board in the last five years, there have
 16 been instances where we have engaged in
 17 cooperative contracts and in other MOUs and their
 18 have been some adverse effects to that. I
 19 certainly as much as anyone want to keep every
 20 student safe in and on and around our buses.
 21 There was a great discussion, a lengthy

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1 discussion at the county council around that.
 2 What doesn't make sense to me is that they're
 3 installing, I believe it's 11 million in
 4 equipment, and at the fine of \$250 a fee, it
 5 would be thousands of citations necessary to
 6 recoup those costs. And the point of the
 7 equipment is to have the instances go down, so
 8 how are you going to have the citations.

9 But the other issue is that we have in
 10 front of us reentry, launching the strategic
 11 plan, trying to feed our children, and in terms
 12 of staff's time and resources and logistics,
 13 there's just so many things that we need to do
 14 for our children and our staff and our community,
 15 so I have concerns around this, and I will not be
 16 supporting it. As Mr. Kuehn pointed out, there's
 17 other technologies and even in terms of perhaps
 18 finding a better bid or a contract for it.

19 So I see one other hand up, that's
 20 Ms. Henn.

21 VICE CHAIR HENN: Thank you, Madam

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1 Chair. I also will not be supporting this
 2 contract and as another board member stated, I
 3 don't have a problem with this program and I
 4 certainly support all safety measures for our
 5 students, but as two members of the county
 6 council mentioned when they discussed the
 7 legislation creating this program, they asked
 8 what problem we are trying to solve and they
 9 questioned the urgency around it given the nature
 10 of the safety concerns and they questioned the
 11 need for it, and so that's one hand.

12 My concern is with this vendor in
 13 particular, and we had a good discussion in
 14 committee around the fact that this vendor is the
 15 lead and really the only player it sounds like in
 16 the market, and I don't think that's a good
 17 thing. And competition is a good thing for the
 18 school system, it lowers costs, it drives
 19 quality, and it enforces integrity and ethical
 20 business practices. And I don't think we can say
 21 that without, with all certainty, that that's the

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1 case here based on the history, which Ms. Rowe
 2 outlined and which is documented in the
 3 Montgomery County inspector general reports.
 4 There's too many red flags and too many concerns
 5 about this particular vendor, that I also can't
 6 support this. So had there been other vendors in
 7 the market that were considered, it sounds like
 8 there are not, this is a program that I'd be
 9 interested in learning more about, learning what
 10 other vendors have to offer. That doesn't seem
 11 to be the case here and there are too many red
 12 flags for this particular vendor, that I won't be
 13 supporting this contract for that reason.

14 CHAIRMAN CAUSEY: With that being said,
 15 is there a motion regarding Contract P, item P-8?

16 MR. MCMILLION: I'll make a motion.

17 CHAIRMAN CAUSEY: Mr. McMillion?

18 MR. MCMILLION: I move that we accept
 19 the contract.

20 CHAIRMAN CAUSEY: Is there a second?

21 Okay, the contract fails for lack of a second.

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1 Thank you, Dr. Scriven and team.
 2 We are now moving to the next item on
 3 the agenda which is Item Q, new business, special
 4 request, Franklin Elementary School, and for that
 5 we call forward Ms. Byers, community
 6 superintendent.
 7 MS. BYERS: Hi, good evening, Chair
 8 Causey, Vice Chair Henn, Dr. Williams, members of
 9 the Board. Tonight I'm bringing forward for
 10 approval privately funded capital improvement
 11 project, purchase and install new audiovisual
 12 equipment in the gymnasium at Franklin Elementary
 13 School. This project is being funded by a
 14 donation from the Franklin Elementary PTA. The
 15 Franklin Elementary PTA has provided \$10,898 to
 16 purchase and install the new equipment, and they
 17 plan to cover any cost overrun. The cost of the
 18 equipment and the installation are both reflected
 19 in a quote from CTSI in the amount of \$10,898 and
 20 that quote is in your packet. In accordance with
 21 Policy and Rule 7330, this request has progressed

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1 through all the normal internal processes of
 2 review.
 3 CHAIRMAN CAUSEY: Excuse me, muted to
 4 unmute. Do I have a motion to approve the
 5 special project for new audiovisual equipment in
 6 the gymnasium at Franklin Elementary School?
 7 MS. MACK: So moved, Mack.
 8 CHAIRMAN CAUSEY: Do I have a second?
 9 MR. OFFERMAN: Second, Offerman.
 10 CHAIRMAN CAUSEY: Thank you,
 11 Mr. Offerman. Any discussion? May I have a
 12 rollcall vote please.
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Ms. Pasteur?
 18 MS. PASTEUR: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Mr. Muhumuza?

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1 MR. MUHUMUZA: Yes.
 2 MS. GOVER: Ms. Henn?
 3 VICE CHAIR HENN: Yes.
 4 MS. GOVER: Ms. Causey?
 5 CHAIRMAN CAUSEY: Yes.
 6 MS. GOVER: Mr. McMillion?
 7 MR. MCMILLION: Yes.
 8 MS. GOVER: Ms. Mack?
 9 MS. MACK: Yes.
 10 MS. GOVER: Ms. Scott?
 11 MS. SCOTT: Yes.
 12 MS. GOVER: Ms. Rowe?
 13 MS. ROWE: Yes.
 14 MS. GOVER: Thank you.
 15 CHAIRMAN CAUSEY: The motion carries.
 16 The next item on the agenda is Item R,
 17 unfinished business, board policies. For that,
 18 members of the Board, the policy review committee
 19 asks that the Board accept its report of the
 20 committee's recommendation to amend the following
 21 board policies: Policy 1270, parent and family

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1 engagement; Policy 3111, budget planning and
 2 preparation; Policy 4003, recruitment and
 3 selection. These recommendations are presented
 4 to you on tonight's agenda as Exhibit R. Do I
 5 have a motion to adopt the recommendations of the
 6 Board's policy and review committee?
 7 MR. OFFERMAN: So moved, Offerman.
 8 CHAIRMAN CAUSEY: Thank you,
 9 Mr. Offerman. No second is needed since the
 10 recommendation comes from the committee. Is
 11 there any discussion? Hearing none, may I have a
 12 rollcall vote?
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Ms. Pasteur?
 18 MS. PASTEUR: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Mr. Muhumuza?

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1 MR. MUHUMUZA: Yes.
 2 MS. GOVER: Ms. Henn?
 3 VICE CHAIR HENN: Yes.
 4 MS. GOVER: Ms. Causey?
 5 CHAIRMAN CAUSEY: Yes.
 6 MS. GOVER: Mr. McMillion?
 7 MR. MCMILLION: Yes.
 8 MS. GOVER: Ms. Mack?
 9 MS. MACK: Yes.
 10 MS. GOVER: Ms. Scott?
 11 MS. SCOTT: Yes.
 12 MS. GOVER: Ms. Rowe?
 13 MS. ROWE: Yes.
 14 MS. GOVER: Thank you.
 15 CHAIRMAN CAUSEY: Thank you, the motion
 16 carries.
 17 The next item is Item S, and I would ask
 18 board members if we, I make a motion that we
 19 postpone that we postpone that for the next
 20 meeting. Is there a second?
 21 (Chorus of seconds.)

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1 May I have a vote?
 2 MR. MUHUMUZA: Madam Chair, can you
 3 repeat that?
 4 CHAIRMAN CAUSEY: I'm making a motion to
 5 move Item S, board member comments to the next
 6 meeting.
 7 MR. MUHUMUZA: Okay.
 8 MS. GOVER: Madam Chair, it's Item P.
 9 CHAIRMAN CAUSEY: Excuse me?
 10 MS. GOVER: It's Item T, board member
 11 comments.
 12 VICE CHAIR HENN: Ms. Causey, do we need
 13 a vote, because you're already moved one of the
 14 other agenda items without one, so if we have a
 15 consensus of the Board we'll put it on for
 16 August 11th.
 17 CHAIRMAN CAUSEY: Yes, we do, okay, so
 18 board member comments is moved to the next
 19 meeting.
 20 The next item is information. There's a
 21 number of items attached to BoardDocs, financial

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1 reports, Fiscal Year 2022 operating and capital
 2 budget schedules, policies scheduled for review
 3 in the upcoming year, policy review committee
 4 policy editing conventions, and also questions
 5 and answers on Appeals and Hearings handbook that
 6 was recently revised.
 7 The last item on our agenda for tonight
 8 is Item U, announcements. Our next board meeting
 9 is currently scheduled Tuesday, August 11th, 2020
 10 at 6:30.
 11 And I want to thank all the staff and
 12 community, there were a lot of folks with us
 13 tonight. We appreciated it, we appreciate your
 14 input. Everyone take care of yourselves and take
 15 care of each other, and the meeting is now
 16 adjourned.
 17 (Meeting adjourned.)
 18
 19
 20
 21

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1 STATE OF MARYLAND.
 2 BALTIMORE COUNTY: SS
 3
 4 I, Paul A. Gasparotti, a Notary Public in and
 5 for the State of Maryland, Baltimore County, do
 6 hereby certify that the foregoing is a true and
 7 accurate transcription of the recording to the
 8 best of my ability.
 9 I further certify that I am not of counsel to
 10 any of the parties nor in any way interested in
 11 the outcome of these proceedings.
 12 As witness, my hand and notarial seal this
 13 20th day of July, 2020.
 14
 15
 16 _____
 17 Paul A. Gasparotti
 18
 19
 20
 21

WORD INDEX

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