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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

REMOTE VIA BCPS LIVESTREAM

AND MICROSOFT TEAMS

September 15, 2020

Transcription Services By: CRC Salomon

Proceedings recorded by electronic sound recording;

Transcript produced by transcription service.

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1 **BOARD MEMBERS:**  
 2 Kathleen S. Causey, Board Chair  
 3 Julie C. Henn, Vice Chair  
 4 Erin R. Hager  
 5 Moalie S. Jose  
 6 Russell T. Kuehn  
 7 Lisa A. Mack  
 8 Rodney R. McMillion  
 9 Joshua Muhumuza, Student Member  
 10 John H. Offerman  
 11 Cheryl E. Pasteur  
 12 Lily P. Rowe  
 13 Makeda Y. Scott  
 14 Eric Brousaides, Esq. (Legal Counsel)  
 15  
 16  
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 19  
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1 **PROCEEDINGS**  
 2 **CHAIRMAN CAUSEY:** Good evening, I call to order the  
 3 meeting of the Board of Education of Baltimore County for  
 4 Tuesday, September 15, 2020. At this time, Baltimore County  
 5 Public Schools and offices are closed to the public in order to  
 6 maintain the health and safety of our staff and students. This  
 7 evening's Board of Education meeting is being held virtually and  
 8 broadcast through our live stream on BCPS website or on BCPS TV  
 9 Xfinity Channel 73 and Verizon Fios Channel 34.  
 10 In to efficiently conduct this meeting all voting  
 11 items will be conducted by a roll call vote. Board Members will  
 12 say their names before making and seconding a motion and as well  
 13 as when requesting discussion on an Agenda item.  
 14 May I have a motion to go into closed session as  
 15 permitted by the OPENS Meetings Act as found in the Annotated  
 16 Code of Maryland, General Provision, Article 3-305, B1 and B7 to  
 17 (1) discuss the appointment, employment, assignment, promotion,  
 18 discipline, demotion, compensation, removal, resignation or  
 19 performance evaluation of appointees, employees or officials  
 20 over whom it has jurisdiction or any other personnel matters  
 21 that involves one or more specific individuals and (7) consult

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1 with counsel to obtain legal advice. May I have a Motion?  
 2 **MS. MACK:** So moved.  
 3 **CHAIRMAN CAUSEY:** Thank you. Is there a second?  
 4 **MR. OFFERMAN:** Second.  
 5 **CHAIRMAN CAUSEY:** May I have a roll call vote  
 6 please?  
 7 **MS. GOVER:** Dr. Hager?  
 8 **DR. HAGER:** Yes.  
 9 **MS. GOVER:** Mr. Kuehn?  
 10 **MR. KUEHN:** Yes.  
 11 **MS. GOVER:** Ms. Pasteur  
 12 **MS. PASTEUR:** Yes.  
 13 **MS. GOVER:** Mr. Offerman?  
 14 **MR. OFFERMAN:** Yes.  
 15 **MS. GOVER:** Mr. Muhumuza?  
 16 **MR. MUHUMUZA:** Yes.  
 17 **MS. GOVER:** Ms. Henn?  
 18 **VICE CHAIR HENN:** Yes.  
 19 **MS. GOVER:** Ms. Causey?  
 20 **CHAIRMAN CAUSEY:** Yes.  
 21 **MS. GOVER:** Ms. Jose?

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1 MS. JOSE: 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 MS. GOVER: You're muted Ms. Causey.  
 12 CHAIRMAN CAUSEY: Ms. Gover, please call the roll to  
 13 identify all staff that are present.  
 14 MS. GOVER: Dr. Williams?  
 15 DR. WILLIAMS: Present.  
 16 MS. GOVER: Mr. Dickerson?  
 17 MR. DICKERSON: Present.  
 18 MS. GOVER: Ms. Lowery?  
 19 MS. LOWRY: Present.  
 20 MS. GOVER: Ms. Howie?  
 21 MS. HOWIE: Here.

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1 MS. GOVER: And Mr. Brousaides?  
 2 MR. BROUSAIDES: Here.  
 3 MS. GOVER: Are there any other staff members on the  
 4 call? Thank you.  
 5 (The Board went into closed session, which was not  
 6 recorded in this transcript.)  
 7 CHAIRMAN CAUSEY: Good evening. I now call to order  
 8 the meeting of the Board of Education of Baltimore County for  
 9 September 15, 2020. I invite you to rise and recite the Pledge  
 10 of Allegiance to the flag which will be led by student member of  
 11 the Board Mr. Josh Muhumuza. We will then have a moment of  
 12 silence in recognition of those who have served education in  
 13 Baltimore County.  
 14 (Pledge of Allegiance.)  
 15 (Moment of Silence.)  
 16 CHAIRMAN CAUSEY: Thank you, Mr. Muhumuza.  
 17 In accordance with the mandated direction of the  
 18 State Superintendent, Baltimore County Public Schools are  
 19 currently closed to the public in order to maintain the health  
 20 and safety of our students and staff. In accordance with the  
 21 Board of Education's resolution approved at the March 10, 2020

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1 meeting, in the event of a medical or health emergency related  
 2 to COVID-19 the Board Chair in consultation with the Vice Chair  
 3 and the Superintendent may declare that a Board Meeting or a  
 4 Board Committee meeting may be held remotely in its entirety  
 5 without the physical presence of Board Members subject to the  
 6 establishment of a mechanism that would allow each Board Member  
 7 the opportunity to fully participate in the meeting, despite not  
 8 being physically present, and that would allow the public to  
 9 also remotely attend those portions of the meeting that are open  
 10 pursuant to the OPENS Meetings Act by being able to listen  
 11 and/or view those portions of the meeting.  
 12 As a result, tonight's Board Meeting is being held  
 13 virtually and broadcast through livestream on the BCPS website  
 14 and through Comcast Xfinity Channel 73 and Verizon Fios Channel  
 15 34. In order to efficiently conduct this meeting, all voting  
 16 items this evening will be done by roll call vote. Board  
 17 Members will say their names before making and seconding the  
 18 Motion as applicable as well as when requesting an agenda item.  
 19 The first meeting on the Agenda is consideration of the Agenda  
 20 for this evening. Dr. Williams are there any additions or  
 21 changes to tonight's Agenda?

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1 DR. WILLIAMS: Good evening. There are no changes  
 2 or additions to tonight's Agenda.  
 3 MS. SCOTT: Excuse me, this is Ms. Scott.  
 4 CHAIRMAN CAUSEY: Yes, Ms. Scott?  
 5 MS. SCOTT: Yes, I would like to add to tonight's  
 6 Agenda for us to review the um equity audit presentation and  
 7 report. I was thinking it could go under, looks like, item "K"  
 8 after item "1" after the report on Summer 22, excuse me, 2020  
 9 Summer Learning. I would like to make the Motion to add the  
 10 equity audit and report to the Agenda.  
 11 CHAIRMAN CAUSEY: Is there a second?  
 12 MS. JOSE: Second.  
 13 CHAIRMAN CAUSEY: Second, Moalie.  
 14 CHAIRMAN CAUSEY: So, we are voting on whether we  
 15 are adding the Agenda item. Ms. Scott do you want to speak to  
 16 your suggestion, speak to your Motion?  
 17 MS. SCOTT: Yes, certainly. Thank you for the  
 18 opportunity to speak to my Motion. Basically, it is not  
 19 business as usual, it's not back to school as usual. We are  
 20 coming off of COVID-19 and there has been discrepancies and gaps  
 21 that have happened for our students and I feel that it is

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1 important that we discuss that on the front end as opposed to on  
 2 the back end. I am looking as us being proactive, looking at  
 3 where the gaps are and addressing them at the beginning of the  
 4 school year as opposed to waiting later in the school year and  
 5 addressing them in a reactive measure.

6 On the report which was prepared by BCPS staff led  
 7 by Dr. Lisa Williams was very profound and showed where we have  
 8 a large amount of inequities among BCPS students and I feel it  
 9 is a people's report and that it should be available and heard  
 10 by all of our constituents and everyone. Thank you.

11 CHAIRMAN CAUSEY: Thank you. Other Board Members, I  
 12 see Ms. Henn.

13 VICE CHAIR HENN: Thank you Mrs. Causey. I have a  
 14 question and this may be best directed to Dr. Williams. Are  
 15 staff prepared to present this report this evening?

16 CHAIRMAN CAUSEY: At this time, I am unable to  
 17 answer that. I would have to then reach out to Dr. Williams and  
 18 that team if there is still more conversation I should be able  
 19 to have an update as soon as possible.

20 MS. SCOTT: Excuse me. If I can respond to that.  
 21 Staff presented the report to the equity committee and they

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1 already developed a presentation and the report has already been  
 2 completed so they have already presented it. So, it would be  
 3 basically representing what was already presented. So, it  
 4 wouldn't be anything new that staff had to prepare. Thank you.

5 CHAIRMAN CAUSEY: So, Ms. Scott, to your point and  
 6 to Ms. Henn's point, the Board Officers routinely reach out to  
 7 Board Members for suggestions for Agenda items. And then we  
 8 have a meeting with the Superintendent in order to evaluate um  
 9 the priorities also time defined activities that we have to take  
 10 whether it's contracts, personnel, the capital budget for  
 11 instance is time constrained due to reports that are due to the  
 12 State. So, I did not receive a request to include this in  
 13 tonight's meeting and we do not have any documents attached to  
 14 our docs related to that so I would um suggest that we change  
 15 your, I would make a friendly change to your Motion that we  
 16 process this at the very next Board Meeting rather than this  
 17 evening.

18 MS. SCOTT: Thank you, I believe I did send that to  
 19 you in an email and I will look through it to get the date of  
 20 when that was sent over because I did intend for it to be  
 21 included as well as we brought it up in the Equity Committee

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1 Meeting that it would be included in the coming Board Meeting  
 2 that was something that was discussed that had it included and  
 3 that we would be presented and I believe you were in attendance  
 4 at that meeting. So, at the Equity Committee Meeting and so I  
 5 believe it was understood that it would presented at the next  
 6 Board Meeting.

7 CHAIRMAN CAUSEY: No, I did not receive that  
 8 specific request and the Board docs is released to the Board  
 9 Members also to the public. So, I would suggest in the future  
 10 that if Board Members want to review it and then reach out to us  
 11 as soon as possible, then it may be more than we may be able to  
 12 have staff prepared and Dr. Williams can evaluate what he would  
 13 need to do to fit that into the meeting. But, in my opinion we  
 14 are not prepared to do that this evening um and I do agree with  
 15 you that the Equity Report and dealing with those issues of  
 16 equity, especially regarding this unusual school year, are  
 17 important to address as soon as possible, but we do have um.  
 18 So, I've made my points and I will move on to other Board  
 19 Members.

20 Ms. Jose? I believe you were next.  
 21 MS. JOSE: Yes, I looked at the, gosh why is there a

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1 -- so I looked at the -- no I'm sorry, the Equity Committee  
 2 meeting and I believe that at the end of the meeting you were  
 3 present and Ms. Scott did say that this was to be brought to the  
 4 full Board and I was under the impression that it would come to  
 5 the full Board at this meeting because to reiterate what Ms.  
 6 Scott said, there really is not season for equity. This is an  
 7 unprecedented pandemic that is happening, and we need to address  
 8 this now and not shove it under the carpet. I believe the  
 9 presentation is already done and I don't know if Billy, Dr.  
 10 Billy, Mr. Billy Burke is online or Dr. Lisa Williams, but it  
 11 should be a fairly easy presentation for everybody to see. The  
 12 Board needs to see this, they need to hear this.

13 CHAIRMAN CAUSEY: Sue thank you for that and I do  
 14 know that the Equity Committee is televised and everyone does  
 15 have the opportunity to go back and watch the presentation and  
 16 also to review the attached documents. This is an issue of us  
 17 having the meetings being respectful of staff in preparation,  
 18 being respectful of the Superintendent in having his staff  
 19 available. Ms. Henn and then, okay, Ms. Henn.

20 VICE CHAIR HENN: Thank you. So, I agree that this  
 21 needs to be at the forefront of our work and I would have wanted

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1 to prepare for this discussion, to review the materials in  
 2 advance, before we have such an important presentation. I would  
 3 have spent considerable time reviewing the report, reviewing the  
 4 presentation. I mean I want to hear about this as much as  
 5 anyone making this Motion and would full support adding it to  
 6 the Agenda for next meeting so that Board Members have a chance  
 7 to prepare and ask thoughtful questions. So, by all means I  
 8 support putting this at the forefront of our work, but I feel  
 9 unprepared to have this discussion tonight and I feel it is  
 10 unfair to ask staff to also deliver it tonight. So, I would not  
 11 support this Motion, only because I feel unprepared to have such  
 12 an important conversation. Thank you.

13 CHAIRMAN CAUSEY: Thank you. Are there other Board  
 14 Members that have not yet spoken to this issue that want to  
 15 speak to it? OK, then I see Ms. Scott and Mr. Muhumuza. So,  
 16 Ms. Scott I think had her hand -- okay. Thank you. Ms. Scott.

17 MS. SCOTT: Again, thank you to everyone who has  
 18 come in [inaudible] would it be something that you prepare for,  
 19 something that we do and that to me [inaudible]. I was able to  
 20 go through email [inaudible].

21 CHAIRMAN CAUSEY: Ms. Scott you are breaking up.

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1 MS. SCOTT: Sorry, I apologize for me breaking up.  
 2 What I said is that equity is not something that you prepare  
 3 for, equity should be at the forefront of everything that we do.  
 4 It is not a season, and it is not something to prepare for. It  
 5 is who we are, what we do and it should be at the forefront of  
 6 everything that we do for our children. This is not business as  
 7 usual. It is COVID-19, we are in global pandemic. We do not  
 8 need to be reactionary in our response to inequities to all of  
 9 our students, number one.

10 Number two, I went back, and asked Ms. Causey  
 11 basically spoke to teachers with which to add something to the  
 12 Agenda. I found I sent an email August 25 asking it to be added  
 13 to the Agenda, the full report. Ms. Causey [inaudible] that you  
 14 reference, you will find an email that I sent. It was sent  
 15 [inaudible] it was something that I specifically asked to be  
 16 added to the Agenda. So I would like members to consider that  
 17 equity is not something that, again Ms. Henn said she was  
 18 unprepared for it. Well our students were unprepared for the  
 19 inequitable treatment that they may be feeling or receiving and  
 20 as a Board we need to lead in that area so that we are in the  
 21 forefront of it and not reacting to the inequities that our

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1 students are receiving in regards to whether it is digital,  
 2 technology or anything, whatever that may be. So, thank you.

3 CHAIRMAN CAUSEY: So, we Board Members, um we have  
 4 Mr. Muhumuza, Ms. Pasteur and Mr. Kuehn and we should really  
 5 follow parliamentary procedure and if they have spoken twice,  
 6 that other Board Members would speak and then we vote. So we  
 7 have Mr. Muhumuza and then Ms. Pasteur and then Mr. Kuehn.

8 MR. MUHUMUZA: Yeah, just two things I wanted to  
 9 point out. Staff, Ms. Williams, Dr. Williams did not say that  
 10 she is not prepared and like Ms. Scott, just said numerous times  
 11 we have already received this presentation. I was actually, I  
 12 was able to attend that meeting and which was significant is  
 13 that I did not look at any of that presentation prior to hand, I  
 14 just got the chance to absorb every single thing that Dr.  
 15 Williams was telling us and all that information, which was  
 16 startling. And what I would recall she said is that when you  
 17 are looking at equity um you should first absorb what you see  
 18 the data that is being reported then take action based off that.  
 19 So, it's not something like you prepare for like Ms. Scott said  
 20 and I just think it is about time we have this conversation.  
 21 Thank you.

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1 CHAIRMAN CAUSEY: Ms. Pasteur.

2 MS. PASTEUR: Thank you. I am just confused. I  
 3 want a full conversation about it. I had forgotten that I saw  
 4 this at equity when I referred to the information that Ms. White  
 5 might have gleaned when she did her report.

6 Can I go back to Dr. Williams comment um and this is  
 7 Darryl Williams' comment about preparedness um and my question  
 8 first and foremost is that Dr. Lisa Williams prepared to speak  
 9 to the data given. Because what I see is not even one meeting,  
 10 I can see if she is prepared, anybody can listen to the  
 11 information because one of the things that she said was don't do  
 12 all of us. Don't take this information and then start talking  
 13 about what we are gonna do about it. We need to absorb it. So  
 14 in preparation, preparation is more than reading it, if she is  
 15 prepared tonight to hear it, it doesn't take long for her to  
 16 articulate the data and she could do that.

17 And then because it is important, I would see then  
 18 us taking the time and putting it as a large chunk of the next  
 19 Agenda to have a conversation about what we heard, as she  
 20 indicated at the Equity Meeting, look at it what we saw, this is  
 21 good instruction. We hear it, we see it, we think about it, we

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1 talk about it, we write down some things about it and then we  
 2 are able to completely address it. I don't want to try to take  
 3 something that's this important and throw it in tonight, but I  
 4 would think that if she is available to give that data, or some  
 5 of it; the most salient pieces, it's worth hearing tonight and  
 6 then seeing it, and then putting it on the Agenda for real  
 7 conversation. Too important, too important to just throw the  
 8 swallow up tonight in the midst of other things.

9 CHAIRMAN CAUSEY: Dr. Williams, if you could address  
 10 that for Ms. Pasteur please.

11 DR. WILLIAMS: So good evening Board. Um we try to  
 12 have staff available when we know potential questions and  
 13 topics. Um right now, as it was indicated, there was a great  
 14 presentation shared at the Equity Committee. Dr. Lisa Williams  
 15 was not notified to be available tonight um so that is the  
 16 update that I have at this time. We do have Mr. Billy Burke who  
 17 was also a part of that presentation, but I just wanted to  
 18 follow-up. Unfortunately, we don't have the entire team that  
 19 was there during the Equity Committee Meeting. I think everyone  
 20 brings up a valid point and again, we plan and unfortunately we  
 21 weren't aware that this was going to be a topic for discussion

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1 hence we would have had staff available to present, and I agree  
 2 that everything we do should be through the lens of equities so  
 3 it is just a matter of the next steps in terms of what the Board  
 4 wants us to do.

5 CHAIRMAN CAUSEY: Thank you. Ms. Rowe. Ms. Rowe did  
 6 you have your hand up?

7 MS. ROWE: Yes. Is it possible--because one of  
 8 things we are discussing tonight is how virtual learning is  
 9 going and we know that African American community that COVID-19  
 10 is a much greater rate and so what I'd like to know is, is it  
 11 possible for Mr. Burke or some staff member to give a brief  
 12 overview of the data as Ms. Pasteur suggested because I do think  
 13 that a brief overview of the data is pertinent also to that  
 14 discussion, but I do think we should have a much bigger  
 15 discussion allotted in the next agenda for the next meeting  
 16 because these are important issues.

17 CHAIRMAN CAUSEY: Thank you. Mr. Kuehn?

18 MR. KUEHN: Thanks. I fully support Mrs. Scott's  
 19 motion. Unfortunately with Dr. Williams saying that Dr. Lisa  
 20 Williams is not available, I would just leave it up to Ms. Scott  
 21 if she wants to have this at this meeting or if she wants it

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1 delayed to the next meeting. Thank you.

2 CHAIRMAN CAUSEY: So Mr. Kuehn did you want Ms.  
 3 Scott to reply to you specifically?

4 MR. KUEHN: Yes, if she does not want to delay it I  
 5 will support it at this meeting or the next.

6 MS. SCOTT: I can respond. Thank you for the  
 7 opportunity to do so and thank you Russ. I would like it  
 8 presented at this meeting. I feel it is important that we as a  
 9 Board get out--and I hope everyone can hear me--I feel that it  
 10 is important that we as a Board get out in front of any  
 11 inequities that may exist. I feel that we need to have this  
 12 report presented to us so that we know where we stand, plus as I  
 13 said this report was identified by BCPS. This is a people's  
 14 report, this is not my personal report. I want to make sure  
 15 that our constituents, our state workers, Board members,  
 16 everyone hears where we are and what we're doing. I feel that's  
 17 really important.

18 Also I have been looking at who is available as Dr.  
 19 Williams said Dr. Williams is not <inaudible> this juncture  
 20 someone can reach out to her, but I do see that Monique  
 21 Wheatley-Phillip is available as well as Mr. Billy Burke. They

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1 were both present when the report was made so a presentation  
 2 <inaudible> but I feel that we need to do so I would like to go  
 3 forward with presenting it. I don't feel the staff is  
 4 unprepared. Our staff can walk and chew gum at the same time  
 5 and they have been doing that and they are very knowledgeable of  
 6 what's going on so I would like [inaudible] so that we as  
 7 parents, of which I'm also a parent can know where we stand and  
 8 where we are going. Thank you.

9 CHAIRMAN CAUSEY: Thank you. Dr. Williams, you had  
 10 wanted to make a comment.

11 DR. WILLIAMS: So we can -- looking at the agenda we  
 12 can potentially to get Mr. Billy Burke prepared is not going to  
 13 be the same I'm sure, but we value Mr. Billy Burke because I  
 14 know it was a dual presentation and as Ms. Scott said, Dr.  
 15 Wheatley-Phillip was present as well. We can potentially give  
 16 an overview after our presentation or sometime in the mix of the  
 17 summer learning and the virtual learning staff--I've have been  
 18 responding to staff to try and provide an overview as much as  
 19 they can based on what was shared at the equity committee  
 20 meeting.

21 CHAIRMAN CAUSEY: Thank you Dr. Williams. With that

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1 information Board members, I think that we are prepared to take  
 2 a vote. Is there any other -- before we take a vote?  
 3 MS. PASTEUR: Yes.  
 4 CHAIRMAN CAUSEY: Oh, Ms. Pasteur?  
 5 MS. PASTEUR: Yeah, that's fine but they've just  
 6 said it's an overview. I am holding to what I said initially.  
 7 I think that its fine and we need to hear the numbers so that we  
 8 can absorb but I'm gonna go back to what you suggested Ms.  
 9 Causey. I would like after we hear these numbers for staff now,  
 10 between now and the next Board meeting to have a real  
 11 presentation where we talk about not just those numbers. I want  
 12 to follow Dr. Lisa Williams' lead and process and hear from  
 13 them, the experts, what dialogue along with the superintendent  
 14 and any staff he gleans, where we go from here, what road do we  
 15 take. I don't want to just hear those numbers. I want to  
 16 follow Dr. Lisa Williams' lead. Where are we in processing the  
 17 numbers. I get the importance, that's what I said and I would  
 18 still like you Ms. Causey, Ms. Henn and Dr. Williams to put Dr.  
 19 Lisa Williams and whomever else on the next agenda as well to  
 20 talk about some next steps in terms of where we go after we hear  
 21 if this is voted, for tonight, after we hear these numbers and

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1 Mr. Burke gives the report.  
 2 CHAIRMAN CAUSEY: Thank you. Board members, Ms.  
 3 Henn do you have your hand up for this issue?  
 4 VICE CHAIR HENN: I'm sorry, can I raise a point of  
 5 order? Ms. Pasteur, was that a motion?  
 6 [Multiple people speaking]  
 7 CHAIRMAN CAUSEY: No. Excuse me, excuse me. There is  
 8 already a motion with a second on the floor. It's Ms. Scott's  
 9 motion and a second and we have been discussing it for about 20  
 10 minutes so I do believe that we are --  
 11 MS. PASTEUR: No that was not a motion --  
 12 CHAIRMAN CAUSEY: Dr. Williams we are prepared with  
 13 Dr. Williams' additional information to take a vote on Ms.  
 14 Scott's request to add the presentation from the audit -- the  
 15 equity committee.  
 16 VICE CHAIR HENN: So thank you Ms. Causey. I want  
 17 to agree with Ms. Pasteur's non-motion that she just made the  
 18 comment along which is to add Dr. Lisa Williams to the next  
 19 meeting agenda because I believe we need to do this right and I  
 20 don't think--want to go on record that this is not the right way  
 21 to do it. This is not an afterthought. This doesn't belong as

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1 a topic you add to the agenda at the last minute. It should  
 2 have been added. It should have been thoughtfully planned.  
 3 Staff should have had the opportunity to plan for this. The  
 4 Board officers and superintendent worked too hard to  
 5 thoughtfully plan every meeting agenda for this to be added at  
 6 the last minute. It's not the way to do justice to a topic  
 7 that's as important as equity. This is like I said at the  
 8 forefront of our work, yes it needs to be discussed, yes it  
 9 needs to be presented. This is not the way to go about doing  
 10 it. I will support this motion because we need to talk about it  
 11 at every opportunity but it's not the way to do it. Board  
 12 members need to work with Board officers and the superintendent  
 13 to do it the right way. So while I will support this motion  
 14 it's not the way it needs to be done.  
 15 CHAIRMAN CAUSEY: Board members, we need to move  
 16 forward. Everyone has had an opportunity -- excuse me, everyone  
 17 has had an opportunity to speak. Some Board members have spoken  
 18 three or four times already so I do believe --  
 19 MS. SCOTT: I'm one of those who spoke 3 or 4 times.  
 20 I'm Ms. Scott and I would just like to say that I did send it  
 21 in the right way as Ms. Henn said there is not the right way to

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1 do it and it's not the right way to do it. The right way to do  
 2 it is to send an email and I did. I did send that in. I also --  
 3 CHAIRMAN CAUSEY: Ms. Scott.  
 4 MS. SCOTT: I would also so I did speak about it. I  
 5 did do it the right way and when it comes to equity or inequity  
 6 there is no right way or wrong way. As a person myself of color  
 7 who has been the recipient and who has been on the back end of  
 8 inequity, there is no right way or wrong way to do it. And I  
 9 sent the email. I alerted you that I would like to be a part of  
 10 it but it was not included on the agenda, so for all of students  
 11 of color, and myself as a woman of color, I feel that this is  
 12 not something that should be at on the back burner. I feel this  
 13 is something that we should look at and I wanted to make sure  
 14 that it was brought up because inequity is not something that we  
 15 need to look at later on. It is something that we need to look  
 16 at all the time. It needs to be the fabric of who we are as a  
 17 school Board and what we look at. So that is why I brought it  
 18 up.  
 19 CHAIRMAN CAUSEY: Thank you for your --  
 20 MS. SCOTT: And I sent it to you on August 25th. It  
 21 was sent, so thank you very much.

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1 CHAIRMAN CAUSEY: Thank you Ms. Scott and this Board  
 2 agenda has been out to the public and all of the Board members  
 3 to review and certainly it is up to -- excuse me and certainly  
 4 it is appropriate for Board members to alert the superintendent  
 5 or the Board officers in advance of the meeting if there was  
 6 something that they felt was left off, again, so that staff can  
 7 prepare. So Ms. Gover, if you can please take a roll call 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: Yes.

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1 MS. GOVER: Ms. Jose?  
 2 MS. JOSE: Yes.  
 3 MS. GOVER: Mr. McMillion?  
 4 MR. MCMILLION: Yes.  
 5 MS. GOVER: Ms. Mack?  
 6 MS. MACK: 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. So the agenda will be  
 13 adjusted as Dr. Williams has indicated as part of the virtual  
 14 learning update. Mr. Burke I believe will be leading that, is  
 15 that correct Dr. Williams?  
 16 DR. WILLIAMS: Thank you. Yes.  
 17 CHAIRMAN CAUSEY: Okay. Thank you. So in  
 18 accordance with Board policy 8314, when there is a majority vote  
 19 of the Board, and agenda item can be added or removed from the  
 20 agenda item. So the agenda is accepted as amended. The next  
 21 item on the agenda is minutes of closed session. Earlier this

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1 evening the Board met in closed session pursuant to the Open  
 2 Meetings Act for the following reasons: to (1) to discuss the  
 3 employment assignment, promotion, discipline, demotion,  
 4 compensation, removal, resignation or performance evaluation of  
 5 appointees, employees or officials over whom it has jurisdiction  
 6 or any other personnel matter that affects one or more specific  
 7 individuals. And (7) consult with counsel to obtain legal  
 8 advice. The minutes of the closed session and informational  
 9 summary can be found on our website at  
 10 BCPS.org/Board/informational-summaries.html. The next item on  
 11 the agenda is new business personnel matters and for that we  
 12 call forward Ms. Lowry.  
 13 MS. LOWRY: Good evening Chairwoman Causey,  
 14 Vice-Chairwoman Henn, Superintendent Williams and members of the  
 15 Board. I would like the Board's consent for the following  
 16 personnel matters. Retirements, Resignations, leaves,  
 17 recognition of deceased, certificated appointments and contract  
 18 renewals.  
 19 CHAIRMAN CAUSEY: Do I have a motion to approve the  
 20 personnel matters as presented in Exhibits D1 through D6?  
 21 MR. OFFERMAN: So moved. Offerman.

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1 MR. KUEHN: Seconded. Kuehn.  
 2 CHAIRMAN CAUSEY: Thank you. Is there any  
 3 discussion? May I have the roll call vote please?  
 4 VICE CHAIR HENN: Madame Chair, may we separate the  
 5 contract renewals?  
 6 CHAIRMAN CAUSEY: Is that item D6? Yes. So if we  
 7 can vote on items D1 through D5, please Ms. Gover.  
 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 MS. CAUSEY: Yes.

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1 MS. GOVER: Ms. Jose?  
 2 MS. JOSE: Yes.  
 3 MS. GOVER: Mr. McMillion?  
 4 MR. MCMILLION: Yes.  
 5 MS. GOVER: Ms. Mack?  
 6 MS. MACK: Yes.  
 7 MS. GOVER: Ms. Scott?  
 8 MS. SCOTT: Yes.  
 9 MS. GOVER: Ms. Rowe?  
 10 MS. ROWE: Yes.  
 11 MS. GOVER: Thank you.  
 12 CHAIRMAN CAUSEY: Thank you. May I have a roll call  
 13 vote on Item D6 please.  
 14 MS. GOVER: Dr. Hager?  
 15 DR. HAGER: Abstain.  
 16 MS. GOVER: Mr. Kuehn?  
 17 MR. KUEHN: Abstain.  
 18 MS. GOVER: Ms. Pasteur?  
 19 MS. PASTEUR: Abstain.  
 20 MS. GOVER: Mr. Offerman?  
 21 MR. OFFERMAN: Abstain.

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1 MS. GOVER: Mr. Muhumuza?  
 2 MR. MUHUMUZA: I can't see the contract in D6 so I  
 3 guess I'll abstain.  
 4 CHAIRMAN CAUSEY: It was in the executive content.  
 5 MR. MUHUMUZA: Mine was blank. I don't see it.  
 6 CHAIRMAN CAUSEY: In closed session.  
 7 MR. MUHUMUZA: Yeah, I'm on closed session right  
 8 now. I see the other items but I don't see that D6 contract.  
 9 CHAIRMAN CAUSEY: It is the contract -- excuse me,  
 10 Ms. Gover if you can assist.  
 11 MS. ROWE: Ms. Causey?  
 12 CHAIRMAN CAUSEY: Yes, Ms. Rowe?  
 13 MS. ROWE: I'd like to point out that I don't think  
 14 it is unclear -- I don't think the Board is clear on what  
 15 they're voting for.  
 16 CHAIRMAN CAUSEY: Yes, so Item D6 is a personnel  
 17 matter and the documents were presented in the personnel -- in  
 18 the closed session and they are in the executive content. If we  
 19 need to start the vote over with Board members having that  
 20 information, Ms. Gover if you can start the roll call vote over.  
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Abstain.  
 2 MS. GOVER: Mr. Kuehn?  
 3 MR. KUEHN: Abstain.  
 4 MS. GOVER: Ms. Pasteur?  
 5 MS. PASTEUR: Yes.  
 6 MS. GOVER: Mr. Offerman?  
 7 MR. OFFERMAN: Yes.  
 8 MS. GOVER: Mr. Muhumuza?  
 9 MR. MUHUMUZA: I guess, abstain, I still can't see  
 10 it. That's - the question I have, I don't think it, it might be  
 11 violating the OMA so --  
 12 MS. ROWE: Ms. Causey, I object to taking this vote  
 13 when Mr. Muhumuza and other members can't see the contract and  
 14 don't know what they're voting on.  
 15 CHAIRMAN CAUSEY: I agree with Ms. Rowe. Mr.  
 16 Brousaides, if you could chime in on this issue. I'm, excuse  
 17 me, let me just take a moment and review the Board docs. The  
 18 items are there in Board docs in closed session for Board  
 19 members to review. They were reviewed earlier.  
 20 MR. MUHUMUZA: Other Board members have told me that  
 21 the item that's being discussed but under my view it's under D5.

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1 I guess I know the item so I guess we can proceed with the vote.  
 2 CHAIRMAN CAUSEY: Ms. Gover, if you can proceed.  
 3 MS. GOVER: Mr. Muhumuza? Mr. Muhumuza?  
 4 CHAIRMAN CAUSEY: I think he's muted. Mr. Muhumuza  
 5 we cannot hear you.  
 6 MS. GOVER: I'll come back to him.  
 7 CHAIRMAN CAUSEY: Thank you.  
 8 MR. MUHUMUZA: Can you hear me now?  
 9 MS. GOVER: Yes.  
 10 MR. MUHUMUZA: Under my view it was under D5 but I  
 11 vote for this item.  
 12 MS. GOVER: In favor?  
 13 MR. MUHUMUZA: Yeah.  
 14 MS. GOVER: Thank you. Ms. Henn?  
 15 VICE CHAIR HENN: Abstain.  
 16 MS. GOVER: Ms. Causey?  
 17 CHAIRMAN CAUSEY: Abstain.  
 18 MS. GOVER: Ms. Jose?  
 19 MS. JOSE: Yes.  
 20 MS. GOVER: Mr. McMillion?  
 21 MR. MCMILLION: Yes.

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1 MS. GOVER: Ms. Mack?  
 2 MS. MACK: Yes.  
 3 MS. GOVER: Ms. Scott?  
 4 MS. SCOTT: Yes.  
 5 MS. GOVER: Ms. Rowe?  
 6 MS. ROWE: Yes.  
 7 MS. GOVER: That's 7 in favor.  
 8 CHAIRMAN CAUSEY: Thank you. The motion carries.  
 9 Thank you Ms. Lowry.  
 10 The next item on the agenda is new business  
 11 administrative appointments and for that we call on Dr.  
 12 Williams.  
 13 DR. WILLIAMS: So good evening Board members, Madame  
 14 Chair. I would like to bring forth for your approval the  
 15 following administrative appointments assistant principal at  
 16 Mays Chapel Elementary School, assistant principal at Chapel  
 17 Hill Elementary School, Manager Employee Benefits in the Office  
 18 of Benefits, Leaves and retirement, Manager of the Office of  
 19 Employee Absence and Risk Management, Coordinator Teaching and  
 20 Learning in the Office of Special Education, Director in the  
 21 Office of Facilities Operations and Executive Director School

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1 Support, Elementary Office of the Community Superintendent West  
 2 zone.  
 3 CHAIRMAN CAUSEY: Thank you. Do I have a motion to  
 4 approve the administrative appointments as presented in Exhibit  
 5 E1.  
 6 MR. OFFERMAN: So moved, Offerman.  
 7 CHAIRMAN CAUSEY: Who was first, please?  
 8 MR. OFFERMAN: Me, Offerman.  
 9 CHAIRMAN CAUSEY: Okay, second?  
 10 MS. MACK: Mack.  
 11 CHAIRMAN CAUSEY: Thank you. Any discussion? May  
 12 I have a roll call 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: Ms. 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: Ms. Jose?  
 7 MS. JOSE: Yes.  
 8 MS. GOVER: Mr. McMillion?  
 9 MR. MCMILLION: Yes.  
 10 MS. GOVER: Ms. Mack?  
 11 MS. MACK: Yes.  
 12 MS. GOVER: Ms. Scott?  
 13 MS. SCOTT: (No response.)  
 14 MS. GOVER: Ms. Rowe?  
 15 MS. ROWE: Yes.  
 16 MS. GOVER: Ms. Scott? Favor is 11.  
 17 MS. SCOTT: I apologize. Excuse me. What are we  
 18 voting on again? If you could repeat it?  
 19 CHAIRMAN CAUSEY: We are voting on the  
 20 administrative appointments that are presented in Exhibit E1.  
 21 MS. SCOTT: Perfect, thank you. Yes.

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1 MS. GOVER: Thank you. The motion carries  
 2 unanimously. Dr. Williams?  
 3 DR. WILLIAMS: All right. So first appointed  
 4 candidate is Lisa Balmages, the assistant principal at Mays  
 5 Chapel Elementary School. She brings 14 years of experience.  
 6 The current position as teacher at Northwood Elementary School,  
 7 teacher mathematics resource, previously at White Oak and prior  
 8 to that she served as the instrumental music teacher at Logan  
 9 Elementary in White Oak. She also had years of experience at  
 10 Howard County Public Schools and Broward County Public Schools.  
 11 Congratulations Ms. Balmages.  
 12 Our next appointed candidate is Julie Mintiens,  
 13 assistant principal at Chapel Hill Elementary School. Her  
 14 current position is a teacher at Grange Elementary School.  
 15 Prior to that she served as a special ed teacher at Grange  
 16 Elementary School as well as classroom teacher. She brings 16  
 17 years of experience in Baltimore County Public Schools.  
 18 Congratulations Ms. Mintiens.  
 19 The next appointed candidate is Christine Cossaboon,  
 20 Manager Employee Benefits, Office of Benefits, Leaves and  
 21 Retirement. She is new to Baltimore County Public Schools, so

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1 welcome current position Director of Employee Benefits, the  
 2 Archdiocese of Baltimore. Prior to that she served as the  
 3 benefits operations manager at Johns Hopkins Health System,  
 4 Director of Accounts Services at Richard J. [Kansinsky and  
 5 Associates], Manager of Business Operations at Magellan Health  
 6 Services, Senior Customer Service Representative as well as  
 7 customer service representative at Met Magellan Health Services.  
 8 So welcome aboard Ms. Cossaboon. Welcome to Baltimore County  
 9 Public Schools and congratulations.

10 Our next appointed candidate is Assata Peterson,  
 11 Manager Office of Employee Absence and Risk Management. She  
 12 brings six years of service in Baltimore County. Currently she  
 13 is the equal employment opportunity officer in the Office of  
 14 Equal Employment Opportunity. Prior to that she served as a  
 15 contractual EEO officer in the Office of Employment Dispute  
 16 Resolution and a host of other positions as an attorney, claims  
 17 review attorney, the [Chelis] Law Firm, Christianson Ahert LLP,  
 18 Law Office of Dennis Shoen, and the Illinois Appellate Court  
 19 First District, the Office of the Illinois Attorney General and  
 20 the Office of the State Appellate Defender, so congratulations  
 21 Ms. Peterson.

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1 Our next appointed candidate is Deidre Lynch,  
 2 Coordinator, Teacher, Teaching and Learning Office of Special  
 3 Education. She brings 15 years of service in Baltimore County.  
 4 Her current position as assistant principal at [Honey Gall]  
 5 Elementary School. Prior to that she served as the assistant  
 6 principal at Relay Elementary School and prior to that she was a  
 7 special education inclusion teacher at Oliver Branch Elementary  
 8 School. Congratulations Ms. Lynch.

9 The next candidate is Elizabeth Becker, Director  
 10 Office of Facilities Operations. Current position is Manager of  
 11 Logistic in the Office of Logistics and previous experience at  
 12 Kinko Logistic Services and Owens and Minor Company for 22  
 13 years. So congratulations Ms. Becker. And our last appointed  
 14 candidate is Dr. Adrienne Morrow, Executive Director, School  
 15 Support, Elementary, Office of the Community Superintendent.  
 16 She is new to Baltimore County Public Schools, so welcome. Her  
 17 current position, Director of Learning Achievement and  
 18 Administration in the Office of Teaching, Learning and Schools  
 19 in Montgomery County Public Schools. Prior to that she served  
 20 as the principal of East Silver Spring, The Focus School in  
 21 Montgomery County for 10 years, assistant principal at Rolling

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1 Terrace Elementary School. Prior to her principalship and prior  
 2 to that she served as the principal intern at Georgia Fords  
 3 Elementary School. She also has served as a staff development  
 4 teacher, reading initiative teacher and teacher of grades 3 and  
 5 K to 2. Congratulations Dr. Morrow and welcome aboard. Thank  
 6 you.

7 CHAIRMAN CAUSEY: Thank you. Congratulations and  
 8 welcome.

9 Our next item is public comment. The members of the  
 10 Board appreciate hearing from interested citizens. As  
 11 appropriate, we will refer your concerns to the superintendent  
 12 for follow up by his staff. The Board is currently accepting  
 13 written public comment. The Board discourages comment on  
 14 specific student or employee matters, comments on matters that  
 15 do not relate to public education in Baltimore County and  
 16 inappropriate personal remarks. Comments from stakeholder  
 17 groups and other members of the public may be emailed to  
 18 boe@bcps.org. All comments will be distributed to the Board of  
 19 Education members and the Board reserves the right to  
 20 disseminate public comments through Boarddocs as long as the  
 21 comments adhere to the Board's stated guidelines. Include the

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1 name of the submitter, have been received before 11:59 p.m. on  
 2 the Monday before each Board meeting.

3 I want to announce an adjustment to our meetings  
 4 starting with its September 29, 2020 meeting. The Board of  
 5 Education of Baltimore County will conduct the public comment  
 6 portion of the meeting by allowing members of the public to call  
 7 in by phone. A person or stakeholder group representative who  
 8 wishes to address the Board will now be able to submit a  
 9 registration form to the Office of the Board of Education.  
 10 Registration will open one week prior to the Board meeting date  
 11 and close at 3:00 p.m. on the day before the meeting. As is our  
 12 practice, public comment is limited to 10 speakers, comments are  
 13 limited to three minutes per speaker and the registration is  
 14 first come, first served. If selected, participants will  
 15 receive confirmation of their registration along with the  
 16 call-in number, pass code to join the meeting and public comment  
 17 guidelines and procedures. More information will be provided on  
 18 the Board's website and we appreciate the work of our assistants  
 19 and staff on creating this opportunity for our public. Public  
 20 comment that had been received and adheres to the guidelines has  
 21 been attached to Boarddocs as an item of information and all

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1 Board members and the superintendent have received that public  
 2 comment.

3 The next item on the agenda is the superintendent's  
 4 report. And so we call on Dr. Williams.

5 DR. WILLIAMS: So good evening and welcome to the  
 6 2020-2021 school year. It is wonderful to have virtual learning  
 7 well under way in our second week of school. Last week I  
 8 enjoyed talking to students, educators and staff in virtual  
 9 classrooms at our newest school buildings for Chadwick and  
 10 Colgate Elementary Schools at schools distributing materials and  
 11 at meal distribution sites.

12 Speaking of meals, staff from our offices of food  
 13 and nutrition services and transportation collaborated to  
 14 provide more than 1.9 million meals during the summer. Our  
 15 staff resumed serving meals on our first day of school last week  
 16 at all middle and high schools in addition to 271 locations.  
 17 Typically, meals are now distributed on Mondays and Wednesdays  
 18 through December 31 but schedules will be adjusted for holidays.

19 In addition, when students return to buildings,  
 20 students at 87 schools will receive breakfast and lunch at no  
 21 cost and without household applications, thanks to the community

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1 eligibility provisions (CEP). You will hear plenty of details  
 2 tonight about our many learning opportunities but I want to  
 3 highlight two programs.

4 First, more than 52,000 thousand students  
 5 participated in our first ever virtual summer learning [hike] to  
 6 practice math and reading. A huge thank you to our division of  
 7 curriculum and instruction for creating and supporting this  
 8 program. I'd also like to thank our principals for the many ways  
 9 in which they prepared for a school year like no other. In  
 10 particular, principals let summer re-engagement opportunities to  
 11 connect with families, let them know how much we care and get  
 12 students off to the best possible start.

13 As I mentioned and despite the many challenges of  
 14 these times, construction is complete on the new buildings for  
 15 Chadwick Elementary School and Colgate Elementary School. In  
 16 addition, work on the new building for Berkshire Elementary  
 17 School is scheduled to be finalized in mid-October. We  
 18 celebrate these school communities and we thank our central  
 19 office and school-based staff for their hard work.

20 And the new state guidance, as you know the state  
 21 has provided additional guidance about re-opening. On August 27

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1 Governor Hogan and State Superintendent Dr. Carrie Sammon  
 2 encouraged school systems to re-open for in-person learning. On  
 3 September 1, the State Board of Education approved minimum  
 4 recommended hours of live instruction. We are considering this  
 5 guidance and will share any adjustments as soon as we are able  
 6 to. Once again, welcome back to school and thank you. This  
 7 concludes my report.

8 CHAIRMAN CAUSEY: The next item on the agenda is the  
 9 chair's report and this evening I just want to say thank you to  
 10 all of the staff, educators and administrators that have worked  
 11 so diligently in order to prepare for this virtual learning. On  
 12 the Board we have seven parents and we also have grandparents  
 13 that are engaged in assisting their students in this virtual  
 14 learning semester. So we are very engaged with what is  
 15 happening and we understand that while things have been amazing  
 16 in terms of the teachers' engagement with the students, I was  
 17 pleased to attend the material distribution at Cedarmere  
 18 Elementary School with Dr. Williams where there was a lot of  
 19 engagement and support and enthusiasm and positive energy.

20 Now we know that there is a lot of wonderful things  
 21 that are happening but it is a big adjustment. And so we just

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1 ask that we all are patient and encouraging to our students and  
 2 also encouraging to the staff as they embark on this with just  
 3 their hearts wanting to be connected with their students but  
 4 they have to do it this way for this time. Usually on the first  
 5 day there is a big caravan. There is a tour and the Board  
 6 members, elected officials caravan around with the  
 7 superintendent to a variety of schools.

8 So this year we were not able to do that but the  
 9 superintendent did arrange times that Board members could attend  
 10 meal distributions at certain schools or the material  
 11 distributions, so there was still a lot of positive energy  
 12 that's going on and happening on the first day of school.

13 I would also like to address concerns that have been  
 14 heard. We have heard at the Board and also been forwarded to  
 15 the superintendent there have been issues with technology and we  
 16 can and we must do better for our students and our teachers and  
 17 we do know that improvements were made last week and that there  
 18 is going to be adjustments and improvements ongoing. I also  
 19 want to thank partnerships that will be coming through the  
 20 community in terms of helping our families and our students.  
 21 There has been really a wide range of support. I also want to



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1 one another. Henry Ford said it best. "Coming together is a  
 2 beginning. Keeping together is progress. Working together is  
 3 success." Thank you.  
 4 CHAIRMAN CAUSEY: Thank you. The next item on the  
 5 agenda is (J) new business, action taken in closed session. And  
 6 for that I call on Mr. Brousaides.  
 7 MR. BROUSAIDES: Good evening. In closed session  
 8 earlier this evening the Board made a determination regarding  
 9 whether to waive the appeal deadline for a specific matter  
 10 brought under Section 4205 of the Education Article. Now would  
 11 be an appropriate time to confirm that action and vote.  
 12 CHAIRMAN CAUSEY: Board members, may I have the  
 13 motion to accept the action taken in closed session.  
 14 MS. MACK: So moved. Mack  
 15 VICE CHAIR: Second. Henn.  
 16 CHAIRMAN CAUSEY: Thank you. Any discussion? May  
 17 I have a roll call vote please.  
 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 MS. 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 carries.  
 2 The next item on the agenda is Item K, Report on  
 3 Summer Learning, and for that we ask Dr. McComas to present.  
 4 DR. WILLIAMS: So before Dr. McComas -- sorry Dr.  
 5 McComas, before she starts I do want to acknowledge our  
 6 teachers, our administrators, our staff, our central office  
 7 staff and our communities. These next two topics, actually next  
 8 three topics: summer learning, virtual learning and equity.  
 9 These reports and updates I will say had it not been for our  
 10 school-based staff and central office staff working together  
 11 problem solving, I am so pleased that we are moving in the right  
 12 direction in spite of the challenges that we're facing across  
 13 Baltimore County Public Schools with this health pandemic. So I  
 14 just wanted to acknowledge those at the school level and those  
 15 in central office working with our partners in Baltimore County  
 16 to really try to continue that continuity of learning in spite  
 17 of these challenges, so with that I want to turn it over to Dr.  
 18 Mary McComas.  
 19 DR. MCCOMAS: Good evening and thank you Dr.  
 20 Williams. So good evening Dr. Williams and Chair Causey and  
 21 members of the Board. I'm Mary McComas, our chief academic

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1 officer and I am joined this evening by Ms. Christina Byers, our  
 2 community superintendent of the south zone, Dr. Racquel Jones,  
 3 our community superintendent of the west zone and Dr. George  
 4 Roberts, community superintendent of our east zone. And we're  
 5 here this evening to share with you all our report on our summer  
 6 learning programs that Dr. Williams gave us a lead-in. Thank  
 7 you. Next slide please.  
 8 As you know, BCPS has launched our new strategic  
 9 plan to encompass our halfway to excellence which has  
 10 established our five focus areas that you see on the screen  
 11 before you. Our summer learning programs rest within the  
 12 learning accountability and results focus area number 1. Next  
 13 slide please.  
 14 Focus area number 1, learning accountability and  
 15 results addresses the core work of our system, our school  
 16 system. Our summer learning programs are a direct function of  
 17 our academic program and supports for all students gifted,  
 18 ESOL, special education and all students within the  
 19 organization. Thank you. Next slide.  
 20 It's important to take a moment to recognize and  
 21 understand that we had this summer a very unique situation. We



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1 acquisition so that their proficiency is based on a scale of 1  
 2 to 5. This program, these programs, excuse me for the summer  
 3 are really targeting those students who are at English 1 and 2  
 4 proficiency, so if you will, these are seen to really striving  
 5 to acquire English proficiency.

6 And so I just wanted to make sure I took a moment to  
 7 sort of explain who these programs are really supporting. I'm  
 8 pleased to say that this summer our ESOL program across the  
 9 grade bands really served 682 students out of a potential 4,246  
 10 in lesson levels 1 and 2 and that's approximately 16% of our  
 11 English learners in levels 1 and 2. At the high school level  
 12 what you see here before you is that the program primarily was  
 13 designed to enhance English language acquisition as I mentioned  
 14 while simultaneously developing academic skills with social and  
 15 emotional support and so the ESOL office worked to develop  
 16 curriculum based on our ESOL newcomer course and it was the  
 17 integration of individualized vocabulary development that was  
 18 really new and critical this year.

19 The English language development is a component of  
 20 this program as required by our Title III compliance guidelines.  
 21 Students received an original health credit or they have the

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1 opportunity to do a credit in economic and public issues. These  
 2 often are courses that will help students towards meeting  
 3 graduation requirements as they are challenges often for English  
 4 learners. Additionally these students were offered soccer  
 5 without borders which provided a virtual social and national  
 6 learning component for our students for team building, social  
 7 development and an English language skill development.

8 Students also learned software skills in a virtual  
 9 setting with their coach just as many students these days are  
 10 going coaching virtually. The virtual therapeutic art program  
 11 was also offered to enhance student choice for program options  
 12 additionally providing social and emotional development, filling  
 13 artistic skills in arts and appreciation and nurturing  
 14 environment provides students with many coping mechanisms and  
 15 engaging opportunities. Next slide please.

16 Likewise our virtual ESOL program is also designed  
 17 for English learners in levels 1 and 2 and it's also paired with  
 18 developing their academic skills and layering in social and  
 19 emotional support. We had over 120 middle school students  
 20 participate we are pleased to say, students received daily  
 21 English language development instruction, they had the

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1 integration of individualized vocabulary development and  
 2 likewise they also had an arts integration opportunity built  
 3 into their schedules to provide social and emotional learning.  
 4 Students' final projects were presentations highlighting their  
 5 integration stories. Very compelling. Next slide please.

6 Lastly our ESOL elementary program continue to serve  
 7 students from schools with the largest number of English  
 8 learners at the intermediate grades so as a result all rising  
 9 grade 4 to grade 6 level 1 and 2 students were invited,  
 10 resulting in over 250 students participating. This year new  
 11 digital vocabulary tools were integrated into the curriculum to  
 12 make the curriculum more accessible to our English learners at  
 13 levels 1 and 2 and to support teachers. The tools will  
 14 additionally provide teachers with feedback for the beginning of  
 15 this fall semester. Next slide please.

16 Our extended school year program is also one of our  
 17 traditional offerings. The ESY program was provided to over  
 18 3,793 students with disabilities, servicing approximately 24.5%  
 19 of our students with disabilities this summer. ESY services  
 20 refer to special education and/or related services provided  
 21 beyond the normal school year for the purposes of providing a

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1 free, appropriate and public education for a student with a  
 2 disability. ESY is a required part of Individuals with  
 3 Disabilities Act and is provided in accordance with the  
 4 student's individualized education program or IEP. ESY is not  
 5 intended to introduce new skills but rather ESY may support the  
 6 student's needs to prevent regression as a result of the  
 7 extended break during summertime and its impact on a student  
 8 with disabilities. Students qualify for ESY through the annual  
 9 IEP team process based upon criteria identified in IDEI. When  
 10 students are recommended for ESY services, the IEP team  
 11 identifies those IEP goals that will be addressed during the  
 12 extended year opportunity.

13 As part of this early childhood services consisted  
 14 of our youngest learners who have not yet entered kindergarten.  
 15 Teachers and staff work directly with the parents and families  
 16 to support their child's development and during the summer of  
 17 2020 opportunities for social engagement, academic readiness  
 18 groups and activities to expand the understanding of language,  
 19 literacy and mathematics were coordinated.

20 For our elementary students participating in ESY,  
 21 they were provided with direct instruction in small groups and

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<p>1 our individualized sessions in order to maintain skills.</p> <p>2 Elementary students engaged with teachers and peer virtually as</p> <p>3 they were offered support in reading, written language and/or</p> <p>4 math in addition to other select individualized goals and</p> <p>5 specific intervention programs were also utilized.</p> <p>6 Lastly, our secondary students participating in ESY</p> <p>7 were provided with instructions virtually and some were actually</p> <p>8 able to meet some of their goals through the extended year</p> <p>9 learning program opportunities. These students received</p> <p>10 instruction with groups or individualized sessions and as they</p> <p>11 continued to develop skills and strategies needed to maintain</p> <p>12 their skills to prepare for the school year. Related service</p> <p>13 providers conducted virtual small group and individualized</p> <p>14 sessions with students as well. Can I have the next slide</p> <p>15 please.</p> <p>16 Our final traditional summer program is our extended</p> <p>17 learning opportunity or ELO. The Office of Title I ELO Program</p> <p>18 provide an enrichment opportunity for 6,818 Title I elementary</p> <p>19 students servicing approximately 29% of our Title I elementary</p> <p>20 students. Programs designed features include a small group</p> <p>21 instruction opportunity for students exiting grades 1 through 5</p>	<p>1 On the screen before you, you will see student</p> <p>2 participation for our traditional programs by student group, and</p> <p>3 you'll notice that student group fluctuates based on the type of</p> <p>4 intervention or the target or purpose of the various programs.</p> <p>5 Thank you. Next slide.</p> <p>6 Next I will take some time and share with you more</p> <p>7 about our new Tier 1 or universal support referred to as our</p> <p>8 summer learning hike. Next slide.</p> <p>9 The participation in our Summer Learning Hike was</p> <p>10 optional and available to all students to provide a bridge from</p> <p>11 last school year to this school year. Specifically, the Hike</p> <p>12 provides students with an opportunity to review reading and math</p> <p>13 skills in order to begin their school year better prepared this</p> <p>14 September. The Summer Learning Hike began with introductory</p> <p>15 lessons during the last week of school in June and formerly was</p> <p>16 launched on Monday, June 22nd, and ran for 10 weeks through to</p> <p>17 Friday, August 28th. The digital resources in the Summer</p> <p>18 Learning Hike were student directed and self-paced. All digital</p> <p>19 resources were translated into multiple languages and had</p> <p>20 read-aloud options for support. If students had questions or</p> <p>21 needed support additionally, BCPS established a teacher tutoring</p>
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<p>1 in the areas of STEM infused with reading and math. The STEM</p> <p>2 lessons focus on the engineering process and science terminology</p> <p>3 using grade level reading selections. Students then use their</p> <p>4 learning to participate in a virtual build day were sent to</p> <p>5 student's home for synchronous instruction and application of</p> <p>6 STEM-based projects. Students were able to work along with the</p> <p>7 teachers to build and test engineering projects such as small</p> <p>8 structures, wiggle bots, flying machines and monster mouth.</p> <p>9 Finally, students unpacked what they learned with</p> <p>10 the project build as were reading and writing about their</p> <p>11 experience. Math instruction focused on real world problem</p> <p>12 solving using math games and reading selection. Students were</p> <p>13 able to play games virtually with teachers, classmates and with</p> <p>14 their parents and family members. Tutoring was also offered to</p> <p>15 students in groups of 1 to 2 at least once a week to focus on</p> <p>16 notes and observations of the teachers throughout the lessons.</p> <p>17 All summer learning activities and accomplishments were shared</p> <p>18 during each school's nominating showcase. Additional tutoring</p> <p>19 support was provided to students receiving ESOL services and</p> <p>20 individualized counseling supports were available to families</p> <p>21 upon request. Next slide please. Thank you.</p>	<p>1 resource that was available Monday through Fridays to help and</p> <p>2 support students.</p> <p>3 Over the ten weeks, more than 52,000 BCPS students</p> <p>4 participated, equating to approximately 45 percent of our</p> <p>5 students accessing the Summer Learning Hike opportunity at some</p> <p>6 point throughout the summer, and on average, we had 12,000</p> <p>7 students accessing the Summer Learning Hike each week throughout</p> <p>8 the summer. The programs were available, as I mentioned, in</p> <p>9 multiple languages. Could I have the next slide, please. Thank</p> <p>10 you.</p> <p>11 Here you can see the student participation in our</p> <p>12 Summer Learning Hike. And could I have the next slide.</p> <p>13 On this screen before you is a testimonial from a</p> <p>14 teacher who really spoke to the benefit of the Summer Learning</p> <p>15 Hike for her students. Now, I will turn our presentation over</p> <p>16 to my colleague, Ms. Christina Byers.</p> <p>17 MS. BYERS: Okay. Thank you, Dr. McComas. If you</p> <p>18 could please advance to the next slide, that would be great.</p> <p>19 Thank you.</p> <p>20 So, Dr. Roberts, Dr. Jones, and I are going to take</p> <p>21 some time to talk about another new program in this recovery</p>

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1 continuum, and that is our Reengagement Program. Next slide,  
 2 please.

3 So, as we all know, COVID-19 is disproportionately  
 4 impacting our communities by race and by geography. Over the  
 5 course of this virus, we have seen some communities suffer  
 6 through higher rates of positive tests and illness than other  
 7 communities. During our Continuity of Learning Plan in the  
 8 spring, our students were impacted in different ways due to the  
 9 pandemic, and those differences did impact levels of engagement.  
 10 Our schools worked weekly to monitor the engagement of our  
 11 students so that we could ensure that they remained connected to  
 12 their school communities. As you can see from the map on this  
 13 screen, COVID-19 has impacted the western and southeastern areas  
 14 of our county and the Parkville area at disproportionate rates.  
 15 Next slide, please.

16 The data on this slide shows that in the aggregate,  
 17 we had very high levels of engagement during our Continuity of  
 18 Learning in the spring. During that time, we defined student  
 19 engagement as a student and/or family member had contact with a  
 20 staff member, a student logged into Schoology or Google Meet, or  
 21 the student or a family member requested or submitted work

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1 during the weak. Over the course of the months of Continuity of  
 2 Learning, our overall average for engagement was 96.22 percent  
 3 at the elementary level and 96.21 percent at the secondary  
 4 level. We saw the greatest percentage of disengagement during  
 5 the week of June 15th through June 19th, and we saw the most  
 6 engagement during the week of May 18th to May 22nd. Next slide,  
 7 please.

8 While we had great levels of engagement in the  
 9 aggregate, we did see different levels of engagement by student  
 10 group. If we take a look at the trend data for disengagement  
 11 across all of our schools during Continuity of Learning, we  
 12 notice that on average 3,631 students were disengaged. Of that,  
 13 46 percent were black, 24 percent white, 20 percent Hispanic, 6  
 14 percent two or more races, 3 percent Asian, and 1 percent  
 15 American Indian. When we look at the students who were  
 16 disengaged across all schools by our service groups, we find  
 17 that 15 percent of our disengaged students receive special  
 18 education services and 15 percent of our disengaged students  
 19 received English language services while 70 percent did not.  
 20 So, from our collection and our monitoring of engagement data  
 21 over the course of the spring, it was clear that we would need

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1 to reengage students prior to the start of this schoolyear. At  
 2 this time, I will turn things over to Dr. Roberts.

3 DR. ROBERTS: All right. Thank you, Ms. Byers. So,  
 4 in addition to tracking engagement data, we looked at the  
 5 research regarding the need to reengage our students as a means  
 6 of keeping them connected to school. Rumberger and Lim reviewed  
 7 25 years of research and based on the synthesis of the data, the  
 8 authors found that there were two types of characteristics that  
 9 describe the reasons students drop out of school, institutional  
 10 and individual characteristics. These further include family,  
 11 school, and community characteristics.

12 So, in their work, "Why Students Drop Out of School:  
 13 A Review of 25 Years of Research" in October of 2008, they  
 14 learned that a lack of relationships and connectedness were  
 15 contributing factors as well. As you can see from this slide,  
 16 from a series of interviews with students who had been out of  
 17 school, they learned that in many instances, environment is a  
 18 contributing factor to disengagement. So, next slide, please.

19 Unlike a summer program, the purpose of Reengagement  
 20 was not to provide explicit instruction but rather to reconnect  
 21 our students to their school community prior to the start of the

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1 schoolyear. Research tells us that the longer students are  
 2 disconnected to their school community, the greater the risk  
 3 that they could stay disconnected and potentially drop out. Our  
 4 plan to reengage students aligns with our strategic plan, Focus  
 5 Area One, Learning Accountability and Results, Focus Area Two,  
 6 Safe and Supportive Environment, and Focus Area Four, Community  
 7 Engagement and Partnerships. As a result, schools were charged  
 8 with examining ways that they could use their data to begin the  
 9 process of reconnecting their students to their school  
 10 communities. They were given the following questions, which you  
 11 can see on the screen, to guide their thinking around designing  
 12 a reengagement program. Next slide, please.

13 After reviewing the data, schools worked  
 14 collaboratively with our office to design a reengagement program  
 15 that would meet their unique school communities and documented  
 16 their plans. Given a budgeted allocation, school leaders work  
 17 with their leadership teams to consider ways to reach out to  
 18 their students and provide opportunities to reengage them and  
 19 their families into the school communities. Additionally,  
 20 schools had an opportunity to use the CARES Act tutoring funds  
 21 to design a program that could provide students with the

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1 academic support needed during the transitional months back into  
 2 the schoolyear. Next slide, please.

3 Schools had an opportunity to look at three  
 4 different ways of reengaging their students. The first was  
 5 through contact with a trusted adult. For example, a trusted  
 6 adult would call and make connections and provide an information  
 7 exchange, virtual family meetings to review schedule and  
 8 exchange updated contact information. Additionally, schools had  
 9 the opportunity to look at individualized or small group for  
 10 socioemotional support. Examples included individualized  
 11 virtual tutoring based on the needs of the students, mindfulness  
 12 activities and exercises for families, meeting with school  
 13 support staff and new entrants, or meeting with interpreters to  
 14 enhance communication with non-English-speaking families.

15 So, at this time, Dr. Jones will provide additional  
 16 information regarding our reengagement efforts. Dr. Jones?

17 DR. JONES: Thank you, Dr. Roberts. Through a  
 18 partnership with the Education Foundation of Baltimore County  
 19 Public Schools, our schools had an opportunity to go out into  
 20 their communities and/or hold small groups of students at their  
 21 schools using all social distancing and mitigation strategies.

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1 Various outdoors and virtual activities and events such as BCPS  
 2 Connect tours came to the community in terms of families  
 3 reaching out to our schools, and schools being able to connect  
 4 with families to deliver BCPS Connect kits, COVID-19 safety  
 5 kits, supplies, and other items to families. Schools also  
 6 connected with families to provide technological resources and  
 7 supports to make sure that our students were geared up for  
 8 online learning.

9 An outdoor Books and A Blanket event has occurred,  
 10 and also literary opportunities were provided using texts that  
 11 address socioemotional learning, inclusivity, COVID-19, or race  
 12 relations with guest readers such as the principal, new  
 13 teachers, mascots, and other fun things for students. Next  
 14 slide, please.

15 So, the results of our reengagement efforts --  
 16 reengagement efforts are ongoing into the fall and our  
 17 instructional leadership teams will be working alongside our  
 18 principals and our Division of School Support and Achievement to  
 19 really think about the following outcomes data and what it  
 20 actually lent itself to in terms of engagement. Based on the  
 21 data and based on the analysis of 97 programs that were

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1 completed by August 25th, these data were comprised of 62  
 2 percent elementary schools and 38 percent of secondary schools;  
 3 3,507 students were reengaged as a result of these efforts,  
 4 1,338 students at the elementary level and 1,719 students at the  
 5 secondary level. Next slide, please.

6 Programs had three primary areas of focus to  
 7 reconnect students in preparation for learning, and you can see  
 8 that on your screen -- technology, trusted adult, and academic  
 9 support. Analysis of the outcomes reported indicated 25 percent  
 10 of efforts focused on academic support in August and will  
 11 continue again throughout the first semester. Twenty-seven  
 12 percent targeted technology needs, including devices, training,  
 13 and Wi-Fi access. Forty-eight percent of our programs ensure  
 14 that students and families connected with a trusted adult to  
 15 further build a sense of community, as well as provide  
 16 socioemotional learning for support. We are very proud of our  
 17 reengagement efforts and our 2020 summer programs this  
 18 schoolyear, and we look forward to continued reengagement with  
 19 our students. Next slide, please.

20 At this time, we want to thank you for your  
 21 attentiveness during our presentation, and we will turn it over

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1 to Dr. Williams, our Superintendent.

2 DR. WILLIAMS: So, thank you all for just giving  
 3 this report on our summer learning. We are positioned now to  
 4 move to the second topic on virtual learning, but I want to just  
 5 pause a minute for Madam Causey, if she has any comments.

6 CHAIRMAN CAUSEY: Thank you, Dr. Williams. So, I do  
 7 just want to appreciate all of the work that went into the  
 8 planning, executing, and also on this reporting of the summer  
 9 engagement. As Dr. McComas mentioned, the work has not stopped  
 10 since March in the state of the emergency. We were going to  
 11 have opportunity for Board members to make brief comments  
 12 related to this important issue and then also for the virtual  
 13 learning.

14 So, at this time, I would ask Board members -- and  
 15 I'm just going to go around the dais to make comment or ask a  
 16 question, understanding that the answers may need to be provided  
 17 at a later time. So, Dr. Hager?

18 DR. HAGER: Hi. Thank you. Thank you for that  
 19 great presentation. I'm particularly interested in the  
 20 Reengagement and the universal approach to the Summer Learning  
 21 Hike because they were new this year. And so, I know you --

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1 summer just ended, a few weeks ago. So, what is your plan to  
 2 follow up on the data for this year to see if those children who  
 3 were engaged over the summer -- are they doing better this year?  
 4 Can you talk more about your plan to look at additional data to  
 5 support whether we should invest in this next year?  
 6 DR. MCCOMAS: So, hi. Good evening, Dr. Hager; Mary  
 7 McComas. The professional programs worked to monitor, what are  
 8 the long-term impacts, and we will do the same with the Summer  
 9 Learning Hike. As we indicated, Summer Learning Hike was really  
 10 geared towards creating that bridge, right, so that students had  
 11 continuous practice and engagement. So, it was less about  
 12 introducing new standards of performance and more related to  
 13 presenting traditional summer learning electives where, in the  
 14 old-school days when we were kids, might have a workbook that  
 15 they're working through. And so, hopefully we get to look at  
 16 how the summer learning program, especially the new universal  
 17 one, indicates -- you know, does it, in fact, provide buoyancy  
 18 as far as prevent regression? Thank you.  
 19 MS. BYERS: Hi, good evening. I would just add that  
 20 we will -- reengagement was really specifically related to the  
 21 pandemic in that we used our engagement data from the spring

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1 from Continuity of Learning in order to identify how those  
 2 programs would be designed. That was the way our school leaders  
 3 went about designing their individual programs. We wanted them  
 4 to be able to meet the unique needs of their community. And so,  
 5 one of the things that we can look at is, how are those students  
 6 progressing through the first quarter in terms of being  
 7 reacclimated into the school setting? But I also want to add  
 8 that, as Dr. Jones indicated, some of our schools who were using  
 9 the approach of chattering an academic support, that support is  
 10 continuing through the first semester of school.  
 11 DR. HAGER: Thank you. And it is true that it was  
 12 unique to the pandemic, but I mean, as you know, there are  
 13 students who I'm sure would benefit from something like that  
 14 again because it sounded like that again because it sounded like  
 15 a really wonderful program. So, it sounds like there is a plan  
 16 moving forward. Will those results from the additional analysis  
 17 that will be done once more data is collected be presented to  
 18 the Curriculum Committee? Is that where we would hear feedback  
 19 on additional findings from this?  
 20 DR. WILLIAMS: So, yes. Throughout this year, you  
 21 will find we'll be presenting more updates and more

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1 disaggregated data and so, yes. We'll be happy to provide the  
 2 Board an update. And it may start with the Curriculum Committee  
 3 or it may go to the full Board. So, thank you for that.  
 4 CHAIRMAN CAUSEY: Mr. Kuehn?  
 5 MR. KUEHN: No comment.  
 6 CHAIRMAN CAUSEY: Ms. Pasteur?  
 7 MS. PASTEUR: Yes, thank you. I want to thank you  
 8 for that report and having looked at it at the beginning, I'm  
 9 seeing the end. And looking at the data was very helpful and  
 10 how you broke it down so we could see it in various aspects. I  
 11 guess I'm piggybacking on something that you have already said  
 12 in answering the last question, just seeing how we're able to  
 13 follow up or follow through with those young people whom you  
 14 managed to pull in. There were some pretty good numbers of  
 15 children that you were able to engage over the summer, who had  
 16 disconnected. I thought it was interesting. The week where you  
 17 had your highest, the week where you had your lowest, and  
 18 possibly why, what was happening there, and whether that --  
 19 whatever was going on, what was the impact we could see in terms  
 20 of engagement or lack thereof, but the why. But certainly  
 21 taking a look at those children with special needs who were

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1 disenfranchised on many levels and seeing whether they actually  
 2 did better once they got involved than they were actually doing  
 3 before the pandemic or where they slipped, even if they were  
 4 engaged.  
 5 So, I think the information that you shared opened  
 6 some doors, but not just how we are handling and working with  
 7 our young people during this virtual mode, but as one of you  
 8 just pointed out, how you will transition them back. But  
 9 transitioning our children using what you learned, and maybe  
 10 processing whether they really did do better when they were  
 11 doing virtual, and how do we use that later on to keep them on  
 12 target? Or where they slipped even more, why? Was it about the  
 13 virtual or other things? There are so many new questions, but  
 14 at least now you have some names and you have some numbers.  
 15 Where do you see -- can you just help me a little bit with those  
 16 things that I put out. Where do you see us going in terms of  
 17 supporting the young people who were involved in these programs?  
 18 And again, it was wonderful that we were able to embrace more  
 19 than the traditional summer programs, so we could see children  
 20 in a myriad of ways. And if you can just help me with that.  
 21 DR. WILLIAMS: So, just real quick, I would say the

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1 innovation and creativity of our school-based staff. I will  
 2 just say, just seeing the work that was being done -- so, it  
 3 gets back to, as a former principal, Ms. Pasteur, those student  
 4 support teams, the work of our counselors, the work of our PPWs,  
 5 just the work of our teachers just connecting with our young  
 6 people. So, I see that now looking at every school, knowing the  
 7 set of kids, monitoring who's being involved, how involved are  
 8 they. So, I see it now at the school level and then bubbling up  
 9 to us about how it's progressing. So, this is causing us to  
 10 look at how we just do business differently with this pandemic.  
 11 Thank you.

12 MS. PASTEUR: Well, I'm glad you said that -- made  
 13 those last comments because not just how we do things  
 14 differently during the pandemic, but do you see or are you  
 15 starting to have discussions about how we might do things  
 16 differently beyond the pandemic? What have you learned that  
 17 shows you possibly a new model for how we are instructing all of  
 18 our children, particularly those who have been left behind, if  
 19 you will, in the past. Any new thoughts?

20 DR. WILLIAMS: Well, some of the feedback was, in  
 21 some cases the technology didn't help kids and then other cases,

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1 we heard the rhetoric that kids appreciated having their own  
 2 pace. So, I think Dr. McComas spoke about the Sparks Program,  
 3 and it's at their own pace with the technology. So, there's  
 4 more that we can explore. I don't have all the answers right  
 5 now, but the beauty about it, as we continue to get that  
 6 feedback from the schools, that will help us to look at what we  
 7 may do differently as a system.

8 MS. PASTEUR: Thank you.

9 CHAIRMAN CAUSEY: Mr. Offerman?

10 MR. OFFERMAN: Yeah. I just wanted to thank the  
 11 people who presented, but beyond that, thank all the  
 12 school-based staff who did the actual, you know,  
 13 person-to-person work. I think we should all be proud of what  
 14 we have accomplished. That's all, thanks.

15 CHAIRMAN CAUSEY: Mr. Muhumuza?

16 MR. MUHUMUZA: I have no comment.

17 CHAIRMAN CAUSEY: Ms. Henn?

18 VICE CHAIR HENN: Thank you. I, too, want to thank  
 19 staff for a great presentation. I had the chance to participate  
 20 in the culminating event for Padonia for the Summer STEM Camp,  
 21 and that was wonderful. I am anxious to hear more. So, please

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1 continue to update the Board on continued events throughout the  
 2 year. What was especially encouraging was seeing the parent  
 3 involvement with the hands-on STEM activities and getting our  
 4 parents involved, and the connections that they were able to  
 5 make side-by-side with their students. And some of that is more  
 6 easily facilitated in virtual learning. So, as an upside, I  
 7 think we have a real opportunity here to expand upon that and to  
 8 expand those opportunities to all of our students. So, would  
 9 definitely love to hear more, but thank you for the excellent  
 10 presentation.

11 CHAIRMAN CAUSEY: Ms. Jose?

12 MS. JOSE: Thank you. I'd like to thank Dr.  
 13 McComas, Dr. Jones, Dr. Roberts, and Ms. Byers for the  
 14 presentation, and to all of the staff that have helped. I think  
 15 Ms. Pasteur asked one of my questions, and I look forward to  
 16 hearing a follow up on this presentation as well.

17 One of the slides -- and it's just an observation.  
 18 It showed that you had, by race, 34 percent of Native Americans  
 19 that were engaged, and overall we have less than five percent of  
 20 Native Americans in the school system. That, to me, seemed  
 21 disproportionately higher. Is that accurate or -- I can tell

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1 you the slide it was on; hang on.

2 MS. BYERS: I think that was me. When I broke down  
 3 -- sorry. It's Ms. Byers. When I broke down the engagement  
 4 data by race and by student group?

5 MS. JOSE: Yes. That's slide 18; correct.

6 MS. BYERS: Yes. It is disproportionate. You are  
 7 accurate.

8 MS. JOSE: And am I accurate in that we have less  
 9 than five percent of Native Americans in the overall school  
 10 system? To me, that was something that just stuck out right  
 11 there that was just stuck out right there that was  
 12 disproportionately higher to the number of overall Native  
 13 American children in the school system. So, that was all.  
 14 Thank you.

15 CHAIRMAN CAUSEY: Mr. McMillion?

16 MR. MCMILLION: Hi. I'd just like to thank everyone  
 17 for all of their efforts over the summer and putting this  
 18 presentation together. Thank you very much.

19 CHAIRMAN CAUSEY: Ms. Mack?

20 MS. MACK: Yes. I have a question about attendance,  
 21 but I think it's more relevant for the virtual learning segment.

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<p>1 So, I'll hold until then. Thank you.</p> <p>2 CHAIRMAN CAUSEY: Ms. Scott?</p> <p>3 MS. SCOTT: Thank you for that. I don't have</p> <p>4 anything to add.</p> <p>5 CHAIRMAN CAUSEY: Ms. Rowe?</p> <p>6 MS. ROWE: Hi, yes. I just want to thank staff for</p> <p>7 everything they have done this summer and for this report. And</p> <p>8 I just have one question. In the reengagement, was there any</p> <p>9 focus -- I know last year we had a focus on trying to make sure</p> <p>10 that students enrolled before September 30th. Are we continuing</p> <p>11 that this year because I would think that in some cases, we</p> <p>12 might have more obstacles to that this year, and I don't want to</p> <p>13 see us lose funding if people enroll after September 30th.</p> <p>14 DR. WILLIAMS: Ms. Rowe, it's still our goal to meet</p> <p>15 the September 30th enrollment timeframe. We have provided</p> <p>16 information to our community superintendents about the</p> <p>17 enrollment and we continue our efforts to make sure we're close,</p> <p>18 if not exceeding our projected enrollment for this schoolyear.</p> <p>19 But, yes, we still have the September 30th timeframe.</p> <p>20 MS. ROWE: Okay. Thank you.</p> <p>21 CHAIRMAN CAUSEY: So, Dr. Williams, unless you or</p>	<p>1 First and foremost, I will begin by sharing some of</p> <p>2 our curricular highlights. So, throughout the summer, our</p> <p>3 curriculum offices worked nonstop, really from March, but</p> <p>4 certainly throughout the summer to revise our (inaudible) for</p> <p>5 each course to ensure that units of instruction are adjusted to</p> <p>6 account for the needs of their students and the need to</p> <p>7 accelerate and infuse unfinished learning from last spring with</p> <p>8 current grade level standards, as they move on to a new grade.</p> <p>9 Another critical part of our work this summer has been the</p> <p>10 development of diagnostic tasks. Now, these tasks have been</p> <p>11 specifically designed and embedded in our courses to provide</p> <p>12 students and teachers the resources needed to identify starting</p> <p>13 performance levels, skills, and knowledge, thereby providing</p> <p>14 teachers, students and families real-time instructional data so</p> <p>15 that they have a sense of where our students are so that we can</p> <p>16 hit that critical path to keep them moving forward. Our</p> <p>17 approach is anchored in the research in the publication from the</p> <p>18 New Teacher Project, specifically their publication, the</p> <p>19 Learning Acceleration Guide, and this was discussed in our</p> <p>20 August Curriculum Committee. So, anyone is welcome to go back</p> <p>21 and review that discussion. If I could have our next slide,</p>
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<p>1 staff have additional comments, we can move on to the next</p> <p>2 agenda item.</p> <p>3 DR. WILLIAMS: Thank you. The next one is Virtual</p> <p>4 Learning and we'll turn it back over to staff.</p> <p>5 DR. MCCOMAS: So, good evening, again. Likewise, I</p> <p>6 am joined for this presentation by our community superintendents</p> <p>7 in addition to Dr. Brian Scriven, our Chief Administrative and</p> <p>8 Operations Officer, as well as Ms. Sandra Reid at our Pikesville</p> <p>9 High School. So, we'll continue on our learning journey this</p> <p>10 evening as we start to talk about -- as we leave from summer and</p> <p>11 move into the schoolyear. Thank you, Mr. Corns. We know that</p> <p>12 we are, as we have recognized often, in unprecedented times and</p> <p>13 that we are launching a new schoolyear, leveraging technology to</p> <p>14 provide a virtual learning schoolyear, and that you may be</p> <p>15 wondering how this fall will be different from last spring's</p> <p>16 emergency closure experience and that you would like to be</p> <p>17 confident that our students will experience increased</p> <p>18 instruction with our teachers and have greater overall access to</p> <p>19 resources. And so, we will share with you steps that we have</p> <p>20 taken to launch our new schoolyear in that direction. So, next</p> <p>21 slide, please.</p>	<p>1 please.</p> <p>2 Additionally, many families of students with</p> <p>3 neurodiversity and unique and complex learning needs would like</p> <p>4 to understand how services will be provided this fall. And so,</p> <p>5 first and foremost, you know, we have structured our school day</p> <p>6 to expand and increase direct teacher access.</p> <p>7 This brings us to expanding the structure and</p> <p>8 coordination to support intervention small group and</p> <p>9 individualized support opportunities. We have more purposefully</p> <p>10 leveraged virtual platforms and we have increased the number of</p> <p>11 virtual tools to support assessing student and collecting</p> <p>12 assessment data. Our paraeducators and assistants will be able</p> <p>13 to provide virtual support this semester through devices and we</p> <p>14 have expanded opportunities for integrated and coordinated</p> <p>15 service deliveries. For example, speak language pathology</p> <p>16 working with classroom teachers in a more coordinated and</p> <p>17 scheduled fashion. And, additionally, we have worked to resolve</p> <p>18 technical barriers to support related services, such as OT/PT</p> <p>19 and speech language, and we are providing alternative supports</p> <p>20 and services to hands-on therapy. Next slide, please.</p> <p>21 Additionally, we have worked tirelessly to provide</p>

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1 professional learning for our faculty and staff from last  
 2 spring's emergency closure straight through until now. We have  
 3 provided professional learning last spring to support the  
 4 dramatic path to virtual teaching and, throughout the summer,  
 5 many optional professional learning opportunities were available  
 6 based, of course, on teacher expertise and area of assignment.  
 7 One example, we provide department chairs with tailored learning  
 8 institute opportunity for them to support them as instructional  
 9 leaders moving into this year so that they can support learning  
 10 accountability and resolves aligned with our compass.  
 11 This August, our pre-service week focuses on the  
 12 topic you see on the screen before you and we will continue to  
 13 support our [faculty] school-based and system wide professional  
 14 learning relevant to our unfolding [dictation skipped]. I will  
 15 now be followed by Dr. Scriven's with some highlights from our  
 16 first week.  
 17 DR. SCRIVEN: So, good evening. So highlights from  
 18 the first week of September 8th include data in the aggregate  
 19 from our first day of school as well as a first week average.  
 20 In aggregate, we had 83,618 students who accessed BCPS1, and the  
 21 majority of those students were on the elementary level.

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1 Additionally, in aggregate, we had 96,598 students who accessed  
 2 Schology, and those students were primarily on the secondary  
 3 level. We also had in excess of 32,000 students on average,  
 4 which accessed our Google Meets and were actively engaged in  
 5 that interactive opportunity. To assist to address the need of  
 6 closing our 5-1 ratio to a 1-1 ratio at the elementary level, we  
 7 distributed an additional 23,361 devices from the beginning of  
 8 the school year, which was in addition to the 35,000 devices  
 9 that we deployed over the spring.  
 10 And I have to share that and give kudos just to our  
 11 DOIT Team and to our students who worked so diligently at  
 12 Kenwood High School. They were the ones that did the heavy  
 13 lifting with making sure that these devices were refreshed,  
 14 functional, and ready to be deployed. From the standpoint of  
 15 tech support, from August 30th to September 11th, there were  
 16 more than 8,000 help desk tickets that were received. Two  
 17 thousand plus of those tickets were resolved and had to do with  
 18 issues around Google Meet. We processed, at the help desk, just  
 19 around 1,000 tickets per day are being closed on a daily basis.  
 20 We definitely, in the first couple of days, were not  
 21 as responsive as what we would have liked to have been in terms

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1 of the number of calls that were in the cue, and the length of  
 2 time which individuals were waiting, so subsequently, we did  
 3 some cross functional training with some of our customer service  
 4 folks in the Office of Transportation, approximately 14 were  
 5 trained, and we were able to get their assistance in terms of  
 6 taking calls and processing tickets effective September 10th,  
 7 which was a Thursday.  
 8 We were happy to see that on September 11th at  
 9 11:30, we had no calls in the cue in terms of folks being on  
 10 hold. Additionally, we are using our Transportation Department  
 11 to assist with retrieving broken devices from schools and they  
 12 are also poised to assist with the distribution of devices to  
 13 schools, which has really been an ongoing process.  
 14 DOIT Team continues to monitor call counts, hold  
 15 times, ticket counts, and device requests so that we can be  
 16 responsive and allocate resources appropriately. I do have to  
 17 take this opportunity to just give a quick shout-out to all of  
 18 our school-based tech support, to our principals,  
 19 administrators, to the leaders in the school, because they have  
 20 been very innovative and creative with the supports that they  
 21 have been giving from their perspective with supporting their

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1 respective communities, so this is not something that we have  
 2 been doing in isolation.  
 3 The schools have been right there with us from day  
 4 one and we will continue to press forward with making sure that  
 5 devices and connectivity are available to all students and, at  
 6 this time, I'd like to turn it over to Dr. Roberts.  
 7 DR. ROBERTS: All right. Thank you Dr. Scriven.  
 8 Back-to-school planning begins the moment summer starts and  
 9 throughout the summer months across BCPS. And one highlight for  
 10 this year was our instructional material distributions.  
 11 However, COVID and an enhanced virtual learning environment  
 12 placed a heightened awareness on instructional material  
 13 preparedness this year. First, starting with all federal, state  
 14 and local health guidelines, principals planned instructional  
 15 material pick-up days for opening the 2020-2021 school year. We  
 16 wanted to make sure that students had some of the items needed  
 17 to engage in their virtual studies. Therefore, principals and  
 18 school leaders gathered instructional materials for distribution  
 19 to parents and students. Some of those items include textbooks,  
 20 devices, special area supplies in mathematics manipulatives. I  
 21 would like to take this opportunity to thank our principals, our

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1 assistant principals and teachers and all school leaders for the  
 2 work that they have put forward, for the planning and  
 3 implementation of our instructional material pick-up days. In  
 4 addition, the education foundation, led by Ms. Debbie Phelps,  
 5 was also a strong partner in preparing and distributing  
 6 materials to students through our school base, through their  
 7 school based work, and the grand opening of the newest  
 8 exchangerie in the Avenue at White Marsh. We are excited to get  
 9 this school year underway and have materials ready to support  
 10 teaching and learning for all of our students, so at this time,  
 11 Dr. Jones will now provide a brief review of professional  
 12 learning that all teachers and staff engaged in during  
 13 pre-service week. Dr. Jones.  
 14 DR. JONES: Thank you, Dr. Roberts. As Dr. McComas  
 15 said, there were so many professional learning opportunities and  
 16 preparations in place for our teachers to begin as it states on  
 17 the slide instruction on the very first day. We know that our  
 18 teachers have a huge impact on student achievement and our  
 19 investment continues to be in professional learning and  
 20 supporting on teachers and meeting the needs of our students.  
 21 Prior to the first week of school, teachers engaged in topics,

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1 as you can see, such as teaching and learning in an online  
 2 environment. Just thinking about COVID-19 and the current  
 3 context and how to meet the needs of students in a virtual  
 4 environment.  
 5 Our C&I staff worked with our teachers to make sure  
 6 that our curriculum was aligned to the Maryland College and  
 7 Career Ready standards and that the content is and was suitable  
 8 for students on the very first day of school. Teaching and  
 9 learning from a social/emotional standpoint and really even  
 10 thinking about what it means to support students in their  
 11 executive functioning online and their ability to stay organized  
 12 and to really do some great things and be engaged in the online  
 13 environment. Next slide, please.  
 14 There were also opportunities for students and  
 15 families to participate in a variety of back-to-school events  
 16 and several of our stakeholders had opportunities to even just  
 17 witness those events kind of unfold and take place. We were  
 18 very excited to still offer our sixth and ninth grade  
 19 articulation and transition for our students who are entering  
 20 middle school and high school for the first time. We had new  
 21 student orientation activities that were planned at our schools

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1 to make sure that all of our new students feel welcomed and a  
 2 part of their learning environment.  
 3 Our community superintendents, Dr. Roberts, Ms.  
 4 Byers and I had the amazing opportunity to participate in  
 5 back-to-school conversations where we will be able to answer  
 6 questions that were collective from our stakeholders and really  
 7 provide some timely information just about back-to-school and  
 8 what families and communities can anticipate.  
 9 We also had the opportunity to participate in a  
 10 bilingual community conversation with [Somos] Baltimore Latino  
 11 on Facebook Live and that was a very enriching opportunity to  
 12 really connect with our Spanish-speaking families and talk about  
 13 what back-to-school concerns they had and to actually address  
 14 those concerns. Several of our schools provided parent teacher  
 15 conferences for students. Parents and teachers had the  
 16 opportunity to engage in one-on-one conversations and/or group  
 17 conversations and, as we know, we are approaching and in the  
 18 midst of our back-to-school night and those are still being  
 19 planned for our schools. Of course, they will take place safely  
 20 and virtually, but we are very excited about our back-to-school  
 21 night.

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1 At this time, we're going to turn it over to Ms.  
 2 Byers and she's going to tell us more about our virtual  
 3 learning.  
 4 MS. BYERS: So, thank you, Dr. Jones. The  
 5 combination of preparation and robust professional learning and  
 6 community and student outreach really assisted our schools with  
 7 implementing virtual learning the first week of school. Many  
 8 have mentioned this, but I will mention it as well. The  
 9 tireless efforts of our school leaders and our teachers is  
 10 commendable, and it really supported a positive first week back  
 11 of virtual learning. In many ways, virtual learning during the  
 12 first week was similar to previous first weeks of school.  
 13 So, I'm going to use some examples that popped up on  
 14 social media to do a little walk through what virtual learning  
 15 looked like during our first week. Just like when we are in a  
 16 face-to-face environment, our teachers spent the first week  
 17 supporting and implementing social emotional learning. They  
 18 held class meetings and their lessons involved opportunities for  
 19 our students to meet and get to know their classmates and their  
 20 teachers. As you can see from a treat from Principal Kelly  
 21 O'Connell at Mars Estates Elementary, teachers implemented

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1 social emotional learning strategies to support our students'  
 2 transition back into the classroom.

3 In addition to supporting their wellbeing our  
 4 teachers also began implementing our academic program during the  
 5 first week. Our students were promptly engaged in lessons that  
 6 align to the standards of our courses through the revised  
 7 curriculum that Dr. McComas spoke of. There is a treat on this  
 8 slide from Ms. Brie Forcamp, the principal of Seven Oaks, and it  
 9 illustrates students engaging in number corners, which many of  
 10 you know is a core component of our Bridges math program. The  
 11 interactive digital tools that are part of this program enabled  
 12 our students to engage virtually in rigorous and critical  
 13 mathematical thinking during week one.

14 Our leaders and teachers weren't the only people  
 15 prepared in working hard the first week. Our students were  
 16 ready as well. There is a treat on this slide from Ms. Tamara  
 17 Harris Murphy, she is the principal at Edmondson Heights  
 18 Elementary and this just illustrates how our students were  
 19 ready, focused and engaged.

20 So, at this time, it is my honor and pleasure to  
 21 introduce one of our outstanding principals, Ms. Sandra Reid.

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1 She is the principal of Pikesville High School and, tonight, Ms.  
 2 Reid is with us to provide you with a principal's perspective of  
 3 preparing for and implementing what has been a historical first  
 4 week of virtual learning. Ms. Reid.

5 MS. REID: Thank you, Ms. Byers, and good evening  
 6 Chairwoman Causey, Vice Chairwoman Henn, Dr. Williams, and  
 7 members of the Board. I am honored to share with you this  
 8 evening candidly and from the perspective of a proud 12-year  
 9 veteran principal of Team BCPS. For me, without fail, these  
 10 moments leading up to a happy school new year has always been  
 11 filled with eager anticipation and sheer excitement to bring  
 12 into fruition the dreams and goals and hopes that I have for my  
 13 students, staff and school. This year, however, I will say that  
 14 I felt the difference and the toll the past six months have had  
 15 on my leadership. This year's historic and fully virtual  
 16 opening was compounded by the implications and nuances to be  
 17 navigated to the still raging pandemic that has changed how we  
 18 approach most aspects of our work as educators. At first, such  
 19 an opening in my career I felt as if I was a brand new  
 20 administrator. Hearing, excited to meet the new challenge, but  
 21 unsettled and anxious for what seemed like a daunting task.

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1 Initially, I was consumed with questions, thoughts, concerns  
 2 that occupied my mind as we prepared to embark on this never  
 3 before undertaking. How can I make the adjustment to this new  
 4 educational paradigm as normal as possible based on our previous  
 5 and traditional service to students? What will we adopt and  
 6 utilize that was successful in the spring emergency closure to  
 7 allow for a more productive and fruitful remote learning this  
 8 semester? Will we be able to sustain the engagement and will  
 9 bus instructional programming to which we have worked diligently  
 10 at Pikesville High to achieve over the years?

11 I had questions. I knew that the stakeholders had  
 12 varying opinions and issues related to what was occurring in  
 13 this unprecedented time. Unfortunately, many were facing  
 14 economic turmoil, health ramifications and experiencing  
 15 emotional unrest. Our school is indeed a microcosm of the true  
 16 reflection of the world. We're at the frontline of all that is  
 17 transpiring in it. And we naturally absorb some of the good and  
 18 not-so-good national and worldwide concerns that exist and that  
 19 can and do distract our students during impressionable years.

20 This year, we had to be more focused than ever,  
 21 keeping our goals streamlined and feasible so that we could

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1 benefit from [precising]. We had to make certain that we had  
 2 one common and enduring aid and that was to be the most  
 3 successful year, regardless of the platform utilized, whether  
 4 fully digital, traditional face-to-face, or hybrid, we aim to  
 5 exceed all expectations. Never forgetting our all-important why  
 6 attemptable achievement of every single one of our students, we  
 7 developed a plan of action to provide a clear roadmap of where  
 8 we were headed together in our journey and how to foresee and  
 9 thoughtfully plan to mitigate any detours that would take us off  
 10 our course.

11 We were fortunate to have been given the option to  
 12 choose a schedule we felt would best service our students. We  
 13 built in accountability for staff and students to promote a high  
 14 quality teaching and learning with necessary supports and  
 15 interventions for all. We have been explicit and consistent  
 16 with our virtual expectations. We encourage academic  
 17 scaffolding and an emphasis on lifelong skills, including  
 18 writing, expression, reading, organizational, critical thinking,  
 19 innovative tech school and also customize and personalize  
 20 learning experience for students in need or desirous of  
 21 additional acceleration of skills. A sizeable cadre of our

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1 faculty took advantage of well received and intensive learning  
 2 offered by BCPS's organizational development this summer. A few  
 3 of our master professional development teachers led the charge  
 4 for our staff members many of whom expressed how helpful it was  
 5 in addressing virtual go-to questions as well as promoting  
 6 creativity and more student-centered opportunities in their  
 7 planning.

8 Throughout the past week, this week, and going  
 9 forward, members from the very departments in our comprehensive  
 10 high school will be consistently collaborating during times  
 11 designated for them in our master schedule. During these  
 12 opportune times, they will learn from each other, share ideas,  
 13 effective practices, and engage in data analysis to inform  
 14 instruction and assert in our movement for realizing our SBP  
 15 goals and SLOs as the matrix for growth.

16 Beginning this summer, we had extensive meetings  
 17 with our leadership and staff of the importance of infusing SEL,  
 18 social, emotional and learning, opportunities in every single  
 19 class. This is so that we could build a community of learners  
 20 who felt cared for, connected to the curriculum and their peers  
 21 as well as able to readily contribute in meaningful ways during

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1 class sessions. PHS's focus' this year on self is routed in  
 2 celebrating our diverse learning community and servicing it with  
 3 an equity lens. Of thwart, our staff is replete with school  
 4 counselors, special educators, our SEL teachers, our school  
 5 psychologist and school social workers were all set and served  
 6 in unison in a coordinated fashion to cultivate emotionally  
 7 healthy learning environments for our most vulnerable students.

8 We activated our equity task force made up of  
 9 faculty and staff from all backgrounds to spur us in being a  
 10 more inclusive and inviting school that earnestly values and  
 11 embraces the various cultures that we represent. Earlier this  
 12 summer, we had two concurrent book studies in full operation as  
 13 we prepared to widen our scope this year and, tomorrow, we begin  
 14 our first schoolwide book, Courageous Conversations About Race,  
 15 to ponder, express and interrogate practices for the betterment  
 16 of all stakeholders, especially those more marginalized and  
 17 discounted. We offered and, throughout the year, will continue  
 18 our chat and choose forum for those students who are  
 19 disconnected. In so doing, we provided a user-friendly platform  
 20 for them to learn, to study, computer, academic and social  
 21 skills for the upcoming year.

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1 Recognizing that communication is indeed key, our  
 2 weekly Monday Panther Letter is a unifying source of information  
 3 for our staff to follow to ensure that we are at rest in  
 4 operating with a common mission, purpose and understanding. To  
 5 ensure that our parents are important partners and kept in the  
 6 loop, we indeed during a recent livestream back-to-school night,  
 7 I was able to share the myriad of ways that we strive to keep  
 8 them informed. Weekly, via messenger and email blasts; monthly  
 9 via our Panther Newsletter; and quarterly through our virtual  
 10 purposeful Panther parent forum to gain alliance and connection  
 11 for our important work of educating their child. We have  
 12 already begun the process of sending positive referrals,  
 13 highlighting and edifying students to their family members about  
 14 the wonderful ways they are accessing and capitalizing on the  
 15 learning communities provided at Pikesville High.

16 So, as we begin our journey to this opening, we are  
 17 thrilled to be fully staffed, supported by our community  
 18 superintendent and executive directors, our school-related  
 19 materials have been distributed to students with the help of  
 20 Education Foundation, our faculty received their work from home,  
 21 PHS goody bags, and they have signed up to work in the building

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1 when appropriate, and to utilize equipment needed to effectively  
 2 deliver instructional programming from home if necessary.

3 Our device distribution, etc. has been completed as  
 4 well and, for the most part, with few exceptions for new  
 5 enrollments. Our freshmen, they received a comprehensive and  
 6 thoroughly devised orientation from all administrators and we  
 7 are eager to meet them as well tomorrow morning for our first  
 8 freshmen town meeting. We have caring staff leading new to PHS  
 9 clubs and organizations that cater to our students such as our  
 10 male mentoring program and ladies' forum, we are excited to  
 11 initiate a highly anticipated Panther podcast and virtual  
 12 athletic training and a myriad of other activities that  
 13 stimulate students' interests and talents outside of the  
 14 classroom and ensure positive student contribution to our total  
 15 school program even while virtual.

16 I know that I speak on behalf of my BCPS principal  
 17 and administrative colleagues who have worked so arduously to  
 18 ensure successful outcomes for all under charge. By using our  
 19 collective IQ, we are ready to begin to forge educational  
 20 pathways with some old, some new, some borrowed, and some true  
 21 blue methods, all to keep pace with the dynamic educational

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1 environment we have entered. What remains constant for all of  
 2 us is our unwavering commitment, dedication and resolve. That  
 3 our most treasured our BCPS students and future leaders are  
 4 properly cared for, nurtured and equipped with the skills and  
 5 habits of mind to be productive and influential citizens who  
 6 make us proud. Thank you.

7 And at this time we will view a video that  
 8 highlights BCPS's back-to-school.  
 9 (Video playing.)

10 DR. WILLIAMS: Ms. Causey, I will turn it back over  
 11 to you and just an update, we do have Ms., Mr. Burke and Dr.  
 12 Lisa prepared to give an overview presentation on equity.

13 CHAIRMAN CAUSEY: Wonderful. Thank you, Dr.  
 14 Williams, and thank you to Principal Sandra Reid and to all of  
 15 the staff that developed that update for us. It's truly  
 16 inspirational and, at this point, I would offer the Board  
 17 members a moment for comment or question and, again, we'll go  
 18 around the dais so we'll start at this time with Ms. Rowe.

19 MS. ROWE: Yes, I just have one question. I'm not  
 20 sure maybe the data isn't available, but do we know how many  
 21 students who are enrolled have not yet logged in or attended

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1 classes or engaged in any way?  
 2 DR. WILLIAMS: Dr. Scriven or Dr. McComas?  
 3 DR. MCCOMAS: Yes, thank you Dr. Williams. Thank  
 4 you for that question. So, we are in the process of monitoring  
 5 over our Schoology account. For Schoology I know Dr. Scrivens  
 6 shared on the one slide the number of students who logged in so  
 7 I think your question is really like in the inverse, and I don't  
 8 have that number on the tip of my fingertips but we have been  
 9 monitoring the log ins accessing the curriculum in addition to I  
 10 believe (inaudible) as well but thank you.

11 MS. ROWE: Okay. So what are we doing, do we have a  
 12 plan for how to engage students who haven't logged in yet or is  
 13 there, I guess, strategy for reaching out to them?

14 DR. MCCOMAS: Yes, and I see this Ms. Byers is about  
 15 to add -- I will just add before I shift over. Ms. Rowe, thank  
 16 you for that question because we are approximating a normal  
 17 school year and so every school always has an attendance  
 18 committee that helps monitor and identify outreach so I'll hand  
 19 it over to my colleague right now who I know is ready to share  
 20 that.

21 MS. BYERS: No. I was just I can echo what you

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1 said. That is monitored at the individual school level by a  
 2 school-based leadership team and so all of our schools have  
 3 processes for how teachers keep track of students who are  
 4 engaging, students who are present in class meetings, students  
 5 who are activating Schoology and turning in work, and then they  
 6 utilize those processes and structures within their schools to  
 7 implement tiered levels of intervention for students. And so  
 8 just like if we were in a brick-and-mortar or a face-to-face  
 9 environment, schools are prepared to intervene in the same way.

10 MS. ROWE: Okay, thank you for that.

11 CHAIRMAN CAUSEY: Ms. Scott?

12 MS. SCOTT: Yes, I didn't have my hand raised, but  
 13 did you have question for me?

14 CHAIRMAN CAUSEY: No this is just an opportunity we  
 15 are going around the dais for Board members if they have a  
 16 comment or question related to the presentation.

17 MS. SCOTT: Oh, I do not. Thank you.

18 CHAIRMAN CAUSEY: Ms. Mack?

19 MS. MACK: Yes, I have a question. First of all,  
 20 thank you all very much for the presentation. I don't know to  
 21 whom I should address this, but I'm curious about attendance at

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1 the elementary school level, how that is being measured?  
 2 MS. BYERS: Who are you asking?  
 3 MS. MCCOMAS: Yes.  
 4 MS. BYERS: Go ahead Mary.  
 5 MS. MCCOMAS: I may be asking the same thing you are  
 6 Ms. Byers. So Ms. Mack, the teachers is taking attendance so if  
 7 a child just as you would normal elementary school,  
 8 brick-and-mortar. When they come, they're marked attending in  
 9 the morning and because they are elementary students they are  
 10 primarily with an individual teacher as opposed to secondary  
 11 teachers, it's not a class-by-class, by period-by- period  
 12 attendance. However, if they do attend any of the sessions,  
 13 that they are recorded and so Ms. Byers, I don't know if you  
 14 have any greater clarification.

15 MS. BYERS: Yes, a number of teachers shared with me  
 16 some information that was provided to them that as long as a  
 17 student checked in for five minutes the student would be marked  
 18 present and, of course, I have a concern about that because  
 19 that's not helping an elementary school student read, it's not  
 20 helping them learn math, and it was my understanding at the  
 21 elementary school level attendance was being taken at the end of

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1 the day so that if the child only showed up let's say in a  
 2 special, the child would still be marked present. I'm hoping  
 3 that's incorrect. That's why I am asking for clarification.  
 4 MS. MCCOMAS: And so, Ms. Mack, our guidance has  
 5 been to, if a student is able to participate that we certainly  
 6 acknowledge their attendance. If we have a student who is  
 7 attending just partially that would then trigger some of the  
 8 response mechanisms that Ms. Byers spoke to, so if you have a  
 9 teacher who has a student who is only partially attending then  
 10 we need to notify the school support team so that we can do the  
 11 outreach to find out to get under that and figure out what are  
 12 the supports that we need to do because we would agree with you  
 13 that five minutes is not the instructional time that we know  
 14 students deserve and that we want them to have and so that would  
 15 really have to trigger the responses within the school around  
 16 attendance and monitoring that.  
 17 MS. MACK: But what would be reported to the Board  
 18 as schools turn in their attendance? Would that student who  
 19 maybe showed up for half a day be counted as there even though  
 20 the student may not have had any academic subject matter that  
 21 day?

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1 CHAIRMAN CAUSEY: So, I think that was a good  
 2 question Ms. Mack. I think it's based on what Ms. Reid talked  
 3 about is the collective body at the local school. We can follow  
 4 up with the Board about these concerns that you're hearing at  
 5 the elementary school level.  
 6 MS. MACK: Thank you, and I do have one other  
 7 question and it might be my lack of understanding of the  
 8 technology. I believe one of the slides it said that 32,000  
 9 students were on Google Meets.  
 10 DR. WILLIAMS: Yes. So, Dr. Scriven would you?  
 11 MS. MACK: Is there another delivery mechanism other  
 12 than Google Meets for students to interact with their teachers.  
 13 MR. OFFERMAN: Yes Ms. Mack if I may jump in, I'm  
 14 sorry Dr. Scriven.  
 15 DR. SCRIVEN: Go ahead John.  
 16 MR. OFFERMAN: That number that number that Dr.  
 17 Scriven read was the number of Google Meets that were held by  
 18 teachers on September 8th not the enrollment in the Google  
 19 Meets. That was almost 87,000 students that participated in  
 20 those 31,000 meets that were held.  
 21 MS. MACK: Thank you so much for that clarification

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1 and just so that I know on a going forward basis, is there  
 2 another means of delivering classroom lessons other than Google  
 3 Meets? I mean if I want to have my whole class in front of me,  
 4 can I only use Google Meets or are there other means that people  
 5 are doing holding class sessions.  
 6 MR. OFFERMAN: Ms. Mack the video conferencing tool  
 7 that BCS has selected for students is Google Meets.  
 8 MS. MACK: Okay.  
 9 MR. OFFERMAN: And so that's the one that all  
 10 teachers have been given the most training on and that is  
 11 supported centrally.  
 12 MS. MACK: Great thank you. I just wanted to  
 13 clarify that because, you know, I hear people talk about  
 14 Schoology but I think it is used for different things and I just  
 15 wanted to make sure thank you all very much.  
 16 MS. BYERS: Ms. Mack if I just may add, think about  
 17 Schoology as sort of your super trapper keeper. It's where our  
 18 curriculum is housed, assignments are sent out, assignments,  
 19 work through. So, think about Schoology as another metaphorical  
 20 notebook if you will and then Google is the space.  
 21 MS. MACK: So, Google is the classroom?

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1 MS. BYERS: Yes.  
 2 MS. MACK: Okay. Thank you very much.  
 3 MS. BYERS: You're welcome. Thank you.  
 4 CHAIRMAN CAUSEY: Mr. McMillion?  
 5 MR. MCMILLION: I would like to say again thank you  
 6 for all the hard work people are putting into these  
 7 presentations. Thank you very much.  
 8 CHAIRMAN CAUSEY: Ms. Jose?  
 9 MS. JOSE: Thank you Dr. McComas and staff. Quick  
 10 question, I think also would answer Ms. Mack's question since my  
 11 daughter is in elementary school. They do take attendance at  
 12 the beginning of this class since I sit with her the whole time.  
 13 My concern is though what happens if somebody logs off in the  
 14 middle of the day or does not come back after their lunch break.  
 15 Does that somehow get recorded or is that just attendance once  
 16 a day? And second, I also know that this -- I think it was a  
 17 report that came to the Board that we had 92% attendance on the  
 18 first day virtually so given the size of the school that is  
 19 still about 8,000 to 10,000 children that have not logged on.  
 20 Is that correct or is that number just the first day of  
 21 attendance? And well yes. So those are my two questions.

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1 MS. BYERS: So, Ms. Jose, I can share that 96.3% of  
 2 our students have logged in over the first four days of school  
 3 so we certainly as every day of school is whether it is virtual  
 4 or in person scribe to do the outreach. So if you have a student  
 5 that is not attending, I know we discussed earlier some of the  
 6 mechanisms the schools can reach out to families to find out how  
 7 we can support them in getting their students to attend and  
 8 engage.

9 On your earlier question around if you have a  
 10 student, you know, who logs in in the morning and they are  
 11 attending part of the day, but then missing some of their  
 12 academic subjects, that too again would be a case where we need  
 13 to notify the school processes; or activate the school  
 14 processes, to do outreach to ensure that students are accessing  
 15 their full academic resources and not just partial.

16 MS. JOSE: Thank you. And just another real quick  
 17 question; maybe you can answer that. I saw that Dream Box is no  
 18 longer there, but there is another program, First in Math. Is  
 19 that similar to Dream Box? That software.or?

20 MS. BYERS: Yes Ma'am. That is a resource that is  
 21 similar in that it allows supplemental mathematics support.

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1 MS. JOSE: All right. Thank you.

2 MS. BYERS: You're welcome. Thank you.

3 CHAIRMAN CAUSEY: Ms. Henn.

4 VICE CHAIR HENN: Thank you. What other metrics are  
 5 we currently capturing, or will be capturing, to evaluate the  
 6 technical success of virtual learning, including both  
 7 connectivity as well as our support processes and support times,  
 8 things of that nature?

9 DR. WILLIAMS: So, I think those are good questions,  
 10 Ms. Henn, again tonight was just an overview. We will be  
 11 providing additional updates and particularly working with our  
 12 State Department, because Dr. Salmon is requesting information  
 13 as well. So, I think we can follow up with some of those  
 14 questions that you just asked.

15 VICE CHAIR HENN: Okay. My second question has to  
 16 do with our triage process and response to students because, as  
 17 we all know, the stakes are higher now that we are in virtual  
 18 learning. So that when a student is having trouble with a  
 19 device, worst case scenario is they are completely disconnected  
 20 from instruction; and if that is the case, do we have a method  
 21 for them to raise the red flag and get support in such a fashion

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1 where they are able to signal us that this is urgent, they are  
 2 missing instructional time and receive support on an urgent  
 3 basis?

4 DR. SCRIVEN: So Jim, if you just want to explain  
 5 the process for troubleshooting for students and what the next  
 6 steps would be if they were in that situation?

7 MR. CORNS: So, our current process is that we  
 8 started back in March by opening up our help desk to students  
 9 and teachers. That allowed individuals to put in tickets for  
 10 devices used, along with any other kind of issue that they might  
 11 be having. We are currently manning about thirty people on our  
 12 call center with our volume in the start of school. We have  
 13 received an inordinate amount of tickets that we are working  
 14 through. We are currently closing more tickets that are being  
 15 opened. But Ms. Henn, to your point, we started our school year  
 16 with a deficit of devices for one-to-one learning, so we worked  
 17 very diligently to find devices to bring to bear to put in the  
 18 hands of students. So, we are being very judicious with  
 19 distributing them so that we can maintain the que of devices  
 20 that we have. So what we have been doing is working with our  
 21 ticketing system to have devices delivered to schools so that a

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1 student can come back to their school, drop off their device  
 2 that is nonfunctional and swap it out for a known good device.  
 3 Those devices range from Chromebook to some of our newer  
 4 ProBooks to some devices that have come off lease after their  
 5 four-year life cycle.

6 VICE CHAIR HENN: Okay. So just to clarify, if I  
 7 may, and thank you for that information. There are lots of  
 8 different reasons why someone could submit a ticket, ranging  
 9 from "I lost the "W" key on my keyboard" to "I can't do  
 10 anything; and until I get help, I am sunk, I can't get into my  
 11 classes." So what I am trying to understand is for those  
 12 students, who we really need to help immediately, is there a  
 13 process where they can say "I need help immediately" and get the  
 14 help that they need so they are not missing valuable  
 15 instructional time? And how would they go about doing that? And  
 16 do we have resources for them to get that help?

17 DR. SCRIVEN: So Jim, I think we could talk to the  
 18 process of the communication between students and the teacher,  
 19 as the teacher is able to do some of that initial trouble  
 20 shooting when the student lets them know that they are having  
 21 difficulty while they are in the Google Meet class.

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1 MR. CORNS: That is correct, Dr. Scriven. We have  
 2 also had most of our -- I shouldn't say most. All of our schools  
 3 have been working on our frontline triage from a front desk  
 4 standpoint so that we have been able to work through our  
 5 principals to also address students that are in immediate need  
 6 for devices. We have had just a variety of communication  
 7 channels to come through, especially when it comes to our  
 8 students that are in a more pressing need, based on maybe  
 9 accommodations that they might have or being an English as a  
 10 second language learner, where we are receiving those calls  
 11 directly to my leadership team to move those devices through.  
 12 So, Ms. Henn to your point, we get many types of  
 13 tickets that we work to triage. The report mechanism on that  
 14 tends to be what the parent or student provides to us. So, we  
 15 would always ask for specificity when it comes to what is wrong.  
 16 I will say that many of our tickets do come in with "my device  
 17 is broken." So, that does take a follow up call by a staff  
 18 member to find out what exactly that damage might be. And so,  
 19 there are times when we need to call a parent or call or reach  
 20 out to a student through communication means to make sure they  
 21 get the help they need.

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1 VICE CHAIR HENN: So, the messaging then to parents  
 2 to say, if we had to put a messaging out to parents right now  
 3 who are listening: If your child is not able to get into their  
 4 class, they have no access whatsoever. And this assumes, ya  
 5 know, they can't reach out because they are not in the Google  
 6 Meet; they have no working device at all. It's to do what?  
 7 DR. SCRIVEN: But they can always reach out to the  
 8 school, Ms. Henn. It doesn't always have to be through Google  
 9 Meet, and there is a full F&Q that we have sent out to our  
 10 community, at large, to address any myriad of situation that may  
 11 arise. And full transparency, this is continuously evolving, and  
 12 we are constantly working on trouble shooting each day, every  
 13 day.  
 14 VICE CHAIR HENN: Okay, I know continuous  
 15 improvement is the goal, and I commend you for, ya know, the  
 16 hard work that everyone is doing, and this is terrific. And I  
 17 appreciate everyone's efforts. I know we are working towards  
 18 this and if there is a goal in terms of a response time, and I  
 19 know that Dr. Williams said he'd be getting us this information,  
 20 but in an ideal situation, do you have a target goal in mind in  
 21 terms of what is an acceptable down time, in terms of if a

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1 student is unable to access their class, what would you like  
 2 that response time to be? Is it a four-hour, or is it eight  
 3 hours; is it two days? Where are we headed? What would that  
 4 response time look like?  
 5 DR. SCRIVEN: And I think after Week 1 of gathering  
 6 data and information, once we have an opportunity to truly  
 7 analyze and these same questions you are currently asking me  
 8 right now are those questions that I pose to Jim Corns each and  
 9 every day. So, we definitely can give you, and the full Board,  
 10 a weekly update in terms of where we are as we continue to  
 11 unravel and learn as we go through this process this year. So,  
 12 we have no problem doing that.  
 13 VICE CHAIR HENN: Great. I think the Board wants to  
 14 support you all in that and make sure that you have the  
 15 resources that you need to be able to support our students at  
 16 the highest level possible, so that instruction is not  
 17 interrupted. That is what my goal is anyway, so thank you for  
 18 everything you are doing and the hard work of everyone. I  
 19 really appreciate it and thank you for this presentation and the  
 20 update.  
 21 DR. SCRIVEN. Thank you.

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1 CHAIRMAN CAUSEY: Mr. Muhumuza.  
 2 MR. MUHUMUZA: Yeah, thank you to assembled Board  
 3 members for asking very important questions that I had on my  
 4 list. Instead of being redundant, I will ask a couple  
 5 questions. In terms of attendance, are we continuing with the  
 6 voice call? I know we did that in previous years where like a  
 7 student is absent, they get a call at like around 9, are we  
 8 continuing that?  
 9 MS. BYERS: So good evening, Josh, yes we are. So,  
 10 at the end of the day, once all attendance has been recorded and  
 11 calculated, calls are going home. Right now, they are going  
 12 out, I believe, around 6 pm at night.  
 13 MR. MUHUMUZA: Okay. Well, the reason I am asking  
 14 is like another thought could be like if we didn't like, in  
 15 previous years, call around 9 or 8, like around first period,  
 16 maybe it's the Principal or something who could check in if  
 17 somebody is having the tech issue because I know some parents  
 18 were saying they could not access school at all or contact their  
 19 teachers, so there was no way for them to communicate their  
 20 issues to the teachers, so I just thought these calls maybe the  
 21 teacher could get in touch with that student before the lesson

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1 goes on.

2 MS. BYERS: Thanks, that is a great suggestion and

3 we can take back a way to do that. I didn't realize you were

4 referring to the midday calls, like mid-morning, that come out.

5 We are not doing that right now because of the way we are taking

6 period attendance. It is a little bit different, but you make a

7 really good point in that if a student has missed period 1, what

8 is our way of just checking in with that student to say, "Are

9 you absent, or are you having a device issue, or having

10 difficulty logging on," so I think that is something that we

11 can take back and think about. So, thank you for that.

12 MR. MUHUMUZA: Yeah, and in terms of our younger

13 children, like Elementary School children, some family members

14 were sharing with me that when they had issues, apparently maybe

15 their teacher told them to type in the chat. But some were like

16 really young children and not good at spelling or could not use

17 that chat function. What are the guidelines for elementary

18 school students, like how to deal with them and their issues

19 because it's definitely different from high school students?

20 MS. BYERS: So, it is -- (brief speaker

21 interruption). No, go ahead Dr. McComas.

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1 MS. MCCOMAS: Thank you. Thank you, Mr. Muhumuza,

2 for that question. And so, as with all things for our youngest

3 learners, we work with them developmentally on what are the

4 routines that they are capable of developing. Different

5 teachers have different routines. If you think back to when you

6 were a young learner, the different routines that teachers teach

7 students and work with families that help their students develop

8 those routines, and that could be a wide variety of techniques

9 is what I am saying. Teachers are not hindered(?) to the

10 developmental capabilities of the students.

11 MR. MUHUMUZA: Okay. Thank you.

12 I guess my next question is towards the principal

13 from Pikesville and Dr. Williams. In terms of extracurricular

14 activities, are all high schools also incorporating clubs and

15 other activities, apart from athletics, because I know

16 athletics, we have a great plan in place, so could you . all

17 schools are also incorporating other activities?

18 MS. MCCOMAS: So, I can -- go ahead Robert.

19 ROBERT: So, Josh, another great question. So, yes,

20 schools will be -- there is -- we are going to be passing along

21 information to our principals very shortly so they can begin the

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1 process to engage our staff to start up . I guess what you are

2 referring to as club/extracurricular activities for our kids.

3 MR. MUHUMUZA: Is that kind of data documented for

4 each school or do you guys just give suggestions, and they take

5 that in? Do we document that kind of data?

6 ROBERT: So, in terms of participation of students

7 into the extracurriculars?

8 MR. MUHUMUZA: In terms of the number of clubs or the

9 various clubs that each school presents, because I know at

10 Dundalk, we have a strong athletic program, but . and we, in

11 previous times, had like SGA's . but clubs like speech and

12 debate, other clubs that were not there just because of

13 participation or lack of like administrators, teachers. So, I am

14 just wondering are each schools --

15 ROBERT: Yeah, so they do. They do have

16 flexibility. So, there is two ways to look at that question,

17 Josh. One is there are a few dozen activities/extracurricular

18 activities that are established across the system that if there

19 is a teacher who is willing, or staff member, that is willing to

20 put the time in to sponsor those activities, and it really

21 begins with students showing interest and then a teacher to

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1 sponsor that activity, those are well established. But if there

2 is also a club that is not on the list, if you will, then

3 students if they have an interest in starting a club, really the

4 key is just finding a teacher. Let's just say if Dundalk High

5 School is the one to sponsor it, then that conversation goes

6 from the teachers with the principal and then they work it out

7 and go from there. But it really begins with interest from the

8 students. So, students, if you really have an interest in a

9 club, speak to your staffs, speak to your teachers, and then

10 that can be talked about with the principal and move forward.

11 MR. MUHUMUZA: Okay. My last question has to do

12 with the schedules. I know people who chose this semester's

13 schedule. I mean the school chose this semester's schedules,

14 and some of the concerns We are hearing, I think, most of the

15 concerns We are hearing are mainly with AP classes, and I

16 understand that. And I understand the pros for that schedule.

17 So, I guess I want to ask this: Did you guys consider, after

18 this semester is finished, to have AP test prep program classes

19 to help the students still remain in that class --

20 ROBERT: Again, another great question. So, that is

21 something that me and Dr. Jones shared in the previous



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1 there a way to fix that?

2 MR. CORNS: Mr. Kuehn, let me start with the first

3 comment about administrators of their classrooms. We've been

4 working with teachers and staff to understand the way that

5 Google Meet works when you have what is called a nicknamed

6 meeting. Google Meet offers through our educational avenue this

7 type of meeting where I don't give it that typical letter

8 combination. I put an actual nickname on it, which gives the

9 teacher more control over the aspects of the Google Meet. What

10 we've been finding is there have been certain classes where

11 there are two adults in the room where we have the teacher and

12 maybe a teacher who is coming in to do some combination work, or

13 they are coming in to add to.

14 So, what we've been counseling staff is the first

15 adult in the room is actually the teacher and so to the

16 classroom teacher, it feels as though they are not in control

17 because that control may have been granted to the first adult

18 and could have been the person who is coming to help with the

19 class. So, in using Google (inaudible) Sorry, so they added the

20 forty-nine view cameras, and they have also added two other

21 features that will allow teachers to be able to control the

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1 chat, functions and also who is presenting their screen, giving

2 those adults in the room much more granularity as to what they

3 can do. But that was a release that Google just put out today

4 that they had announced yesterday.

5 MR. KUEHN: Thank you. That is fantastic news, and

6 I am guessing that that information will quickly permeate the

7 entire organization, hopefully as soon as tomorrow. So, thank

8 you. With the current limitation of Google Meet and if there

9 are challenges that teachers have, who do they go to to get

10 answers on how to help manage them, especially the new teachers

11 that have just joined, all 5-600+ that have just joined? How

12 are we providing them the mentorship and the insight that they

13 need to be able to run a classroom effectively, especially in a

14 virtual environment?

15 MR. CORNS: So, Mr. Kuehn, as Dr. Scriven was

16 speaking about our local support at schools, our schools all

17 have tech liaisons. Most of our liaisons are classroom teachers

18 themselves, but they have taken on an extra duty in the

19 building. So, we have a network built, through Dr. McComas'

20 division and the Department of Educational Options, that provide

21 guidance to our liaisons how to do certain aspects of teaching

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1 and learning, when it comes to technology tools. So, they are

2 provided with a Friday update of new things that are coming out,

3 the features that we were just speaking about. They are going

4 after a liaison highlight so that those individuals can

5 re-deploy that information to their local school. In a school

6 system as large as BCPS, one of the challenges we always find is

7 that last mile communication leg, but this one has proven to be

8 very effective in getting to our teachers to help with that: how

9 do I work so that our new teachers can have resources at their

10 disposal with a local face that they can speak to about how to

11 do the things they need to do.

12 MR. KUEHN: So, Mr. Corns, the liaison, these are

13 actual teachers? They are teaching classes also?

14 JAMES CORNS: Some have a full schedule. Some have

15 abbreviated schedules. But they have been, for the most part,

16 utilizing time before and after school to deploy these pieces of

17 information back. So, yes, they are classroom teachers, but

18 they receive an EPD, or extra pay, for an assignment that they

19 have, which usually takes place before and after school.

20 MR. KUEHN: Okay, well I appreciate that (speaker

21 interrupted). I am concerned though; well I am just going to

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1 follow on thank you. Mr. Corns, if these are teachers that have

2 their own classes to manage, how are they going to be able to

3 engage in the moment with teachers that are having tech issues?

4 Do they just have to muddle through it until they can deal with

5 it that evening or later? I know these days are packed, so.

6 MS. MCCOMAS: Well, Mr. Kuehn, what I would offer is

7 every school every year has a batch of new teachers, if you

8 will, and schools are hedge points (unintelligible) of

9 mentorship and support. For example, the tech liaison is one.

10 In some of their schools that are 10 to 1, they were still able

11 to retain their staff(?) development teacher, which could be

12 another resource. In other schools, they may even have another

13 tier where there is an additional faculty member who is a

14 mentor. So, you are correct in that there can be moments where

15 teachers are seeking who is the person that is available, but

16 every principal organizes, sort of, a multi-tier of support for

17 new teachers. This year, we'll be paying particular attention

18 to new teachers in light of their situation. So, there is

19 really not a single solution to that answer, but rather a

20 multi-tiered solution. Thank you.

21 MR. KUEHN: Okay. Thank you.

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1 MS. MCCOMAS: You're welcome. My pleasure.  
 2 Absolutely, thank you.  
 3 MR. KUEHN: Unfortunately, I do not see the  
 4 presentation that was shared on Board Docs, so I am not able to  
 5 give the slides of the page, but I know that there was a  
 6 discussion around special education. Part of my question  
 7 associated with that is are we planning early entry for that  
 8 specific cohort to actually come into school so that they can  
 9 get instruction one on one. I know the planning must be  
 10 occurring at this point.  
 11 DR. SCRIVEN: So, thank you Mr. Kuehn. Let me  
 12 respond Dr. McComas. I'll be updating the Board and the  
 13 community about the next steps. As I shared in my  
 14 Superintendent Report about the announcement, from Governor  
 15 Hogan and our state's superintendent, we are finalizing and will  
 16 be communicating the next steps of support to students,  
 17 including the idea of potentially bringing back small groups and  
 18 looking at how we will prioritize. So yes, we will be providing  
 19 some updates regarding that topic. Yes, we will be looking at  
 20 our students who are receiving services, whether it's special  
 21 ed, English language learners, but we'll provide another update

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1 to the Board and to the community once we have finalized those  
 2 plans.  
 3 MR. KUEHN: Great, and then while We are on the  
 4 topic, Dr. Salmon had talked and the state Board had talked, and  
 5 I believe they passed a motion to move forward on three and a  
 6 half hours of instruction a day, and I was wondering how  
 7 Baltimore County was going to achieve that since Wednesdays are  
 8 not synchronist by design.  
 9 DR. SCRIVEN: So, thank you for that. The State  
 10 Board knew that the systems that were going virtual could not  
 11 just change their schedule overnight, and they gave us a  
 12 timeframe and actually the MSDE staff will be eventually  
 13 supporting us in our direction. So again, we will be looking to  
 14 be aligned with what the State Board wants us to do with  
 15 synchronist learning.  
 16 MR. KUEHN: Great, I appreciate that. Thank you for  
 17 this presentation. I look forward to finding out more details.  
 18 MS. MCCOMAS: Thank you. And Dr. Hager.  
 19 DR. HAGER: Yes, I am last. So, most of my  
 20 questions have been answered. I did want to say that most of  
 21 the conversations I've had really have involved conversations

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1 around special education services, and I too was looking for  
 2 those slides on Board Docs, and they weren't there. So, I  
 3 apologize if my question was answered at the talk but could  
 4 someone talk a little about the children that require one on one  
 5 support, whether it be for a specific task throughout the school  
 6 day or through their IEP Plan. I have a pair educator who sits  
 7 with them during the school day in the building. What does this  
 8 look like for them during virtual learning?  
 9 DR. SCRIVEN: Yes, thank you Dr. Hager. I will  
 10 attempt to quickly address that, just in light of our time, and  
 11 I'd just also like to say that the slide that I did use on  
 12 Special Education was also part of the presentation to our  
 13 curriculum committee in August. So, you are welcome to look  
 14 there as well. It's a good question, Dr. Hager, and not an easy  
 15 one to answer because fundamentally every student's unique  
 16 learning needs in our context that we are teaching and learning  
 17 in, whether that is virtual, hybrid or in person, has to be  
 18 addressed through the IEP process.  
 19 So, for students who may have had one on one support  
 20 in a brick and mortar building, that needs to come back to the  
 21 IEP team to be worked through. And again, the IEP team process

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1 is the standard process around which all of this conversation  
 2 has to happen. So, I am not at liberty to make a ground  
 3 sweeping answer to that because it is the nature of an  
 4 individualized plan. That being said, I do know that and  
 5 understand that families are seeking that opportunity to come to  
 6 the table and discuss what are the resources needed, what are  
 7 the resources that match these needs, and how do we, in fact,  
 8 address true learning needs in this context.  
 9 So again, that is the broad answer, but it is in  
 10 fact the accurate procedural answer to that. So, thank you,  
 11 because I do understand. Thank you.  
 12 DR. HAGER: Thank you.  
 13 CHAIRMAN CAUSEY: So, Dr. Hager, I am actually last.  
 14 The question I had related also to Special Ed., and I appreciate  
 15 all the Board members with this wide variety of questions,  
 16 really are about helping our students and our families. So,  
 17 with this special education, is there a process where parents,  
 18 whose children did not previously have an IEP, but maybe through  
 19 the pandemic or through development, they now are having issues  
 20 that the parent needs addressed. So, what information is  
 21 available to our parents to understand what are the processes to

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1 maybe ask for an IEP meeting or a student support meeting, just  
 2 in terms of addressing those new needs that we are seeing many  
 3 children do have?  
 4 DR. SCRIVEN: Yeah, thank you Ms. Causey, again  
 5 great question. Again, our normal processes still hold true in  
 6 this virtual context related to referrals for students to be  
 7 assessed for Special Education services. And so the first and  
 8 foremost thing I would say is have the family member reach out  
 9 to their support administration to discuss having a referral  
 10 process considered. That is really the first step whether we  
 11 were in brick and mortar, a hybrid or in our current, virtual  
 12 context. Step one, reach out to the school (inaudible) that  
 13 will activate (inaudible).  
 14 CHAIRMAN CAUSEY: Okay. Great. Thank you very  
 15 much.  
 16 DR. SCRIVEN: My pleasure.  
 17 CHAIRMAN CAUSEY: And with that, we are going to  
 18 move on to our next agenda item, which is the Report on the  
 19 Equity Audit, and for that we have Dr. Lisa Williams and Mr.  
 20 Billy Burke.  
 21 MR. BURKE: Good evening Chair Causey, Vice Chair

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1 and Dr. Williams and members of the Board. Dr. Williams, is  
 2 there anything you'd like to say before we begin?  
 3 DR. WILLIAMS: Sorry Billy, I was having technical  
 4 difficulties over here. So, based on the direction of the  
 5 Board, we are giving an overview, with the understanding Board  
 6 member said that we are going to look at the upcoming Board  
 7 agenda for September 29. So, this presentation was shared with  
 8 the equity committee, and we thank, Dr. Lisa Williams for  
 9 rearranging her schedule to be here with us tonight.  
 10 We do recognize this is a very important topic, and  
 11 we thank our Equity Committee Chair, Makeda Scott, for raising  
 12 this topic to be presented tonight, so we are going to do our  
 13 best, knowing that we will provide some additional information  
 14 and will be prepared to do more work on September 29th. So,  
 15 I'll turn it back over to Billy Burke and Dr. Lisa Williams.  
 16 MR. BURKE: Thank you, Dr. Williams. I would like  
 17 to echo your sentiments and thank Dr. Lisa Williams for  
 18 rearranging her schedule tonight and making herself available.  
 19 Her expertise is always worth listening to. I would offer one  
 20 perspective before Dr. Williams begins and that is that  
 21 sometimes when we review student data, and we see disparities,

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1 we often start to think that that identifies deficits in our  
 2 students and children. And I would offer that there is a  
 3 different perspective you should be taking as you listen to this  
 4 information. It's more important to understand the perspective  
 5 that what you are going to hear about speaks more to the adults  
 6 in the organization and what we need to learn and how we need to  
 7 change our practices in order to meet the needs of the students  
 8 represented by the data. With that being said, I would like to  
 9 turn things over to Dr. Lisa Williams.  
 10 DR. WILLIAMS: Good evening everyone. So, what I  
 11 will attempt to do is be succinct in this presentation, given  
 12 that we will have another opportunity to delve more deeper into  
 13 the implications of the find. But the idea is that we can use  
 14 these data to begin to ask ourselves very deep and meaningful  
 15 questions, relevant to Policy 0100, as we think about what is  
 16 the lay of the landscape of experts that needs to be addressed  
 17 across the organization. Next slide, please. So, it is really  
 18 important to bring the conversation in the context of policy.  
 19 Policy 0100 states that Baltimore County Public  
 20 Schools believe that disparities are unacceptable, that it is  
 21 inequitable to provide the same services to all students when

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1 there is evidence that students' needs differ, that need to be  
 2 accountable for not engaging in practices that reproduce equity  
 3 and that we should ultimately evaluate our decisions, our  
 4 practices and our procedures not just through the lens of our  
 5 intentions, but we need to be accountable for the actual  
 6 impacts, particularly when it (unintelligible) the needs of our  
 7 marginalized students.  
 8 And as we consider presentations over the course of  
 9 this evening, even in the data that are happening right now  
 10 within the BCPS community. We see disproportionate impacts,  
 11 disproportionate abilities to access the services that are  
 12 available. And so what the policy really harkens our attention  
 13 to is the dialing into the implications of what it means to know  
 14 that there are different levels of responses and for the system  
 15 to launch responses that are in accordance to what the data  
 16 would suggest we need to be thinking about. Next slide please.  
 17 The mission of the equity committee that would  
 18 usually establish (inaudible). The point of the committee is to  
 19 really help the system in removing structural, cultural and  
 20 barriers that exist across the system that limit opportunities  
 21 for all students. This is one of the things that I think is

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1 really important for us to understand, that it is through  
 2 understanding unique needs for different groups of students and  
 3 responding to those unique needs that the system, as a whole,  
 4 becomes stronger.

5 So, it is really important for us to not position  
 6 this work as either this student or that student, but  
 7 recognition that when all students and (inaudible) groups have  
 8 been served, it speaks to the larger viability of the system  
 9 (inaudible). So, this is part of the mission of the work of  
 10 that committee. And I think (audio is not clear; echo from  
 11 speaker). Next slide please.

12 So, the objectives of this presentation are to  
 13 really give you some high level overview of the trends that can  
 14 be seen across multiple data sets to consider these data stats  
 15 in the context of the equity policy 0100 and then to think about  
 16 the next steps that would be appropriate as responses to the  
 17 finding. Next slide please.

18 So, just a bit of background of the formation of the  
 19 equity committee and the commissioning of the audit. The  
 20 committee made the decision that in order to make sure we are  
 21 all on the foundation, in terms of our understanding of the data

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1 patterns in the system, it would be appropriate to have an  
 2 equity audit presented to the team. On June 17th, the equity  
 3 committee had its inaugural meeting. On the 17th of August, the  
 4 committee convened to discuss the following questions by way of  
 5 a report that was commissioned. And so the three questions that  
 6 the report audit was designed to speak to were: What are the  
 7 gaps in student outcomes? Are the gaps that are identified  
 8 persistent, meaning are these gaps that exist across multiple  
 9 years? That gap was operationally defined as three or more  
 10 years.

11 So, when I call forward patterns that the data show,  
 12 you should bear those in mind that we are talking about patterns  
 13 that exist in data for three or more years. And this is the  
 14 most provocative question from my perspective, and that is are  
 15 the gaps actually widening, or do we see some improvement of  
 16 existing patterns? Next slide please.

17 So, when we look at data describing student  
 18 outcomes, specifically through the lens of achievement data,  
 19 what is important to think about is that all of these  
 20 (inaudible). Therefore, when we think about the past and what's  
 21 to come, there should be a recognition that these are the

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1 challenges that existed for the system, prior to this moment of  
 2 both racial uprisings and pandemic (Poor audio quality  
 3 throughout speaker's presentation) that are having  
 4 disproportionate impacts on different communities. Next slide  
 5 please. So, when we look at the achievement via (inaudible) what  
 6 it shows, we can look from multiple data sets (inaudible) data  
 7 like SAT, data AP, access, achievement data that are relevant  
 8 for grades K-8, these are the kinds of pieces of information  
 9 that were looked at to surmise these trends, and I know that you  
 10 all have access now to the Word document where the specific data  
 11 are referenced.

12 So, I'm going to speak to the local finds so we see  
 13 what equity work really calls us to think about that we can see  
 14 across multiple data sets and when we look at the achievement  
 15 data, there are predictability patterns. We see racial  
 16 predictability meaning that white students and Asian students  
 17 outperform their non-white, black and Hispanic peers. We see  
 18 class predictability, where middle class students perform on  
 19 average at a higher rate than poor students. We see ableist  
 20 patterns where students with disabilities underperform when  
 21 compared with their non-disabled peers. And we see linguistic

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1 predictability where students for whom English is not the first  
 2 language underperform against their peers who are English  
 3 speakers.

4 So, the point is, when we looked at different data  
 5 set, some of the scope of difference would be greater or  
 6 smaller, but what is important to focus in on is that these are  
 7 the types of patterns -- race, class, special education  
 8 participation and language -- you see this consistent  
 9 predictability around who will perform better. And the only  
 10 equity you need to know, we are looking at achievement data  
 11 (inaudible) is where a student like this might fit around these  
 12 social identifiers. Next slide please.

13 So, when we look at issues of access, and the proxy  
 14 or the way that I would phrase thinking about access would be  
 15 access to rigorous course opportunities. So, we tend to think  
 16 about programs like AP, GT, those kinds of more rigorous  
 17 opportunities. We see similar patterns in access to those  
 18 experiences as we do to achievement outputs. Next slide please.

19 So, what you will probably notice is that same  
 20 social identifier that showed up for achievement show up in  
 21 equity, meaning you see race predictability, class

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1 predictability, special education predictability and linguistic  
 2 predictability. Now, mind you, this is the report that levels  
 3 that. To begin our conversation, certainly there are other  
 4 questions that we could ask. Some of these things came up  
 5 during our discussions at the equity meeting to include looking  
 6 at perceptions around gender, but it was really important for us  
 7 to sort of (inaudible) the consistency of these types of  
 8 predictability factors that are pretty (inaudible) across the  
 9 (inaudible). Next slide please.

10 When we looked at indicators of climate, similar  
 11 types of predictability. Next slide please.

12 So, specifically, we are going to look at climate  
 13 through a series of indicators. We will take a look at climate  
 14 through suspensions and attendance primarily. And so when we  
 15 look at the suspension data, what we see is race predictability,  
 16 see class predictability. We see participation in special  
 17 education or ableist predictability. Right. These are pretty  
 18 much the same predictability factors that we see in educational  
 19 access and achievement.

20 So, it's important what these data, what these three  
 21 sets would tell us that as an organization, we need to be asking

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1 questions about what role suspensions play in teaching and  
 2 learning and the engagement experiences of students. What role  
 3 does class or socio economic challenges play in teaching and  
 4 learning and engagement opportunities.

5 And similarly, the same kind of exchange can be  
 6 asked through the lens of able bodied lists because we see,  
 7 again, very similar instances. Next slide please.

8 And what these data actually give us a little more  
 9 context about, and I know that these data are in the report, is  
 10 really a bit of the scope of the (inaudible). So, as an  
 11 example, among elementary schools when we think about the  
 12 suspension rate, these data and Dr. (inaudible) fill in if I get  
 13 this wrong, correct me. What we see is African American  
 14 students at the elementary level being suspended at again 1.5%  
 15 higher than their white peers.

16 Specifically, the other thing I want to call your  
 17 attention to, in this chart, is that the gaps are widening. So  
 18 what that means is we're having even greater disproportionate  
 19 (inaudible) suspensions of African American kids. When we look  
 20 at the middle school level we see similar patterns with special  
 21 education and then we get to the high school level and change

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1 the metric rate from suspension rate to chronic (inaudible)  
 2 emerges that should be on our radar (inaudible) and that's the  
 3 Hispanic, Latino population.

4 And again I'll make the connection back to the  
 5 conversation earlier where we were talking about (inaudible)  
 6 connection to the (inaudible), right? And the different ways in  
 7 which this particular moment is causing school separation and  
 8 bear that in mind for students where already separated  
 9 (inaudible), right? So again there is a context to make these  
 10 data (inaudible) challenging for us when we sit in (inaudible)  
 11 protective implications of what we might find if we were looking  
 12 at similar data in this particular context. So hopefully  
 13 (inaudible). Next slide please.

14 Going deep (inaudible) into an analysis around  
 15 attendance and absenteeism we find similar trends, next slide  
 16 please.

17 When we take a look at attendance data, and again  
 18 the particular of how the attendance data were surmised, the  
 19 operational definition are in your word document, what we see,  
 20 racial predictability, class predictability and (inaudible)  
 21 predictability. Hopefully again you're making the connection

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1 that these issues are (inaudible) which is why you can see very  
 2 similar (inaudible). What I will (inaudible) because I think  
 3 (inaudible) request more data stats in those data stats  
 4 absolutely do give us a more complete vantage point on what'  
 5 transpiring (inaudible) all your attention to is the class can  
 6 get smaller or they can get larger but they still are the same  
 7 types of (inaudible) which calls into attention the issues of  
 8 structuralism that we've been talking about, quite frankly,  
 9 pretty openly as an organization (inaudible), next slide please.

10 Chronic absenteeism, when we look at those students  
 11 who are experiencing significant absence from school which is a  
 12 rudimentary way to think about chronic absenteeism there's an  
 13 end that is in your report it operationally defines how many  
 14 days we're talking when we talk about chronically absent  
 15 students, you see race predictability, class predictability  
 16 (inaudible), next slide please.

17 So in (inaudible) what the data suggests is that  
 18 they're having (inaudible) across the system when we're thinking  
 19 about our students in the areas of (inaudible) you have that in  
 20 the areas of access and have them in the areas of achievement  
 21 and they are similar types of disparities irrespective of the

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1 kind of service that is being offered so that tell us, or should  
 2 at least, raise our attention to the specter of examining system  
 3 level structures. (inaudible) while they varied across the  
 4 system in terms of scope you can find them in (inaudible)  
 5 thinking about our students and how we geographically  
 6 (inaudible) The following student groups had the most notable  
 7 inequities across each categories, black students, Hispanic  
 8 students, students participating (inaudible) meals, RL's and our  
 9 students with disabilities, participate in special education  
 10 services. So again I just want to (inaudible) these students in  
 11 our consciousness in this (inaudible) as we concede to make  
 12 decisions about how respond at present and how we will need to  
 13 respond in the future understanding the challenges that they  
 14 system (inaudible) to students' disruption, next slide please.

15 The next area that we took a look at as a committee  
 16 were data that described the demographics of the (inaudible), so  
 17 again I will try to be quick with these (inaudible), next slice  
 18 please. While we look at staff comprising our elementary  
 19 schools these are the statistics (inaudible) so 90% of our  
 20 teachers are female and are white women, by and large. At the  
 21 principalship level 76% are female and 865 of them are white and

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1 then when we look at principalship whole at the elementary level  
 2 85% are female and 77% are white and so the question when we  
 3 look at the race data through the lens of achievement  
 4 (inaudible) and then we just opposed that with the staff  
 5 (inaudible) see some significant discontinuity right? Meaning  
 6 the percent of teachers and principals (inaudible) elementary  
 7 level they do not, they don't line up with those data tracts and  
 8 what I would not want you to take from this is (inaudible) that  
 9 because we have more white teachers less, I'm just isolating the  
 10 elementary school out (inaudible) that they can't teach students  
 11 of color that is not what I would recommend (inaudible) on these  
 12 data findings what I would suggest is that what they taught  
 13 would be less we need to do is a very deep dive into issues of  
 14 culture, into of race (inaudible) and power, quite frankly to  
 15 ensure that what we are doing in terms of services (inaudible)  
 16 meeting the needs of the students. And sometimes these  
 17 conversations are not the easiest to have but certainly  
 18 (inaudible) , next slide please.

19 When we look at middle school data, similar trends  
 20 are noted, 70% of teachers are white and female. When we look  
 21 at the principalship levels, 61% of principals at the middle

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1 school level are white and female, approximately 60% (inaudible)  
 2 and then at the assistant principal level we have 58% of  
 3 assistant principals are female and white, similar trends, next  
 4 slide please.

5 At the high school you see a little more (inaudible)  
 6 where upward, approximately 56% of teachers are female, here  
 7 again 83% are white, I mean there's a small distinction between  
 8 (inaudible). When we look at the principalship 54% are female  
 9 so we have more gender parity at the secondary level  
 10 specifically at the high school level, 62% of principals at the  
 11 high school level are white and then at the assistant principal  
 12 level again closed parity around gender 52% female but again you  
 13 see that racial (inaudible) and what (inaudible) don't have is  
 14 that 52% (inaudible) percent of students are students of color  
 15 so it actually (inaudible) pretty significant when we think  
 16 about (inaudible) question of who does (inaudible) against the  
 17 staffing. And if I could give you, if we had more time to look  
 18 at historically (inaudible) these trends in staffing are based  
 19 (inaudible), next slide please.

20 And student support data, we did not as a committee  
 21 spend very much time talking about this data but what I want to

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1 invite you to consider at your leisure is the racial (inaudible)  
 2 assignment of support staff after schools, they are in the  
 3 budget book, the reason that we did not spend very much time as  
 4 a committee looking at those data is because they are on a  
 5 (inaudible) they look don't look at risks so let's say we knew  
 6 disproportionalities existed in a given area we don't  
 7 (inaudible) support staff in that way so (inaudible) , next  
 8 slide please.

9 You can move up to the next slide. Thank you. And  
 10 so what is our primary response vehicle as a system? Well our  
 11 first response vehicle is the compass and in the creation of the  
 12 compass each of the superintendent's priority areas have been  
 13 identified and through those priority areas the question of what  
 14 is it look like to move equity into action has been addressed.  
 15 Now start (inaudible) to ensure that within those prior  
 16 (inaudible) and the desire application of an equity lends that  
 17 we're being mindful of the (inaudible) and the different  
 18 identifiers whereby we had some work to do around looking at the  
 19 (inaudible) system's efficiency. So the, what will really  
 20 matter is how we actually theorize around interrupting these  
 21 disproportionalities that again are not just in this year's data

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1 set or last year's data set. What the equity audit showed are  
 2 data's that with disproportionalities of three years or greater  
 3 and I would actually say that these trends have been in the data  
 4 before I was looking in it, next slide please.  
 5 Further it is really important particularly given  
 6 all of the provisions that have just been completed (inaudible)  
 7 that that policy is (inaudible) so what you're saying policy  
 8 about our application of and equity lends to various areas of  
 9 (inaudible) across the organization, whether the trends that the  
 10 evidence would suggest that we need to take a look at in terms  
 11 of system structure (inaudible) and then how do we put all of  
 12 that (inaudible) together. I'm pretty sure that we are  
 13 launching the most robust response particularly (inaudible),  
 14 last slide.  
 15 So at this point I will stop and ask if there are  
 16 any questions.  
 17 CHAIRMAN CAUSEY. Dr. Williams, this is Dr. Lisa  
 18 Williams, this is Ms. Causey again we just want to thank you for  
 19 taking time out to provide this information and this very  
 20 important update to the Board, again I would just go around the  
 21 dais and just ask Board Members for brief questions or comments,

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1 we are in the interest of time so let's see, so I start with Dr.  
 2 Hager.  
 3 DR. HAGER: I have no additional questions.  
 4 CHAIRMAN CAUSEY: Thank you. And as we mentioned we  
 5 do want to have an agenda item on the next Board Meeting related  
 6 to further evaluation of this so if Board Members want to send  
 7 in questions or comments at another time we can do that but Ms.  
 8 Pasteur?  
 9 MS. PASTEUR: You want Mr. Kuehn? He's next.  
 10 CHAIRMAN CAUSEY: Oh, I'm sorry.  
 11 MR. KUEHN: You just skipping me there? Come on.  
 12 Just kidding Lisa.  
 13 MS. PASTEUR: But I got your back Mr. Kuehn.  
 14 MR. KUEHN: Thank you very much. I appreciate the  
 15 presentation. I'm actually staring at the document that was  
 16 just sent out trying to make sense of the numbers. One of the  
 17 questions I have, cause I wasn't at the original presentation  
 18 and the deep dive, when you're talking about widening, does that  
 19 mean that the gap by a percentage is getting bigger? Is that  
 20 what that means?  
 21 DR. WILLIAMS: That's exactly what that means.

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1 MR. KUEHN: Okay. So if we're looking at a gap that  
 2 say says 6% right and then the white it is widening 20% is that  
 3 over a year or over those three years it's gotten 20% bigger,  
 4 how does that work out?  
 5 DR. WILLIAMS: So I want to invite Dr.  
 6 Wheatley-Phillip to give the particulars but as I understand it  
 7 if the researchers look at the data let's say three years ago,  
 8 that would have been the baseline so the question is if I looked  
 9 at 2016 what's happening by 2020? And what I understand to be  
 10 happening is that the gaps are growing. Now what I would say to  
 11 you is what is simultaneously happening at the same time is we  
 12 are getting more students in the district that we're already  
 13 struggling to ensure what we're providing in terms of access to  
 14 teaching, learning and engagement is sufficient, we're getting  
 15 more of those students so it would make sense that the gaps are  
 16 getting wider because we really gotta look at this questions of  
 17 the sufficiency of services for populations that have been  
 18 historically marginalized. But I'll create some space for Dr.  
 19 Wheatley-Phillip to affirm if that (inaudible) is correct.  
 20 DR. WHEATLEY-PHILLIP: Absolutely. And thank you so  
 21 much Dr. Williams and just so Mr. Kuehn for your information a

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1 gap means that we're looking at specific benchmarks and looking  
 2 at the students who met those benchmarks and the students who  
 3 didn't. That creates the gap, the persistent pieces were it  
 4 really expended for two of the three years in which we pulled  
 5 these data for this report and when we talk about the gap that's  
 6 widening it really is looking at between year one that we pulled  
 7 the data and year three with gap continues between your one and  
 8 it actually extends into the year three. So the way Dr.  
 9 Williams described it is, Dr. Lisa Williams describe it is  
 10 accurate but the gap means it's wider in year three than it was  
 11 in year one.  
 12 MR. KUEHN: And in essence that's showing us a bad  
 13 or a poor trend, it's going in the wrong direction if it's  
 14 widening at all.  
 15 DR. WHEATLEY-PHILLIP: Absolutely because we're  
 16 saying that for our students who should be meeting expectation  
 17 we have a group of students that are not meeting the same level  
 18 of expectations of a larger group of students and that is  
 19 continuing and is also widening over time and in particular it  
 20 really is looking at the five student groups that Dr. Williams  
 21 talked about which are black African American students, Hispanic

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1 Latino students, students eligible for farm services as well as  
 2 those receiving English learner services and also special  
 3 education services, those are primarily the five groups in which  
 4 the data show the gaps exist, they are persisting and they are  
 5 also widening.  
 6 MR. KUEHN: Thank you I look forward to a deeper  
 7 dive.  
 8 CHAIRMAN CAUSEY: Ms. Pasteur?  
 9 MS. PASTEUR: Okay. Thank Dr. Williams for joining  
 10 in on this and thank you Dr. Wheatley-Phillip for working with  
 11 those numbers. So really what beyond would I just is a  
 12 statement and I look forward to our next Board Meeting where we  
 13 can go into some of this a little bit more but I need to say  
 14 that I've been in Baltimore County long enough to have seen a  
 15 world of difference, Matt, Jessa, Tessa etc.  
 16 We've been talking about these gaps for a very long  
 17 time and because I represent District 2 I not only can see the  
 18 gap widening just in those numbers but also seeing changes in  
 19 the schools that when I came in weren't a part of those numbers,  
 20 now they greatly are so I look forward to the next meeting  
 21 however, and this is not so much to Dr. Lisa Williams and Dr.

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1 Wheatley-Phillip but I look forward to us having conversation,  
 2 starting conversations now about how we're going to change some  
 3 of these things and I think the compass gives us direction, I'm  
 4 getting real ahead at going there.  
 5 All right. But that compass does really do that it  
 6 points to our being able to make those changes but I do have to  
 7 say having been around a long time and been a part of all of  
 8 those things that I named that I need us to get beyond those  
 9 numbers and start working about changing that both in terms of  
 10 staffing and how we support our students. That's what I'll be  
 11 looking forward to hearing at our next meeting, how we get  
 12 started with making those changes. But thank you so much for  
 13 putting their people like the numbers now let's do something  
 14 about them finally. Thank you.  
 15 CHAIRMAN CAUSEY: Mr. Offerman, do you have  
 16 questions or comments? We'll move on to Mr. Muhumuza and if Mr.  
 17 Offerman comes back online. Mr. Muhumuza:  
 18 MR. MUHUMUZA: I don't have any comments but I just  
 19 wanna thank Dr. Lisa Williams, Mr. Burke and Ms. Monique  
 20 Phillips for this great presentation and I look forward to the  
 21 further conversation and thank you.

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1 CHAIRMAN CAUSEY: Thank you. Ms. Henn?  
 2 VICE CHAIR HENN: No questions or comments. But  
 3 likewise thank you for the presentation Dr. Williams.  
 4 CHAIRMAN CAUSEY: Ms. Jose?  
 5 MS. JOSE: Thank you Dr. Williams, Dr. Monique  
 6 Wheatley-Phillips and Mr. Burke and like the other Board Members  
 7 I look forward to the second presentation and now that we see  
 8 the numbers I look forward to finding solutions and that is to  
 9 Dr. Darryl Williams. Thank you.  
 10 CHAIRMAN CAUSEY: Mr. McMillion, question or  
 11 comments?  
 12 MR. MCMILLION: Dr. Lisa Williams thank you for the  
 13 late notice and coming and presenting to us, thank you very  
 14 much.  
 15 CHAIRMAN CAUSEY: Ms. Mack? Ms. Mack we cannot hear  
 16 you.  
 17 MS. MACK: I'd like to thank Dr. Williams not only  
 18 for the presentation tonight but the work that she's done with  
 19 the equity committee on which I am a member. I'd also like to  
 20 thank her for allowing me to even contact her after various  
 21 meetings to pick her brain a little bit more and discuss

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1 information at a deeper level so I too look forward to the next  
 2 meeting when we can dig into this. And I echo Ms. Pasteur's  
 3 responses that I look forward to doing the work and making this  
 4 different.  
 5 CHAIRMAN CAUSEY: Ms. Scott?  
 6 MS. SCOTT: Yes, thank you I would like to again, I  
 7 echo what others have said, thank Dr. Lisa Williams, thank Mr.  
 8 Billy Burke as well as thanking Dr. Wheatley-Phillips for all of  
 9 the work that they have done in compiling the information for  
 10 the equity audit and I feel that it was very important and as  
 11 Dr. Lisa Williams told me this had not in this form been done  
 12 before as BCPS so I think the information that they've been able  
 13 to compile is very informative, very important and I look  
 14 forward to taking the next steps to how we will work with that  
 15 information that we have received. As I said earlier with COVID  
 16 19 it's not business as usual and as Dr. Lisa Williams said the  
 17 gaps are widening and it is incumbent upon us to take steps to  
 18 address those issues that have been laid before us so I think  
 19 this is a good first step and I look forward to what we will do  
 20 next and as others have said what we will hear at the next Board  
 21 Meeting. Thank you.

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1 CHAIRMAN CAUSEY: Ms. Rowe a question or a comment?  
 2 MS. ROWE: I have no questions or comments other  
 3 than just thank Dr. Lisa Williams for her presentation and for  
 4 her work and I look forward to the future progress and hearing  
 5 recommendations about what we can do.  
 6 CHAIRMAN CAUSEY: Thank you and Dr. Darryl Williams  
 7 did you want to have any comments to wrap up Dr. Lisa Williams'  
 8 presentation for us?  
 9 DR. WILLIAMS: So Dr. Williams, Lisa Williams and  
 10 Billy Burke, we have had many conversations, I'm thinking at  
 11 this point for the next presentation I'm happy to dive in a  
 12 little bit deeper Dr. Lisa Williams about the system improvement  
 13 team and that work that is position for us as a system to start  
 14 analyzing data, looking at our practices, establishing new  
 15 routines and it's getting, I would say, all of our focus areas  
 16 that are associate with the compass and so I look forward to  
 17 that next presentation. So I want to thank you all for your  
 18 time and attention.  
 19 DR. WILLIAMS: Ms. Causey are there any other  
 20 questions? Any other Board Members?  
 21 CHAIRMAN CAUSEY: No we have worked through all the

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1 Board Members so we really appreciate you coming and we look  
 2 forward to the next steps. I did have one question that was  
 3 raised as a part of the next presentation in terms of one of our  
 4 groups where the gaps seem to be widening is our special  
 5 education groups so I'm gonna put a request in with Dr. Darryl  
 6 Williams now to see if we can have as a part of that our new  
 7 Executive Director Dr. Kathrine Pierandozzi to be a part of that  
 8 presentation and conversation.  
 9 DR. WILLIAMS: If I may really quickly cause it's  
 10 late.  
 11 CHAIRMAN CAUSEY: Certainly.  
 12 DR. WILLIAMS: Certainly this is a fairly  
 13 (inaudible) conversation. We present the data discreetly so it  
 14 will show special education, students of color but those  
 15 (inaudible) are not discreet. So one of the things that I'm  
 16 hopeful that we're able to do is to look at the intersections so  
 17 we can (inaudible) vulnerability on a spectrum because I that  
 18 will really help us to think about how we move forward and ways  
 19 that are far more (inaudible) so just trigger that for me so I  
 20 just wanted to offer that.  
 21 CHAIRMAN CAUSEY: Thank you, thank you for that.

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1 DR. WILLIAMS: Okay.  
 2 CHAIRMAN CAUSEY: Okay. So we will move on to our  
 3 next item. We have item O, unfinished business consideration of  
 4 the fiscal year 2022 State Capital request and for that I will  
 5 call forward Dr. Scriven and Mr. Dixit. Gentlemen we have  
 6 discussed before, did you have additional information or, for  
 7 the Board? Or are you just available for questions?  
 8 DR. SCRIVEN: No we did not have any additional  
 9 information at this time. We know that the Capital budget was  
 10 introduced on August 11, we had our work session on August 25,  
 11 we're simply seeking Board approval for the Superintendent's FY  
 12 2022 State Capital Budget recommendation at this time, Madam  
 13 Chair.  
 14 CHAIRMAN CAUSEY: Thank you, may I have a motion to  
 15 approve the Superintendent's proposed Fiscal Year 2022 State  
 16 Capital Budget request?  
 17 VICE CHAIR HENN: So moved, Henn.  
 18 CHAIRMAN CAUSEY: Is there a second?  
 19 MR. MACK: Mack, second.  
 20 CHAIRMAN CAUSEY: Mr. Kuehn is second. Any  
 21 discussion Board Members? May I have a roll call vote Ms.

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1 Gover?  
 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. Muhumuza?  
 9 MR. MUHUMUZA: Yes.  
 10 MS. GOVER: Ms. Henn?  
 11 VICE CHAIR HENN: Yes.  
 12 MS. GOVER: Ms. Causey?  
 13 CHAIRMAN CAUSEY: Yes.  
 14 MS. GOVER: Ms. Jose?  
 15 MS. JOSE: Yes.  
 16 MS. GOVER: Mr. McMillion?  
 17 MR. MCMILLION: Yes.  
 18 MS. GOVER: Ms. Mack?  
 19 MS. MACK: Yes.  
 20 MS. GOVER: Ms. Scott?  
 21 MS. SCOTT: Yes.

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1 MS. GOVER: Ms. Rowe?  
 2 MS. ROWE: Yes.  
 3 MS. GOVER: Thank you.  
 4 CHAIRMAN CAUSEY: The motion carries. Thank you  
 5 gentlemen we appreciate all your work on this.  
 6 The next item is new business, contract awards and  
 7 for that I call on Building and Contracts Committee Chair Ms.  
 8 Julie Henn.  
 9 VICE CHAIR. HENN: Thank you Madame Chair. Tonight  
 10 the Board's Building and Contracts Committee voted unanimously  
 11 to recommend items N1 through N14 to the Board for approval.  
 12 CHAIRMAN CAUSEY: Thank you. Do I have a motion to  
 13 approve items N1 through N14?  
 14 MS. MACK: So moved, Mack.  
 15 CHAIRMAN CAUSEY: There's no second needed since it  
 16 comes with a recommendation from the Committee. Is there any  
 17 discussion Board Members? Hearing none may I have a roll call  
 18 vote?  
 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. Muhumuza?  
 5 MR. MUHUMUZA: Yes.  
 6 MS. GOVER: Ms. Henn?  
 7 VICE CHAIR HENN: Yes.  
 8 MS. GOVER: Ms. Causey?  
 9 CHAIRMAN CAUSEY: Yes.  
 10 MS. GOVER: Ms. Jose?  
 11 MS. JOSE: 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 MS. GOVER: Thank you.  
 21 CHAIRMAN CAUSEY: The motion carries. Thank you Ms.

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1 Henn.  
 2 The next item on the agenda is item P, Board Member  
 3 comments and I will go around the dais seeking comments if I  
 4 could ask Board Members to be a little more brief than usual  
 5 just given the late hour and that tomorrow is a school day. So  
 6 we can start this evening with Dr. Hager.  
 7 DR. HAGER: Hello everyone so I just wanted to say  
 8 that given my training and experience in public health and my  
 9 role in the school of medicine that I stand by the School  
 10 Board's decision to start the year virtually. Having said that  
 11 I also believe we need to figure out a safe way for some of our  
 12 students to return in person sooner rather than later. And I  
 13 just want to sincerely thank all the teachers and staff and  
 14 administrators for their hard work this year and wish the  
 15 students good luck and last but not least get your flu shot  
 16 everyone it's best to be safe and healthy so we can all return  
 17 to school sooner rather than later. That's it.  
 18 CHAIRMAN CAUSEY: Thank you. Mr. Kuehn.  
 19 MR. KUEHN: All right. I just want to welcome  
 20 everyone back to school, I know it's been a little over a week,  
 21 I know that there was a lot of preparation to make all of this

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1 happen and I am hoping that we work the kinks out quickly so  
 2 that students are getting the education that we aim to provide  
 3 them. So I just want to wish everybody best of luck doing that  
 4 and I'll look forward to our next meeting and discussion of  
 5 possibly getting some kids actually into school. Thank you.  
 6 CHAIRMAN CAUSEY: Ms. Pasteur?  
 7 MS. PASTEUR: Yes thank you. I came to Baltimore  
 8 County in 1988, have been a proud part of Baltimore County but I  
 9 have to say I have never been more proud than I am watching the  
 10 opening because staff and parents and children have been truly  
 11 under the gun and with all of the up and downs and ins and outs  
 12 and not wanting this and not wanting that, not liking this and  
 13 not liking that, we've still done it and we're still educating  
 14 our young people. I truly am proud of all of the folks who have  
 15 a part of BCPS one, congratulations and that includes members of  
 16 the Board who have been out and about talking to constituents,  
 17 asking questions and doing the work.  
 18 CHAIRMAN CAUSEY: Thank you Ms. Pasteur. Mr.  
 19 Offerman has left the meeting. Okay. Mr. Muhumuza?  
 20 MR. MUHUMUZA: Yeah I'll reiterate what other Board  
 21 Members have said. I wanna welcome everybody back to school,

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1 we're gonna to continue listening to the concerns of  
 2 constituents and reporting those concerns to the Administration  
 3 and we hope these questions and issues are addressed properly.  
 4 Other than that I look forward to meeting with more students and  
 5 partaking in other Student Council events and lastly I wanna  
 6 say, Happy Hispanic Heritage Month. Thank you.  
 7 CHAIRMAN CAUSEY: Thank you. Ms. Henn?  
 8 VICE CHAIR HENN: Thank you. So certainly this will  
 9 be one school opening that I don't think anyone will ever  
 10 forget. And if it's taught me one things it's that how much we  
 11 truly do depend on one another, teacher, staff, parents and  
 12 students and with that I'd like to share a posting that moved me  
 13 especially and it's from one of our parents. She writes, "Today  
 14 I tried to listen in to as many of their classes and I could.  
 15 One teacher was so super excited that class flow worked, bless  
 16 her heart, it brought tears to my eyes how excited she was.  
 17 Another teacher shared that she had her first and  
 18 third graders in the same room and apologized in advance if she  
 19 had to leave for a second to attend to them. She did a  
 20 fantastic job. One student had trouble saving something and I  
 21 heard the teacher calming her down and helping her. In another

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1 class the teacher thought she was presenting her PowerPoint and  
 2 she wasn't and the kids brought that to her attention and she  
 3 was very thankful. I heard teachers helping the kids, kids  
 4 helping the teachers and fellow classmates helping each other,  
 5 all of the teachers were so supportive, the kids were patient  
 6 and kind. Despite the circumstances and the logging in issues  
 7 I'm calling it a very successful day. Thank you teachers we  
 8 notice your hard work." I notice it too, thank you teachers,  
 9 thank you parents, thank you students and thank you staff and  
 10 everyone in team BCPS.  
 11 CHAIRMAN CAUSEY: Ms. Jose?  
 12 MS. JOSE: No comments, good night all.  
 13 CHAIRMAN CAUSEY: Mr. McMillion?  
 14 MR. MCMILLION: Yes, yes, yes. I've lost an  
 15 earplug, just hold on just briefly, I've lost an earplug. Okay,  
 16 here I'm ready. I want to thank everyone for all the hard work  
 17 in preparing for the virtual return. Having said that I  
 18 sincerely hope central staff is developing a speedy plan for a  
 19 near future live opening, especially for elementary aged  
 20 children and all students with IEPs and 504 plans.  
 21 I'm extremely happy the public will have the

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1 opportunity to speak live in future Board of Education Meetings,  
 2 I encourage the public to sign up and have your voices heard.  
 3 Earlier this evening Ms. Pasteur mentioned a new model, as I  
 4 said in July public education has not met the needs of all of  
 5 our students for decades, we need to take advantage of the  
 6 opportunity the pandemic has presented us to develop a new  
 7 process. The high school students who love virtual learning and  
 8 are productive should be allowed to continue. Why put those  
 9 students back in traditional classrooms? I'm gonna use a sports  
 10 analogy, give those students the ball and let them run with it.  
 11 Thank you.  
 12 CHAIRMAN CAUSEY: Ms. Mack?  
 13 MS. MACK: Well Ms. Henn stole my thunder a little  
 14 bit but I saw a posting that I thought encapsulates how I feel  
 15 how things went, a parent wrote, "Listen I know this first week  
 16 of the 2020 school year is not what any of us expected but I've  
 17 gotta say the BCPS teachers at my kid's school have done a great  
 18 job so far. The schedules are thoughtful and the lessons are  
 19 adapted to this unique situation we're in. I can't imagine how  
 20 long it took them to put all of this together.  
 21 Shout out to the teachers helping to make normal out

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1 of the abnormal, you're appreciated." This parent also posted,  
 2 "on a lighter note, just a reminder that your children are  
 3 telling all your business in their virtual classes. So far  
 4 today I've learned that someone's mom is having surgery  
 5 tomorrow, someone is allergic to eggs and someone's dog died a  
 6 long time ago at it's only 9:33 a.m." Have a great evening  
 7 everybody.  
 8 CHAIRMAN CAUSEY: Ms. Scott?  
 9 MS. SCOTT: Yes I would like to echo Mr. Muhumuza's  
 10 statement (inaudible) to all of our students, Happy Hispanic  
 11 Heritage Month to you all. And I would also like to say to all  
 12 the parents out there who are dealing with various different  
 13 things that come along with logging in virtually, Google meets,  
 14 (inaudible) and everything else to hang in there. It is a new  
 15 learning experience for us all and it's not something that we  
 16 would have anticipated but we are here and so it's just very  
 17 very (inaudible). I would just say that I would like to thank  
 18 all of our teachers and administrators and principals and  
 19 everyone for all their hard work and what they're all doing and  
 20 wish everyone a wonderful week and have a great school year.  
 21 Thank you.

1 CHAIRMAN CAUSEY: Ms. Rowe:  
 2 MS. ROWE: Yes I would just like to echo what other  
 3 Board Members have said and just thank teachers and staff and  
 4 parents. This is a very difficult situation that we're going  
 5 through and I think that if we can remember to try to have  
 6 patients not only with each other but with the situation as a  
 7 whole then we will get through this and continue improving  
 8 whatever things still need to be improved.  
 9 CHAIRMAN CAUSEY: Thank you and the final agenda  
 10 item is announcements. Our next meeting is Tuesday, September  
 11 29th at 6:30 p.m. and again there is new information about our  
 12 new public comment process so we encourage members to do that.  
 13 I also want to appreciate all of the Board Members that are so  
 14 engaged and even though the pandemic has provided their own  
 15 disruptions and their own struggles with family and health and  
 16 economics and logistics that we are all in this together and it  
 17 is all hands on deck and we will continue the work, continue to  
 18 make improvements for all of our students and to support our  
 19 families and so to the teachers have a great day tomorrow and we  
 20 will be discussing this again and hearing more updates. So  
 21 thank you and good night. (Meeting Adjourned)

1 CERTIFICATE  
 2 I certify that the foregoing is a correct transcript from  
 3 the electronic sound recording of the proceedings in the  
 4 above-entitled matter.  
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 9 \_\_\_\_\_ September 22, 2020  
 10 VIVIAN SAXE, CERT\*\*D 631 DATE  
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