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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
WORK SESSION
REMOTE VIA BCPS LIVESTREAM
AND MICROSOFT TEAMS

SEPTEMBER 29, 2020

Transcribed by:
Paul A. Gasparotti

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1 BOARD MEMBERS:

2

3 Kathleen S. Causey, Board Chair

4 Julie C. Henn, Vice Chair

5 Moalie S. Jose

6 Erin R. Hager

7 Russell T. Kuehn

8 Lisa A. Mack

9 Rodney R. McMillion

10 John H. Offerman, Jr.

11 Cheryl E. Pasteur

12 Lily P. Rowe

13 Makeda Scott

14 Joshua Muhumuza, Student Member

15

16

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1 PROCEEDINGS

2 CHAIRMAN CAUSEY: I now call to order

3 the meeting of the Board of Education of

4 Baltimore County for Tuesday, September 29, 2020.

5 I invite you to rise and recite the Pledge of

6 Allegiance to the Flag. We will then have a

7 moment of silence in recognition of those who

8 have served education in Baltimore County. This

9 evening we have our Student Member of the Board

10 Mr. Muhumuza to lead us in the pledge.

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 Thank you, Mr. Muhumuza. Baltimore

14 County Public Schools and offices are currently

15 closed to the public and nonessential personnel

16 in order to maintain the health and safety of our

17 students and staff. In accordance with the Board

18 of Education's resolution approved at the

19 March 10th, 2020 board meeting, in the event of a

20 medical or health emergency related to COVID-19,

21 the board chair in consultation with the vice

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1 chair and the superintendent may declare that a
 2 board meeting or board committee meetings be held
 3 remotely in its entirety without the physical
 4 presence of board members, subject to the
 5 establishment of a mechanism that would allow
 6 even board member the opportunity to fully
 7 participate in the meeting despite not being
 8 physically present, and that would allow the
 9 public to also remotely attend those portions of
 10 the meeting that are open pursuant to the
 11 Maryland Open Meetings Act by being able to
 12 listen and/or view those portions of the meeting.
 13 As a result, tonight's meeting is being held
 14 virtually and broadcast through Livestream on the
 15 BCPS website or on BCPS TV, Comcast Xfinity
 16 Channel 73 and Verizon FiOS Channel 34.
 17 In order to efficiently conduct this
 18 meeting all voting items this evening will be
 19 done by rollcall vote. Board members will say
 20 their names before making and seconding a motion
 21 as applicable, as well as when requesting

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1 discussion on an agenda item.
 2 The next item on the agenda is
 3 consideration of the September 29, 2020 agenda.
 4 Dr. Williams, are there additions or changes to
 5 the agenda?
 6 DR. WILLIAMS: So good evening, Board
 7 Chair Causey and board members. There is one
 8 change, the removal of letter E, new business,
 9 administrative appointments at 6:40 to 6:50.
 10 CHAIRMAN CAUSEY: Board members, may I
 11 have a motion to exclude the agenda item per
 12 Dr. Williams' suggestion?
 13 MS. MACK: So moved, Mack.
 14 MR. OFFERMAN: Second.
 15 CHAIRMAN CAUSEY: Ms. Gover, you have
 16 the second?
 17 MS. GOVER: Yes.
 18 CHAIRMAN CAUSEY: May I have a rollcall
 19 vote please?
 20 MS. GOVER: Dr. Hager?
 21 DR. HAGER: Yes.

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

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1 MS. GOVER: Ms. Jose?
 2 MS. JOSE: Yes, sorry, I was on mute.
 3 MS. GOVER: Thank you. Could I ask that
 4 everybody mute their telephones and their devices
 5 please?
 6 CHAIRMAN CAUSEY: Thank you, Ms. Gover.
 7 The motion carries, so sore in accordance with
 8 Board Policy 8314 we have amended the meeting by
 9 removing that item, so the revised agenda is
 10 approved.
 11 Earlier this evening the Board met in
 12 closed session pursuant to the Open Meetings Act
 13 for the following reasons: To one, discuss the
 14 appointment, employment, assignment, promotion,
 15 discipline, demotion, compensation, removal,
 16 resignation or performance evaluation of
 17 appointees, employees or officials over whom it
 18 has jurisdiction, or any other personnel matter
 19 that affects one or more specific individuals.
 20 Seven, consult with counsel to obtain legal
 21 advice; and nine, to conduct collective

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1 bargaining negotiations or consider matters that
 2 relate to the negotiations. The minutes of the
 3 closed session and informational summary can be
 4 found on our website at
 5 www.bcps.org/board/informational-summaries.html.
 6 The next item on the agenda is new
 7 business, personnel matters, and for that we call
 8 forward Ms. Lowry.
 9 MS. LOWRY: Good evening, Chairwoman
 10 Causey, Vice Chairwoman Henn, Superintendent
 11 Williams and members of the Board. I would like
 12 the Board's consent for the following personnel
 13 matters: Retirements, resignations, ethics
 14 review panel appointment, and recognition of
 15 deceased.
 16 CHAIRMAN CAUSEY: Board members, is
 17 there any comments or discussion? Hearing none,
 18 may I have a motion to accept the personnel items
 19 D-1 through D-3?
 20 MS. MACK: So moved, Mack.
 21 MR. OFFERMAN: Second, Offerman.

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1 CHAIRMAN CAUSEY: Thank you. May I have
 2 a rollcall vote?
 3 MS. GOVER: Ms. Causey, it's D-1 through
 4 D-4.
 5 CHAIRMAN CAUSEY: Thank you, Ms. Gover.
 6 May I have a motion to approve items D-1 through
 7 D-4?
 8 MS. MACK: So moved, Mack.
 9 CHAIRMAN CAUSEY: Thank you, and second?
 10 MR. OFFERMAN: Offerman.
 11 CHAIRMAN CAUSEY: Thank you. Ms. Gover,
 12 rollcall vote please.
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Ms. Pasteur?
 18 MS. PASTEUR: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Mr. Muhumuza?

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1 MR. MUHUMUZA: Yes.
 2 MS. GOVER: Ms. Henn?
 3 VICE CHAIR HENN: Yes.
 4 MS. GOVER: Ms. Causey?
 5 CHAIRMAN CAUSEY: Yes.
 6 MS. GOVER: Ms. Jose?
 7 MS. JOSE: Yes.
 8 MS. GOVER: Mr. McMillion?
 9 Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Thank you. Ms. Mack?
 12 MS. MACK: Yes.
 13 MS. GOVER: Ms. Scott?
 14 MS. SCOTT: Yes.
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Thank you.
 18 (No audio.)
 19 CHAIRMAN CAUSEY: The next item on the
 20 agenda is public comment. This is one of the
 21 opportunities the Board provides to hear the

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1 views and receive the advice of community
 2 members. The members of the Board appreciate
 3 hearing from interested citizens. As appropriate
 4 we will refer your concerns to the superintendent
 5 for followup by his staff.
 6 Starting with tonight's meeting the
 7 Board of Education will conduct the public
 8 comment portion of the meeting by allowing those
 9 who registered to call in by phone. Registration
 10 was open to the public one week prior to
 11 tonight's board meeting and was closed at three
 12 p.m. yesterday for anyone wishing to speak at
 13 this evening's meeting. Board practice limits to
 14 ten the number of speakers at a regularly
 15 scheduled board meeting. Each speaker is allowed
 16 three minutes to address the Board. Of course if
 17 fewer than ten registrations are received, all
 18 who register will be permitted to speak.
 19 While we encourage public input on
 20 policy, programs and practices within the purview
 21 of this Board and the school system, this is not

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1 the proper forum to address specific student or
 2 employee matters, or to comment on matters that
 3 do not relate to education in Baltimore County.
 4 We encourage everyone to utilize existing dispute
 5 resolution processes as appropriate, and I remind
 6 everyone that inappropriate personal remarks or
 7 other behavior that disrupts or interferes with
 8 the conduct of this meeting are out of order.
 9 I ask speakers to observe the
 10 three-minute limit and conclude remarks when time
 11 has expired. The call will be ended and could be
 12 turned off if the speaker addresses specific
 13 student or employee matters or is commenting on
 14 matters not related to public education.
 15 If not selected, the public may always
 16 submit their comments to the board members via
 17 email at boebcps.org. More information is
 18 provided on the Board's website at
 19 www.bcps.org/board/participation.
 20 I will now call on our stakeholder group
 21 leaders to speak. Once stakeholder group

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1 speakers are done, then we will call on the
 2 individuals registered to address us.
 3 MS. GOVER: Ms. Causey, if I may?
 4 CHAIRMAN CAUSEY: Yes.
 5 MS. GOVER: Could I ask those who are on
 6 the call if they're watching Livestream, to turn
 7 their Livestream down, because we're getting that
 8 feedback.
 9 CHAIRMAN CAUSEY: Thank you, Ms. Gover.
 10 Our first stakeholder for the evening is
 11 Ms. Cindy Sexton, president of the Teachers
 12 Association of Baltimore County. Good evening.
 13 MS. SEXTON: Good evening, Chairwoman
 14 Causey, Vice Chair Henn, Dr. Williams and members
 15 of the Board. I speak tonight on behalf of the
 16 five bargaining units in BCPS. Like you, we have
 17 fielded countless emails from our members and the
 18 community. There is great concern being raised
 19 over going back into the buildings and great
 20 concern being raised over not going back into the
 21 buildings. There have been hundreds of questions

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1 around safety, schedules, timelines, PPE, the
 2 medical fragility of students, staff who are at
 3 high risk and a plethora of other things.
 4 We all know that at some point our
 5 students will need to go back to a physical
 6 building and our staff will need to return too.
 7 We support a safe sustained reopening. We ask as
 8 we have done and will continue to do for clear
 9 consistent communication around us with our
 10 voices at the table when plans are being
 11 developed. As all reopening facets affect the
 12 working conditions of each of our associations,
 13 we need to continue to be part of the planning.
 14 All that being said, we are part of the design
 15 team and the COVID task force and as such we are
 16 now at the table as these plans are made.
 17 Additionally, Dr. Scriven, Dr. Adams and
 18 Mr. Burke are available for us to reach out when
 19 there's a concern that needs immediate attention.
 20 We also meet regularly with them and that is
 21 invaluable to take immediate action when it is

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1 needed or obtain clarification or just talk
 2 through whatever is popping up. Thank you,
 3 Dr. Scriven, Dr. Adams and Mr. Burke.
 4 Information can and does change rapidly and you
 5 are there with us as we all face the challenges
 6 and opportunities. Please continue to provide
 7 the clear and consistent communications that we
 8 need for our members and that the public needs as
 9 well.
 10 Everyone is trying to do all they can to
 11 remain safe and healthy above all, but also to
 12 manage our jobs, our families and our own
 13 personal health and emotional wellbeing. There's
 14 so much to juggle and our members are working
 15 extremely hard to do what is best for students
 16 because we are all here for students and the more
 17 we can continue to collaborate and communicate
 18 the better it will be for all of us. Thank you.
 19 CHAIRMAN CAUSEY: Thank you. Our next
 20 speaker for the evening is Megan Stewart-Sicking
 21 from the Special Education Citizens Advisory

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1 Committee. Good evening.
 2 MS. STEWART-SICKING: Chairwoman Causey,
 3 Vice Chair Henn, Dr. Williams and members of the
 4 Board, good evening to all of you, it's wonderful
 5 to be back here with you. Throughout this fall
 6 SECAC has been working with parents to learn more
 7 about experiences with virtual learning and we
 8 know that experiences are varied. One group of
 9 students is engaging virtual learning and a few
 10 even prefer online classes; another group
 11 consists of those who cannot engage at all. We
 12 know these students need a return to classrooms
 13 to regain lost skills and move forward, or
 14 perhaps they need a one-to-one physically present
 15 with them in the home. There's also a third
 16 category of students and they are being largely
 17 ignored; this is the group that could learn
 18 virtually if they had the proper supports; these
 19 students don't have to experience intense
 20 frustrations and growing learning gaps; they
 21 could make progress but the barriers in distant

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1 weeks into the school year we can't have
 2 Schoology accounts for aides to access curriculum
 3 materials? Are you telling me that if a child
 4 can't manipulate an online worksheet that printed
 5 materials and workbooks can't be available at
 6 this point? Are you telling me given the number
 7 of students who need a scribe, no one thought on
 8 a large scale about who will write for them? Are
 9 you telling me that students who can't learn in a
 10 large group shouldn't be placed in small group or
 11 individual instruction because no one has a
 12 staffing plan for this? Because that's what the
 13 schools and parents are telling me about problems
 14 that should have been solved weeks ago. Supports
 15 added now may cost something but they won't cost
 16 nearly as much as the compensatory services
 17 needed if we allow these needs to go unaddressed.
 18 These are students who don't need to fall as far
 19 behind as you are letting them fall.
 20 I have been the chair of the SECAC for
 21 five years. I've spent countless hours

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1 learning are too many and the solutions and
 2 supports provided are too few.
 3 We've heard so many comments from
 4 special needs parents that I can't possibly list
 5 them now. They will be forwarded to you this
 6 week. We have heard about parents who are at
 7 their breaking point watching their child regress
 8 or become frustrated or demoralized. We've heard
 9 about kids begging for this to stop or slow down.
 10 The fact is, many teachers are putting on a brave
 11 face and many parents are doing their best, but
 12 virtual learning is not working for many
 13 children.
 14 Additional supports and interventions
 15 could improve the situation but these issues are
 16 not being problem solved fast enough at a system
 17 level. Every teacher and administrator is
 18 reinventing the wheel every day in the name of
 19 making sure plans are individualized. You can
 20 provide a framework and still have things be
 21 individualized. Are you really telling me four

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1 advocating for more teachers, more resources,
 2 reduced caseloads, working to make the lives of
 3 special needs students and teachers better. I
 4 know my rights and I know about resources. Yet
 5 my own child hasn't been able to make it through
 6 a single class and has received almost no
 7 education since school began because he can't
 8 access it. We can ignore the issue but it won't
 9 go away. Virtual learning is going to be with us
 10 and many special needs students for some time to
 11 come. We need to get honest about the problems
 12 with virtual and the possible solutions. Thank
 13 you.
 14 CHAIRMAN CAUSEY: Thank you. Our next
 15 speaker for the evening is Ms. Julie
 16 Miller-Breetz, chair of the Citizens Advisory
 17 Committee for Gifted and Talented Education.
 18 Good evening.
 19 MS. MILLER-BREETZ: Good evening,
 20 Chairwoman Causey, board members, Dr. Williams
 21 and the BCPS community. Before anything else I

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1 would like to welcome new board members Dr. Erin
 2 Hager and student member of the Board Josh
 3 Muhumuza. We really look forward to working with
 4 you and hopefully meeting you in person one day.
 5 I would also like to acknowledge all the work
 6 that BCPS has put into trying to provide the best
 7 possible educational experience for the students
 8 this year, it cannot have been easy. I also want
 9 to let you know that as of this year I am the
 10 cochair of the GTCAC and I'm sharing that role
 11 with Dr. Zamira Simkins. I know you will all
 12 welcome her as she becomes active with her new
 13 role. We are excited to have her on board.

14 As we all know, the normal school
 15 calendar has been interrupted by the current
 16 pandemic, forcing changes to routine procedures
 17 and timelines in all aspects of K-12 education.
 18 These changes have been significant within gifted
 19 education programs across the country, ranging
 20 from suspension of programming to
 21 reconceptualizing advanced placement tests to

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1 outright cancelling college entrance exams. We
 2 know many students faced severe learning
 3 limitations starting in mid March due to lack of
 4 devices, limited Internet services and reduced
 5 learning times. We also know that other students
 6 had few limitations and may have learned as much
 7 if not more than if they had been in school in
 8 person. Out of school learning experiences
 9 likely also varied greatly.

10 We also know that due to the
 11 cancellation of state tests and missed
 12 opportunities for additional data that would have
 13 been gathered during the spring months there may
 14 be significant data limitations that could impact
 15 the ability to appropriately identify students
 16 for specific purposes. We know that gathering
 17 data primarily from teachers during the
 18 identification process is not without significant
 19 limitations.

20 Research provides ample evidence that
 21 teacher ratings scales and recommendations can be

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1 unreliable and biased against certain groups of
 2 students. Any identification system that
 3 includes teacher input should be based on a
 4 strong professional learning program and such
 5 training will be even more critical given the
 6 current crisis and its likely effects on student
 7 learning this fall. We hope that BCPS is
 8 focusing on the potential for advanced learning
 9 rather than advanced performance during its
 10 selection processes.

11 Excellence gaps are most certainly
 12 growing during the pandemic and a tight focus on
 13 advanced performance will exclude students who
 14 don't have access to the technology and support
 15 that would allow them to thrive in an online
 16 environment. Many of these students may also be
 17 living in communities being ravaged by the
 18 pandemic, adding a level of potentially long-term
 19 trauma that needs to be factored in to
 20 identification decisions.

21 We will be talking with Ray Kerns,

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1 coordinator of advanced academics, at our first
 2 GTCAC meeting on Wednesday, October 7th at seven
 3 p.m. This will be a virtual meeting and the link
 4 to access it can be found on both our Facebook
 5 page and on our website at
 6 bcpsgtcac.wordpress.com. Thank you for finding
 7 the mechanism to allow stakeholder groups and the
 8 general public to address the Board using this
 9 call in process and thank you for your time.

10 CHAIRMAN CAUSEY: Thank you,
 11 Ms. Miller-Breetz. The next stakeholder speaking
 12 this evening is Mr. Kenneth Guttman, representing
 13 the Career and Technical Education Advisory
 14 Council. Good evening.

15 MR. GUTTMAN: Good evening, Chairwoman
 16 Causey, Vice Chair Henn, Dr. Williams and members
 17 of the Board. I'm Ken Guttman, chair of the
 18 Career and Technical Education Advisory
 19 Committee. As background on me, I'm a product of
 20 BCPS, having attended Loch Raven Elementary
 21 School, Middle School and High School, and I

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1 currently have three children enrolled in BCPS.
 2 I'm here to highlight CTE programs in
 3 BCPS. CTE provides 21st century career relevant
 4 education to students, making them ready for
 5 productive careers or for college. There are
 6 currently more than 30 CTE programs of study over
 7 ten career clusters. These programs provide
 8 students employability skills including
 9 job-related skills, project-based learning and
 10 internship opportunities, industry apprenticeship
 11 programs and importantly, the opportunity to earn
 12 industry certifications while in high school.
 13 CTE continues to deliver instruction in
 14 a virtual setting. Since March the CTE office
 15 has identified teachers that are recognized as
 16 subject matter experts to revise the pacing
 17 guides, provide sample lessons and facilitate
 18 professional learning conversation for 278
 19 courses. Additionally the CTE office is
 20 preparing a plan for programs to return to the
 21 school building in small cohorts.

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1 Two good news items to share. Number
 2 one, a virtual opportunity is being planned for
 3 8,400 eighth grade students to interact with more
 4 than 60 businesses that will showcase CTE
 5 pathways to future careers. This is being done
 6 through our partnership with school counseling,
 7 social studies and Parent University. Number
 8 two, a CTE food vending trailer will be delivered
 9 in early October. This opportunity will provide
 10 internship hours for students in our culinary
 11 arts and baking and pastry programs. It will
 12 allow students to research and plan menus, apply
 13 their classroom experiences and provide outreach
 14 to the community.
 15 Recently the CTE advisor committee
 16 agreed to form a committee, a subcommittee to
 17 review the barriers to equal access to CTE
 18 programs. We will be delivering more information
 19 on this in the future. The CTE advisory
 20 committee is committed to bringing relevant
 21 information to the Board throughout the school

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1 year. We look forward to providing updates to
 2 you in the future. Thank you.
 3 CHAIRMAN CAUSEY: Thank you,
 4 Mr. Guttman, and now our public comment. Our
 5 first speaker is Ms. Allison Carter. Good
 6 evening.
 7 MS. CARTER: Good evening. My name is
 8 Allison Carter and I'm a teacher at Dundalk
 9 Middle School. I stand in solidarity with the
 10 educators and families of the four targeted
 11 schools who are voicing overwhelming outrage over
 12 the hasty and ill informed reopening.
 13 I'm a seventh year teacher who always
 14 knew that education was my passion. I've had the
 15 experience of being a high risk student and now
 16 education, and can attest to the overwhelming
 17 fear and anxiety of existing in the COVID era,
 18 knowing that my body will not protect me from
 19 this virus. I'm terrified of being forced back
 20 into schools at this point as is happening with
 21 the four targeted schools as I would have to make

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1 a choice between my safety and my employment,
 2 because if I got this virus I would not survive.
 3 I'm 28 years old with my entire life
 4 ahead of me. I am not expendable. Being high
 5 risk does not mean that I'm unwilling to teach.
 6 My obstacles have ingrained in me empathy and
 7 patience that make me an incredible educator for
 8 my students. I give everything for this job but
 9 I should not have to give my life.
 10 Now let's look at the numbers. A recent
 11 study from the Center of Mathematical Modeling in
 12 Infectious Diseases concluded that 22 percent of
 13 the global population has at least one underlying
 14 condition that puts them at high risk of severe
 15 COVID if infected. Some quick calculating will
 16 tell you that that puts approximately 2,425 of
 17 our teachers and ESPs at high risk and 25,396 of
 18 our students at high risk. That's at least
 19 27,821 lives being treated as a casualty in these
 20 forced reopenings. The trauma of losing a child,
 21 a classmate, teacher, bus driver, family member

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1 to COVID does not have to happen. This is
 2 preventable. We have a responsibility to protect
 3 our students and educators and we have the
 4 infrastructure already in action to do so.
 5 An educator from one of the targeted
 6 schools stated, quote, in my ten years working at
 7 this school I've attended the funerals of three
 8 students due to their medically fragile
 9 condition. I don't care if parents sign waivers.
 10 I do not want to attend another student's
 11 funeral. End quote.
 12 BCPS is sending their most high risk and
 13 medically fragile students back into schools from
 14 these targeted schools. A threat to our most
 15 vulnerable populations is a threat to our
 16 communities as a whole. These decisions must
 17 prioritize protecting our communities and
 18 stopping preventable death and trauma. Families
 19 who are high risk are offered accommodations,
 20 including opting to continue virtual learning
 21 instead. In reopening plans educators are not

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1 provided the same courtesy. Why? Are we
 2 expendable? Reentering schools is a calculated
 3 risk, but BCPS is doing the math and not letting
 4 us see the formula. Loss of life is not a risk
 5 worth taking.
 6 But I do have some good news. This is
 7 completely preventable. We do have the
 8 infrastructure for virtual learning and are
 9 getting into a rhythm with rigorous and engaging
 10 learning opportunities. We can build upon this
 11 foundation and make our virtual pathway an
 12 incredible experience. There is no good solution
 13 that will please everyone but there is a safe
 14 solution that working together we can make good
 15 if not amazing. I urge you to choose the safe
 16 path. Thank you.
 17 CHAIRMAN CAUSEY: Thank you. Our next
 18 speaker for the evening is Ms. Anna Weisberg.
 19 Good evening.
 20 MS. WEISBERG: Good evening. My name is
 21 Anna Weisberg. I'm a teacher at Deep Creek

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1 Middle School. I stand in solidarity with the
 2 educators and families of the four targeted
 3 schools in voicing overwhelming outrage over the
 4 hasty and ill informed reopening. I'm going to
 5 read excerpts from a letter from Marjorie
 6 Culotta, nurse at Ridge Ruxton School.
 7 To whom it may concern: I am writing to
 8 state that I am not in agreement with the latest
 9 reentry plan proposed that will require only the
 10 four special schools to reopen. In my opinion
 11 this plan is driven by political pressure at
 12 federal and state government levels as well as by
 13 monetary incentives offered by Governor Hogan,
 14 rather than by sound health advice from medical
 15 experts.
 16 If the health and safety of all
 17 (unintelligible, announcement playing) when it
 18 comes to the most vulnerable students in the
 19 system. A large number of students at the
 20 special schools have multiple serious medical
 21 diagnoses and are extremely medically fragile.

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1 These students are at a high risk for life
 2 threatening consequences if they contract
 3 COVID-19. It is not recommended by medical
 4 experts that high risk individuals of any age be
 5 cohorted in enclosed spaces for extended periods
 6 of time with questionable building ventilation
 7 and the inability of students to comply with
 8 social distancing or the wearing of masks.
 9 Most of our students cannot sit at a
 10 desk for more than short periods of time without
 11 moving around the classroom impulsively. Staff
 12 members cannot maintain social distancing when
 13 feeding and toileting students. If we cannot
 14 adhere to federal CDC guidelines then how can we
 15 reopen these schools? The four special schools
 16 should be the last to reopen, not the first.
 17 According to the CDC, is schools can
 18 only implement one to two of the five key
 19 mitigation strategies correctly and
 20 (unintelligible, announcement playing) high risk
 21 of transmission in schools. The special schools

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1 can only implement two out of five of these key
2 mitigation strategies, cleaning and contact
3 tracing. We cannot implement the other three
4 strategies, consistent and correct use of masks,
5 social distancing, and hand hygiene and
6 respiratory etiquette. This precludes the
7 ability for BCPS to open the four special
8 schools. Does BCPS want the liability risk
9 associated with implementing a reentry plan that
10 cannot insure basic CDC guidelines are followed?
11 I implore you to return to the table and
12 carefully consider the health and safety of our
13 medically fragile students by rescinding this
14 unsafe reopening plan before a tragedy occurs.
15 Thank you for your time and consideration.
16 CHAIRMAN CAUSEY: Thank you. Our next
17 public speaker for the evening is Kristen
18 Nielsen. Good evening.
19 MS. NIELSEN: Good evening. My name is
20 Kristen Nielsen, I'm an English teacher at
21 Crossroads Center and the 2019-2020 teacher of

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1 the year for BCPS. I stand in solidarity with
2 educators and families of the four targeted
3 schools who are voicing overwhelming outrage over
4 the hasty and ill informed reopening.
5 I planned to speak on the intersections
6 of race and COVID and the needs of my scholars
7 and colleagues. However, that changed with
8 Dr. Williams' second announcement and new
9 directive. This excerpt reflects many of my own
10 experiences and emotions, though it was written
11 by a self contained special educator at Maiden
12 Choice.
13 Maiden Choice is not just a school,
14 we're a family. We come together in solidarity
15 because we love what we do and we know the value
16 of the students that we teach. When the virus
17 first happened and the school closed I spoke to
18 many coworkers about how they were coping with
19 the pandemic and how they were handling the
20 change. First and foremost was the concern for
21 our students and how we were going to teach our

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1 students virtually. We banded together to learn
2 and deliver more than the county was requiring of
3 us. The students deserve this. Countless hours
4 of learning new computer programs, ways to engage
5 our students through a computer screen,
6 interactive methods to assess how much our
7 children were learning, we were learning right
8 along with them. We supported our parents and
9 involved them in each new opportunity we were
10 presenting. Was it perfect? No, but the one
11 thing teachers do best is reflect on what's
12 working and what's not.
13 Over the summer most of the teachers
14 spent their summer vacation learning new ways to
15 interactively engage and assess the kids. We
16 worked to build great lessons, new ways to
17 support parents and educate ourselves on new
18 possibilities in education. Is the virtual
19 learning the ideal way for our students to learn?
20 No. Are they learning? Yes. Can we do a better
21 job? Always.

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1 With parent support and education and
2 instructional protocols we can provide a strong
3 instructional mechanism virtually. With
4 instructional protocols we can provide -- excuse
5 me. Adult family helpers can provide the
6 hands-on instructional support just like our
7 adult assistants do in school. This virtual
8 learning situation has provided us a great
9 opportunity to support families in their own
10 homes. Many of our children's education centers
11 around life skills both in the home and the
12 community. This unique situation is opening the
13 door to allow us to help with that instruction
14 directly in the home, not just for life skills
15 but also behavioral and emotional issues. Having
16 parents working directly with their children
17 during lessons has afforded them an opportunity
18 to expand skills as well.
19 The beginning of the year started
20 strong, our students are participating every day
21 in learning. Please don't put them at risk.

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1 CHAIRMAN CAUSEY: Thank you. Our next
 2 speaker for the evening is Ms. Christina
 3 McLaughlin. Good evening.
 4 MR. BROUSAIDES: Madam Chair, you're
 5 muted.
 6 CHAIRMAN CAUSEY: Thank you. Our next
 7 speaker for the evening is Ms. Christina
 8 McLaughlin. Staff, can you view if she is still
 9 connected?
 10 MS. MCLAUGHLIN: Good evening. My name
 11 is Christina McLaughlin, I'm a paraeducator at
 12 The Rosedale Center. I stand in solidarity with
 13 the educators and families of the four targeted
 14 schools in voicing outrage over the hasty and ill
 15 informed reopening. As a 13-year employee of
 16 BCPS I miss going to work and supporting students
 17 in a classroom because virtual teaching is
 18 challenging, but I want to return when it's safe
 19 for my students and myself.
 20 As an individual who is high risk not
 21 only am I concerned about myself, but I am

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1 extremely concerned with the health and safety of
 2 my mother who I live with. She has advanced
 3 stage COPD. Like my fellow colleagues, I feel
 4 that I am being made to choose between life and
 5 my employment. Right now I don't have a choice,
 6 I need to work. If my mother contracts this
 7 virus she won't survive, then I am left blaming
 8 myself for her death. Is that fair to me?
 9 We have heard from many educators from
 10 Maiden Choice and Battle Monument who fear for
 11 the safety and health of their students and
 12 families. A self contained educator at Maiden
 13 Choice stated: Many of my students have become
 14 critically ill during my tenure. I followed some
 15 of my students by teaching them at home and
 16 hospital at the same time continuing my job at
 17 Maiden Choice. I spent several nights in Hopkins
 18 PICU with families and have become friends with
 19 most of my family of students I have taught over
 20 the years.
 21 This past year has been particularly

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1 difficult. I lost four of my students this year
 2 to difficult medical issues which they have
 3 suffered. One child I visited the night before
 4 he died and arrived at his home 30 minutes after
 5 they had removed his body. My most recent
 6 student we lost at Christmas time. I was
 7 privileged to be with her family the night of her
 8 death. I don't tell you this to invoke sympathy.
 9 I tell you this because it's a true fear of
 10 losing another child to illness, especially one
 11 that could be prevented by staying virtual for
 12 just a little while longer.
 13 As you're aware, we have so many
 14 educators who are suffering during this pandemic,
 15 BCPS needs to show care and concern for these
 16 educators and their families. I would like the
 17 Board to consider the health and wellbeing of our
 18 educators, students and their families from
 19 Maiden Choice, Battle Monument, Ridge Ruxton and
 20 White Oak. Thank you so much.
 21 CHAIRMAN CAUSEY: Thank you. Our next

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1 speaker for the evening is Mr. Jonathan Holtzman.
 2 Good evening.
 3 MR. HOLTZMAN: Good evening, Chair
 4 Causey, Vice Chair Henn, Dr. Williams, members of
 5 the Board. My name is Jonathan Holtzman, I am a
 6 social studies teacher at Woodlawn High School.
 7 I'm speaking in solidarity with the educators and
 8 families of the four targeted schools who are
 9 voicing overwhelming outrage over a hasty and ill
 10 informed reopening. As a third generation BCPS
 11 educator, Team BCPS is a family whom I regard
 12 with much love. And in any loving family,
 13 sometimes it's important that we have tough
 14 conversations.
 15 Tonight I want to have a conversation
 16 for a few minutes about some policy choices that
 17 are now before the Board and will soon be before
 18 the Board and BCPS executive leadership. I hope
 19 that these choices can be made in a way that
 20 insures the safety and learning of students,
 21 families, teachers and staff in these coming

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1 months. I want to talk about some of the tools
 2 that are at hand for the Board as these tough
 3 decisions arise. One of the first tools I want
 4 to speak on is one that seems to be broken and
 5 that is the Centers for Disease Control and
 6 Prevention.

7 Yesterday, the New York Times reported
 8 in an article that the White House has been
 9 pressuring the Centers for Disease Control and
 10 Prevention to play down the risk of sending
 11 children to school. White House coronavirus task
 12 force leader Dr. Deborah Birx has directly
 13 intervened in pushing less relevant information
 14 to the fore of CDC reports and the White House
 15 has requested snazzy easy to read documents that
 16 indicate that there is low to no risk for school
 17 aged children to reattend school. I bring this
 18 up to emphasize the importance of gathering facts
 19 independently and not relying upon political
 20 trends at the federal or even the state level.
 21 We don't need to be reminded of the fact that

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1 this is a dreadful situation having to work
 2 virtually. However, the alternative of deaths of
 3 students, deaths of teachers, deaths of staff
 4 members and their families is completely
 5 unacceptable, and this Board and BCPS leadership
 6 has the opportunity to prevent it from happening.

7 Additionally, I wanted to raise that
 8 this same issue of chicanery with statistics is
 9 occurring with some degree at the state level and
 10 as we've seen in multiple Baltimore Sun reports,
 11 there is an intense discrepancy between the
 12 reporting of coronavirus cases by the states
 13 compared to Johns Hopkins University School of
 14 Public Health. I'm going to go with the School
 15 of Public Health considering that their only job
 16 is to promote just that, public health.

17 Another thing that I want to discuss
 18 today is the role that this Board can play in
 19 insuring that decisions made at the state level
 20 are made in the best interests of the safety of
 21 students and staff. It is imperative that the

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1 board directly work with -- (audio cut off).
 2 CHAIRMAN CAUSEY: Thank you. Our next
 3 speaker for the evening is Ms. Kelly Garrison.
 4 Good evening.
 5 MS. GOVER: Ms. Garrison, you're on
 6 mute.
 7 CHAIRMAN CAUSEY: Ms. Garrison, we are
 8 still not hearing you. If you could, check your
 9 device and make sure that you are unmuted. We
 10 are still not able to hear you. While
 11 Ms. Garrison attempts to reconnect, we will go to
 12 our next speaker, Ms. Lena Amick.
 13 MS. AMICK: Hello, my name is Lena
 14 Amick, I am a proud social studies teacher at
 15 Owings Mills High School and I stand in
 16 solidarity with the educators and families of the
 17 four targeted schools in voicing outrage over
 18 hasty and ill informed reopening. One of the
 19 things that makes Owings Mills special to me in
 20 my four years of teaching is the diversity of our
 21 student body.

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1 As an ESOL center, over a third of the
 2 students at OMHS are migrants, the majority of
 3 whom arrived over the past few years from Central
 4 America. A little over 40 percent of the
 5 students in our school community are Latino.
 6 According to data shared by the Baltimore Sun,
 7 Latinos face the highest rate of infection of any
 8 ethnic group in Maryland. Out of all ethnic
 9 groups in the U.S., Latinos are least likely to
 10 carry health insurance.

11 The threat of this deadly virus shapes
 12 the day-to-day reality of my students and their
 13 families acutely. I've had multiple students
 14 tell me of family members who have faced serious
 15 illness. I know several students who were out
 16 for weeks with a virus that also affected their
 17 parents, grandparents, nieces, little siblings.
 18 Many of my students work in restaurants
 19 potentially exposing themselves to illness in
 20 order to support their families who have lost
 21 income in this recession.

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1 While online learning isn't ideal, it
 2 has allowed my students to learn at their own
 3 pace while juggling other responsibilities. A
 4 hastily times return to school buildings would
 5 not only disrupt learning, it would
 6 disproportionately put the lives of my Latino
 7 students and their families at risk. We're
 8 already fighting daily just to get by.

9 I also want to echo the words of RN
 10 Marjorie Culotta, school nurse at Ridge Ruxton
 11 School, one of the targeted schools for a rushed
 12 reopening. She asked if the health and safety of
 13 all students is a top priority then why are you
 14 being reckless when it comes to the most
 15 vulnerable students in our system? What I hear
 16 from my students six months into this pandemic is
 17 weariness and fear of the unknown. A return to
 18 school that's based on politics rather than proof
 19 would further isolate and harm communities made
 20 vulnerable by systemic racism, economic and legal
 21 vulnerability, health disparities and barriers to

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1 accessing affordable and quality health care, and
 2 something that could amount to a death sentence.

3 I speak for all my fellow educators in
 4 BCPS when I say that I am deeply dedicated to my
 5 student safety and success. Just today I spent
 6 45 minutes after class one on one supporting an
 7 ESOL student to make sense of our day's meeting.
 8 I was imagining how much harder it would be for
 9 her to overcome the challenges of learning an
 10 entirely new language in a different country
 11 along with all the pressures of being a teenager,
 12 while fearing for her safety and family's lives,
 13 or facing the trauma of losing a loved one.

14 Just like in non-pandemic times we need
 15 to do as a district what we as educators are
 16 trained to do, plan for our students' success
 17 using data. I believe that we can and must.
 18 Thank you.

19 CHAIRMAN CAUSEY: Thank you. And we now
 20 have Ms. Kelly Garrison on the line. Welcome.
 21 Ms. Garrison, we cannot hear you yet.

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1 MS. GARRISON: Hi.
 2 CHAIRMAN CAUSEY: There you go.
 3 MS. GARRISON: Yes, thank you. My name
 4 is Kelly Garrison and I'm a first grade teacher
 5 at Villa Cresta Elementary School. I stand in
 6 solidarity with the educators and families of the
 7 four targeted schools in voicing outrage over the
 8 hasty and ill informed reopening. My fear of
 9 returning to school in person comes from a place
 10 of concern for not only myself but for my family,
 11 my students, my colleagues and the community.
 12 I've been teaching for nine years at Villa Cresta
 13 Elementary School and I miss many aspects of the
 14 face-to-face teaching and I look forward to a
 15 time when it is safe to return to the school in
 16 person. Unfortunately, the time is not now.

17 I know that I don't stand alone with the
 18 fears of returning to school too soon and having
 19 concerns for my family if I am forced to return
 20 to schools before it is safe. I would like to
 21 share some other concerns from colleagues about

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1 that fear as well. So a quick one about one of
 2 the families of a parent from my school. She's
 3 also an educator and she has been teaching for 21
 4 years in BCPS. She loves the school and her
 5 position but she also has a child who's a
 6 kindergartner in BCPS Schools and is high risk.
 7 She also has a mother who is a caregiver and the
 8 teacher at home for virtual learning who is also
 9 high risk, and a spouse who is also a teacher for
 10 BCPS. Her concerns come from a place of
 11 returning to school too soon and while her family
 12 has taken this time to continue to make efforts
 13 to keep their family safe, that she is horrified
 14 it's going to negate all they have worked for in
 15 order to keep her high risk family members
 16 healthy.

17 I'm also going to share a similar
 18 concern about how this effect of returning to
 19 school too soon can have potential effects on
 20 families. Someone from Maiden Choice also stated
 21 the COVID situation raises an extremely difficult

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1 set of feelings about returning to work. Despite
 2 the struggles with the online format, I fear
 3 returning to school and at a minimum being
 4 exposed to the virus. Such exposure would result
 5 in the need for me to quarantine for my wife and
 6 family. Quarantine in my home would be very
 7 difficult. My family are all in high risk
 8 categories due to age, preexisting conditions
 9 such as diabetes, hypertension and asthma, and I
 10 am currently under physician care for
 11 hypertension and experience bronchial
 12 complications every winter. These current
 13 situations are terrible in every way. I know at
 14 most that we all wish that our particular
 15 students at my school would gain more from
 16 education in person, but I also know that the
 17 return to school causes significant anxiety
 18 because of contracting COVID.
 19 So before returning to school, I would
 20 like the Board to consider some of these concerns
 21 to make it safe, proper ventilation and updates

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1 to the HVAC systems, have they been recommended
 2 to insure -- (audio cut off).
 3 CHAIRMAN CAUSEY: Thank you. Our next
 4 speaker for the evening is Mr. Eugene Johnson.
 5 MR. JOHNSON: Good evening. My name is
 6 Eugene Johnson, I'm a social studies educator and
 7 a proud member of Team BCPS in Ram Nation at
 8 Randallstown High School. I stand in solidarity
 9 with the educators and families of the four
 10 targeted schools in voicing outrage over hasty
 11 and ill informed reopening. Today in class while
 12 discussing the challenges that we face during
 13 virtual learning, I was reminded of something
 14 that my grandmother told me while showing me her
 15 ration card from the great depression. She told
 16 me, as I relayed to the class, that our United
 17 States asks each generation of citizens at least
 18 once to stick together and overcome crisis
 19 through sacrifice. Managing the COVID crisis is
 20 one of our generation's calls to action, and the
 21 sacrifices we make must be with the aim of

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1 uplifting our communities, not on the backs of
 2 our most vulnerable.
 3 In March educators quickly sacrificed
 4 and got down to extending meaningful learning
 5 opportunities through virtual learning. When we
 6 were feted as heroes in June we knew that we had
 7 to relish the rare praise we were receiving, we
 8 predicted and we were right that it would be
 9 short lived. And yet we persisted in preparation
 10 for the fall. We each sacrificed hundreds of
 11 surplus hours in planning and preparation time to
 12 make this work. We did it in spite of the
 13 hardships because it was the morally justifiable
 14 thing to do. Educators have done more to advance
 15 education in this county into the 21st century in
 16 six months than has been done in six years. We
 17 became masters of new tools and new ways of
 18 thinking. If we were to ask our kids to do the
 19 same, we had to demand it of ourselves.
 20 Each of us has also made striking
 21 financial sacrifices to fill in the gaps. I live

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1 with my partner who is a fellow educator in a
 2 one-bedroom apartment. To accommodate virtual
 3 learning and have enough space we temporarily
 4 moved back in with my father. The Internet
 5 wasn't up to par, we invested and upgraded
 6 equipment and a higher speed plant. Students
 7 told me that my microphone was muffled, I bought
 8 a standing microphone so no learning goals would
 9 be lost. The list goes on. My partner and I
 10 have both spent well above the \$250 deduction cap
 11 for educators just in the last month alone. How
 12 many on this Board have ever felt compelled to
 13 personally buy supplies for coworkers so that
 14 they could get their jobs done? There are no
 15 monthly expense reports in our classrooms but
 16 this is our civic duty.
 17 This Board must continue to show respect
 18 for the sacrifices of the students and the
 19 educators it serves and it must demand truly safe
 20 reopening procedures. As a budget crisis looms
 21 on the horizon for the county, it must not break

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1 the backs of educators and students to entertain
 2 false choices about economic realities. Our
 3 schools are already run dry of surplus funding.
 4 Advancing creative budget negotiations can be
 5 your sacrifice, and I thank you in advance for
 6 rising to our shared challenges.

7 CHAIRMAN CAUSEY: Thank you. Our next
 8 speaker is Mr. Ben Begleiter. Good evening and
 9 welcome.

10 MR. BEGLEITER: Good evening. My name
 11 is Ben Begleiter. I am a parent who has a child
 12 who attends George Washington Carver Center and
 13 my family lives in Towson. Fundamental to BCPS
 14 is the interconnectiveness of the district.
 15 Through magnet and other special schools students
 16 from all over the district come together to
 17 learn. Teachers and staff as well come from a
 18 variety of places in the county and beyond.
 19 During normal times this is a benefit that
 20 enriches our students and our classrooms. At the
 21 present time it is a liability. It means that

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1 COVID-19 won't be contained in a single part of
 2 the county but if there are missteps there is
 3 widespread exposure that could lead to cases all
 4 over the county and beyond.

5 I signed up to speak today because of
 6 the superintendent's letter of September 17th
 7 announcing a tentative reopening schedule. I
 8 recognize that Superintendent Williams has
 9 largely retracted that letter but I still wish to
 10 address it because I think it speaks to a real
 11 failure of leadership by putting the cart before
 12 the horse. The district should focus first on
 13 producing a clear concise reopening plan that
 14 lays out in detail the mitigation strategies and
 15 building upgrades that the district is
 16 undertaking, as well as a timeline for the
 17 implementation. That plan should then be
 18 circulated to stakeholders, parents, students,
 19 teachers and staff for input, because each of the
 20 stakeholders brings a different perspective that
 21 will make the plan better. Only after a plan has

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1 been agreed upon and the upgrades underway should
 2 we begin to discuss a date for reopening. I want
 3 to acknowledge that there is a plan on the BCPS
 4 website but from my reading of it, it is wholly
 5 inadequate for the question of reopening.

6 In my limited time I want to focus on
 7 just one area. The current consensus seems to be
 8 that COVID-19 is largely airborne. This means
 9 that the focus of our efforts should be to
 10 mitigate those risks, which is largely not in the
 11 reopening plan. We need an accounting of the
 12 HVAC systems in every building. Do those HVAC
 13 systems meet current recommendations? How will
 14 students and teachers eat and drink if they
 15 remove masks? To do so, will the HVAC systems
 16 then blow the virus from one room to the next,
 17 potentially contaminating every classroom? Is
 18 the district buying appropriately sized HEPA
 19 filters for every room? What are the protocols
 20 is a student refuses to wear a mask? What is the
 21 protocol for students going to the bathroom when

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1 some research suggests that flushing the toilet
 2 causes contaminated fecal matter to enter the
 3 air? How is the district going to require
 4 increased hand washing? I could go on and on but
 5 I have limited time.

6 To be blunt, we can't afford to get this
 7 wrong. We cannot afford to let political
 8 pressure dictate the district's strategy for
 9 reopening because if we do, children, teachers,
 10 staff, parents, grandparents and members of the
 11 broader community will die. Thank you.

12 CHAIRMAN CAUSEY: Our final speaker for
 13 the evening is Shae Savoy. Good evening and
 14 welcome.

15 MS. SAVOY: Can you hear me?
 16 CHAIRMAN CAUSEY: Yes, we can.
 17 MS. SAVOY: Oh, thank you. Good
 18 evening, Chairwoman Cause, Mr. Muhumuza and
 19 members of the Board. My name is Shae Savoy and
 20 I teach tenth grade English at Woodlawn High
 21 School, home of the Warriors, and I stand in

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1 solidarity with the educators and families of the
 2 four targeted schools in voicing outrage over a
 3 hasty and ill informed reopening. I am speaking
 4 tonight as an educator who is a member of the
 5 Woodlawn community, a community
 6 disproportionately impacted by this pandemic.
 7 I'll get right down to it. When the
 8 coronavirus reached Baltimore County it burrowed
 9 its unsightly head deep into our ZIP code, 21207,
 10 and it has not let up. Tonight six months later
 11 when I looked up the county map that shows the
 12 concentration of COVID cases I found that
 13 Woodlawn is still maxed out in the middle of the
 14 deepest red. But that's just a two-dimensional
 15 map, numbers, lines, shades ranging from beige to
 16 brown to blood red. Peel back the paper with a
 17 clean bloodless line and I see an ocean of young
 18 faces, their hearts, their poems, their essays,
 19 their pencils, their parents, grandparents,
 20 aunties. I smell dry erase markers and packed
 21 hallways of adolescents with their clouds of

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1 cologne and sweat. And then I fear the email
 2 notification whistling, whistling the messages
 3 that nonstop flooded my inbox over the course of
 4 the spring, messages from my students or from
 5 parents or from school counselors notifying me
 6 that we lost another family member, another
 7 caregiver, another beloved. Woodlawn has been
 8 rocked with grief and loss and if we are forced
 9 to go back before it's safe, Woodlawn stands to
 10 lose even more. Woodlawn High School with its
 11 approximately 1,600 students and 200 staff
 12 members. The Woodlawn community, home to a high
 13 concentration of essential front line workers.
 14 Woodlawn, disproportionately impacted by the
 15 legacies of systemic racism, lack of access to
 16 adequate resources, adequate health care, and a
 17 system that fights to score for our community
 18 instead of against it.
 19 We are Woodlawn strong but we are not
 20 invincible. We are unimaginably vulnerable to
 21 this deadly disease with its insidious silently

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1 creeping reach. The common sense reversal of the
 2 superintendent's insulting and dangerous reentry
 3 timeline recently proposed is just the beginning.
 4 I stand here tonight as a Woodlawn Warrior and I
 5 stand here to demand justice for the targeted
 6 schools of White Oak, Ridge Ruxton, Battle
 7 Monument and Maiden Choice. The people of these
 8 schools are not expendable. I demand real
 9 justice, the promise that our lights, our
 10 health -- (audio cut off).
 11 CHAIRMAN CAUSEY: Thank you, Ms. Savoy,
 12 her time is finished.
 13 And that concludes our public comment
 14 segment. We appreciate the views of all
 15 stakeholders, and I appreciate our staff
 16 arranging and working through the technical
 17 issues so that we can connect with our
 18 stakeholders.
 19 Our next item on the agenda is Item G,
 20 new business, action taken in closed session, and
 21 there was no action taken.

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1 So we're moving on to item H, new
 2 business, buildings and contracts awards and for
 3 that I call on buildings -- oops, we didn't have
 4 buildings and contracts. I call on Dr. Scriven
 5 and Mr. Sarris to present the contracts.
 6 MR. SARRIS: Good afternoon, Madam Chair
 7 and members of the Board. We have two items that
 8 are sort of more urgent, so we asked that they be
 9 added to this agenda, which is not typical. The
 10 first item is LKO-400-20, Human Resource and
 11 Financial Management System Enterprise Software.
 12 This is a contract modification to provide for
 13 the continued use of our Advantage management
 14 software, software license fees and ongoing
 15 support and maintenance. We are asking approval
 16 to expand the scope of work to support the
 17 implementation of the 12-month pay option
 18 directed by the Board on June 11th, and to
 19 increase contract spending authority by \$209,000,
 20 bringing the revised contract spending authority
 21 to 10,545,000 over the next four years and two

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1 months, with one awarded vendor approved by the
 2 Board in August 2019.

3 CHAIRMAN CAUSEY: Board members, are
 4 there questions or comments for Mr. Sarris
 5 related to the Human Resource and Financial
 6 Management System Enterprise Software?

7 VICE CHAIR HENN: Madam Chair?

8 CHAIRMAN CAUSEY: Yes, Ms. Henn.

9 VICE CHAIR HENN: Thank you. Good
 10 evening, Mr. Sarris.

11 MR. SARRIS: Good evening.

12 VICE CHAIR HENN: I just have one
 13 question. You had mentioned that both of these
 14 recommendations were coming because they were
 15 more urgent, rather than to the building and
 16 contracts committee.

17 MR. SARRIS: Correct. The board was
 18 very specific in its directives that we move with
 19 all deliberation to implement this 12-month pay
 20 project, and there are a number of milestones
 21 that we have to reach in very short order. We've

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1 already met since last spring with employees and
 2 the employee groups, and we need to have at least
 3 the first major steps in place by July, and this
 4 scope of work extends over about a 22-month
 5 period, and in order to meet that July 1 of 2022
 6 deadline to have the program fully tested and in
 7 place, we need to begin immediately, and that's
 8 why we're bringing this forward at this time.

9 VICE CHAIR HENN: Sure, and as I
 10 understand it, approval is asked to increase the
 11 contract spending authority. My question is,
 12 there seems to be plenty of authority to cover
 13 the additional 209,000 being requested given that
 14 the lifetime expenditures so far, I believe were
 15 1.5 million. So I'm curious as to the need, I
 16 guess, for urgency given that there was already
 17 10.3 million previously approved by the Board.

18 MR. SARRIS: We just wanted to make very
 19 sure that the Board understood the cost of the
 20 program and that they were, would fully support
 21 it based on the costs.

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1 VICE CHAIR HENN: Okay. And I
 2 understand, and thank you for the changes to the
 3 template by the way, they are very helpful seeing
 4 the information outlined on the contract exhibit
 5 form, so thank you for making those changes.

6 I'm still unclear as to if we had
 7 previously approved authority of 10.3 million and
 8 what is being requested is a modification for a
 9 total of 10.5, the current lifetime expenditures
 10 were only 1.5, how does the need for approval of
 11 209,000?

12 MR. SARRIS: Yeah. The spending
 13 authority was pretty carefully constructed when
 14 we put it together last, December of 2019 over
 15 the next five years, to take into account our
 16 regular annual license fees, the inflation cost
 17 adjustment that's built into the contract, and
 18 even with some allowance for consulting costs,
 19 but it was very possible that at some point over
 20 the remaining term of the contract this
 21 particular expenditure could push us over that

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1 limit because it's an estimate, and so we wanted
 2 to make sure at the outset and as soon as we knew
 3 that there was this possibility, that we bring it
 4 to the Board's attention.

5 VICE CHAIR HENN: Sure, and I certainly
 6 don't want to delay this project, which is a
 7 priority for the Board. However, I don't think
 8 we're going to be exceeding the spending
 9 authority in two weeks which is when the building
 10 and contracts committee meets, so my concern is
 11 that this wasn't run through the committee, not
 12 the fact that I have any concerns with approving
 13 the additional spending authority, that's my only
 14 concern, is the need to bring this to the full
 15 Board. Is there a procedural issue with making
 16 that adjustment that we should be aware of in
 17 terms of adjusting the authority to match the
 18 scope of the project?

19 MR. SARRIS: Well, just that the Board
 20 must approve changes that exceed \$25,000, so
 21 that's why we brought it, because we cannot be

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1 entirely sure that it won't result in this exact
 2 same approval sometime later on.
 3 VICE CHAIR HENN: Okay, thank you.
 4 That's all I have.
 5 CHAIRMAN CAUSEY: Ms. Jose?
 6 MS. JOSE: I'm actually okay, I think
 7 Ms. Henn asked some of my questions, thank you.
 8 CHAIRMAN CAUSEY: Other board members?
 9 Okay. Mr. Sarris, if you want to move on to the
 10 next contract?
 11 MR. SARRIS: I saw Mr. Kuehn's hand.
 12 CHAIRMAN CAUSEY: Oh, Mr. Kuehn?
 13 MR. KUEHN: Thank you. My only
 14 question, and I guess, you know, I agree that
 15 there's \$10.3 million left in this contract, or
 16 in total, so I don't see, you know, the necessity
 17 to bring it to us tonight, but that's fine.
 18 My question that I have is, are you
 19 expecting the 209,000 extra dollars to be spent
 20 within the next year, is that why you brought it
 21 forward at this time?

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1 MR. SARRIS: No. As I said, it is our
 2 estimate over the next 22 months, and it entails
 3 about 1,100 hours, and it's an estimate at this
 4 point.
 5 MR. KUEHN: All right, thanks.
 6 CHAIRMAN CAUSEY: Other board members
 7 before we move on to the next contract? Okay.
 8 Thank you, Mr. Sarris, you can continue.
 9 MR. SARRIS: Thank you. Let's see here,
 10 the next item is CWA-105-21, Google Enterprise
 11 Licenses. This is a new cooperative contract for
 12 the Department of Information Technology.
 13 Approval is requested for a three-year contract
 14 with one recommended bidder and contract spending
 15 authority of \$291,000.
 16 CHAIRMAN CAUSEY: Mr. Kuehn?
 17 MR. KUEHN: Thank you. Mr. Sarris,
 18 under the description, and perhaps it's an old
 19 description, but it says the contract spending
 20 authority is intended for a single year license,
 21 yet this goes through 2023 for a three-year term.

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1 Is that just a mistake, is it supposed to be for
 2 these years? I'm curious.
 3 MR. SARRIS: No. This is what's called
 4 a piggyback contract or a cooperative agreement,
 5 and we parallel the terms of that contract when
 6 we bring it to the Board. So the contract that
 7 we're using has three years left on it, but we've
 8 only requested spending authority for the next
 9 year.
 10 MR. KUEHN: Okay.
 11 MR. SARRIS: So we will have to come
 12 back to the Board. And it's possible, you know,
 13 when we hopefully return to a typical operating
 14 environment that we won't need these enhanced
 15 features, and so we may not need to spend this
 16 money further beyond the next year.
 17 MR. KUEHN: Okay. Well, thank you for
 18 the clarification, because at the top of the form
 19 it also says approval is requested for three-year
 20 contract, so it sounds like we're signing a
 21 three-year contract, but you said that this is

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1 specifically \$291,000 for this year only.
 2 MR. SARRIS: Correct.
 3 MR. KUEHN: And we only expect this to
 4 be paid and covering one year.
 5 MR. SARRIS: I am very hopeful that's
 6 the case.
 7 MR. KUEHN: All right, thank you very
 8 much.
 9 MR. SARRIS: You're welcome.
 10 CHAIRMAN CAUSEY: Ms. Jose?
 11 MS. JOSE: Thank you. Mr. Sarris, you
 12 said this was under your piggyback under the
 13 source contract and these services are
 14 specifically to provide additional technical
 15 services because of COVID-19; is that correct?
 16 MR. SARRIS: Correct, yes, so --
 17 MS. JOSE: Go ahead, sorry. So the
 18 original contract, that didn't include this
 19 service and this was something that was added on?
 20 MR. SARRIS: Well, what happened was
 21 that as it mentions here, we're using our typical

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1 free 3G software. What happened back in March
 2 when school systems across the country turned to
 3 the Internet to support instruction, Google
 4 offered these expanded features at no cost, and
 5 we learned in the last few weeks that their
 6 generous free offer was going to expire this
 7 month. And so given that we still greatly rely
 8 on these enhancements, we need to go ahead and
 9 purchase them.

10 MS. JOSE: Okay, thank you, Mr. Sarris.
 11 MR. SARRIS: You're welcome.
 12 CHAIRMAN CAUSEY: Ms. Mack? Ms. Mack,
 13 we cannot hear you, if you need to unmute.
 14 MS. MACK: Sorry, thank you. Good
 15 evening, Mr. Sarris.
 16 MR. SARRIS: Good evening.
 17 MS. MACK: Can you just confirm for me,
 18 I think you told Ms. Henn but I just want to make
 19 sure, that if we do not approve this contract
 20 tonight and take it back to building and
 21 contracts on the 13th, that we will not

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1 jeopardize this project in any way; is that true?
 2 MR. SARRIS: Well, in this case we will,
 3 because I believe the license --
 4 MS. MACK: I'm sorry, I'm talking about
 5 the former contract. I apologize.
 6 MR. SARRIS: Okay. So well, I think
 7 with a project that entails a lot of unknowns,
 8 we're doing something for the first time and it's
 9 very complex, if you want to compare it to
 10 building a school, when you're two years out it
 11 seems like you have all the time in the world and
 12 when, you know, Labor Day rolls around and
 13 workers are frantically trying to finish the
 14 school so that it can open, that two weeks
 15 becomes very valuable. So I think the Board's
 16 direction was very clear and we want to make sure
 17 that we start as soon as possible on this
 18 project, even though July 21st of '22 seems like
 19 a long way off.
 20 MS. MACK: But we have \$10 million in
 21 the project right now; is that correct?

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1 MR. SARRIS: Correct.
 2 MS. MACK: And we're not going to spend
 3 this \$209,000 in the next two weeks; is that
 4 correct?
 5 MR. SARRIS: Correct.
 6 MS. MACK: I think what I'm struggling
 7 with, and I'm new to building and contracts, is
 8 we have a process for contracts to be brought to
 9 the committee and then presented to the full
 10 board, and I don't quite understand based on the
 11 last two answers that you gave why this would be
 12 brought up tonight and not brought to building
 13 and contracts on the 13th.
 14 MR. SARRIS: Well, I don't have any more
 15 information to provide than what I've already
 16 done, I'm sorry.
 17 MS. MACK: Okay, thank you.
 18 MR. SARRIS: You're welcome.
 19 CHAIRMAN CAUSEY: Mr. Muhumuza, I saw
 20 your hand up and then it was gone. Did you want
 21 to speak to this, Mr. Muhumuza?

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1 MR. MUHUMUZA: No thank you.
 2 CHAIRMAN CAUSEY: Okay, thank you. Any
 3 other board members with questions or comments?
 4 Do I have a motion to approve Items H-1 and H-2.
 5 MR. KUEHN: So moved, Kuehn.
 6 CHAIRMAN CAUSEY: Is there a second?
 7 MS. JOSE: Second, Moalie.
 8 CHAIRMAN CAUSEY: Any further
 9 discussion? May I have a rollcall vote please.
 10 MS. GOVER: Dr. Hager?
 11 DR. HAGER: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 MR. KUEHN: Yes.
 14 MS. GOVER: Ms. Pasteur?
 15 MS. PASTEUR: Yes.
 16 MS. GOVER: Mr. Offerman?
 17 MR. OFFERMAN: Yes.
 18 MS. GOVER: Mr. Muhumuza?
 19 MR. MUHUMUZA: Yes.
 20 MS. GOVER: Ms. Henn?
 21 VICE CHAIR HENN: Yes.

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1 MS. GOVER: Ms. Causey?
 2 CHAIRMAN CAUSEY: Yes.
 3 MS. GOVER: Ms. Jose?
 4 MS. JOSE: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 Mr. McMillion?
 7 MR. MCMILLION: Ms. Gover, I was muted,
 8 and I didn't do it. Yes was my answer.
 9 MS. GOVER: Thank you. Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Scott?
 12 MS. SCOTT: Yes.
 13 MS. GOVER: Ms. Rowe?
 14 MS. ROWE: Yes.
 15 MS. GOVER: Thank you.
 16 CHAIRMAN CAUSEY: The motion carries.
 17 Thank you, Mr. Sarris.
 18 MR. SARRIS: Thank you very much.
 19 CHAIRMAN CAUSEY: Our next item on the
 20 agenda is Item I, report on opening of schools,
 21 and for that we call on the community

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1 superintendents to come forward and present the
 2 report. I also want to thank Dr. Williams for
 3 having Dr. Mary Boswell-McComas available to
 4 answer questions and prepared to answer your
 5 questions about recent athletic announcements.
 6 So, good evening and welcome.
 7 MS. BYERS: So good evening, Chair
 8 Causey, Vice Chair Henn, Dr. Williams and members
 9 of the Board. Thank you for this opportunity to
 10 present to you on the opening of schools. This
 11 evening I am joined by Dr. Jones,
 12 Dr. Boswell-McComas, Dr. Roberts, Dr. Zarchin and
 13 Dr. Scriven.
 14 During the last board meeting you
 15 received a presentation on virtual learning. At
 16 that time information regarding virtual teaching
 17 and learning and technology support was shared.
 18 As a result, this presentation is going to focus
 19 on the alignment between our strategic plan and
 20 the opening of schools through the lens of the
 21 schoolhouse. Prior to beginning our presentation

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1 this evening, we wanted to reaffirm responses
 2 regarding attendance that were provided during
 3 the presentation on virtual learning two weeks
 4 ago.
 5 Attendance is taken daily at the
 6 elementary level and both daily and by period at
 7 the secondary level. If a student is not in
 8 attendance, the first level of intervention
 9 always occurs with the student's teacher. If
 10 intervention regarding attendance is needed
 11 beyond the level of the teacher, a school-based
 12 attendance committee institutes a multitiered
 13 approach to intervention. This may include
 14 followup with an administrator, a school
 15 counselor, a department chairperson or a grade
 16 level chair. If those interventions between the
 17 schoolhouse and the student or family are
 18 unsuccessful, our schools work collaboratively
 19 with their pupil personnel worker to provide
 20 support to the student and family. All of our
 21 schools have a staff member who is a liaison

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1 between the school and staff from our Department
 2 of School Climate.
 3 At the next board meeting there will be
 4 a presentation on school climate and safety which
 5 will provide more in depth information regarding
 6 how that division directly provides systemic
 7 supports to our schools. Furthermore, the same
 8 multitiered system of support would be used if a
 9 student had not engaged in the spring or summer
 10 and has sporadic or chronic absenteeism. This
 11 information is monitored at the school level and
 12 by our school leadership teams.
 13 Finally as indicated during the last
 14 meeting, any further related data could be shared
 15 at a future curriculum committee meeting. Next
 16 slide please.
 17 So over the course of the last year and
 18 under the leadership of Dr. Williams, information
 19 was collected from a variety of stakeholder
 20 groups to drive the development of our strategic
 21 plan. This summer our new strategic plan, The

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1 Compass: Our Pathway to Excellence was approved.
 2 This strategic plan is the foundation of the work
 3 done in schools and in support of our schools.
 4 Our presentation this evening is going to focus
 5 on how we support the opening of schools
 6 specifically in the areas of learning,
 7 accountability and results, and operational
 8 excellence. Next slide please.
 9 Through collaboration across multiple
 10 divisions, Baltimore County Public Schools
 11 authored a new teaching and learning framework,
 12 the BCPS teaching and learning framework outlines
 13 the expectations for effective first instruction
 14 and rigorous learning for every child in every
 15 classroom every day. It is grounded in BCPS
 16 Policy 0100, equity, and it includes components
 17 from research and best practices, including
 18 Charlotte Danielson's Framework for Teaching,
 19 Mike Schmoker's Focus, Elevating the Essentials
 20 to Radically Improve Student Learning, and the
 21 Center for Applied Special Technologies'

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1 Principles of Universal Design For Learning.
 2 In BCPS all students must have daily
 3 access to learning that is accessible, rigorous,
 4 relevant and responsive, and that prepares them
 5 for their future. This teaching and learning
 6 framework clearly articulates the core beliefs
 7 and expectations of teaching and learning in
 8 BCPS. It develops a common language to
 9 facilitate instructional conversations among our
 10 educators, students, parents and caregivers to
 11 drive continuous improvement. It provides
 12 resources to support high quality first
 13 instruction and it insures a consistent approach
 14 to monitoring teaching and learning. Prior to
 15 the opening of schools, this document was
 16 presented to our school leaders and it became the
 17 seminal work that drives both virtual and
 18 face-to-face teaching and learning in BCPS.
 19 At this time I would like to turn things
 20 over to my colleague Dr. Rachel Jones. Next
 21 slide please.

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1 DR. JONES: Thank you, Ms. Byers.
 2 Additionally as part of the opening of schools
 3 and aligned to focus area one, we are
 4 implementing new curricula. New curricula in
 5 elementary language arts, ELA, and mathematics,
 6 in order to increase student achievement.
 7 Students and teachers have access to high quality
 8 instructional materials aligned with the rigor of
 9 college and career standards. Updates have been
 10 made for all curricular areas. These updates
 11 include revision to scope and sequences to adjust
 12 for unfinished learning, embedded diagnostic
 13 tests to support acceleration from unfinished
 14 learning to current grade level standards, and
 15 professional learning on the new teaching and
 16 learning framework.
 17 Specifically new curricula for
 18 elementary involves full implementation of
 19 Bridges grades K to two, partial implementation
 20 of Bridge grades three to five, focused on number
 21 corners, and a rollout of Open Court grades two

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1 and three.
 2 Our secondary curricula updates are as
 3 follows: In math we are piloting decimals at
 4 select middle schools, professional learning is
 5 being offered to support HMH Go Math, highly
 6 rated materials, algebra pilots will also be
 7 explored.
 8 Lastly, disciplinary literacy and
 9 reading apprenticeship continue as a function of
 10 our striving readers grant. Next slide please.
 11 Focus area one, accountability, learning
 12 accountability and results, key initiative five
 13 focuses on service and support model for schools.
 14 The graphic represents our core work within the
 15 Division of School Support and Achievement. In
 16 supporting schools during opening the DSSA team
 17 worked with individual school leadership teams to
 18 develop school progress plans that ground the
 19 work in professional learning in the school to
 20 ameliorate the persistent and widening gaps that
 21 exist for underserved populations of students.

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1 By the end of October each school will have a
 2 public facing snapshot of their school progress
 3 plan or SPB on their website for stakeholders.
 4 This will help stakeholders understand the core
 5 work of the school for the 2020-21 academic year.
 6 I will now turn it over to Dr. Zarchin to share
 7 more about focus area four, family engagement and
 8 outreach, the opening of schools. Next slide
 9 please.
 10 DR. ZARCHIN: Thank you, Dr. Jones. As
 11 we focused on welcoming our students, staff and
 12 families to the new school year an important
 13 consideration was insuring that the social,
 14 emotion and physical wellbeing of our students
 15 and families was addressed. In addition to the
 16 resources offered to our families through family
 17 and community outreach office and Parent
 18 University, our student support personnel have
 19 partnered with our schools to provide services
 20 and resources in support of the Compass's focus
 21 area four, family engagement and outreach, and

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1 focus area two, safe and supportive environments.
 2 Staff have engaged in the provision of
 3 telemental health services to students and
 4 families across Baltimore County Public Schools.
 5 Services include check-ins to students and
 6 families utilizing Google Meets. To support the
 7 home and school connection, virtual parent
 8 workshops have been offered. Staff have also
 9 engaged families in mentoring programs and work
 10 to connect families with internal and external
 11 resources and supports. Some of these supports
 12 include immunization support, self care for
 13 caregivers who are coping with the effects of the
 14 COVID-19 pandemic, consultations, home visits
 15 that follow mitigation strategies, referrals for
 16 mental health services, assistance with
 17 enrollment, and outreach to families of students
 18 to increase attendance and engagement. As we
 19 move to the next slide I would like to welcome
 20 Dr. Roberts.
 21 DR. ROBERTS: Thank you, Dr. Zarchin.

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1 While our opening of school was virtual, we are
 2 very excited about the opening of these three new
 3 schools, Chadwick Elementary School, Berkshire
 4 Elementary School and Colgate Elementary School.
 5 These new state of the art buildings will afford
 6 our students the opportunity to learn in 21st
 7 century spaces in a safe and secure building that
 8 promotes the implementation of our academic
 9 program. We appreciate the incredible effort
 10 from our team in the Department of Facilities as
 11 well as the principals of these three schools who
 12 have worked tirelessly preparing these schools to
 13 open. Next slide please.
 14 The highlight of opening of this year is
 15 evident in the way --
 16 (Audio cut out).
 17 MR. KUEHN: Did we lose Dr. Roberts?
 18 CHAIRMAN CAUSEY: Dr. Roberts, we cannot
 19 hear you right now. Is there another staff
 20 member that can proceed?
 21 DR. JONES: Yes, just give us a second.

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1 DR. SCRIVEN: I'll go ahead and jump in,
 2 Dr. Jones, if you don't mind.
 3 DR. JONES: No problem.
 4 DR. SCRIVEN: George, are you back?
 5 DR. ROBERTS: Yeah, I'm trying, I think
 6 I'm losing connection.
 7 CHAIRMAN CAUSEY: We can hear you now.
 8 DR. ROBERTS: You can hear me now?
 9 CHAIRMAN CAUSEY: Yes.
 10 DR. ROBERTS: There we go, okay. I
 11 apologize for that, my Internet connection must
 12 have dropped.
 13 So the partnership between our offices
 14 of transportation, including nutrition, has
 15 allowed us to continue meal service for free to
 16 all of our students in this virtual environment.
 17 Since March we have provided over 1,941,684 meals
 18 for our students. Next slide please.
 19 As in years past and as these photos
 20 without masks are clearly from before COVID and
 21 March 13th, senior leadership in BCPS debriefs

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1 the school day every day during the first week of
 2 school. As a direct link to schools, the
 3 Division of School Support and Achievement
 4 visited in person or virtually every school in
 5 the system over the course of the first week.
 6 This allowed our division to check in with each
 7 principal or school leadership team to ascertain
 8 their needs, as well as learn of their successes
 9 during the first week. Additionally, DSAA shared
 10 needs of schools across divisions so that chiefs
 11 could work to respond to and support schools. So
 12 at this time Dr. Scriven will provide a
 13 technology update as follow-up information to our
 14 presentation on virtual learning during the
 15 September 15th Board of Education meeting. Next
 16 slide please.

17 DR. SCRIVEN: So good afternoon, board
 18 members, I hope you can hear me okay even though
 19 my camera is not working.

20 CHAIRMAN CAUSEY: Yes, we can hear you,
 21 Dr. Scriven, thank you.

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1 DR. SCRIVEN: Okay, thank you, Madam
 2 Chair. So just to give a high level update from
 3 the last board meeting that we had on 9/15, in
 4 the last two weeks we've actually distributed an
 5 additional 5,000 devices, and that is a
 6 combination of new enrollees and also students
 7 who had to swap out devices that were not
 8 currently working.

9 In a spirit of transparency, we are
 10 rapidly running out of devices, we are now under
 11 a thousand, roughly 857 devices. Those devices
 12 will continue to go out, we are not going to
 13 withhold any devices from students that are in
 14 immediate need.

15 We are also faced with the challenge of,
 16 the devices that we still have to repair are our
 17 most challenging devices to fix which we saved
 18 for the back end. We're poised, however, to be
 19 receiving a bulk shipment of devices in the near
 20 future, which will most definitely bring relief.

21 When we look at technology support, we

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1 need to look at that through a couple of lenses.
 2 One, due to the shortage, there is a challenge in
 3 tears of swapping out devices in a timely fashion
 4 because we just don't have them. And those that
 5 need to be repaired, I just want to bring to your
 6 attention that we had approximately 27,000
 7 devices that we had to distribute on the
 8 elementary, middle and high school levels that
 9 would have been devices -- (audio cut out) --
 10 thank our schools for the triage which they are
 11 doing, and we do thank our families for their
 12 patience, and our stakeholders.

13 We have definitely been delivering
 14 better support as it relates to our call help
 15 center. Today for example, we had 254 calls,
 16 there was zero weight time in the queue, and
 17 there was an average of seven minutes per call in
 18 terms of rendering support. If you look at the
 19 snapshot of the 25th of this month, we had 470
 20 calls and the average wait time was a minute, so
 21 if we show you from one week to the next, we are

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1 receiving less calls and we're definitely being
 2 more responsive in terms of the queue and folks
 3 not having to be on time for an extended period
 4 of time. We're roughly closing out 1,100 tickets
 5 per day, and like I said, we're receiving roughly
 6 500, today was only 254 calls, so this is
 7 affording us the opportunity to really chip away
 8 at those tickets that were in the back queue,
 9 we're able to now address them as we are not
 10 receiving as many calls as what we're able to
 11 actually address in terms of checking tickets
 12 off, so we're very excited about that as well.

13 So that is really high level. When you
 14 talk about tech support, it's really in the areas
 15 of connection to network, password reset, Google
 16 Meet applications, issues with laptop, which is
 17 either a broken or nonworking device, which is
 18 the majority of the tickets that we're dealing
 19 with, or lost or broken chargers. And then of
 20 course a smaller percentage of those individuals
 21 as they're being enrolled or as the devices are,

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1 a broken screen, et cetera, need to be swapped
 2 out.
 3 When we actually receive the first bulk
 4 shipment, we will be moving to a model where we
 5 will simply give the laptops directly to the
 6 school and students will be able to report to
 7 their school in terms of swapping out devices,
 8 which will be a lot more time responsive than the
 9 current model that we're being forced to operate
 10 under based on constraints beyond our control.
 11 So that brings closure and I believe I
 12 was the last slide, so at this time I will turn
 13 it back over to the community superintendents or
 14 Dr. Williams.
 15 DR. ROBERTS: Thank you, Dr. Scriven.
 16 Prior to taking questions, we would like to
 17 probably update with Dr. Boswell-McComas and her
 18 team, to provide a brief systemic update
 19 regarding SAT and athletics. Dr. McComas?
 20 DR. MCCOMAS: Yes, so good evening,
 21 everyone. Thank you for the opportunity to

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1 discuss briefly with you SAT and athletics.
 2 I'll touch quickly on SAT. We do
 3 understand that it's important for us to continue
 4 to problem solve and try to find opportunities
 5 for this year's seniors to pursue an SAT
 6 opportunity, as well as this year's juniors to
 7 pursue a PSAT opportunity. At this time I wanted
 8 to update you that we do have a committee working
 9 on that, looking at what our options are still
 10 within this fall semester, if you will, and
 11 working through what would be the procedures
 12 needed to provide different opportunities for
 13 those seniors. We have also been exploring how
 14 other districts are problem solving this as well,
 15 so that's really the update, to assure you that
 16 we are still currently exploring those
 17 opportunities.
 18 I would like to also share that with
 19 the, we do recognize that many colleges,
 20 thankfully, are working in a more flexible model
 21 this year to support seniors and their

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1 application process because conditions have been
 2 so varied across the nation related to SAT. So
 3 that's really very short and sweet, I know, but
 4 that is in truth where we are, and I will
 5 continue to bring you updates in working with
 6 Dr. Williams in multiple ways, so thank you for
 7 that.
 8 And then in athletics, I know we had a
 9 tremendously exciting announcement by the
 10 governor, it felt like a long time ago now, but
 11 it really was very recent, and in the governor's
 12 announcement, you know, the school systems still
 13 have the opportunity to determine what is the
 14 model that is best for them because we know
 15 health conditions continue to be variable across
 16 the district. And I'd like to point out that
 17 Baltimore County continues to be a higher rate of
 18 COVID spread compared to some of the many other
 19 districts perhaps on the Eastern Shore or Western
 20 Maryland and Southern Maryland, so we have to
 21 always take into account our safety context.

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1 To that end we do have, a return to play
 2 committee is assembled and has been digging into
 3 what is the feasibility around us adjusting our
 4 model, is it feasible, is it safe? And to that
 5 end we have been conferring with the health
 6 department and we are appreciative, the health
 7 department has provided some of the research on
 8 models from other states, principally New York
 9 and New Jersey, and in that research we're really
 10 exploring the risk factor really by sport,
 11 because we recognize that some sport are
 12 inherently more safe than others when it comes to
 13 the spread of a virus. So for example, wrestling
 14 of course is a high contact sport compared to,
 15 let's say cross country, and so the models that
 16 we're really, the research we're looking into is
 17 really helping us look at how to examine what are
 18 the low risk possibilities to then be able to
 19 determine what is safe and practical.
 20 In addition to understanding the
 21 research and how to proceed forward in the best

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1 manner, we are also considering all of the
 2 inequities that have been and can be exacerbated
 3 by a sudden change, keeping in mind the scope of
 4 our program. We have thousands of students that
 5 play athletics each season. The fall season
 6 typically has 4,000 students give or take 500 in
 7 either direction depending on the year and the
 8 season, so we know with having our previous plan
 9 announced of really starting up competitive and
 10 in-person activities in the second semester that
 11 there are thousands of families that have not yet
 12 had their child have their physical yet, which we
 13 know just to get into a primary care physician's
 14 office is not just a show up at the doorstep and
 15 you get it, it takes time and a process for
 16 families to get those physicals in place.
 17 And additionally, we are analyzing other
 18 safety and support systems. So for example, our
 19 athletic trainers and our coaches, our athletic
 20 trainers, many of the companies that we contract
 21 with did furlough athletic trainers for the fall

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1 semester knowing that they would return in the
 2 spring, and so there is a process of seeking
 3 feasibility around having the safety, athletic
 4 trainers available, in addition to coaches that
 5 had set up their schedule in a way that they
 6 could support virtual in the fall but were
 7 planning on in person in the spring. So I share
 8 these are some of the many complicated logistics
 9 that the back to, return to play committee,
 10 excuse me, is working through and exploring in
 11 terms of feasibility.
 12 The other thing we want to keep in mind
 13 is also the readiness of our fields and of course
 14 the mitigation strategies related to PPE and all
 15 the protocols that need to go into place. We
 16 certainly recognize and I want to thank, there is
 17 many members of the community that have emailed
 18 my team and I asking for athletics to begin,
 19 asking for athletics to be postponed, raising
 20 issues of safety, raising issues of equity, and I
 21 just would like to thank everyone for your

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1 passion and your commitment so that we can begin
 2 to, or I shouldn't say begin, we can continue to
 3 reimagine how do we provide low risk
 4 opportunities for our students as soon as
 5 possible within safe bounds and in light of the
 6 governor's announcement that just came the other
 7 week. So I know that was a long and complicated
 8 response, but that in all transparency is where
 9 we are this process. So thank you.
 10 DR. ROBERTS: Great, so thank you,
 11 Dr. Boswell-McComas. So Board, at this time we
 12 would like to thank you for your time and
 13 attention to this presentation, and the team is
 14 available to address any questions.
 15 CHAIRMAN CAUSEY: Thank you,
 16 Dr. Roberts, and this evening we have a lot of
 17 reports and good information that's being
 18 presented, so tonight I'm going to go around the
 19 dais for board members to make comments and ask
 20 questions, with an understanding that some
 21 questions may need to be answered fully at a

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1 later date either through a press release or a
 2 weekly update or in some other communication
 3 path. So with that, we're going to start with
 4 Dr. Hager.
 5 DR. HAGER: Hi, everyone, thank you for
 6 all of those presentations. Dr. McComas, thank
 7 ou especially for your detailed explanation about
 8 sports. I reviewed both plans that were released
 9 in a lot of detail and I was just wondering if
 10 there's a possibility for a compromise plan where
 11 student athletes are allowed to practice in
 12 person during the fall semester, where then
 13 competitive play would start in the spring
 14 semester as planned.
 15 DR. MCCOMAS: Yes, so thank you. I
 16 think that is something to be considered by the
 17 return to play committee, and I agree with you in
 18 that, you know, seeking opportunities given
 19 changing conditions is certainly something to be
 20 considered, and so Dr. Hager, thank you always
 21 for that. We too are eager for our students and

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1 we too recognize how beneficial the opportunity
 2 to be together is, and so that is certainly an
 3 aspect that the committee has been discussing and
 4 will continue to explore. I would be
 5 presumptuous if I tried to make a decision on
 6 behalf of the entire committee, but thank you.

7 DR. HAGER: Is it accurate that if it
 8 wouldn't be breaking any MPSSAA, is that how you
 9 say that, by doing that, is that a possibility?

10 DR. MCCOMAS: I do not want to misspeak,
 11 Dr. Hager, so I will defer to the committee and
 12 that is something that I would rather allow the
 13 committee to provide me more details, so I just
 14 would not want to speak out of turn on what would
 15 be an MPSSAA rule.

16 DR. HAGER: Thank you. I mean
 17 October 7th is right around the corner and that's
 18 when this fall season would start, so quite soon,
 19 so I appreciate that.

20 I have one other question from one of
 21 the earlier presentations and it was stated that

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1 BCPS, we must have learning that is accessible,
 2 that was one of the statements that was made, and
 3 I've heard a lot about concerns about the hot
 4 spots that were provided to the students and that
 5 it's not working very well, and so I don't know
 6 if anyone has any comments about the hot spots.
 7 And maybe in conjunction with that, the concept
 8 of academic support centers I don't believe were
 9 discussed in the presentation, but it feels like
 10 a possible solution, so I don't know if anyone
 11 could comment a little bit on whether that plan
 12 is moving forward and could talk a little more
 13 about that.

14 DR. ROBERTS: So Dr. Hager, I can
 15 certainly discuss the hot spots. I was just
 16 working actually with a principal on the east
 17 side relating to hot spots. So the community
 18 member who has been issued a hot spot is having
 19 difficulty and in this case it was a hot spot
 20 that just wasn't working properly. Then they
 21 reached out to the principal and -- I'm sorry,

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1 I'm showing a bad network so if you can't hear
 2 me, please let me know -- is able to reach out to
 3 the school and to the principal and work to get
 4 that hot spot replaced. Again, if there's a need
 5 for a hot spot then that is a communication
 6 between the parent and the school based on the
 7 established parameters for issuance of hot spots
 8 to get that to them. I'm not sure if you heard
 9 me because of my quality.

10 DR. HAGER: Yes.

11 DR. ROBERTS: Okay. I'm sorry, Doctor,
 12 did you have a second part to that question, the
 13 academic support centers? Right, so the academic
 14 support centers, we are working in conjunction
 15 with Baltimore County Government and certain
 16 stakeholders so at this point the timeline for
 17 that is beginning to move forward with academic
 18 support centers, so that could be an area for
 19 additional supports for students who take
 20 advantage and aren't able to access the academic
 21 support centers, that would be certainly an

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1 opportunity for kids to receive additional
 2 supports from the stakeholders who are manning
 3 those academic support centers so that would be,
 4 to your point, an additional support opportunity.

5 DR. HAGER: Thank you. And I have one
 6 last question about the SATs and that was, the
 7 word that was used, Dr. McComas, was that they're
 8 problem solving, a lot of problem solving. Are
 9 you referring to COVID safety or are their other
 10 issues that are happening with administering SATs
 11 right now outside of kind of insuring safety
 12 given the COVID?

13 DR. MCCOMAS: Right. So when I referred
 14 to problem solving, I was really talking through
 15 all the logistics around exploring what's
 16 involved with like a Saturday national test
 17 administration, the logistics involved and
 18 insuring that there is sanitation safety. We do
 19 know that there has been fellow districts that
 20 have been walking down this path and looking to
 21 understand, you know, learn from their example if

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1 you will, so that was really all the details
 2 involved is what I was referring to, there wasn't
 3 a specific hiccup, if you will.
 4 DR. HAGER: Thank you, and that's it.
 5 CHAIRMAN CAUSEY: Mr. Kuehn?
 6 MR. KUEHN: Thank you, Ms. Causey. A
 7 quick question about the athletics and the
 8 committee that you mentioned. Do you, or has
 9 anyone set a deadline for decisions to be made?
 10 DR. MCCOMAS: At this point we have not
 11 established a deadline because we are working
 12 closely in partnership with our health department
 13 and so we have not made a hard deadline on that,
 14 but we do recognize time is of the essence.
 15 MR. KUEHN: Right, because we're a week
 16 away from October 7th, so it definitely is of the
 17 essence, and my fear is if we don't make a motion
 18 in this meeting to force the hand of us moving
 19 forward on October 7th to immediately start
 20 practice, then we're going to have this
 21 discussion on our next meeting in October and

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1 possibly the meeting after that, so that's why I
 2 asked the question, and I would suggest that the
 3 committee set a deadline to have some responses
 4 back, because I know that there's questions all
 5 over the place and lots of concerns, and there's
 6 lots of student athletes who, their final season
 7 is moving along quickly for their fall season,
 8 and their inability to get out there and exercise
 9 and play sports is quickly missing.
 10 Moving on -- I appreciate that.
 11 DR. MCCOMAS: Yes, sir.
 12 MR. KUEHN: I have some questions about
 13 book distribution and lack of book distribution
 14 in secondary, middle school and high school. I
 15 understand that some schools handed out textbooks
 16 and novels and some schools did not, and my own
 17 personal experience having a middle schooler and
 18 a high schooler that received no books until I
 19 requested them as a parent, was concerning to me.
 20 And my question to you and your team is, why was
 21 there not consistency across the system, why do

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1 we not hand books out that are important
 2 references for students in this time of the
 3 pandemic?
 4 DR. MCCOMAS: Yes, so thank you
 5 Mr. Kuehn, for that question. And so in fact the
 6 consistency is provided in our digital version of
 7 our textbook. Today what is quite common as part
 8 of industry packaging is that you have access to
 9 digital versions of textbooks in their entirety
 10 as well as the ability to buy a set of textbooks,
 11 the traditional hard bound textbooks like you and
 12 I had as students. So what is very commonplace
 13 is that we purchase the digital version for all
 14 students so they have access using their devices
 15 24/7, and then we purchase typically class sets
 16 for reference, and if the teacher needs to use a
 17 textbook to distribute to students for
 18 differentiation.
 19 MR. KUEHN: Well, thank you for that,
 20 and I am aware that electronic versions are
 21 available. I would suggest, and I would again

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1 ask why some schools handed out textbooks and
 2 others did not. Was it just left up to the
 3 principal or the administration of each school to
 4 make those decisions?
 5 DR. MCCOMAS: Yeah, I think that -- oh,
 6 go ahead, Dr. Roberts.
 7 DR. ROBERTS: I was going to say, so
 8 Mr. Kuehn, with respect to the school-based --
 9 (inaudible, static) -- management, so a
 10 curriculum is written and digitized in terms of
 11 the resources and the access to school being
 12 where our curricula lives, it did provide an
 13 opportunity, to your question in terms of some
 14 schools giving out different material than
 15 others, schools did have instructional material
 16 distribution, some working in concert with our
 17 staff for equipment and instruction. Teachers
 18 knowing and being the experts in their content
 19 and knowing what they're teaching, for example
 20 one teacher in a school may teach a novel that,
 21 from a list of novels provided in the curriculum,

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1 a teacher in one school may teach it and another
 2 teacher may not, they may choose another novel
 3 from there.
 4 And again, those novels being able to be
 5 accessed through the devices which we know all
 6 students have, and also sometimes there are cases
 7 where it could be just a class set of resources
 8 so schools had to make decisions in terms of what
 9 to give out based on equity and making sure all
 10 students on a particular grade level or
 11 particular course were able to access that
 12 material, but also knowing and going back to
 13 Dr. Boswell-McComas' statement that the majority
 14 of materials are available digitized, so that's
 15 the direction that most of our schools went, but
 16 there were occasions as you mentioned where
 17 certain hard bound materials could be given based
 18 on the content, based on the group, based on
 19 availability of the material.
 20 Mary, I'm sorry, I cut you off.
 21 DR. MCCOMAS: No, that's okay, I was

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1 just going to say there's always discretion given
 2 different communities and different community
 3 needs. I am glad, Mr. Kuehn, that you were able
 4 to ask and then get the support that you
 5 preferred, the hard version versus the digital.
 6 I will say that, you know, all families, that
 7 they should reach out if they have a need or a
 8 preference to that. And I will also, just for
 9 the good of the community, like to also add that
 10 some of, or I shouldn't say some, many of our
 11 digital resources come with additional features
 12 so they have translation features, they have read
 13 aloud features, and functions that also can
 14 support different learning needs and
 15 differentiation as well. So I hope that I was
 16 able to answer your question in its entirety, and
 17 support anybody else out in the community who
 18 might be wondering or need support.
 19 MR. KUEHN: Well, thank you. We
 20 continue to have discussions about books. I've
 21 brought this up during budget discussions and

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1 questions, and I fully understand that e-books
 2 are easy to distribute and they have a lower cost
 3 point, but again, and as a parent that was trying
 4 to help my stats, my AP stats student last nigh,
 5 I did try to use a book on line and I'll tell
 6 you, it's extremely frustrating. And those are
 7 important references that should definitely be
 8 made available to students, and if you could
 9 definitely get that message out to administrators
 10 across the entire system that when requested,
 11 books need to be provided, I would appreciate
 12 that.
 13 DR. MCCOMAS: Thank you, Mr. Kuehn. I
 14 will never turn down buying books.
 15 MR. KUEHN: Well, good, because you and
 16 I will definitely continue to talk about that.
 17 DR. MCCOMAS: Yes, sir, thank you.
 18 MR. KUEHN: So regarding one of the
 19 questions, I'm sorry I'm jumping topics here, but
 20 when we talk about elementary school and
 21 participation and kids being able to attend

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1 school, if -- I have a situational question that
 2 I hope someone can answer for me. If a child
 3 only shows up for specials for a day, or multiple
 4 days, what is being reported to the Board about
 5 their attendance, are they counted as attending
 6 for the day?
 7 DR. WILLIAMS: Mr. Kuehn, this is
 8 Dr. Williams. I think we will have to follow up
 9 on that question. That was raised previously and
 10 with the guidance from the State Department of
 11 Education we've been following that, but I think
 12 we're going to have to follow up to those
 13 specific situations happening, like you said
 14 students showing up for specials and then how
 15 that's being recorded, that will be a followup.
 16 MR. KUEHN: Thank you, Dr. Williams.
 17 CHAIRMAN CAUSEY: And now Ms. Pasteur?
 18 MS. PASTEUR: Yes, thank you. Good
 19 evening, thank you for the presentations, and I
 20 just have one tide question among several of you.
 21 First of all, Dr. Scriven, thank you for

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1 addressing some of the questions about
 2 technology, they still as you pointed out, do
 3 plague us in some ways. It was good and I will
 4 be able to go back and deliver the word that
 5 folks are still working on making sure that any
 6 problems are corrected. As late as Sunday,
 7 however, I did hear from a parent who's had no
 8 success, so her child has been without the
 9 technology since school opened and has not
 10 received any support. I did ask her for some
 11 very specific details with names, so I can share
 12 that with you, but the problem is that, and I use
 13 this case, but there are probably households that
 14 might well be similar.

15 There are six children of different ages
 16 in the household, which means there's no space or
 17 opportunity, if you will, to be able to use
 18 someone else's, and as Mr. Kuehn talks about,
 19 textbooks, you can see where now that becomes a
 20 problem, so they're bridging it because now we
 21 have no technology to use to do the work on

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1 different levels, so it's just a number of things
 2 that we might not always process. So I wanted to
 3 share that because I am absolutely certain that
 4 there are other families, whether there are a
 5 number of children or even two, that might still
 6 find themselves in that situation. So I just
 7 want to hear, what first line should any of us
 8 being be saying, contact the school, should we be
 9 sending that information to you? It becomes
 10 overwhelming for the parent who's trying to be
 11 teacher for several, or even teacher for one,
 12 handling technology, needing textbooks or feeling
 13 they need the resource, what is the best way,
 14 what's the message we should be giving in terms
 15 of how to rectify some of these problems?

16 DR. SCRIVEN: So there's a process where
 17 they can submit a ticket, which does put them in
 18 a holding pattern, so let's be clear. If that is
 19 not successful and you know being a former
 20 principal just like myself, if I'm contacted by a
 21 family then I have an avenue to get it done. So

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1 I would strongly encourage them to contact the
 2 school. The school will work with the executive
 3 director, the community superintendent, who
 4 definitely will get in touch with our side of the
 5 shop to make sure that we address, especially an
 6 extenuating circumstance like that when you have
 7 six children in one family. So, and then you
 8 know there's always, if you contact me directly,
 9 I'm going to address it, so that's not a problem,
 10 and that's to any member who may be experiencing
 11 those barriers.

12 MS. PASTEUR: All right and I thank you
 13 for that. Dr. McComas, I'll just address it to
 14 you, this next question. Thank you, Dr. Scriven.

15 DR. SCRIVEN: Yes, ma'am.

16 MS. PASTEUR: And Dr. McComas, you can
 17 share it with whomever. I'll bridge from the
 18 piece I just shared with Dr. Scriven, but there
 19 may be other circumstances, so we know that this
 20 child is going to be behind, we see that just by
 21 the circumstances so we may see as we're trying

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1 to get the technology together or whatever is
 2 happening, as we are quickly now approaching that
 3 date when our children will be going back, and
 4 I'm not talking about those special schools, but
 5 we're getting to that point and we don't want our
 6 children, and certainly we are approaching a
 7 grade marking period.

8 So what would you suggest, how do we
 9 advocate for our young people who for one reason
 10 or another, mainly not for them, have, because of
 11 something that they've done, find themselves
 12 moving further and further back, what can we do
 13 in this interim period so that we can be assured
 14 that when they are back face to face that they're
 15 going to feel good about that experience?

16 DR. MCCOMAS: As always, Ms. Pasteur,
 17 you ask profound and compelling questions, so I
 18 would truly say that, you know, we are layering
 19 in multiple tiers of support, right? So first
 20 and foremost, I would share with you that we have
 21 done extensive work on the curriculum using and

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1 developing and embedding diagnostic tasks for our
 2 team to be able to very quickly identify where is
 3 that unfinished learning, if you will, what are
 4 those critical pathways to onramp a student to
 5 this year's learning standards in the most
 6 efficient way. In addition to that sort of being
 7 a primary layer of support, we are fortunate, we
 8 have been able to bring on, if you recall back to
 9 our August meetings, we were able to bring on
 10 tutoring resources to layer in another support
 11 that we can add as an extra layer to support
 12 students.

13 It's going to be really critical and
 14 then for the spring semester, that we continue to
 15 provide all possible layer of support, and quite
 16 genuinely, I would suggest that we need to
 17 continue to provide extensive supports even
 18 throughout next summer for students, because as
 19 you point out, each student's case is going to
 20 vary in the sense of what their experience has
 21 been, to what extent has their family been

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1 impacted by COVID, to what extent is their own
 2 individual neurology maybe accelerating or
 3 struggling, and so Ms. Pasteur, it is complicated
 4 question that you pose, and genuinely the best
 5 response I can give you is that we know that we
 6 have built out and will continue to analyze how
 7 to provide multiple tiers of systems of support
 8 for our students and that really needs to be, I
 9 know people get tired of me saying this, but we
 10 need to look at each child to figure out what
 11 exactly is the layer of support that they need.

12 MS. PASTEUR: Dr. McComas, thank you for
 13 that answer, and you know, I like to stay in my
 14 what space, but may I suggest that since we are
 15 doing, I'm going to call it virtually live, okay,
 16 because the children now do have teachers, that
 17 that's our starting point so we don't have to
 18 wait until the children come back, that certainly
 19 those teachers will know already who the children
 20 are, they're getting ready to grade them, so they
 21 will know who some of the children are who are

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1 struggling, they will also know those children
 2 who like this last child have not been on for
 3 some time. Now this is a very assertive mother
 4 so I am certain that this parent has made it
 5 clear that there are issues, but still there will
 6 be that gap. So I'm just hopeful that as we're
 7 moving forward, we're also having those
 8 discussions with our teachers and at school-based
 9 administrators, asking for some names and areas
 10 where some weaknesses have been seen, so that
 11 when we see them face to face, we are a little
 12 better prepared. Thank you.

13 DR. MCCOMAS: Thank you.

14 CHAIRMAN CAUSEY: Mr. Offerman?

15 MR. OFFERMAN: Yes. I have a concern
 16 about when we come back to in-person instruction,
 17 is there plans to do specific training for social
 18 emotional issues when students come back who may
 19 be concerned or afraid of the possibility of, you
 20 know, of having health issues, is there any
 21 specific training that we're doing with staff,

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1 either the classroom teachers and/or guidance
 2 and/or other school-based people to try to
 3 prepare for this? Thank you.

4 DR. MCCOMAS: So yes, Mr. Offerman, we
 5 have at the beginning of the year provided
 6 specific professional learning related to
 7 understanding the social emotional needs. Based
 8 on our COVID context, we continue to customize
 9 and build out professional learning to support
 10 social emotional needs throughout the semester
 11 and that will continue throughout the year.

12 MR. OFFERMAN: Thank you.

13 CHAIRMAN CAUSEY: Thank you, and board
 14 members, I would just alert us to, that we are
 15 running quite behind and that if board members
 16 can make their questions and comments, and then
 17 the Dr. Williams can have staff follow up with
 18 that additionally, not just to the board members,
 19 but also to find a public way to answer these
 20 questions for our stakeholders. So with that,
 21 Mr. Muhumuza?

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1 MR. MUHUMUZA: Hi, good afternoon,
 2 everyone. So I'm going to cut some of my
 3 questions down to just ask the important ones.
 4 So in terms of the sports seasons, the MPSSAA, I
 5 believe it was last week, I'm still, I don't
 6 understand, when they say sports can reopen, are
 7 they talking about the season, and would that
 8 mean if we don't reopen, we would not be able to
 9 participate in any like state competitions or any
 10 other competition that is run by MPSSAA, I think
 11 I learned that right, so would that affect our
 12 sports competitions?
 13 DR. MCCOMAS: So thank you,
 14 Mr. Muhumuza, for that. I think it would be best
 15 if I have the committee put into writing what are
 16 those implications. The announcement in short
 17 allowed school systems to make adjustments to
 18 their plan and to begin competitive seasons in
 19 the fall if they so chose to, and I think that's
 20 probably the most brief response I can give you
 21 at this point, and I'll work with Dr. Williams of

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1 course to try to provide a more detailed response
 2 for you, given the time. Thank you.
 3 MR. MUHUMUZA: And I do also hope that
 4 you guys discuss, I believe Ms. Hager, Dr. Hager
 5 mentioned about allowing sports to condition in
 6 person, I think that would be a great step
 7 forward if the in-person season doesn't happen.
 8 My other question has to deal with the
 9 SATs. Does the county have the fiscal
 10 capabilities to provide free SATs to all
 11 students?
 12 DR. MCCOMAS: Historically we have
 13 provided the SAT day where the cost is covered
 14 for our students. That is part of the analysis,
 15 if you will, that our team is working through,
 16 because the conditions are so different this year
 17 but I will just tell you, historically we have
 18 been able to do that, we've been very fortunate
 19 to offer a school day SAT free to our students,
 20 so thank you.
 21 MR. MUHUMUZA: Okay. And in terms of

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1 like the kinds of tests, I guess, does College
 2 Board refund the money that students spent
 3 signing up for a test that were it cancelled or
 4 were they not able to take it?
 5 DR. MCCOMAS: Yes, if students had
 6 signed up for a site and that site was cancelled,
 7 the College Board would work through their
 8 standard refund process, I don't personally know
 9 all the details of the College Board fine print,
 10 but that would undoubtedly be part of their
 11 practice.
 12 MR. MUHUMUZA: Okay. And my last
 13 question is for, I believe it was Mr. Sarris,
 14 about the devices. Mr. Sarris, I think you might
 15 have mentioned this but I think I missed it. The
 16 new devices you said were delivered, were they
 17 rented or like were they bought? I think you
 18 might have mentioned this, I must have forgot.
 19 DR. SCRIVEN: Okay, Josh, I don't think
 20 that was Mr. Sarris, that was probably me,
 21 Dr. Scriven that was speaking to that.

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1 MR. MUHUMUZA: Oh, Dr. Scriven, sorry.
 2 DR. SCRIVEN: That's okay. Can you
 3 restate your question around the devices? No new
 4 devices have been delivered yet, but the bulk
 5 delivery that we are expecting are going to be
 6 devices which we have actually purchased and they
 7 are not leased devices.
 8 MR. MUHUMUZA: That was my question,
 9 because I believe that the devices that we have
 10 now, that we have had for like the last couple of
 11 years, that they are leased, right?
 12 DR. SCRIVEN: Yes, that is correct.
 13 MR. MUHUMUZA: Okay, thank you.
 14 CHAIRMAN CAUSEY: Ms. Henn?
 15 VICE CHAIR HENN: Thank you. Good
 16 afternoon, or evening, sorry, good evening,
 17 everyone, thank you for that presentation. I
 18 have one question, but it's one that I believe is
 19 on a lot of stakeholders' minds, and that is,
 20 this period of virtual learning feels indefinite
 21 to most stakeholders, it's marked by uncertainty,

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1 individuals are uncomfortable, it's marked by a
 2 lack of information, discomfort and fear. My
 3 questions are how and specifically when will we
 4 move from this place of uncertainty to one of
 5 information, confidence and certainty, and what
 6 would you say to stakeholders to reassure them
 7 that the school system's focus is on a safe
 8 return to in-person instruction?
 9 DR. WILLIAMS: So Ms. Henn, I'll try to
 10 respond. I think for the virtual learning, this
 11 is Dr. Williams, that the collaboration and work
 12 with the local school and the school leadership
 13 to try to mitigate the concerns or questions,
 14 that's the first step that our school staff and
 15 our leaders have been really working hard to make
 16 virtual learning a reality. In terms of the
 17 uncertainty and fear as we go through this year,
 18 we will continue to work with our health
 19 department. We don't know later on in this year
 20 or this semester what the conditions may be. We
 21 will continue to communicate what we know or next

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1 steps, and so I think what we can say is our
 2 COVID-19 work force, our collaboration with the
 3 Department of Health, they've been great partners
 4 to help guide us. The metrics that were
 5 presented from the state, so you know, folks want
 6 to know that we are collaborating, we're
 7 communicating and that we're looking at the
 8 safety measures in whatever we do to make sure we
 9 are preventing or lessening any situation, so I
 10 think right now that's a big question -- (audio
 11 cut off) -- go along as we know more
 12 information. It's kind of like what happened in
 13 the spring, the more information we received we
 14 responded to, so thank you for that question.
 15 VICE CHAIR HENN: Thank you,
 16 Dr. Williams, and thank you for mentioning the
 17 work, because we know that a lot of outstanding
 18 work is happening, we know how hard individuals
 19 are working behind the scenes. What would
 20 provide a lot of reassurance is some insight into
 21 that work and some visibility into that work

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1 because as I mentioned, that uncertainty, that
 2 fear is brought through the absence of
 3 information, and individuals are looking for
 4 reassurance that the school system's focus is on
 5 the return to in-person instruction, especially
 6 for the families of our most vulnerable learners
 7 for whom virtual learning is not working. They
 8 want to see the light at the end of the tunnel,
 9 they want to see that our focus is on returning
 10 to school, they want to see that steps are being
 11 made to make sure our schools are safe. Our
 12 teachers want to be back with their kids, they
 13 want to see what steps we're taking, and there's
 14 a void in the information that's being provided.
 15 So my question, you know, about what would you
 16 say to them to reassure them that that is our
 17 focus, can you elaborate on your response to that
 18 beyond what you've already commented?
 19 DR. WILLIAMS: Well, again, it is the
 20 work that we're doing with our design team and
 21 the desire to make sure we are providing updates

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1 as to what we know and how we're trying to move
 2 forward. Again, that's been kind of the work
 3 that we learned back in the spring and that is
 4 the goal, that we constantly provide some kind of
 5 update as we're moving through this timeline of
 6 first semester, what this may look like, and so
 7 it is our commitment to constantly work with our
 8 design team, our stakeholder groups and the
 9 COVID-19 task force to provide updates when
 10 appropriate.
 11 VICE CHAIR HENN: And do you have a
 12 target goal for when the Board might expect to
 13 see a more detailed timeline or return plan, not
 14 that that would be in stone, but a target draft
 15 timeline?
 16 DR. WILLIAMS: We were modifying and
 17 looking at the feedback, we're getting the
 18 surveys, so we're surveying our students, having
 19 focus groups with staff as we mentioned earlier,
 20 as it was mentioned earlier with the small
 21 population of students we want to look at. And

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1 so it's fluid right now, but I would say we
 2 should have a modified tentative plan, again I
 3 must echo it is tentative, it's likely to change
 4 based on more data that we receive and more
 5 information and then guidance from our health
 6 department. I don't want to over promise the
 7 Board, but we constantly will provide updates.
 8 VICE CHAIR HENN: Of course, and what is
 9 the tentative date for that plan expected, when
 10 did you say that would be expected.
 11 DR. WILLIAMS: We are looking at
 12 gathering, so we're gathering, we're doing the
 13 survey for our families, so that's October 2nd
 14 through the 9th, and then we're working with
 15 staff to address questions as much as we can, and
 16 so we were looking at a November timeframe, but
 17 again, that is still up in the air as we continue
 18 to look at the data that we're receiving.
 19 VICE CHAIR HENN: Thank you. And the
 20 Board meets on the 13th, so I will be requesting
 21 an update on it at that meeting, but thank you

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1 for that information. That's all I have, Madam
 2 Chair.
 3 CHAIRMAN CAUSEY: Ms. Jose? I will go
 4 last, so Ms. Jose?
 5 MS. JOSE: No, thank you.
 6 CHAIRMAN CAUSEY: So no questions,
 7 Ms. Jose?
 8 MS. JOSE: Yes. Just thank you for the
 9 information, Dr. McComas. No questions at this
 10 time, thank you.
 11 CHAIRMAN CAUSEY: Okay. Mr. McMillion?
 12 MR. MCMILLION: Can you hear me?
 13 CHAIRMAN CAUSEY: Yes, sir, we can.
 14 MR. MCMILLION: Okay, great. I know I
 15 get, I've got one comment to make, I know I get
 16 excited and I speak fast and I'm loud, but I'm
 17 going to try to slow down so people can hear what
 18 I say. As a lot of you know, I'm a retired
 19 physical education teacher and athletic director.
 20 I'm 22 months removed from working as the
 21 athletic director for 25 years at Chesapeake High

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1 School. If I had not won the election, I had
 2 hoped to still be working as an athletic
 3 director. Therefore, I'm very much aware of the
 4 dozens of variables affecting the live start of
 5 fall athletics. I give 100 percent of my support
 6 to the committee analyzing these very varied
 7 topics. I would like to thank all of the members
 8 of the committee, all 24 athletic directors,
 9 Mr. Sye, Ms. Mitzel, Mr. Kressman, Ms. Marston in
 10 the Office of Athletic, and all of our
 11 approximately 1,800 year round coaches. Thank
 12 you.
 13 CHAIRMAN CAUSEY: Thank you,
 14 Mr. McMillion. Ms. Mack?
 15 MS. MACK: Yes, thank you, Ms. Causey.
 16 I just wanted to add a little bit to what
 17 Ms. Henn said and then I have a question about
 18 SATs. In the thousands of emails that we've
 19 received and the speakers that we heard tonight,
 20 I hear frustration and fear that I think could be
 21 ameliorated somehow if we did provide more

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1 specificity. I think people want to know, have
 2 we inventoried our schools, do we know what
 3 condition our HVAC is in? Do we have filters
 4 that will filter out as much of the air particles
 5 as they can? Which one of our schools have
 6 windows that open versus windows that don't open,
 7 because we could open windows to at least get
 8 fresh air in there. When will we talk about how
 9 much PPE we have and how teachers will use it,
 10 and whether we will hand it out for students, and
 11 that kind of thing.
 12 And then like specific questions. I
 13 have teachers say to me all the time, if I'm
 14 willing to return to school and 20 of my 27
 15 students are willing to return to school, how can
 16 I distance, safely distance those 20 kids in my
 17 very small classroom? So I guess I'm echoing
 18 what Ms. Henn said. I think the more information
 19 that we can provide, the greater our ability to
 20 allay the concerns that people have, because we
 21 will be going back to school at some point and we

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1 hopefully will have the virus under control, but
 2 we need to be able to say to people that we will
 3 keep you and we will keep our students safe, and
 4 I think there's some missing pieces there. And I
 5 don't need an answer, I just wanted to make that
 6 comment.
 7 I do have a concern about the SATs.
 8 It's been a number of years since I managed that
 9 process with my own children, but what, are we
 10 not impacting students' ability to apply for
 11 colleges if we do not have SATs soon? I know
 12 Dr. McComas, you said there's a committee that's
 13 looking at this, but I know other school systems
 14 are offering SATs, and I think we're
 15 disadvantaging our students if we don't have a
 16 plan that comes up with SAT days soon for our
 17 students so that we give them the data they need
 18 to get into the colleges to which they're
 19 applying.
 20 DR. MCCOMAS: So, I'll just very quickly
 21 say, Ms. Mack, that I do hear your concern. That

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1 is why we have a committee that is exploring what
 2 is the possibilities and how do we provide
 3 opportunity for our seniors especially. I will
 4 say that there is tremendous flexibility
 5 occurring this year at the college level around
 6 admissions and not necessarily requiring SAT as
 7 they have done traditionally. That of course
 8 varies college by college, but we are seeing
 9 tremendous flexibility in the college application
 10 this year related to SAT. Nevertheless, however,
 11 we are seeking to figure out to how to provide
 12 opportunities for our seniors should they find
 13 themselves applying to a college that has less
 14 flexibility this year, so we too do understand
 15 the urgency and importance of it and that's part
 16 of why we're working to figure that out, to
 17 support them, but thank you, Ms. Mack.
 18 MS. MACK: Do we have a date by which
 19 we'll have an answer as to what we're going to do
 20 with our seniors this year?
 21 DR. MCCOMAS: I do not have a date for

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1 you right now.
 2 MS. MACK: And will you be providing an
 3 update in the next board meeting?
 4 DR. MCCOMAS: I will be working with
 5 Dr. Williams to provide updates and so whether
 6 that is in a board meeting or a weekly update or
 7 in whatever format, we, I always work through
 8 Dr. Williams for, because we know that there's
 9 many things happening all the time.
 10 MS. MACK: I just have one more point
 11 and then I'm finished. Are we disadvantaging our
 12 students? I know you said many colleges are
 13 being flexible and everybody needs to be flexible
 14 in this time of COVID, but when other school
 15 systems are offering SATs and their students are
 16 applying to the same schools our students are
 17 applying to, and our students have not taken the
 18 SATs, are we disadvantaging them?
 19 DR. MCCOMAS: Ms. Mack, your question is
 20 really posed from the college level, so if I were
 21 a college admissions director would I

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1 disadvantage a child who does not have an SAT
 2 because they lived in a COVID-saturated
 3 environment compared to a child who did not and
 4 had the SAT, I cannot answer how a college
 5 admissions person would compare those two
 6 different scenarios. I can say that we are
 7 working to figure out an opportunity for our
 8 seniors so that they would have, to be able to
 9 put that on the table if they were in a college
 10 that would not exercise any flexibility.
 11 MS. MACK: All right, thank you very
 12 much.
 13 DR. MCCOMAS: My pleasure, thank you.
 14 CHAIRMAN CAUSEY: So I'm just going to
 15 jump in here because this has been a consistent
 16 issue amongst all the board members just to
 17 clarify some issues. There are districts right
 18 next door to us that are implementing SATs within
 19 their buildings for their seniors on
 20 October 14th. College Board has committed to
 21 getting tests scored within two weeks. They have

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1 committed to doing the score with the writing --
 2 excuse me -- okay, with the writing shortly after
 3 that. So the answer is it is being done, it can
 4 be done in Maryland. It is not up to the Board
 5 of Education and the Baltimore County Public
 6 Schools to rely on the compassion of college
 7 admission agents, it is our duty to provide for
 8 our students according to our Policy 0100,
 9 equity, to give our students what they need to be
 10 successful. And if what they need to be
 11 successful to compete at a high level for
 12 colleges or because maybe they've had medical
 13 illnesses that have not given them the grade
 14 point average or the opportunity to move forward
 15 with rigor and their SAT score is going to make
 16 the difference, yes. We are not doing the best
 17 by our children if we do not provide this
 18 opportunity. I am confident that Dr. McComas and
 19 that team can provide this opportunity for our
 20 children.
 21 So I would just like to say that we look

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1 forward to hearing more from Dr. McComas and
 2 Dr. Williams about how we are going to provide
 3 for our children what they need. So we're going
 4 to move on. Ms. Scott?
 5 MS. SCOTT: Yes, thank you. My question
 6 is again, one, I think that the athletics has
 7 been thoroughly vetted and spoken about by
 8 Dr. Hager, Joshua Muhumuza, and also by Rod
 9 McMillion, so thank you for that.
 10 My question is in regards to the device
 11 ratio. I know that this current Board, one of
 12 the decisions that this Board made was to reduce
 13 the student-device ratio for children in grades
 14 kindergarten to third to five to one. And what
 15 I'm wondering is because Dr. Scriven spoke about
 16 the devices and ordering devices, but what I
 17 would like to know is how that will factor in
 18 once our students return back to schools as has
 19 been talked about, returning back to the
 20 schoolhouse. Will that device reduction ratio go
 21 into effect and if so, what is the timeline for

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1 you that, because we now with the COVID pandemic
 2 and of course no one could have foreseen that,
 3 but nevertheless, we are reliant upon devices and
 4 remote learning. So I am curious as to if the
 5 team has some information they could share with
 6 us as to how that will impact our students when
 7 we return to the schoolhouse, will that device
 8 reduction ratio immediately go into effect?
 9 Because as we talk about equity and what was so
 10 eloquently said as far as the SAT and things like
 11 that, and making sure that our children are taken
 12 care of in that aspect, I want to make sure that
 13 our youngest children and our earliest learners
 14 are also taken care of. So I guess that would be
 15 a question for Dr. Scriven. Thank you.
 16 DR. SCRIVEN: Yes, ma'am, so thank you
 17 for the question. We are poised that once we
 18 receive our outstanding devices, we will be able
 19 to provide K through 12 on a one-to-one ratio, so
 20 that's the short and sweet of it.
 21 MS. SCOTT: I'm sorry. So although a

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1 decision for this Board was to reduce that for K
 2 to three to five to one, upon returning back
 3 you're saying that students will still have the
 4 one to one ratio?
 5 DR. SCRIVEN: Unless the Board deems to
 6 keep a five to one.
 7 MS. SCOTT: Okay. All right. Thank
 8 you.
 9 DR. SCRIVEN: Yes, ma'am.
 10 CHAIRMAN CAUSEY: So going back to
 11 decisions made by the Board related to the
 12 operating budget and device ratios, the Board did
 13 support the superintendent's recommendation for
 14 the device ratio at the time, which was before
 15 the pandemic, so certainly the Board will
 16 consider Dr. Williams when we are in the recovery
 17 mode what is the best path forward for the school
 18 system and for the students given the resources
 19 that we currently have, so thank you.
 20 And Ms. Rowe?
 21 MS. ROWE: Yes, hi, I have a few

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1 questions.

2 CHAIRMAN CAUSEY: Ms. Rowe, it's hard to

3 hear you.

4 MS. ROWE: I'm sorry. So one of the

5 questions I have is some students have purchased

6 their own devices and if we're short of devices

7 are we considering asking students who have

8 devices at home to return school system devices

9 if they're not using them at all?

10 DR. SCRIVEN: Ms. Rowe, can you restate

11 that question one more time please?

12 MS. ROWE: Some of the children have

13 purchased their own devices and since we're short

14 on devices, have we considered asking students

15 who have their own devices to return the school

16 system devices if they're not using them at all?

17 DR. SCRIVEN: That is something that we

18 have not considered at this point, but would

19 definitely be worth investigating if that indeed

20 is the case.

21 MS. ROWE: Okay. And Ms. McComas, will

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1 you clarify, are students reading novels and

2 textbooks on screen in addition to all the screen

3 time for classes when they could have physical

4 books?

5 DR. MCCOMAS: Hi, Ms. Rowe, thank you

6 for that question. It's a combination, so we do

7 have novels available digitally but they also

8 have hard copies, and so that can really come

9 down to a learner preference.

10 MS. ROWE: Okay. And this is my last

11 question. What recommendations or guidance has

12 the Baltimore County Department of Health made

13 before schools can safely begin to reopen, and

14 does the health department agree with reopening

15 the four special education schools, and with what

16 safety measures?

17 DR. MCCOMAS: I think that's a broader

18 question than just for me. We do confer with the

19 health department all the time.

20 DR. SCRIVEN: Dr. Zarchin?

21 DR. ZARCHIN: Yes. So we meet regularly

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1 with the Department of Health for Baltimore

2 County. In our task force meetings we address

3 concerns for safety as they come up, and that

4 group meets every week, and part of our work is

5 planning, looking at details. We are now looking

6 at planning visits not only to the four schools

7 but other offices and schools to do mitigation

8 checks to give feedback on practices, what's

9 being done well and what can be done to improve

10 mitigation practices.

11 MS. ROWE: Okay, so the health

12 department is involved in this entire process?

13 DR. ZARCHIN: We have worked with the

14 Department of Health for Baltimore County every

15 step of the way since we left in March.

16 MS. ROWE: Okay, thank you.

17 DR. ZARCHIN: You're welcome.

18 CHAIRMAN CAUSEY: Thank you,

19 Dr. Zarchin. And as I said, I was saving my

20 comments until the end and what I'm going to do

21 is just down a list of information that I think

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1 based on the input that the Board has received in

2 thousands of emails, the public comment that we

3 heard tonight, and also additional questions from

4 board members, one, I would like to see answered

5 in a public fashion the concerns and comments

6 addressed this evening by our chair of the

7 Special Education Citizens Advisory Council

8 concerns. We have also received a number of

9 emails from parents around special education

10 concerns, so I would like to see those answers.

11 And I would like to see maybe a frequently asked

12 question section, I know that we had that,

13 Dr. Williams, before, where parents can go and

14 see answers to real questions. I would also like

15 to see it being addressed to the Gifted and

16 Talented Citizens Advisory Council.

17 I did want to say we are doing better

18 and I am so pleased, Dr. Scriven, with the

19 improved help desk calls, the work tickets, that

20 is the key for equitable access for our students

21 is to have the access to technology, so thank you

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1 for those tremendous results.
 2 DR. SCRIVEN: Yes, ma'am.
 3 CHAIRMAN CAUSEY: Sports are obviously a
 4 big concern but also what has been mentioned, or
 5 what was not mentioned but I know that board
 6 members and parents and teachers who are involved
 7 in these activities are concerned about is those
 8 extracurriculars for our students. Not all
 9 students are involved in sports, some students
 10 are involved in robotics, coding, student
 11 government, all of these other opportunities,
 12 these clubs that they have, to have those
 13 connections, something where they can find joy,
 14 feel normal, so I would like to see also in your
 15 return to play committee that there is also a
 16 corollary in terms of returning to
 17 extracurriculars.
 18 And I was very encouraged to hear from
 19 our CTE representative about the small cohorts
 20 getting back into the CTE programs. Because we
 21 do, we have specialized equipment for those

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1 students to learn the skills they need to
 2 advance.
 3 Additionally, I wanted to thank, along
 4 with Dr. Scriven, the schoolhouse leaders and
 5 families for making these differences.
 6 And lastly we have, thank you,
 7 Dr. Williams, for the updates that you are
 8 providing to the Board. You had shown us the
 9 design team and the COVID response team
 10 membership, and I would suggest that you add a
 11 few more folks to those. I saw only one
 12 principal at the high school level and while
 13 that's phenomenal, I think it's also very
 14 important to have a middle school principal, an
 15 elementary school principal, and I also think
 16 it's important to have someone on that design
 17 team, I did not see Mr. Michael Sye or someone
 18 else that is specifically focused on that
 19 athletic portion and someone that is focused on
 20 those extracurriculars. I would also recommend
 21 having a parent, a couple parents, sport booster,

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1 PTA presidents, to really round that out in terms
 2 of garnering all of the experience, passion and
 3 perspectives that we have, because we have
 4 received a tremendous amount of input, we want to
 5 respect that, we want to value it, we want to use
 6 it, and we want to let people know how we are
 7 using it. So thank you for that.
 8 And we are now going to move on to the
 9 next item on the agenda which is the report on
 10 the opening of schools, and -- excuse me -- the
 11 report on the 2019-2020 student performance
 12 report. And for that we have Dr. McComas and
 13 Dr. Wheatley-Phillip.
 14 DR. WHEATLEY-PHILLIP: Thank you, good
 15 evening, we're just waiting for the Power Point
 16 to load.
 17 CHAIRMAN CAUSEY: Good evening, thank
 18 you.
 19 DR. WHEATLEY-PHILLIP: So good evening,
 20 Chairwoman Causey, Vice Chair Henn,
 21 Superintendent Williams and members of the Board.

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1 Tonight we present the annual student performance
 2 report. Next slide please.
 3 Tonight's presentation was developed to
 4 serve two key purposes, to provide you with an
 5 update of performance trends and gaps, and
 6 through this analysis to explicitly connect the
 7 data with systemic initiatives, priorities and
 8 action steps that were developed to raise the
 9 bar, close gaps and prepare our students for the
 10 future. While much data will be shared, this is
 11 a fluid process because in this COVID era and
 12 during the first month of school, many decisions
 13 are still evolving and will be made in response
 14 to conditions that unfold. For this report we
 15 utilized the data that were available given the
 16 many assessments that were cancelled in response
 17 to the impact of COVID-19 and the closing of
 18 schools. There may be questions that linger and
 19 so we have developed and provided for the Board a
 20 written executive summary that is aligned with
 21 this presentation and we will follow up as

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1 directed by Dr. Williams. Next slide please.
 2 The Compass: Our Pathway to Excellence
 3 is divided into five focus areas, the goals, key
 4 initiatives and strategies provide for our
 5 students a foundation for equity, access,
 6 opportunity and achievement. The targets and
 7 measures provide benchmarks for progress
 8 monitoring and feedback for continuous
 9 improvements. Next slide please.
 10 There are many types of assessments.
 11 Formative assessments provide short cycle
 12 feedback and ongoing support during the learning
 13 process. Summative assessments provide systemic
 14 analysis of learning after longer intervals.
 15 Next slide please.
 16 In comparing assessments, there are
 17 norm-referenced assessments which tell us how
 18 students perform who are at the same age or grade
 19 level. There are also criterion-referenced
 20 assessments which compare achievement to a
 21 standard or pre-established benchmark. Both

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1 provide data and contribute to a body of evidence
 2 used in making high level decisions. Next slide
 3 please.
 4 As you know, the state of Maryland
 5 replaced the PARCC assessments in the past two
 6 years. MSDE created an umbrella of assessments
 7 under the MCAP name. While the tests vary by
 8 content area they all fall under the MCAP name.
 9 There's an entire suite of MCAP assessments. The
 10 KRA assessments are given to all incoming
 11 kindergarten students -- (unintelligible,
 12 background noise) -- provide us with a measure of
 13 kindergarten readiness. There are also
 14 alternate assessments which are state
 15 assessments in ELA, math and science that are
 16 administered to students with cognitive
 17 disabilities who are unable to participate in the
 18 MCAP assessments even with accommodations. For
 19 our English learners the Access for ELLs
 20 assessments which are given to all ESOL students
 21 in K to 12, and measure English language

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1 proficiency in listening, speaking, reading,
 2 writing, oral comprehension and literacy. The
 3 MISA integrated assessments are given grades five
 4 and eight, and they help us measure student
 5 achievement in science.
 6 The following four assessments are high
 7 school testing requirements for graduation. The
 8 English language, ELA assessments are given in
 9 grades three through eight and in grade ten. The
 10 math assessments are given in grades three
 11 through eight and at the end of Algebra I. The
 12 high school government assessment is given at the
 13 end of U.S. Government. The high school MISA is
 14 a state science assessment which is given at the
 15 end of the life science course; this is a high
 16 school testing requirement for graduation and has
 17 replaced HSA biology.
 18 In addition to state MCAP assessments,
 19 BCPS requires students in grades K through eight
 20 to take the Measures of Academic Progress or MAP
 21 reading and math assessments. These assessments

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1 provide us with valuable information on how --
 2 (inaudible, static) -- year with the MAP
 3 assessments we get immediate results and the
 4 assessments allow us to see how our BCPS students
 5 are doing in comparison to a national group of
 6 students. Next slide please.
 7 As you know, the testing landscape for
 8 the 1920 school year unfolded very differently
 9 than anticipated. We administered the MAP
 10 assessments which provided standardized growth
 11 and achievement data for students in kindergarten
 12 through grade eight. These assessments show that
 13 students in grade K through five have had
 14 relatively consistent achievement at or above the
 15 61st percentile over the last three years in both
 16 reading and math. The winter MAP reading and
 17 math data for all elementary students when
 18 compared by student group indicate that the
 19 greatest gaps in achievement are evident among
 20 five main student groups, students who are
 21 English learners, students receiving special

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1 education services, students who are Hispanic,
 2 students who receive free or reduced meal
 3 services and students who are black or African
 4 American. While our math data show the same gaps
 5 across the same student groups as with our
 6 reading data, in the area of math fewer students
 7 are performing at or above the 61st percentile
 8 compared to reading. The total number of test
 9 takers in reading was 51,141, while the number in
 10 math was 51,655. Next slide please.

11 When we examined the MAP achievement
 12 data for students in grades six through eight,
 13 students have demonstrated relatively consistent
 14 performance with a slight decrease in the
 15 percentage of students at or above the 61st
 16 percentile over the last three years. MAP winter
 17 reading and math data for all middle school
 18 students when compared by student groups indicate
 19 the greatest gaps in achievement are evident with
 20 the same five student groups. For all students
 21 who completed the MAP math assessment, typically

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1 one-third less demonstrated achievement at or
 2 above the 61st percentile compared to their
 3 performance in reading. Next slide please.

4 The information on this slide provides
 5 the number of years students are enrolled to
 6 receive English language learner services at the
 7 elementary level. The acronym ACCESS stands for
 8 assessing Comprehension and Communication in
 9 English State to State for English language
 10 learners. The ACCESS assessment is administered
 11 annually to determine student level of language
 12 attainment in a number of domains, which include
 13 listening, speaking, reading and writing.
 14 English learners, including those who have waived
 15 ESOL programming supports are assessed annually
 16 until they meet the proficiency level of 4.5.
 17 There are six language proficiency levels,
 18 entering, emerging, developing, expanding,
 19 bridging and reaching. An examination of the
 20 total number of test takers shows that there has
 21 been an annual increase in the number of students

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1 assessed by ACCESS annually. There has been an
 2 increase of over 1,000 students between the 17-18
 3 and 18-19 school years taking the ACCESS
 4 assessments. This positive trend mirrors the
 5 overall enrollment increase for English learners.
 6 Not only are more students taking the assessment,
 7 but the data indicate across the elementary grade
 8 levels that students typically demonstrate higher
 9 levels of English language proficiency in the
 10 intermediate grades. Next slide please.

11 The information on this slide includes
 12 the number of years students are enrolled to
 13 receive services at the middle school level.
 14 Across grade levels there has been an increase in
 15 the percentage of English learners earning a
 16 composite score of four or higher. In the 19-20
 17 school year fewer English learners in grade six
 18 through eight earned a composite score level of
 19 four or higher compared with the previous two
 20 years. As students meet the proficiency level of
 21 4.5 or higher on ACCESS, they are considered to

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1 have exited and no longer required to take this
 2 ACCESS assessment. An examination of the total
 3 number of test takers shows there has been an
 4 annual increase in the number of students
 5 assessed by ACCESS annually. There has been an
 6 increase of over 400 students between the 17-18
 7 and 18-19 school years taking ACCESS. This
 8 positive trend mirrors the overall enrollment
 9 increase for English learners. Next slide
 10 please.

11 The information on this slide tells the
 12 number of students enrolled to receive services
 13 at the secondary level, specifically grades nine
 14 through 12. Across grade levels English learners
 15 demonstrated higher levels of English language
 16 proficiency in grades 11 and 12. It is important
 17 to note that the grade 11 and 12 English learner
 18 groups have fewer students in each cohort
 19 compared to the cohort sizes in grades nine and
 20 ten. These data are reflective of the dropout
 21 rates that are higher for English learners

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1 compared to all other student groups. An
 2 examination of the total number of test takers
 3 shows there has been an annual increase in the
 4 number of students assessed by ACCESS annually,
 5 specifically over 400 students between the 17-18
 6 and 18-19 school years taking the ACCESS
 7 assessment. Next slide please.

8 In consideration of our commitment to
 9 college and career readiness, which is outlined
 10 in the Compass, BCPS's four-year adjusted cohort
 11 graduation rate has exceeded Maryland in the
 12 16-17, 17-18 and 18-19 school years. The
 13 four-year adjusted cohort graduation rate
 14 provides a measure of the percentage of students
 15 that successfully completed high school in four
 16 years with a regular high school diploma. The
 17 term adjusted cohort means students who entered
 18 grade nine plus any students who transfer into
 19 the cohort in grade nine and 12, minus any
 20 students who are removed from the cohort because
 21 they transferred out, moved out of the country or

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1 were deceased. There are three student groups
 2 whose four-year adjusted cohort graduation rates
 3 have exceeded 88 percent since 16-17. They are
 4 Asian, African American and/or black and our
 5 white students. While there is still much needed
 6 improvement, graduation rates for English
 7 learners and students receiving special education
 8 services have been steadily increasing since
 9 16-17. However, for our Hispanic or Latino
 10 students and students eligible for free or
 11 reduced meal prices, I'm sorry, free and reduced
 12 price meals or FARM students, we see a decline in
 13 graduation rates over the past three years. The
 14 four-year adjusted cohort graduation rate for the
 15 1920 school year will not be available until
 16 after the February State Board meeting. Next
 17 slide please.

18 CCR is a measure of college and career
 19 readiness mandated by the College and Career
 20 Readiness and College Completion Act of 2013.
 21 This act requires Maryland to prepare all

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1 students for college and careers upon graduation
 2 from high school. Students can meet CCR for both
 3 ELA and math by meeting criteria set forth in the
 4 MSDE CCR tool kit. For our students who exited
 5 grade 12, a higher percentage of BCPS exiting
 6 12th graders earned a CCR ELA designation than in
 7 math. More than 70 percent of our Asian and
 8 white students earned the CCR ELA designation in
 9 the 18-19 school year. The percentage of
 10 Hispanic Latino students earning the CCR ELA
 11 designation has increased 4.9 percentage points
 12 between 16-17 and the 18-19 school years. Our
 13 African American black students have seen a 6.9
 14 percentage point increase during the same period.
 15 Students receiving free and reduced price meals
 16 have shown a steady increase of 8.2 percentage
 17 points since the 16-17 school year. It is
 18 important to note that the 1920 data are not yet
 19 available. Additionally, due to the COVID-19
 20 related school closures, certain assessments were
 21 not administer, including SAT day for 11th

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1 graders and the MCAP ELA 10 in the spring of
 2 2020. Next slide please.

3 For our students who exited grade 12,
 4 math continues to be an area of focus as there
 5 have been declines in the percentage of existing
 6 12th graders who earn CCR math designation across
 7 all student groups and overall between the 16-17
 8 and 18-19 school years. While the data show a
 9 decline from 7,372 to 7,128 students over a
 10 three-year span, the student groups who increased
 11 in exiting counts are Hispanic and English
 12 learners. In the next slide Dr. Boswell-McComas
 13 will describe how we are working to raise the
 14 bar, close gaps and prepare our students for
 15 college or careers. Next slide please.
 16 Dr. McComas.

17 DR. MCCOMAS: Yes, thank you. If I
 18 could get the next slide, thank you. We are
 19 striving to raise the bar despite the global
 20 pandemic and as parents and board members you
 21 remain committed to insuring that we have a

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1 strategic pathway to excellence. You would like
 2 to know and have confidence in how we will
 3 proceed to address the immediate and long-term
 4 system improvements. I will share with you how
 5 we are raising expectations while at the same
 6 time closing gaps and preparing our students for
 7 their future success in college and ultimately in
 8 their careers.

9 Last year we revised the Baltimore
 10 County Public Schools teaching and learning
 11 framework as Ms. Byers referenced earlier to that
 12 this evening, and this sets forth our learning
 13 accountability and resolve, and specifically what
 14 do we believe about teaching and learning in BCPS
 15 and based on those beliefs, what are our
 16 expectations for daily instruction and ultimately
 17 what qualitative and quantitative evidence will
 18 we check and monitor to measure progress towards
 19 meeting those expectations? We know and have
 20 strengthened our focus on standards-based high
 21 quality initial instruction through a combination

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1 structures and systems that promote access and
 2 opportunity for all of our students. We know
 3 that the work will at times be challenging and we
 4 believe that we will overcome those challenges.
 5 We are focused on identifying gaps and
 6 implementing targeted programs and responsive
 7 interventions to supplement high quality first
 8 instruction. Specifically, we never stopped
 9 offering instructional supports through the
 10 multitiered system of academic support offered in
 11 our summer programs as described in our last
 12 board meeting. And furthermore, we've leveraged
 13 research from the New Teacher Project to guide
 14 our work in developing diagnostic tasks embedded
 15 in each key core content and grade level to
 16 support teachers in identifying that critical
 17 pathway to standards performance in order to
 18 accelerate learning rather than to be caught up
 19 in a default deficit model. This serves as our
 20 realtime data in the form of student work product
 21 that drives individual and small group

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1 of actions such as investing in SR rated and high
 2 quality evidence-based instructional materials
 3 that support foundational literacy such as Open
 4 Court, and disciplinary literacy such as our
 5 reading apprenticeship, and that support
 6 foundational mathematics such as our Bridges
 7 materials. We additionally have invested in
 8 professional learning to support calibration to
 9 standards across all grade levels and content,
 10 and we have expanded dual enrollment
 11 opportunities with colleges and universities.
 12 Ultimately our service improvement teams will
 13 continue to guide our progress through research
 14 and innovation, insuring that progress is not
 15 merely sustained but truly accelerated. Next
 16 slide please.

17 As we begin a new school year and
 18 reengage with our students and families we are
 19 mindful of the impact of COVID-19 upon all facets
 20 of our lives. We renew our commitment to closing
 21 our gaps through our work to design equitable

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1 instructional strategies and supports.

2 Systemically our schools are supported
 3 with the same approach through the instructional
 4 core team that coordinates resources to address
 5 specific school strengths and needs, also earlier
 6 discussed this evening by Dr. Roberts. Lastly,
 7 we will continue implementing our math audit
 8 recommendations through the piloting of robust
 9 resources to support mathematics modeling such as
 10 Desmos, and we will continue vetting Algebra I
 11 resources. Additionally we are working with MSDE
 12 to audit our ELA curriculum and currently
 13 anticipate that report in late April or early
 14 May. Next slide please.

15 Thank you. We are focused on Compass:
 16 Our Pathway to Excellence as our strategic plan
 17 for accomplishing our goals and our priorities.
 18 We are committed to providing all students with
 19 access and opportunities to achieve at high
 20 levels while choosing a variety of pathways to
 21 demonstrate college and career readiness. As you

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1 can see on this screen we engage in preparing the
 2 students for the future in a multitude of ways,
 3 ranging from annual long-term planning that
 4 begins in middle school to cultivating
 5 organizational and study skills in AVID, to dual
 6 enrollment dual degree professional credentialing
 7 programs reflected in CTE, magnet, military and
 8 linguistics programs. Additionally we will
 9 continue to explore opportunities and we are
 10 dedicated to our work as we embark on a new day
 11 of success for all of our students and staff in
 12 Baltimore County Public Schools. Next slide
 13 please.

14 Well, how will we accomplish our goal?
 15 The strategic plan is The Compass: Our Pathway
 16 to Excellence, and we will do this through
 17 deliberate and timely action that will accelerate
 18 our ability to achieve our goals, and so
 19 therefore we must interrupt and replace systemic
 20 and structural inequities. We must focus on
 21 highly effective collaboration, communication and

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1 implementation of our Compass. We must
 2 prioritize our continuous improvement through the
 3 system improvement team and core instructional
 4 team. We must recruit, hire and support teachers
 5 through leadership and professional development
 6 initiatives. And ultimately we must develop and
 7 enhance our family engagement programs and
 8 community partnerships. Next slide please.

9 DR. WHEATLEY-PHILLIP: Thank you,
 10 Dr. Boswell-McComas. At the onset of this report
 11 I emphasized the role and importance of the
 12 Compass, our school system's strategic plan,
 13 which has established targets and goals to raise
 14 the bar, close gaps and prepare our students for
 15 the future. As Dr. Boswell-McComas shared, under
 16 Dr. Williams' leadership one of the ways in which
 17 we will accomplish this is through the work of
 18 the system improvement team he has formulated.
 19 There are 12 interdisciplinary focus groups
 20 comprised of central office as well as
 21 school-based stakeholders. These leaders have

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1 been charged with the task of engaging in data
 2 analysis, thoughtful discussion and an
 3 examination of current beliefs and practices. In
 4 addition to action planning their work is viewed
 5 through the lens of equity and recommendations
 6 will be based on current and effective
 7 research-based practices. These groups are
 8 convening and will provide ongoing updates.

9 Central office teams have also developed
 10 office progress plans that are aligned with
 11 Compass and in schools are building leaders with
 12 the support of the DSSA team, the Division of
 13 School Support and Achievement, have developed
 14 school progress plans that are specific to the
 15 unique instructional and school climate needs of
 16 each school. As you know, the state testing
 17 landscape remains fluid as there are many
 18 uncertainties. Across divisions teams have been
 19 collaborating and working to insure that first
 20 and foremost the social and emotional wellbeing
 21 of students remains our priority. At the

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1 December 8, 2020 board meeting an update on focus
 2 area one, learning accountability and results
 3 will be given. We will inform the Board of the
 4 most recent state and system assessments. In
 5 addition, in relation to focus area one of our
 6 strategic plan, we will provide an update on how
 7 we are monitoring progress towards the Compass's
 8 targets. Next slide please.

9 Tonight our executive director,
 10 performance management and assessment, Mr. Kevin
 11 Connelly, and Ms. Stacy Shack, director of
 12 assessment have joined us. We will provide any
 13 followup as directed by Dr. Williams. At this
 14 time we welcome any feedback and comments from
 15 board members.

16 CHAIRMAN CAUSEY: Dr. Wheatley-Phillip
 17 and Dr. McComas, I just want to thank you for
 18 that wonderful presentation. While we are
 19 addressing the urgent and shifting needs of our
 20 students and staff currently, we do have a
 21 tremendous amount of people focused on the

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1 future. Yes, we're in this situation now, but we
 2 will get out of it and when we are there, we know
 3 that we can make tremendous progress by
 4 implementing the Compass and so we're grateful
 5 for that focus on the future.

6 At this time I will ask board members if
 7 they can make, I'm going to request if they can
 8 just make a 30-second comment and any questions
 9 that they have can be answered quickly or in the
 10 future, because we do have additional reports,
 11 especially the report on the multiyear
 12 improvement plan, we have our consultant with us
 13 for that. So board members, if you have a
 14 comment you can make it, we're not going to go
 15 around the dais, if you can just raise your hand
 16 here, I can see you, you can make a comment, ask
 17 your questions and then we can process forward.
 18 Thank you. Ms. Mack?

19 MS. MACK: Thank you very much,
 20 Dr. Wheatley-Phillip and Dr. McComas. For the
 21 last year I have been asking for a more clear

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1 differentiation between MAP and MCAP and I
 2 appreciate the data that you provided tonight.
 3 But I still have a concern on how we share our
 4 data publicly. Looking at the dashboard for MCAP
 5 ELA grade three which shows that 37.3 percent of
 6 our third graders are proficient in reading, but
 7 directly underneath of that percentage says MAP
 8 reading winter grade two, 49.8 and -- well, I'll
 9 leave it at that, 49.8. I know from teachers
 10 that MAP is very important as it gives them
 11 realtime tools with which to provide
 12 differentiated instruction, but I am concerned
 13 that if I am a parent looking at our dashboard
 14 and I see third grade MCAP is 37.3 and
 15 immediately below that where the topic is
 16 academic achievement for some of the students
 17 meeting or exceeding standards I see 49.8, the
 18 question I'm going to have as a parent is how did
 19 we drop from 49.8 to 37.3 when in fact they're
 20 two entirely different measurements. So I would
 21 like to request that we show that differentiation

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1 more specifically, one is growth and one is
 2 proficiency. Thank you.

3 DR. WHEATLEY-PHILLIP: Thank you,
 4 Ms. Mack. I'll have to take a look at the
 5 dashboard specifically to see that, but that is
 6 noted and we will take a look at it. Thank you.

7 MS. MACK: Thank you very much and thank
 8 you for your work, and also thank you for raising
 9 the percentile level, and I'll see this to
 10 Dr. Williams -- (inaudible, static) -- you know,
 11 we all want our kids to be proficient and we want
 12 them to grow and that is a step in the right
 13 direction, so thank you.

14 CHAIRMAN CAUSEY: Mr. Kuehn?
 15 MR. KUEHN: Thank you for sharing all
 16 this information. I just have one question and I
 17 was hoping you could clarify. When you were
 18 talking about graduation data, you mentioned that
 19 data for 19-20 wouldn't be available until
 20 February. Can you please like clarify or explain
 21 that answer?

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1 DR. WHEATLEY-PHILLIP: Absolutely, and
 2 so we have Ms. Stacy Shack who is on the call
 3 with us. I'm just going to ask Ms. Shack if you
 4 could respond to that?

5 MS. SHACK: Absolutely. Thank you all
 6 for having us here tonight. In general, MSDE
 7 releases most of their important assessment data
 8 at a state board meeting. In the past that
 9 release of data has always come at either their
 10 January or their or February state board meeting,
 11 because MSDE has to wait for all of the testing
 12 data to come through, we also have to provide
 13 them with a high school data collection file that
 14 they use to determine the cohort graduation rate
 15 and that is due to them within the next week, so
 16 it takes them time to process the data. So once
 17 that data is shared at the February state board
 18 meeting we'll be able to share the 19-20
 19 graduation rate with you.

20 MR. KUEHN: All right, thank you.
 21 CHAIRMAN CAUSEY: Dr. Hager?

1 DR. HAGER: Thank you. I just have a
2 quick comment and a quick question. I just
3 wanted to thank you for the presentations,
4 particularly thank you for showing the declines
5 and showing the gaps in achievement within the
6 county and not hiding behind that, and putting it
7 out there so everyone can see kind of what the
8 reality is, and I just want to say that I am
9 optimistic about this plan and the fact that
10 we're thinking about equity and thinking about
11 how to close these gaps, and I also want to
12 applaud you for that and thank you for the
13 presentation.

14 And one thing that I have thought about
15 for a while with respect to closing achievement
16 gaps has to do with summer learning loss, and I
17 know that we did implement programs last summer
18 given the pandemic and everything that was
19 happening, but what other strategies are in the
20 Compass, and potentially this is a question for
21 another day, including the possibility of

1 Dr. Williams sharing the as is, because it is by
2 knowing the truth that we can do better by our
3 kids, so thank you again for that.

4 Our next item on the agenda is Item K,
5 report of the multiyear improvement plan for all
6 schools, and for that we will call on Dr. Scriven
7 and Mr. Dixit to come forward.

8 DR. SCRIVEN: Thank you, Madam Chair.
9 Mr. Dixit, at this time could you please do
10 introductions and share the framework?

11 MR. DIXIT: Thank you, Dr. Scriven and
12 good evening, Chair Ms. Causey, Vice Chair
13 Ms. Henn, and Dr. Williams and members of the
14 Board.

15 As we have shared with you in the past,
16 BCPS in collaboration with Baltimore County has
17 been working with an independent consultant,
18 Cannon Design, in the development of a multiyear
19 capital improvement plan for all schools. We
20 call it MYIPAS and since the inception of the
21 plan it has been a key objective of Dr. Williams

1 adjusting the calendar to reduce the length of
2 the summer, or other approaches to specifically
3 address summer learning losses, which we know are
4 a big component of the achievement gaps that we
5 often see amongst school aged children.

6 DR. WHEATLEY-PHILLIP: So thank you so
7 much for that question. I think that is a
8 broader question and it truly is inclusive of all
9 the things that we are working across BCPS to do
10 to support all of the students. And as
11 Dr. McComas shared earlier, learning doesn't just
12 end at the end of the school year, we truly are
13 looking at ways within which we can continue that
14 learning over the summer. So we thank you so
15 much for that comment because definitely thinking
16 about ways in which we can continue to provide
17 experiences for our students, we'll definitely
18 continue to explore those.

19 CHAIRMAN CAUSEY: And thank you, and
20 that is finishing up our board member comments
21 and questions, and yes, we do appreciate

1 and the county executive and the teams for the
2 process to be totally transparent, collaborative,
3 equitable and inclusive. Consistent with that we
4 made two different presentations to you to give
5 you an update, on the March 10th meeting and the
6 August 11th board meeting. We had several
7 interactive sessions with different focus groups
8 and created a website. And also to be totally
9 transparent, we'd like to share the same
10 presentation that we are sharing with you tonight
11 has been shared with the MYIPAS executive
12 oversight committee consisting of board chair and
13 vice chair, and to the county council at their
14 regularly scheduled meeting today.

15 So tonight we have Senior Vice President
16 of K-12 Strategy from Cannon Design, Mr. Paul
17 Mills, who will share with you the Phase One
18 recommendations that Cannon Design is making. So
19 with that, Paul, the screen is yours.

20 MR. MILLS: Thank you, Pete. Board
21 Chair Causey, Vice Chair Henn, Mr. Muhumuza,

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1 Dr. Williams and members of the Board, it really
 2 is a pleasure to have the opportunity to present
 3 to you. I've been working with stakeholders in
 4 your organization that you lead and it's really a
 5 proud moment for me to stand before you and show
 6 some incremental recommendations at the midpoint
 7 of this process.

8 A little about me. I'm going to get
 9 through quickly here. I am passionate about
 10 public education, I have been working in K-12
 11 institutions for 25 years doing projects just
 12 like this in terms of facilitating strategic
 13 planning, doing facilities master plans,
 14 conducting and leading facility assessment
 15 studies just like you've hired Cannon Design to
 16 do, and I'm passionate about the institution of
 17 public education and having equitable solutions
 18 and outcomes for all students. The name of the
 19 project, multiyear improvement plan for all
 20 schools, really speaks to the intentionality of
 21 this project in that it is indeed for all schools

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1 and all students leading the charge with equity
 2 for all.

3 I'm joined with Dr. Lever, who is not
 4 unfamiliar to Baltimore County. He worked with
 5 the state IAC for 13 years, was a facilities
 6 director at a few different Maryland school
 7 systems and has been a consultant with school
 8 systems. He's, I'm proud to call him a partner
 9 on this team and his imminent understanding of
 10 the funding structures of how school facilities
 11 get funded and built has been instrumental to the
 12 success of this process and adds a degree of
 13 credibility to our work that is unmatched.

14 Just a bit about our company so you
 15 understand where I'm coming from and the
 16 background of the people that are supporting you.
 17 I lead a national team of K-12 designers and
 18 planners from around the country and we're highly
 19 ranked nationally and we have a lot of relevant
 20 projects that we bring to bear. But we're not
 21 just national, I'm coming into you from New

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1 Hampshire where I live, but we have a
 2 longstanding proud office of 35 folks in the
 3 greater Baltimore area that have been supporting
 4 this project, and we've worked with several
 5 school systems around the state on many relevant
 6 projects to yours. Those like those described
 7 here, that are relevant in terms of the scale,
 8 scope and proximity to your school system, this
 9 project was right up our alley.

10 So here is the agenda for tonight, and
 11 my pledge is to get at this late hour through it
 12 rather quickly. We'll give you a quick reset and
 13 overview of what you have been presented before
 14 on the intent of the MYIPAS, then I'll jump right
 15 into the findings, and that begins with the
 16 notion of data driven benchmarking, comparing the
 17 relative needs of all of your high school
 18 campuses, then we'll speak to the dollars and
 19 cents, the findings of the assessment in terms of
 20 actionable project scopes that can be done, and
 21 followed up with specific recommendations for

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1 your ongoing capital improvement program funding
 2 requests.

3 So the purpose of the MYIPAS. Really
 4 the work product is to support the definition and
 5 prioritization of your capital improvement
 6 program, so that's all the design and
 7 construction that happens to build out onto and
 8 renovate your existing facilities, but really
 9 through the lens of allocating resources and
 10 investments equitably, true to the name of
 11 multiyear improvement plan for all schools.

12 Secondly to that is the notion that
 13 because of the funding structures in the state of
 14 Maryland, there is participation from your county
 15 government, but also from the state, and we want
 16 to find opportunities everywhere we can to
 17 leverage those incentives so that we can bring
 18 more and more benefits to all of your educators
 19 and students.

20 There's, you're going to hear the three
 21 pillar of analysis that are done, and we know

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1 that some of these have been done incrementally
 2 at specific points in the past, but this is the
 3 first time that comprehensively all of these
 4 studies are being updated and confirmed all at
 5 the same time and used to inform decision making
 6 in an concerted effort, and these three pillars
 7 we'll get into in more depth in a little bit.

8 Really importantly as Pete was
 9 mentioning, this is done not in a smoke filled
 10 room but rather transparently with active
 11 participation of stakeholders, and we're proud
 12 despite the challenges that coronavirus has
 13 thrown our way, we've been successful in
 14 maintaining progress on schedule through this
 15 process with a respectable degree of outreach and
 16 participation of stakeholders, which we aim to
 17 continue through the balance of this process.

18 So what's our role? We're doing the
 19 facility assessment work, we're facilitating the
 20 planning, coming up with recommendations. At the
 21 end of the day what this is about is being

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1 impartial, unbiased and professional
 2 recommendations that come from a third party.
 3 This is my work, this is what I do, and I can
 4 assert to you professionally that no one within
 5 your system, no staff member, community member,
 6 board member, no one has influenced or fed
 7 outcomes to me, the recommendations are Cannon
 8 Design's objectively and professionally presented
 9 to you that are completely unbiased from a
 10 professional perspective of doing this sort of
 11 work nationwide.

12 So here's where we are in the process.
 13 We're kind of at the midpoint here and by design,
 14 this contract was set up with two phases, knowing
 15 that at the midpoint of this process it would be
 16 coinciding with your annual funding request that
 17 you're in the middle of right now, focusing on
 18 high schools as your next phase of critical
 19 investments that need to be made. So at this
 20 step we're providing these incremental
 21 recommendations for this funding cycle but we're

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1 doing it within the framework of a long-range
 2 structure and strategy for investments that would
 3 transcend this current year on into the future.

4 So what does this mean? At the end of
 5 the day we're still going to be around for a good
 6 part of a year working with the schools. We
 7 actually have teams of architects and engineers
 8 doing assessments right now in the balance of
 9 your facilities, middle schools, elementary
 10 schools, noneducation facilities, et cetera, and
 11 the dust isn't settled, no decisions are final,
 12 but these are our initial recommendations.

13 So we've had certain schedule
 14 considerations. I mentioned one earlier,
 15 coronavirus, we got notice to proceed on this
 16 project right when the pandemic started and
 17 certainly we had to adjust our work plan on how
 18 we would approach this sort of work, and we've
 19 working very collaboratively with county
 20 government and with Baltimore County Public
 21 Schools staff came up with an alternate mode to

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1 transfer into virtual workshops and to conduct a
 2 community survey that we're proud to report is
 3 over 22,000 responses. And in my career having
 4 worked with 30 of your peer districts around the
 5 country as well as in entire states where I've
 6 done planning, I've never gotten this level of
 7 community response to a survey like you've
 8 achieved, and that's really hats off to Alisa and
 9 to Dory and to those who have contributed
 10 mightily to bringing out the voices of your
 11 stakeholders into this process.

12 I'm really proud of the fact we had
 13 2,500 students in the aim and future generations
 14 throughout this process to up that stat as well.

15 So benchmarking, the first aspect of
 16 this is coming up with a consistent way of using
 17 measures, we call it kind of the common yardstick
 18 to measure facilities and it's really through the
 19 lens of equity at the end of the day. So I
 20 mentioned the three pillars and here's what they
 21 are in turn. The very first one is an assessment

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1 of your facilities in terms of educational
 2 adequacy and equity. Well, what does that mean?
 3 It really speaks to how your buildings are
 4 designed, how they're equipped, how well suited
 5 the built environment is to the educational
 6 program that it houses. The second of these is
 7 the facility condition which as the name would
 8 imply, it is just really the physical health of
 9 the buildings, all the systems that compose it,
 10 and we have teams of architects and engineers
 11 that do nothing but this sort of work that
 12 observed all of your facilities, looking at what
 13 we like to call from fence line to fence line,
 14 from the foundation up to the rooftop looking, a
 15 thorough check in terms of the physical health of
 16 your buildings. Third, and you might be familiar
 17 with the Sage study of a couple of years ago that
 18 looked at high schools' capacity. We did an
 19 update of that process and looked at current
 20 enrollment projections, made modifications based
 21 on the district's strategies for adjusting some

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1 programs such as bringing and building your
 2 English or speakers of other languages, which is
 3 programs at the home high schools, and we've
 4 reupped those.
 5 So we have these three pillars that
 6 build up a measure and an instrument with kind
 7 of, for all the educators, I know many of you
 8 have dedicated your careers to teaching and
 9 leading school systems, you know, having a
 10 scoring rubric of sorts is, you're no stranger to
 11 that, and that's certainly an aspect of the way
 12 we do it. What this does is at the end of the
 13 day, it creates an instrument that is an
 14 equitable common yardstick to measure the
 15 relative needs that are out there. And what that
 16 means is it's really equity on the terms that
 17 Baltimore County expresses, that the greater the
 18 needs the higher the priority so that the access
 19 to resources surfaces on the shorter end of the
 20 planning horizon, whereas those with less needs
 21 towards the back.

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1 So let's walk through each of these
 2 three assessments in turn, starting with the
 3 educational adequacy and equity. This is a
 4 framework and rubric that we've developed that
 5 are different from others that work in this sort
 6 of service but it's not to say that it was a
 7 cookie cutter approach that we have imposed on
 8 Baltimore County, what I've used in New Orleans
 9 or what I've used in Los Angeles, what I've used
 10 in Oakland, Hawaii and elsewhere, no. This is
 11 something that was actually worked through a
 12 diverse broad-based stakeholder group that had
 13 the opportunity to help inform what is equity,
 14 how would we apply it into measurements for the
 15 facilities in a way that can be actionable,
 16 consistent and could set up a data driven
 17 approach that would improve the chances of equity
 18 with your resource allocation.
 19 So the way this was structured, and
 20 you'll see a lot of detail on the detailed
 21 support reports that will be made available to

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1 you, it's broken down into six broad categories
 2 and beneath those 29 subcategories, we're calling
 3 them key performance indicators, and even beneath
 4 those there are discrete objective observations
 5 and measurements, surveys conducted that
 6 consistently and accurately roll up into these
 7 categories that we're working with your focus
 8 group that focused on equity and educational
 9 adequacy awaiting a system that was built on
 10 consensus. And I'm happy to report that this
 11 committee gave a lot of great feedback on the
 12 structure of this, and it wasn't just about where
 13 we weight and put a certain percentage on one
 14 category than another, but also structural
 15 adjustments that we made to this to really make
 16 this as relevant an instrument to Baltimore
 17 County Public Schools as it can be.
 18 I'll quickly go through the sorts of
 19 things that this measures. Educational program
 20 down here in blue, that's kind of the no brainer
 21 obvious, we're looking for the sort of facilities

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1 and equipment that would support the different
 2 specialized types of instruction that would
 3 happen. These are things like special ed, your
 4 pre-K programs when we get to the elementary
 5 schools. Career tech, science, visual performing
 6 arts. We also look at the very obvious
 7 necessities like safety and security, with
 8 looking at ways the facility contributes towards
 9 that.

10 Operational utility sounds kind of plain
 11 vanilla and not very interesting, but at the end
 12 of the day to set up a sustainable system that
 13 can deliver equitably a level of quality
 14 education, that there has to be certain standards
 15 for how efficiently a facility can operate, and
 16 the sorts of measures this looks at is the size
 17 of the campus, looks at the actual scale of the
 18 enrollment and capacity that it's at, the
 19 accessibility of the building as well as some of
 20 the things like utility costs, operational costs
 21 associated with it, so that at the end of the day

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1 you have more dollars funneled into the
 2 classrooms and not spent on overhead fixed costs.
 3 Other things, technology and furniture, how well
 4 equipped are the facilities.

5 And then things that we're really proud
 6 of that we feel are unique to our approach to
 7 this is looking at the wellness and what we're
 8 calling relationships and collaboration, and this
 9 is really about the social emotional physical
 10 supports for facilities. Does the building and
 11 its grounds, is it set up to promote healthy
 12 living, both mentally, socially emotionally as
 13 well as physically, so all the fitness and PE
 14 sort of aspects, nutrition are covered in that
 15 space. Relationships and collaboration, as
 16 architectural designers in the K-12 space around
 17 the country, knowing a lot about modern
 18 instruction and the way your peers are designing
 19 school around the country, we've reversed that
 20 structure into how we would measure your existing
 21 facilities. And the source of, this is really

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1 the big growth area for, and opportunities for
 2 your existing facilities and actionable changes,
 3 would be in the space of creating the sorts of
 4 environments that foster collaborative learning,
 5 team teaching, project-based learning,
 6 individualized approaches to education that has
 7 been growing tremendously within your system and
 8 around the country.

9 So we have this instrument to measure
 10 educational adequacy and equity of your
 11 facilities, and using that weighted consistent
 12 scoring rubric, we applied that to all 24 of your
 13 high schools, resulting in this forest range
 14 order. And looking at the scores in and of
 15 themselves it doesn't necessarily mean much other
 16 than we know that the ones towards the top have
 17 more needs than those towards the bottom, but
 18 then when you peel back and look at all the
 19 subscores beneath all those you can see the
 20 relative strengths and weaknesses of each campus
 21 and each high school lends a different set of

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1 need. So you'll see the relative spread of, you
 2 know, the color coding here to visually convey
 3 the areas of need versus the areas of strength,
 4 and towards the top you would, as intuit, you
 5 would see a little more of the red dots towards
 6 the bottom, the green dots along the way, and see
 7 how the scores are built up. On the left-hand
 8 side is kind of a thumbnail of the detailed
 9 report which shows all the math, how this thing
 10 is weighted, how all of the measurements were
 11 applied to come up with these scores so that the
 12 transparency that you demand is there, so that
 13 you can understand how these measurements came
 14 across.

15 Facility condition, this one is a little
 16 more structured and engineered because it's an
 17 industry standard approach called Unifomat, the
 18 breakdown of all the physical infrastructure of
 19 your buildings and how it breaks down into all
 20 the various types of systems and components that
 21 the buildings are made up of. And what this does

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1 at the end of the day, it creates a benchmarking
 2 instrument similar to the scores we just had for
 3 adequacy, it's a metric called the facility
 4 condition index, which in many regards you can
 5 consider in your mind a proportion of how broken
 6 the building is, would be a collection of all the
 7 repair costs divided into the cost of repairing
 8 all those systems at the same time, so it really
 9 gives you a proportion of how broken in terms of
 10 the dollars you would spend that the facilities
 11 physically exist in.

12 It's not just a snapshot of today, our
 13 folks are highly trained in this space and do
 14 nothing but assessments, and they actually
 15 forecast out to a planning horizon, with a
 16 consistent seven-year planning horizon for this
 17 entire project. So they're looking at the life
 18 cycles of your existing systems working hand in
 19 glove with all the people that are charged with
 20 maintaining and operating your systems for this
 21 assessment.

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1 So the weighting of this isn't kind of a
 2 consensus-based approach like we did with your
 3 focus group in adequacy and equity, but rather it
 4 is cost driven, so a dollar of expense for a roof
 5 versus a dollar of expense for a boiler, that
 6 would determine the sort of relative weighting of
 7 the various systems. So similar to the other
 8 one, this is backed and validated by a focus
 9 group of peers and subject matter experts from
 10 within the system as well as external
 11 stakeholders.

12 So similar to educational adequacy and
 13 equity there is a forest ranking of the FCI.
 14 It's really an inverse function of that, where
 15 normally FCI the lower the number the better the
 16 condition but we just reversed it on a 100-point
 17 scale and came up with this breakdown. So you
 18 can see that the needs vary from those from the
 19 other things. Like we said before, different
 20 schools have different relative needs. One thing
 21 I'd point out, there are no red dots on the

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1 aggregate scores here, and there are some in
 2 discrete systems on different schools, but what
 3 this data tells me, and it made me smile when I
 4 first saw it, and there's another metric we'll
 5 look at in a moment, but it's just an indicator
 6 that you're doing a fantastic job of funding and
 7 maintaining your buildings, the upkeep here is
 8 superb.

9 Just like in the educational adequacy we
 10 have detailed reports that show with all the
 11 photographs and notes taken in the field and all
 12 the sorts of cost metrics and everything applied
 13 to the facility assessment. To your heart's
 14 content, any stakeholder can go in and see
 15 transparently how all these numbers were derived.

16 That brings us to our third pillar of
 17 capacity utilization and this is something you're
 18 likely familiar with if you've been on the Board
 19 since the Sage study, but to refresh you
 20 memories, capacity utilization is really a
 21 measure of how full a building is and it's, the

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1 math really breaks down the number of students by
 2 the number of seats, right? So a hundred percent
 3 utilized means you're comfortably full and you're
 4 operating where the building is ideally designed.
 5 If you fall beneath that you're under utilized
 6 and it's not as efficient. And you're above
 7 that, you get into crowded situations which is
 8 more of the camp that we're experiencing here in
 9 Baltimore County. I would attribute a lot of
 10 that to the successful educational program that
 11 you're delivering.

12 So the state rated capacity is a very
 13 structured formulaic approach that the entire
 14 state abides by, and there's a process for
 15 updating it as you're aware over time, but
 16 working closely with staff on the enrollment
 17 projections on a seven-year planning horizon, we
 18 being in that business, and I've worked with
 19 demographers all over the country, I'm very
 20 familiar with methodology and I can attest as a
 21 professional that your staff is doing fantastic

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1 work and that their methodologies are industry
 2 standard, they are approaching it the way we
 3 would, and you can comfortably rely upon the data
 4 that they are projecting out.

5 I mentioned earlier the ESOL programs.
 6 We did make adjustments in the projected
 7 enrollments from, moving a proportion of students
 8 from the school where they were operating in ESOL
 9 regional programs back to their home schools for
 10 default planning based on not wanting to look in
 11 the rearview mirror for planning, knowing that
 12 Dr. Williams and his team are rolling out a new
 13 program to bring back ESOL programs not just from
 14 regional centers, but back home to more of the
 15 home schools at the high school level and I
 16 believe the middle school level as well. All of
 17 that to say we're being as conscientious and
 18 intentional as we can to make sure that the
 19 targets that we're shooting for for major capital
 20 investments are as accurate as possible.

21 So the picture tells a thousand words

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1 here. As you can intuit, the color coding of the
 2 dots and the regions represent the utilization
 3 here in brackets, so the red is for your, what we
 4 would term kind of a sever over utilization
 5 scenario on the seven-year planning horizon.
 6 Orange, you are full and getting crowded. With
 7 white in the background is you're operating and
 8 projected to be less than the built capacity of
 9 the facility, which is great news. And blue
 10 would be even 85 percent of that, which you don't
 11 have any capacity issues other than perhaps
 12 efficiency of operation at just a handful of
 13 schools.

14 Now the biggest areas of need at the
 15 high school level of this entire process I can
 16 assert for you is capacity utilization. With
 17 this degree of red dots on the page and being
 18 bordered by areas where there is not surplus
 19 capacity to be had is a call to action. It is
 20 reaching a point of being very acute,
 21 particularly down in the southeast but also into

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1 the northeast and your southerly part of central.
 2 It is something to be dealt with in the very
 3 short order.

4 One thing that was consistently brought
 5 up in the focus group advising and guiding the
 6 work that we've done is that while we have
 7 different categories and one of them has the name
 8 equity in it, that capacity is an equity issue.
 9 When you reach a point of some schools that are
 10 approaching 145 percent utilized at Dundalk, 136
 11 at Sparrows Point, 138 at Towson within a
 12 seven-year timeframe, that gives pause.

13 So this dashboard, you see a link here,
 14 you can QR it with your device if you care to,
 15 but this is here for your convenience, we'll be
 16 loading more information on there as well as it
 17 becomes available to you, but the way to read
 18 this is it's just more granular breakdown of the
 19 sort of data that was on the map. The top half
 20 of the page we've got the aggregate sums of the
 21 regions, that would be adding up all the

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1 enrollments of the schools within a region,
 2 divide it into adding up all of the state rated
 3 capacity those schools and dividing it, or each
 4 discrete school. You can see there's, last year
 5 was the baseline that we used and projected out
 6 seven years out to 2026. So that's the relative
 7 percentage of the capacity.

8 On the right-hand side is the
 9 subtraction which basically winds up being the
 10 magnitude of either surplus or shortage of
 11 capacity. So as the color coding would connote
 12 and what jumps off the page where you have the
 13 darker more bright orangeish borderline red
 14 colors here, but in southeast, short over a
 15 thousand, short over 1,100 students within seven
 16 years, about half that in the northeast, and
 17 central, half that again, quite a bit of shortage
 18 of capacity needs in those particular regions.

19 So we did a benchmarking consistent with
 20 the framework that we built for adequacy and for
 21 condition. The way the math works here is rather

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1 simple. If you're a hundred percent utilized or
 2 less then you have a perfect hundred point scale,
 3 and for every percentage point over a hundred
 4 percent you're dinged one point off of the score.
 5 So doing the math here, Dundalk and Sparrows
 6 Point is the most acute projected utilization.
 7 The 145 percent, you would subtract that extra 45
 8 percent from your hundred point basis, that gives
 9 you your 55 and you could kind of see what the
 10 projected enrollment or the capacity utilization
 11 would be for any of these particular schools.

12 Okay. So tying this all together, and
 13 we mentioned the survey for which you will see
 14 some results very soon in report format which
 15 we've already taken value from that and informed
 16 some of our early recommendations into the
 17 process. Fundamental to that was the relative
 18 weights and values placed by your 22,000
 19 stakeholders that I'm proud to say, represent
 20 every single one of your schools, in nine
 21 different languages, including all the students

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1 that we mentioned, and that pretty close to even
 2 one-third one-third one-third split, but there
 3 was a preference by your community to lean a
 4 little bit heavier weight on educational adequacy
 5 and equity, a little bit less on facility
 6 condition, and basically on one-third par with
 7 capacity utilization. This is kind of what we
 8 predicted, to be relative split, because all of
 9 these things are critically important, but we did
 10 not want to just invent something, but to make
 11 sure something was validated by the voice of your
 12 community.

13 So what all this does is, using those
 14 weights and applying it to the scoring system
 15 that we mentioned to you before, on the far right
 16 in orange we have a ranking and the aggregate
 17 score associated with all of your 24 high schools
 18 in their order. So how is this going to be used?
 19 Well, a number of ways. First of all, having
 20 this sort of data helps us really divine what the
 21 sorts of outcomes and remedies to deficient

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1 conditions can be proposed. Also it helps define
 2 your renovation project scopes by gap analysis.
 3 An example of that, having within that adequacy
 4 and equity rubric, having specific scores for
 5 your career tech programs, for STEM, labs and
 6 those sorts of things, by looking at what the
 7 standards show that you ought to have in the
 8 facility versus what is actually existing, we
 9 know that we need, we can hand off to our cost
 10 estimators and in turn budget for you what would
 11 be a responsible way to plan for either additions
 12 or renovations to retrofit in some additional
 13 facilities to support those programs.

14 Like I said before, the greater the
 15 needs the higher the priority, that goes in terms
 16 of not just the ranking and sequencing of when
 17 the projects might happen, but also in terms of
 18 what sorts of scopes would wind up in what sorts
 19 of projects.

20 So the assessment findings, fine and
 21 good. We have some scores, we know relative

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1 measure of need that exists out there, a sequence
 2 of when projects could be objectively done
 3 through a lens of equity, but how is that
 4 actionable, how do I budget for it and plan for
 5 it? Well, that's part of our scope as well. So
 6 at this midpoint check-in where we're giving you
 7 kind of early findings of where we are with your
 8 high schools, that will be followed up with the
 9 balance of your portfolio. We're here to report
 10 a big gray number that starts with the letter B,
 11 but the high school needs total north of \$1.2
 12 billion within that seven-year capital timeframe,
 13 the relative even split between the three pillars
 14 of the study.

15 Now a couple points about this, we're
 16 not done yet. These needs are for your high
 17 schools only, it's a seven-year forecast of your
 18 needs as they evolve. It includes, this is the
 19 high end for some remedies that we've looked at
 20 in our recommendations. Potential relief
 21 schools, and the word potential is very important

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1 there, we're not prescribing the final answer on
 2 all your high schools today, but the potential of
 3 some relief schools to some of the capacity that
 4 we showed on the map earlier, the costs are
 5 included in this number. There are some other
 6 remedies like additions or a hybrid of both where
 7 some of those numbers might come down a little
 8 bit.

9 It does not include the cost of land
 10 procurement, which is something at this early
 11 stage not knowing necessarily where things are
 12 going to be that we'll discover over the course
 13 of the balance of the project, it's just too
 14 early to call that at this point. Hopefully
 15 there will be some cost neutral options out three
 16 with interagency swaps or those sorts of sharing
 17 potentials to make the capital cost not as high,
 18 schools wholesaled for the sake of replacing
 19 them.

20 So let's compare that to, you know we
 21 have a lot of meat out there, it's measured, we

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1 have a sense of categorical breakdown of it. How
 2 does that compare to what your means are, your
 3 budgets? Typically the county and state together
 4 put up 140 million a year, about a hundred
 5 million of that comes from your county government
 6 and the balance of that is going through the
 7 funding process, to get the matching monies that
 8 we can from the state of about 40 million. Now
 9 we're being very intentionally visual here, we're
 10 trying to convey the needs on the pie chart with
 11 these gray circles that are up here. So you
 12 annual CIP budget for all schools is 140 million.
 13 Now the high schools represent about a third of
 14 your square feet in your portfolio and we're not
 15 done yet so we'll soon know where we are with
 16 middle schools, elementary and others. But using
 17 a third as kind of a benchmark, if the relative
 18 needs extrapolate out proportionally to your high
 19 schools, that would be the size and would
 20 represent kind of a 1/27 of your overall high
 21 school needs, so it would take 27 years of your

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1 current level of funding assuming that the
 2 construction costs and your budgets kind of go up
 3 at the same proportional clip over time, it would
 4 take that long, 27 years.

5 Now we do know that there's potential
 6 good news out there. With House Bill 1, the
 7 Built to Learn Act that is going through the
 8 legislative cycle and processes, has been
 9 discussed and has had its own history, but that
 10 potentially could amount to another 110 million a
 11 year, which would require your county government
 12 and you as taxpayers to dig a little deeper in
 13 your own pockets as well as your proportion of
 14 the state spending to put towards it.

15 But I'm here to tell you, that kind of
 16 additional spending can be transformational for
 17 your campuses. That takes, in order to take all
 18 that 1.2 billion of need and amortize it over 27
 19 years, that suddenly gets from a daunting number
 20 that feels like never to 15 years, you can get
 21 your head around. That can be something very

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1 exciting.

2 Now a point here. We're talking about
 3 economy, we're talking about your budget and your
 4 means versus your needs that are out there. Any
 5 time you take the discretion of making a major
 6 investment on a single campus, something like a
 7 \$100 million plus replacement for the sake of
 8 replacing a facility, delays all other projects
 9 of the peer schools to that one campus by about
 10 two to three years for each one of those. So it
 11 speaks to the need to prioritize, right? We know
 12 that we have a lot of need and limited resources.

13 So we built on all of those \$1.2 billion
 14 and all the various needs and costs that have
 15 been cost estimated out there, we've applied it
 16 through a consistent methodology of
 17 categorization or prioritization, and you can
 18 kind of call them priorities one through five.
 19 The stuff at the top, priority one, these are the
 20 things, health, life safety, code compliance,
 21 stuff where people could get hurt, the building

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1 code being in really poor shape if something
 2 wasn't done. And I put into that your acute
 3 capacity shortage bracket as well.
 4 Going down the way we get into stuff
 5 that's just as critical but it's just a matter of
 6 degrees at this point, all priorities one through
 7 five are important. When we start reading from
 8 the bottom up, looking at things like refreshing
 9 furniture with more modern equipment, that really
 10 can improve the learning environment and
 11 facilitate project-based learning, the sorts of
 12 behaviors that happen in your classrooms today.
 13 That's a priority five, that's down towards the
 14 bottom.
 15 Priority four, these are things, we're
 16 talking about with the arts and athletics, these
 17 are things that contribute to social emotional
 18 wellbeing, et cetera, these are very important
 19 items, they're down in priority four. So digging
 20 into your priorities is a very difficult thing to
 21 do.

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1 The bar chart here shows these costs
 2 spread out over sort of the priorities and it's
 3 coded by the three pillars, and this made me
 4 smile again. Remember I mentioned earlier no red
 5 dots on the page for facility condition? Well,
 6 you have a minuscule, \$9 million sounds like a
 7 lot but it's really not for capital planning for
 8 a school system of 170 schools. What this tells
 9 me, it says that you are doing a fantastic job of
 10 maintaining your existing facilities, you're
 11 budgeting for them, making those investments, and
 12 the professionals that are charged with
 13 maintaining them are doing a superb job and they
 14 should be applauded for the great work that
 15 they're doing.
 16 On the capacity side, like I said, this
 17 is the DNA of my high school recommendations to
 18 you, is we've got to take care of this big
 19 looming capacity crunch that's out there. I had
 20 to split it in half into, actually into thirds
 21 here, one, two and three, to find out ways we can

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1 stage it over time, and we'll just start to get
 2 into recommendations and how we might accomplish
 3 that.
 4 So first and foremost, keep doing what
 5 you're doing well. You do the systemic repair
 6 programs that you have been funding and
 7 cyclically doing. Use the tools that we've
 8 delivered to you with the facility condition
 9 assessment for predictive modeling of when
 10 repairs need happen, how budgeting can happen,
 11 and this can be staged in perpetuity over time.
 12 Every single facility plan I've ever
 13 done comes in the middle of, or there are
 14 projects in mid course that are already underway
 15 when the project started. You have a number of
 16 elementary school project, middle school projects
 17 and you do have one major high school project at
 18 Lansdowne that you've already invested capital
 19 money into the design and it's mid course of the
 20 design efforts on that project right now, and our
 21 recommendation is finish what you started, carry

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1 on with Lansdowne, let's gets that one done.
 2 After -- you call that group one. Group
 3 two, like I said, we really need to, it's
 4 reaching a boiling point on capacity, please
 5 consider the recommendation to quickly launch
 6 some kind of no brainer facility additions that
 7 can be done in the very short term that would be
 8 relevant. In just about every planning scenario
 9 we could come up with so that we can do some
 10 relief while we possibly look at some other
 11 alternatives where we need to engage stakeholders
 12 more and looked at due diligence for land
 13 procurement options out there, so these four
 14 schools that under our recommendation would be
 15 launched for additions in the near term would be
 16 Dundalk, Towson, Loch Raven and Patapsco.
 17 So staggered off by about a year's
 18 timeframe we're calling group three, these would
 19 be those priority two, other capacity issues out
 20 there, but that lag of time, you can't spend it
 21 all in year one, so the capital funding will be

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1 there the right amount of time, but be very
 2 deliberate about that time to do the sort of
 3 stakeholder engagement and land due diligence to
 4 consider alternatives that might have new
 5 campuses in them, or you could continue to grow
 6 and have a second round of additions on
 7 facilities, or some sort of hybrid thereof. Here
 8 are the schools that are affected that we're
 9 recommending, that if you look from left to right
 10 you kind of have mutually exclusive scenarios
 11 that could be done. You have kind of a lower
 12 cost one and a higher cost one, both of these,
 13 one focuses on the northeast, one focuses on the
 14 southeast down in Sparrows Point.
 15 And let me point out some of the nuances
 16 of them. The B, these represent a new facility,
 17 a new school, so 1-B would be a new high school
 18 to be named in the future that would relieve your
 19 area high schools that are crowded and projected
 20 to continue to grow, or that you would have
 21 additions at Perry Hall, Kenwood and Overlea that

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1 would offset those.
 2 It's similar in the southeast with
 3 Sparrows Point but it does have a unique facet
 4 that needs to be brought to bear. We know that
 5 there's a unique situation at Sparrows Point
 6 where one campus houses both the middle school
 7 and high school programs, which presents in
 8 addition to some educational opportunities in
 9 terms of vertical alignment of curriculum, it
 10 also presents a lot of operational challenges
 11 with social emotional issues, behavioral issues,
 12 et cetera, on a crowded site where you have
 13 12-year-olds running around with 18-year-olds on
 14 the same campus. And we looked at this as an
 15 opportunity because it's projected to be over 130
 16 percent utilized in the planning horizon, perhaps
 17 we find a new home for the middle school on a
 18 separate campus, allowing the high school to
 19 commandeer those spaces with a major renovation
 20 to make those spaces suitable for a very exciting
 21 new high school program there, and meanwhile the

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1 middle school has a new home as well.
 2 In order to do these things, we didn't
 3 feel during coronavirus with limited access to
 4 stakeholders and community, a rush decision to do
 5 these. Hence, we've created this framework and
 6 structure with a lag time so that over the
 7 balance of the MYIPAS or into the future if it
 8 extends beyond that, that these things can be
 9 done in a way that's responsible to your
 10 communities and listens to their voice so they
 11 can weigh in on the sorts of programs and what
 12 the goals need to be for these particular
 13 schools.
 14 So what about the rest of the schools?
 15 We talked about a handful of them that have the
 16 capacity issues but the rest of them, the good
 17 news is we're not ignoring them by any stretch at
 18 all but we consider them the next year priority
 19 after we take care of that backlog of capacity
 20 issues that needs to be dealt with. And what
 21 we're recommending is that you develop a

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1 renovation cycle strategy that's form fitted to
 2 your expected budgets and a reasonable timeframe
 3 to get the work executed, something in the
 4 15-year sort of range and not the 27-year range
 5 that we were looking at earlier. So with that
 6 kind of strategy in mind we looked at three
 7 potential sorts of cases that could build out of
 8 it. Case one, House Bill 1 passes. It could be
 9 transformational not just for Baltimore County
 10 Schools but the entire state, and we mentioned
 11 that earlier as a potentiality. By doing this
 12 all five tiers of priorities, which gets into
 13 some really exciting stuff. I know that it
 14 sounds, particularly if there's an expectation of
 15 a brand spanking new facility after tearing the
 16 old one down might sound like a concession, but
 17 I'm here to tell you this sort of investment and
 18 what we programmed in here would be large
 19 renovation projects with a scope that would leave
 20 people very excited about the new environment
 21 that education would be happening in, and would

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1 not be a very tremendous concession to have.
 2 This would be kind of the magic case with House
 3 Bill 1 within a reasonable timeframe, you address
 4 all five tiers of priority. Okay.
 5 House Bill 1, we're now going into
 6 recession, this may be a tall order or maybe
 7 there's a smaller magnitude of it, it might be
 8 somewhere in between. But in the case where
 9 there's no House Bill 1 and you're living within
 10 your current means of 140 million a year, then
 11 what we would recommend is really kind of case
 12 two and case three, case two being kind of a
 13 reduced scope, you ratchet back the priorities of
 14 spending invested in each of your facilities
 15 equitably so that you deliver let's say
 16 priorities one and two, maybe some of three, get
 17 into the two-and-a-half sort of priorities,
 18 adding at each campus along a consistent
 19 timeframe where every campus does benefit from
 20 capital improvements over a reasonable timeframe.
 21 Or the other case which we're not

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1 recommending would be that no House Bill 1
 2 scenario, but digging in and doing one school at
 3 a time every few years, and dealing with all
 4 priorities one through five. What this does is
 5 it forces out schools that will not receive major
 6 renovation projects until decades away. When you
 7 start looking at the tail end of this cycle
 8 you're at 2050, it really brings home kind of the
 9 impact of what the strings of your budgets would
 10 limit you to if you were wanting to do all the
 11 improvements one at a time at each campus.
 12 Which brings us to a close here, what is
 13 an incremental snapshot for this year's
 14 recommendations on your CIP request are these.
 15 First of all, fund and implement your systemic
 16 repairs just as you always do in a very good
 17 fashion. Let's get on with what you started in
 18 your group one project and then get group two
 19 addition projects coupled with some renovations
 20 on those group two schools in this year's cycle
 21 so that those can get underway.

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1 Two, to initiate the stakeholder
 2 outreach and land due diligence that I mentioned
 3 earlier consistent and concurrent with this
 4 process for the balance of MYIPAS in a way that
 5 can inform which path you want to take in terms
 6 of relieving the balance of the capacity issues
 7 down in the southeast and northeast.
 8 And three, advocate for the House
 9 Bill 1, let's get that bill enacted so we can
 10 have those transformational case one scenarios,
 11 digging down priorities one through five for all
 12 schools within a reasonable timeframe.
 13 So that concludes the presentation
 14 component of this. I know I like to talk and was
 15 rather longwinded, I hope I wasn't on you this
 16 whole time, and I hope that we have some great
 17 questions and dialogue.
 18 CHAIRMAN CAUSEY: So thank you,
 19 Mr. Mills. That was a wonderful presentation and
 20 I do encourage everyone to go back in and look at
 21 the data that is going to be available through

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1 their dashboard. And I appreciate Mr. Dixit
 2 including Ms. Henn and I in the executive
 3 oversight committee. However, it was truly the
 4 county that did the heavy lift developing the
 5 RFP, managing the bid, the selection process, and
 6 Mr. Blades, we need to thank him and Ms. Stacy
 7 Rogers for all the coordination that happened
 8 with, along with our BCPS staff.
 9 Board members, we will go around the
 10 dais and if you want to make a comment and ask
 11 questions, we will have another session on this
 12 at the next meeting, so if you can ask questions,
 13 if there's a short answer that's great, but if
 14 not, those answers can be provided at a later
 15 date. So we will start then on the other side of
 16 the room with Ms. Rowe.
 17 MS. ROWE: Yes. So one of the things
 18 I'm concerned about is that the state IAC is
 19 about to award a contract to create a facilities
 20 index score such as what you've created for the
 21 county for the entire state, and that that

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1 facilities index score that they create may
 2 change the recommendations that you're
 3 recommending. And I have concerns that if we
 4 pursue renovation projects and then their funding
 5 formulas change, we could put ourselves in a
 6 position to where a renovation may not have been
 7 the right course of action, and I'm concerned
 8 that until we know and until that contract has
 9 been fully executed which they're estimating will
 10 take a year before they have solid results, I'm
 11 concerned that their work might make this work
 12 obsolete.

13 And I'm also concerned about the fact
 14 that the way our county laws are set up,
 15 developers can use any plan the school system
 16 creates to justify development in areas already
 17 overcrowded. So once we create this plan, then
 18 the overcrowding solution is overcrowded the day
 19 it opens because there is no restriction on
 20 development in Baltimore County based on school
 21 capacity, so I'm wondering if you have a way to

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1 mitigate those things.

2 MR. MILLS: Thank you, Board Member
 3 Rowe, great question as always. The IAC's
 4 assessment, we know that's not under contract
 5 yet, it's actually under protest and it's been
 6 under protest for a few years. The methodologies
 7 could differ slightly but I'm sure that their
 8 professionals will provide similar sorts of
 9 findings that our professionals have provided,
 10 but the good news is that Baltimore County's is
 11 half done and will be shortly completely done,
 12 and decisions can be made and moved forward.

13 I would comment also about that. The
 14 early recommendations we're saying specifically
 15 for high schools are that we're focusing on
 16 capacity in the near-term years, so then on the
 17 renovations is that they would follow suit
 18 shortly thereafter. So it would create a bit of
 19 time, so if there were different findings that
 20 were found out there, those could be reconciled
 21 and perhaps adjustments could be made to the

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1 things we're doing. But we stand behind our
 2 data, it's consistently recorded and measured,
 3 and we have a great track record with your peers
 4 around the country doing this sort of work.

5 Relative to the cap on development and
 6 those sorts of things, it's really a governance
 7 issue relative to statute, and we do know that
 8 some of your neighboring counties do have harder
 9 caps on development, and that would be a policy
 10 sort of choice that could be in discussion in
 11 your county government.

12 MS. ROWE: So do you know if the state
 13 IAC work that they're doing, if they are
 14 weighting the three pillars in similar fashion to
 15 the way we're weighting them or are they
 16 weighting them differently?

17 MR. MILLS: I'm not certain what they're
 18 doing. My familiarity with it stops at I know
 19 they're doing an assessment and a study, and it
 20 does look at aspects of education in addition to
 21 conditions similar to this. Whether it's

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1 similar, dissimilar to this, I can't imagine it's
 2 a facsimile because I do know we are not subject
 3 to winning that project, but we're not also
 4 subject to protesting either, but that there are
 5 some disputes going on among other vendors that
 6 are out there.

7 MS. ROWE: Okay, thank you very much.

8 MR. MILLS: Absolutely, great question.

9 CHAIRMAN CAUSEY: And that is an item
 10 that could be followed up with in terms of board
 11 members receiving a link to the IAC reports that
 12 relate to the plans that they have even though
 13 they are currently disrupted. And Ms. Scott?

14 MS. SCOTT: That was my question I was
 15 going to ask. The report, I guess that you
 16 mentioned, is that in our BoardDocs? I didn't
 17 see it anywhere, or is that something that will
 18 be sent later to the Board?

19 MR. MILLS: To my understanding that
 20 will be provided to you through normal channels.

21 MS. SCOTT: Okay, thank you.

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1 CHAIRMAN CAUSEY: Thank you, Ms. Scott,
 2 that is a good question and yes, the anticipation
 3 is to have this linked to BoardDocs after the
 4 meeting, and then also the website I understand
 5 is going to be made public, I believe it's
 6 tomorrow; is that correct, Mr. Mills?
 7 MR. MILLS: That's what I heard from
 8 staff but I would defer to Pete and Ed about some
 9 of the logistics on it.
 10 CHAIRMAN CAUSEY: Mr. Dixit, can you
 11 confirm when the presentation is going to be
 12 publicly available?
 13 MR. DIXIT: My understanding is that the
 14 presentation is going to be publicly available
 15 right after the board meeting sometime.
 16 CHAIRMAN CAUSEY: Okay, great. Thank
 17 you.
 18 MS. SCOTT: Thank you for that
 19 clarification.
 20 CHAIRMAN CAUSEY: Ms. Mack?
 21 MS. MACK: I have no questions, but I

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1 did want to thank you for that very thorough
 2 presentation, I found it very interesting and
 3 informative, so thank you.
 4 CHAIRMAN CAUSEY: Mr. McMillion?
 5 MR. MCMILLION: Yes, can you hear me?
 6 CHAIRMAN CAUSEY: Yes, we can hear you.
 7 MR. MCMILLION: Okay. Mr. Mills, my
 8 name is Rod McMillion and I represent
 9 Councilmanic District 7, which is the southeast
 10 area. We have in the southeast area three of the
 11 top five high schools, Dundalk, Sparrows Point
 12 and Patapsco with the most needs. Are you aware
 13 there is a 28-acre site, former junior high
 14 school site, at the corner of Wise Avenue and
 15 Merit Boulevard? How can you and I initiate a
 16 feasibility study to determine the impact a new
 17 high school on this site would have on the
 18 overcrowding at Dundalk, Sparrows Point and
 19 Patapsco? Is this something Cannon can analyze?
 20 MR. MILLS: Can, absolutely, and would
 21 be happy to learn more about the specific site

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1 and the circumstances behind it, but any sort of
 2 information that's out there that you or other
 3 stakeholders are aware of that could potentially
 4 help the cause for this planning, I would invite
 5 with open arms. Thank you, sir.
 6 MR. MCMILLION: So Mr. Mills, so I can
 7 reach out to you directly?
 8 MR. MILLS: With the discretion of Pete
 9 Dixit and Ed Blades, absolutely, and I would
 10 certainly go through proper protocols but I would
 11 happily receive that call.
 12 MR. MCMILLION: Thank you very much.
 13 CHAIRMAN CAUSEY: Ms. Jose?
 14 MS. JOSE: Thank you. First of all,
 15 thank you, Mr. Mills, Mr. Dixit and the team for
 16 this report. This kind of detailed multiyear
 17 plan is something that I have been waiting for,
 18 especially one that is quite well done. There
 19 was a strong need in Baltimore County Public
 20 Schools for an objective transparent process that
 21 everyone could understand and buy into and I

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1 think you've done a great job.
 2 I also want to state that the facility
 3 condition index that you're using is a key
 4 performance indicator for benchmarking and is an
 5 industry standard.
 6 To go back to Ms. Rowe's question,
 7 wouldn't that be something that the state would
 8 be using as well?
 9 MR. MILLS: I presume so, but they would
 10 have some sort of sub component of their rubrics
 11 and whether this, where there is FCI, I've seen
 12 rare cases where school systems or other
 13 governmental agencies will have some variance
 14 from that, but it's a rather consistent metric
 15 that's out there.
 16 MS. JOSE: Thank you. And you are going
 17 to be adding the middle schools to this study as
 18 well?
 19 MR. MILLS: Absolutely. We're at the
 20 midpoint now, and by design because of your
 21 funding cycles, we're presenting the high school

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1 findings at this midpoint, but we'll be around
 2 for several more months.
 3 MS. JOSE: Okay, and there will be more
 4 questions. So thank you, good job, and good
 5 night.
 6 CHAIRMAN CAUSEY: Ms. Henn?
 7 VICE CHAIR HENN: Thank you, Madam
 8 Chair. Good evening, Mr. Mills. I just wanted
 9 to thank you again and reiterate what a wonderful
 10 job you did on your presentation. I enjoyed it
 11 the second time around even more than the first
 12 this morning, and I appreciate you delivering it
 13 to the Board at this late hour. So I have no
 14 questions at this time, but I thank you for
 15 joining us this evening and look forward to our
 16 work session, so thank you.
 17 MR. MILLS: It's an honor, thank you.
 18 CHAIRMAN CAUSEY: Mr. Muhumuza?
 19 MR. MUHUMUZA: I have no comments.
 20 CHAIRMAN CAUSEY: Mr. Offerman?
 21 MR. OFFERMAN: I have no questions at

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1 this time, thank you.
 2 CHAIRMAN CAUSEY: Ms. Pasteur?
 3 MS. PASTEUR: Thank you. Mr. Mills,
 4 bravo, a wonderful job that was done here as has
 5 already been said, very thorough, and you dug
 6 deeply to prioritize on different levels and I
 7 appreciate that. I however, and the however is
 8 not to you, Mr. Mills, it's to the Board, to the
 9 superintendent, to Dr. Scriven, I cannot let this
 10 moment go by without saying that in the
 11 conversation about equity, if you take a look at
 12 that sheet it's almost like there's not a west
 13 side of Baltimore County. And I know you will
 14 get to the middle schools, elementary schools we
 15 will look at, and again Mr. Mills, know I said
 16 this when the equity group met, and thank you,
 17 Mr. Dixit, for having me on that, I enjoyed being
 18 on that immensely. But again I say, I felt like
 19 this was no west side of Baltimore County.
 20 I will never, I will be the last
 21 bastion, I applaud all of those parents and

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1 elected officials from the east side of Baltimore
 2 County who always come out, come out in droves to
 3 advocate for their schools. Yes, I wish from the
 4 bottom of my heart that we could have those
 5 numbers coming out for the schools on the west
 6 side that are in sore need, and need on all of
 7 those levels about which Mr. Mills spoke this
 8 evening. So we don't teach our children based on
 9 which parents come to PTA or which people come
 10 out to advocate for the schools, we take care of
 11 all of our children. So I will be the one who's
 12 going to do that with my last ounce of breath
 13 whether I'm on the School Board or not. So
 14 School Board, Dr. Williams, Dr. Scriven, I am
 15 happy to see Bedford moving forward, Summit Park
 16 moving forward, but my heart is still broken.
 17 And thank you, Ms. Causey, for inviting
 18 me to go to Campfield and talking about Milbrook
 19 and Scott's Branch, because what we are doing is
 20 ingraining in the being of our children a notion
 21 of being less than, so when you go to schools

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1 facilities that are not up to par in all of the
 2 many ways that Mr. Mills so beautifully pointed
 3 out tonight, and then they go to their middle
 4 schools that are in need in terms of facilities,
 5 then they go to the high schools that were on
 6 that list down on that list somewhere, and then
 7 when we they can see and their parents can see
 8 and the community can see those numbers about
 9 schools and then you add all of that up and what
 10 does that make the children believe they are, or
 11 who they are. And we can tell them that they are
 12 just as good and that they matter just like
 13 everyone else matters, but it is hard to do that.
 14 I'm going to preach this until the bitter end, so
 15 I'm saying to the system, pay attention, let's
 16 pay attention to everything that Mr. Mills'
 17 report said, because we must apply that, not just
 18 to the physical, the piece that's about need as
 19 well is also about what we do to a child's
 20 psyche, what we say to them in terms of who they
 21 are and how important they are.

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1 So you know what, Mr. Mills, thank you
 2 again. Thank you again and again and again,
 3 because you laid it out so well, so well, that
 4 you have given us benchmarks that we need to use,
 5 and I feel this so passionately and I will not
 6 give up on this, and I don't care how many
 7 studies there are and I don't care how many
 8 schools are up at the top and we're still at the
 9 bottom. There's an east side and a west side, a
 10 southeast, a southwest, et cetera, et cetera, and
 11 I want all of our children to be recognized.
 12 Thank you.

13 CHAIRMAN CAUSEY: Thank you,
 14 Ms. Pasteur. Mr. Kuehn?

15 MR. KUEHN: As normal it's tough to
 16 follow Cheryl, but I'll try. Thank you, Mr.
 17 Mills for your presentation. There's a
 18 tremendous amount of data and information here.
 19 Unfortunately the Board hasn't seen the entire
 20 report and everything behind what you just
 21 presented, so I look forward to diving into that.

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1 One of the things that I wanted to ask
 2 about had to do with the idea behind building
 3 additions instead of replacing schools, I don't
 4 know if you can quickly perhaps give us an answer
 5 about that, because I didn't really see any new
 6 high schools out there except possibly one in the
 7 southeast, so I was curious as to how that was
 8 arrived at.

9 MR. MILLS: Sure. So the notion, the
 10 question to make sure I'm tracking with you, did
 11 we consider replacement of existing facilities on
 12 same sites as a remedy for some of your capacity
 13 issues? We did look at that as a potentiality
 14 and there were three points that really made that
 15 challenging. One, and the strongest thing, it's
 16 very expensive to do that sort of new
 17 construction work and considering limited
 18 budgets, hard to justify considering the
 19 timelines that investing in a major expense like
 20 tearing down capacity that you sorely need and
 21 replacing it perhaps incrementally larger was

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1 hard to justify those costs considering all the
 2 needs of all the schools in the system.

3 Second of all, the metrics, the FCI when
 4 you look at the economics of it, it's not
 5 financially justified by the data to take down
 6 your buildings and replace them. There's still
 7 life left in them and through strategic
 8 investments these things can last for another
 9 generation in a way that you can be proud of that
 10 would actually be inspirational and create an
 11 environment that is very suitable for education
 12 in the future without having to tear down and
 13 start over.

14 MR. KUEHN: Well, I look forward to
 15 looking at the detail. Thank you again for your
 16 time.

17 MR. MILLS: Thank you, sir.

18 CHAIRMAN CAUSEY: Dr. Hager?

19 DR. HAGER: Yes, hi. Thank you again
 20 for the presentation, it was so informative, I'm
 21 going to be sifting through my notes and the

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1 report after the meeting.

2 I had been concerned for a long time
 3 also similar to Ms. Pasteur about the equity
 4 issue with the school buildings, and I really
 5 liked your rubric that includes the three
 6 pillars. But I did notice that Lansdowne High
 7 School was by far number one in education
 8 adequacy and equity and by far number one in
 9 facilities and condition, but in capacity
 10 utilization was like number five, somewhere down
 11 the list to end up at number five on your
 12 priority list. Granted it's an on going project
 13 so it's going to move forward as number one, but
 14 if it weren't for that, then a school that
 15 clearly is in desperate in need of a new building
 16 wouldn't have gotten a new building based on the
 17 rubric. So is there a tipping point where the
 18 conditions are just so dire that the rubric is
 19 thrown out the window and you say this building
 20 has got to be redone?

21 MR. MILLS: Well, part of it is not

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1 relitigating past decisions that are kind of past
 2 the point of no return in the case of Lansdowne.
 3 But kind of a rule of thumb, when you look at
 4 financially looking at your stewardship of your
 5 physical assets, it's kind of once you get north
 6 of spending half of the money it would take to
 7 replace something, particularly when you get
 8 towards two-thirds, it's kind of a common
 9 industry that you'll see out there. When you're
 10 at 65 percent and above, you're probably at a
 11 point now where you're driving a 19, you know,
 12 '84 Volvo and while you've enjoyed it over the
 13 years it might be time for a new car. But when
 14 we have 22 FCIs, not 65 FCIs, and then even when
 15 you put on top of that some of the educational
 16 and adequacy repairs and costs and things, we
 17 didn't find any campuses that really met that
 18 threshold to where it was financially a no
 19 brainer that yeah, we ought to just start over.
 20 Now -- (audio cut off) --
 21 DR. HAGER: -- the survey and the

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1 stakeholder interview groups, and I thought that
 2 you said that that played into the scheduling
 3 considerations, was that accurate, did I hear
 4 that correctly, is there community input that
 5 goes into this rubric in some way, or is that
 6 really secondary?
 7 MR. MILLS: Well, it's in the rubric in
 8 terms of the weighting, and it was also informed
 9 and guided by the focus groups that we worked
 10 with through multiple sessions to design the
 11 rubric, and that was applied to come up with the
 12 sequencing and timing of projects.
 13 DR. HAGER: Thank you. That's it.
 14 MR. MILLS: Thank you.
 15 CHAIRMAN CAUSEY: Thank you. So, Mr.
 16 Mills, I forgot to thank Dr. Lever, and what a
 17 great resource for us to have. I was, I had the
 18 benefit of meeting him in the fall of 2015 when I
 19 started my Board service and going to the IAC to
 20 understand more about the school construction
 21 process, and he really does just have a wealth of

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1 knowledge and a passion for sharing it.
 2 I -- (audio cut off).
 3 MR. MILLS: I don't know if it's my
 4 computer or everyone's. It appears that Board
 5 Chair Causey is frozen.
 6 MS. GOVER: I believe she is. Madam
 7 Chair?
 8 MR. KUEHN: Mr. Mills, I was just going
 9 to ask you what the next step was for interfacing
 10 and interacting with the Board for you and your
 11 team.
 12 MR. MILLS: I would defer to my handlers
 13 within the county government and school system.
 14 MR. DIXIT: I will try to answer that
 15 question. The purpose of today's presentation is
 16 part of communicating the findings to everybody,
 17 and we did the same thing with the county
 18 council, so our conversation will continue until
 19 we have time to make the final recommendation
 20 approved by the county council and by the School
 21 Board.

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1 MR. MILLS: Yeah. Other activities that
 2 are on the near-term horizon are completing the
 3 middle school elementary school assessments,
 4 validating that data, collecting, gathering the
 5 educational adequacy and equity information, and
 6 validating, sitting in workshops looking at the
 7 capacity utilization. We're in discussion of the
 8 structures for how, you know, we did a very
 9 successful process to get us to our point on
 10 schedule for this first phase, but we wanted to
 11 look at the balance of the project with a little
 12 more relaxed schedule to make sure that we
 13 structured it with the appropriate committee
 14 structure and outreach overlay. So we're working
 15 closely with staff on how the balance of this
 16 work will work. For the most part it would be
 17 consistent with what we've done here, with
 18 perhaps increasing frequency and touches with
 19 stakeholders, and certainly with student voice.
 20 CHAIRMAN CAUSEY: Good evening. Can you
 21 hear me?

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1 MR. MILLS: Welcome back.
 2 CHAIRMAN CAUSEY: Thank you. So I'm
 3 going to blame it on the weather that my Internet
 4 is down. So just for the next time that we're
 5 together, one of the things that is important
 6 that many of our stakeholders have referenced
 7 over time when we have addressed our capital
 8 construction is the enrollment projections. So
 9 juts as recently as today, I received information
 10 that had side by side comparisons of the student
 11 counts data, and so what would be helpful to
 12 understand is the data that Cannon Design used,
 13 and also to do an evaluation of the accuracy of
 14 the projection enrollments, and not as a function
 15 of the overall accuracy but we're talking about
 16 the 24 high schools. So if I go inside to get my
 17 report, let me see if I can do this, we're
 18 talking about swings of hundreds being shifted
 19 out of some schools and moving to other schools.
 20 So for instance Catonsville High School,
 21 the difference in the 2028 projection listed in

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1 2019 versus June of 2020 is an enrollment that's
 2 down by 59 students; Chesapeake High School went
 3 up by 15 students; Dulaney High School went up by
 4 66; Dundalk High School went up by 314 students;
 5 Franklin High School went down by 201 students.
 6 So what really needs to be presented is the
 7 accuracy of enrollments and what are the factors
 8 that have changed the projections in some cases
 9 very drastically. New Town High School is
 10 projected to be lower by 160 students in a
 11 projection from February of 2019 versus what was
 12 available in June of 2020.
 13 And also to another board member's point
 14 about development and developers, those numbers
 15 need to be really looked at in terms of the
 16 county's planning process and there is a task
 17 force, and we appreciate the county executive and
 18 the school system working with the county council
 19 on addressing that, the issues of developers
 20 building in areas that are overcrowded related to
 21 capacity being available adjacent. But that's

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1 problematic if we're asking families that have
 2 belonged to school communities for years but then
 3 have to be redistricted out. So there's a lot of
 4 community concerns and I think that it's going to
 5 be helpful for you to be able to evaluate those
 6 projections and where the confidence level can
 7 come from.
 8 So Ms. Henn, if I could just ask you,
 9 did everyone else wrap up for Mr. Mills?
 10 VICE CHAIR HENN: Madam Chair, I'm not
 11 sure, so we should probably ask if there are any
 12 outstanding issues, comments or questions that
 13 board members may have.
 14 CHAIRMAN CAUSEY: Yes, and I did want to
 15 hear from Dr. Williams and any thoughts he would
 16 like to share.
 17 DR. WILLIAMS: So once again, I will
 18 just associate myself with comments made by board
 19 members, Mr. Mills. I appreciate your
 20 presentation and all the data, and the links will
 21 be provided and again, I just appreciate your

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1 patience tonight as we were running a little bit
 2 over on our agenda, so again, thank you so much.
 3 And to our county partners, we appreciate the
 4 collaboration and partnership. This has been a
 5 topic when I first came and so I appreciate our
 6 county partners, county executive and county
 7 council, and of course the Board as we are
 8 exploring these next steps of capital
 9 improvement, so thank you.
 10 CHAIRMAN CAUSEY: Thank you
 11 Dr. Williams. And thank you, Mr. Mills. So we
 12 are now going to move on to the next item on the
 13 agenda, which is the report on the proposed
 14 school calendar. And so for that, Dr. Williams,
 15 what staff do we have here for that item?
 16 MR. WILLIAMS: That is Mr. Duque.
 17 CHAIRMAN CAUSEY: Okay. Good evening,
 18 Mr. Duque.
 19 MR. DUQUE: Good evening, Madam Chair,
 20 Vice Chair Henn, can you hear me?
 21 CHAIRMAN CAUSEY: Yes.

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1 MR. DUQUE: Okay, thank you. I'm having
 2 problems with my Internet.
 3 Good evening, Madam Chair, Vice Chair
 4 Henn, Dr. Williams and members of the Board. The
 5 calendar committee met on August 24th and
 6 August 31st to -- (inaudible, static) -- for the
 7 21-22 school year. As a result the committee's
 8 recommendation was to provide the Board with a
 9 pre-end calendar -- (inaudible, static) --
 10 emergency closure days added at the end of the
 11 school year. Also, both calendars have a full
 12 spring break from the end of classes on April 8th
 13 through Easter Monday, April 18th, with classes
 14 resuming on Tuesday, April 19th.
 15 The key differences between the
 16 calendars are the start dates of the academic
 17 year for staff and students as well as the end
 18 dates for the school year. If you have any
 19 questions, I will be happy to entertain them at
 20 this time.
 21 CHAIRMAN CAUSEY: Thank you. I see

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1 Dr. Hager?
 2 DR. HAGER: Yes, thank you, I don't know
 3 if others have questions too. I did, several of
 4 us were contacted by a constituent who noted that
 5 the date of Eid, the Muslim holiday of Eid is
 6 actually recognized on May 2nd and we have it
 7 recognized on May 3rd, and I looked in to confirm
 8 this and that is actually true, so I'm not sure
 9 how this process works for making adjustments to
 10 the calendar, is it just, do board members make I
 11 recommendations and the calendar committee
 12 considers it?
 13 MR. DUQUE: With regards to the
 14 holidays, it's a little bit difficult with the
 15 Muslim holidays. We can make a change upon
 16 confirmation that indeed it is May 2nd versus
 17 May 3rd.
 18 DR. HAGER: Okay. And secondly, the
 19 concern that should there be more than five snow
 20 days, that kind of, I believe the calendar
 21 document that you shared says that we would then

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1 extract holidays and spring breaks and kind of,
 2 it goes on in a list. But is there room to not
 3 remove holidays as kind of the first swipe,
 4 particularly religious holidays? Just again,
 5 considering that a religious holiday is different
 6 than a day of spring break, it has different
 7 meaning for many of the students in the county.
 8 MR. DUQUE: The Muslim holidays have
 9 been designated on the calendar as potential
 10 development days, as well as the Jewish holidays
 11 that occur earlier on the board. However, in
 12 past, deliberations has decided and indicated
 13 that if we were to need to convert days to make
 14 up for school closures, that we would not convert
 15 those professional development days into student
 16 days.
 17 DR. HAGER: Okay, thank you. And then I
 18 just, as a fairly new board member, I feel very
 19 strongly about a pre Labor Day start in general
 20 just to let others know, and I'm happy to discuss
 21 that at another time, but that is something that

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1 as a working parent and someone who believes in,
 2 has great concerns for the achievement gaps that
 3 happen in the summer, I just wanted to make sure
 4 that it was mentioned that I am very much for a
 5 pre Labor Day start, so that's it. Thank you.
 6 MR. DUQUE: Thank you.
 7 CHAIRMAN CAUSEY: Mr. Muhumuza?
 8 MR. MUHUMUZA: Yeah. I have a question.
 9 There was a teacher who emailed me earlier today,
 10 he asked a very great question. I sort of knew
 11 the answer but I wanted to follow up. He,
 12 basically what his question was, if we basically
 13 remain virtual during the wintertime, would there
 14 be snow days technically since it's virtual?
 15 MR. DUQUE: No. This was discussed with
 16 the unions, and unless there is a state declared
 17 emergency and if there is some sort of severe
 18 storm that would impact connectivity and the
 19 ability to conduct remote learning, we would
 20 continue to operate, and that was written into
 21 the MOU between the teachers union and the Board.

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1 MR. MUHUMUZA: Okay, that's what I
 2 thought was mentioned, so that was my only
 3 question, thank you.
 4 MR. DUQUE: Thank you.
 5 CHAIRMAN CAUSEY: Ms. Jose?
 6 MS. JOSE: Thank you. Mr. Duque, when
 7 does this come back to the Board for voting?
 8 MR. DUQUE: The second reader is on
 9 October 13th and then the vote is scheduled for
 10 November 10th.
 11 MS. JOSE: Okay, thank you.
 12 CHAIRMAN CAUSEY: Other board members?
 13 MR. MCMILLION: Ms. Causey, I have a
 14 question, Rod McMillion.
 15 CHAIRMAN CAUSEY: Mr. McMillion?
 16 MR. MCMILLION: Mr. Duque, considering
 17 that we've been in virtual learning since
 18 March 16th or whatever, have you, has your
 19 committee discussed on emergency days off in the
 20 future where we go virtual, rather than plan in
 21 five emergency days, those days go virtual as

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1 long as there's connectivity? Thank you.
 2 MR. DUQUE: We have had preliminary
 3 discussions around that, there are other
 4 considerations that need to be taken into
 5 account. Being in a virtual setting on a
 6 continual basis is much different than all of a
 7 sudden being in a virtual setting for making up
 8 instruction, or continuing instruction. So I
 9 think before we can even entertain that concept,
 10 we need to have further discussions and further
 11 inquiry and consultation also with the state.
 12 MR. MCMILLION: So is that something
 13 that you're going to initiate, consultation with
 14 the state?
 15 MR. DUQUE: We can. I wasn't
 16 contemplating on doing that.
 17 CHAIRMAN CAUSEY: Dr. Williams, did you
 18 want to speak to that?
 19 DR. WILLIAMS: Yes, I think we can have
 20 further conversations with the state regarding
 21 just the experience of virtual learning and what

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1 Mr. McMillion was inquiring about. We do take
 2 the guidance from the state so I think we can
 3 follow up, but at this point that would be an
 4 action item.
 5 CHAIRMAN CAUSEY: Thank you, Rod, for
 6 that suggestion, and thank you, Dr. Williams, for
 7 the followup. Other -- (audio cut out) -- so the
 8 next item on the agenda, we have board members,
 9 Item M, report on equity, Item N, Board committee
 10 updates. I would entertain moving forward, but I
 11 would also entertain if we wanted to postpone
 12 those two items to the next board meeting given
 13 the lateness of the hour.
 14 MS. PASTEUR: This is Ms. Pasteur. Let
 15 me move to entertain your whatever, to entertain
 16 your comment.
 17 VICE CHAIR HENN: I'll second
 18 Ms. Pasteur's motion.
 19 CHAIRMAN CAUSEY: So there's a motion
 20 and a second to move Items M and N to the next
 21 board meeting. Is there any further discussion?

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1 Ms. Jose?
 2 MS. JOSE: Yes. I would point out that
 3 this was placed really late so if Ms. Pasteur
 4 could entertain an amendment that this be placed
 5 further up in the agenda for next, for the next
 6 board meeting and not down at the bottom, you
 7 know, at the end, because this is an important
 8 issue when we're discussing equity and I want it
 9 to be done in the beginning and not at the end,
 10 so would you accept an amendment to push it up
 11 front and not at the bottom of the agenda?
 12 MS. PASTEUR: I absolutely would. If
 13 there are no staff members involved tonight I'm
 14 fine with that, because I think it's important
 15 and it should not be garbled at this late hour,
 16 so I'm willing.
 17 CHAIRMAN CAUSEY: Thank you, Ms. Jose,
 18 for that suggestion, and thank you, Ms. Pasteur,
 19 for accepting it. Now we need the second to
 20 agree; is that Ms. Henn?
 21 VICE CHAIR HENN: I will agree. I had a

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1 procedural question about agenda setting, whether
 2 or not that's something we can stipulate as part
 3 of this motion, if Mr. Brousaides is still with
 4 us at this hour.
 5 CHAIRMAN CAUSEY: So Mr. Brousaides can
 6 confirm for me, but agenda setting is an open
 7 meetings act, so since we are in open session, we
 8 should be able to process this motion.
 9 Mr. Brousaides, is that correct?
 10 MR. BROUSAIDES: Yes, Ms. Causey.
 11 CHAIRMAN CAUSEY: And without seeing the
 12 agenda for the next meeting, we are unable to
 13 specify specifically which item it will be, so
 14 Ms. Jose, would it be acceptable to you to
 15 specify it as the first item of new business for
 16 the next?
 17 MS. JOSE: Yes, that sounds good.
 18 CHAIRMAN CAUSEY: Okay, I would accept
 19 that.
 20 MS. JOSE: Thank you.
 21 CHAIRMAN CAUSEY: Would you like to

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1 restate your motion?
 2 MS. JOSE: That the equity, is it the
 3 report, be presented right after new business at
 4 the next board meeting.
 5 MS. PASTEUR: Well, wait a minute. Is
 6 it after new business or is it the first item on
 7 new business?
 8 MS. JOSE: Is it, Ms. Henn, did you say
 9 after new business or the first item? And I
 10 could care one way or another, as long as it's up
 11 front.
 12 VICE CHAIR HENN: I said it's the first
 13 item of new business, so it's first or up front.
 14 MS. JOSE: So I move that the agenda be
 15 placed first item of new business.
 16 CHAIRMAN CAUSEY: So Ms. Jose, thank you
 17 for that. We have a motion and a second. So
 18 your motion is to amend the motion to specify
 19 that the report on equity will be the first item
 20 of new business?
 21 MS. JOSE: Correct, thank you.

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1 CHAIRMAN CAUSEY: Okay. So board
 2 members, with that we will vote on the amendment.
 3 So rollcall vote please on the amendment to,
 4 report on equity to be the first new business
 5 item.
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Mr. Kuehn?
 9 MR. KUEHN: Yes.
 10 MS. GOVER: Ms. Pasteur?
 11 MS. PASTEUR: Yes.
 12 MS. GOVER: Mr. Offerman?
 13 MR. OFFERMAN: Yes.
 14 MS. GOVER: Mr. Muhumuza?
 15 MR. MUHUMUZA: Yes.
 16 MS. GOVER: Ms. Henn?
 17 VICE CHAIR HENN: Yes.
 18 MS. GOVER: Ms. Causey?
 19 CHAIRMAN CAUSEY: Yes.
 20 MS. GOVER: Ms. Jose?
 21 MS. JOSE: Yes.

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1 MS. GOVER: Mr. McMillion?
 2 MR. MCMILLION: Yes.
 3 MS. GOVER: Ms. Mack?
 4 MS. MACK: Yes.
 5 MS. GOVER: Ms. Scott?
 6 MS. SCOTT: Yes.
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRMAN CAUSEY: Thank you. Now we're
 11 voting on the motion as amended, that we will
 12 move Items M and N to the next board meeting,
 13 with Item M being the first item of new business.
 14 May I have a rollcall vote please?
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Mr. Kuehn?
 18 MR. KUEHN: Yes.
 19 MS. GOVER: Ms. Pasteur?
 20 MS. PASTEUR: Yes.
 21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: Yes.
 2 MS. GOVER: Mr. Muhumuza?
 3 MR. MUHUMUZA: Yes.
 4 MS. GOVER: Ms. Henn?
 5 VICE CHAIR HENN: Yes.
 6 MS. GOVER: Ms. Causey?
 7 CHAIRMAN CAUSEY: Yes.
 8 MS. GOVER: Ms. Jose?
 9 MS. JOSE: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. GOVER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. GOVER: Ms. Scott?
 15 MS. SCOTT: Yes.
 16 MS. GOVER: Ms. Rowe?
 17 MS. ROWE: Yes.
 18 MS. GOVER: Thank you.
 19 CHAIRMAN CAUSEY: The motion carries.
 20 The last item on the agenda --
 21 MS. SCOTT: Ms. Causey, excuse me. May

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1 I ask a question please?
 2 CHAIRMAN CAUSEY: Certainly.
 3 MS. SCOTT: This is Ms. Scott. I didn't
 4 see and I may have missed it, but the actual
 5 report itself attached to the agenda item, was
 6 that missing or will that be attached for the
 7 next meeting? I didn't see the actual report
 8 there, I know we're receiving a presentation, but
 9 I wanted to know if the report was going to be in
 10 BoardDocs.
 11 CHAIRMAN CAUSEY: Dr. Williams, would
 12 you like to respond to that?
 13 DR. WILLIAMS: So the plan was to follow
 14 up from the previous board meeting with a
 15 presentation so there was not a report attached
 16 to BoardDocs, and after the presentation we were
 17 going to attach it, so we can have the
 18 presentation available for the next meeting prior
 19 to October 13th.
 20 MS. SCOTT: Can we have the report
 21 attached as well, or also included in BoardDocs?

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1 DR. WILLIAMS: Let me explore that,
 2 Ms. Scott.
 3 MS. SCOTT: Thank you.
 4 CHAIRMAN CAUSEY: Okay, thank you. So
 5 if there's no further business, the last item on
 6 the agenda is announcements, and our next board
 7 meeting is Tuesday, October 13th, 2020 at
 8 6:30 p.m., and there will be public comment on
 9 the 2021-2022 school calendar. Please look for
 10 the press release and also the news items on the
 11 website for your opportunity to include your
 12 public comment.
 13 And with that, I just want to tell
 14 everyone thank you, and also take care and stay
 15 safe. The meeting is now adjourned.
 16 (Meeting adjourned.)
 17
 18
 19
 20
 21

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

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