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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
HYBRID VIA BCPS LIVESTREAM
AND MICROSOFT TEAMS

MARCH 23, 2021

Transcribed by:
Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Makeda Scott, Board Chair

4 Julie C. Henn, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose (Absent)

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Cheryl E. Pasteur

13 Lily P. Rowe

14 Joshua Muhumuza, Student Member

15

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1 **PROCEEDINGS**

2 **CHAIRWOMAN SCOTT:** Good evening, this is

3 Chairwoman Makeda Scott, I now call to order the

4 meeting of the Board of Education of Baltimore

5 County for Tuesday, March 23rd, 2021. I invite

6 you to recite the Pledge of Allegiance to the

7 Flag. We will then have a moment of silence in

8 recognition of those who have served education in

9 Baltimore County. Mr. Muhumuza, would you lead

10 us in the Pledge of Allegiance please?

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 Thank you. Baltimore County Public

14 Schools and offices are currently closed to

15 maintain the health and safety of our students

16 and staff. In accordance with the Board of

17 Education's amended resolution approved at the

18 October 13th, 2020 board meeting, in the event of

19 a medical or health emergency related to

20 COVID-19, the board chair in consultation with

21 the vice chair and the superintendent may declare

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1 that a board meeting or a board committee meeting
 2 be held remotely in its entirety without the
 3 physical presence of board members or in a hybrid
 4 manner with only some individual board members
 5 participating remotely, subject to the
 6 establishment of a mechanism that would allow
 7 each board member the opportunity to fully
 8 participate in the meeting despite not being
 9 physically present and that would allow the
 10 public to also remotely attend those portions of
 11 the meeting that are open pursuant to the
 12 Maryland Open Meetings Act by being able to
 13 listen and/or view those portions of the meeting.
 14 As a result, tonight's hybrid Board of Education
 15 meeting is being held both virtually and in
 16 person by board members and broadcasted through
 17 Microsoft Teams Live and BCPS-TV, Comcast
 18 Infinity Channel 73, FiOS Channel 34 -- excuse
 19 me, Verizon FiOS Channel 34.

20 In order to efficiently conduct this
 21 meeting, all voting items this evening will be

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1 done by rollcall vote. Board members will say
 2 their names while making and seconding a motion
 3 as applicable, as well as requesting discussion
 4 on an agenda item.

5 The first item on the agenda is the
 6 consideration of the March 23rd agenda.
 7 Dr. Williams, are there any additions or changes
 8 to tonight's agenda?

9 DR. WILLIAMS: Good evening. I'm not
 10 aware of any additions or changes to tonight's
 11 agenda.

12 CHAIRWOMAN SCOTT: Thank you. Hearing
 13 none, the agenda stands as presented.

14 Ms. Gover, may I have a rollcall vote
 15 please? Oh, we don't, thank you, I apologize.
 16 The agenda is approved.

17 Earlier this evening the Board met in
 18 closed session pursuant to the Open Meetings Act
 19 for the following reasons: To, one, discuss the
 20 appointment, employment, assignment, promotion,
 21 discipline, demotion, compensation, removal,

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1 resignation or performance evaluation of
 2 appointees, employees or officials over whom it
 3 has jurisdiction or any other personnel matter
 4 that affects one or more specific individuals;
 5 seven, consult with counsel to obtain legal
 6 advice; nine, conduct collective bargaining
 7 negotiations or consider matters that relate to
 8 the negotiation; nine, conduct collective
 9 bargaining negotiations -- excuse me -- or
 10 consider matters that relate to the negotiations;
 11 and 15, discuss matters if the public body
 12 determines that public discussion would
 13 constitute a risk to, one, security assessments
 14 or deployments relating to information resources
 15 technology, two, network security information, or
 16 three, deployments or implementation of security
 17 personnel, critical infrastructure or security
 18 devices. The minutes of the closed session and
 19 informal summary can be found on BoardDocs under
 20 this board meeting agenda date.

21 The next item on the agenda is personnel

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1 matters, and for that I call on Ms. Lowry.

2 MS. LOWRY: Thank you. Good evening,
 3 Chairwoman Scott, Vice Chairwoman Henn,
 4 Superintendent Williams and members of the Board.
 5 I would like the Board's consent for the
 6 following personnel matters: Retirements,
 7 resignations, recognition of deceased.

8 CHAIRWOMAN SCOTT: Thank you. Do I have
 9 a motion to approve the personnel matters as
 10 presented in Exhibits D-1 through D-3?

11 MS. MACK: So moved, Mack.

12 MS. PASTEUR: Second, Pasteur.

13 CHAIRWOMAN SCOTT: Thank you. Any
 14 discussion? May I have a rollcall vote please,
 15 Ms. Gover?

16 MS. GOVER: Ms. Rowe?

17 MS. ROWE: Yes.

18 MS. GOVER: Ms. Causey?

19 MS. CAUSEY: Yes.

20 MS. GOVER: Ms. Mack?

21 MS. MACK: Yes.

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1 MS. GOVER: Mr. McMillion?
 2 MR. MCMILLION: Yes.
 3 MS. GOVER: Ms. Henn?
 4 VICE CHAIR HENN: Yes.
 5 MS. GOVER: Mr. Muhumuza?
 6 MR. MUHUMUZA: Yes.
 7 MS. GOVER: Mr. Offerman? Mr. Offerman?
 8 Ms. Pasteur?
 9 MS. PASTEUR: Yes.
 10 MS. GOVER: Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Dr. Hager?
 13 DR. HAGER: Yes.
 14 MS. GOVER: Ms. Scott?
 15 CHAIRWOMAN SCOTT: Yes.
 16 MS. GOVER: Mr. Offerman? Thank you.
 17 CHAIRWOMAN SCOTT: Thank you, the motion
 18 carries.
 19 Okay. The next item on the agenda is
 20 the report on board policies. Members of the
 21 Board, the policy review committee asks that the

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1 Board accept the committee's approved proposed
 2 changes to the following board policies: Policy
 3 6002, selection of instructional materials;
 4 Policy 8221, chair, vice chair duties; Policy
 5 8311, meetings; Policy 8314, meetings agenda;
 6 Policy 8360, ethics code applicability and
 7 definitions; Policy 8361, ethics code, statement
 8 of purpose and policy; Policy 8362, ethics code,
 9 gifts; Policy 8363, ethics code, conflicts of
 10 interest, prohibited conduct; Policy 8364, ethics
 11 code, financial disclosure statements; Policy
 12 8365, ethics code, lobbying; Policy 8366, ethics
 13 code review panel; and Policy 8601, use of social
 14 media.
 15 These recommendations are presented to
 16 you on tonight's agenda as Exhibit E. So, do I
 17 have a motion to accept the recommendation of the
 18 Board's policy and review committee?
 19 Okay, so there's no motion to accept the
 20 recommendation of the policy review committee?
 21 Okay.

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1 MR. MUHUMUZA: So moved.
 2 CHAIRWOMAN SCOTT: Was that a motion?
 3 MR. MUHUMUZA: Yes.
 4 CHAIRWOMAN SCOTT: Who was that?
 5 MR. MUHUMUZA: Josh.
 6 CHAIRWOMAN SCOTT: Mr. Muhumuza, okay.
 7 No second is needed since the recommendation
 8 comes from the committee. Is there any
 9 discussion? It looks like we have Dr. Hager.
 10 DR. HAGER: Yeah, I just, I'd like to
 11 discuss the Policies 8311, 8314 and 8601
 12 separately. Do I have to make a motion to
 13 separate those out to have three separate
 14 discussions or is that just something I can ask
 15 for?
 16 CHAIRWOMAN SCOTT: We can separate those
 17 out.
 18 DR. HAGER: Thank you.
 19 CHAIRWOMAN SCOTT: Okay. 8311, which is
 20 meetings; 8314, which is meetings agenda; and
 21 8601, which is the new social media policy. So

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1 we're separating out three motions, Dr. Hager put
 2 in so we're separating our one, two and --
 3 actually, yeah, three, four and 12. Thank you.
 4 Okay. And I just wanted to check; do we
 5 need a motion to separate those out, or we can
 6 just separate them out for discussion? Okay. So
 7 then, would we then approve the others and then
 8 separate these out? Mr. Brousaides, could you
 9 advise on that?
 10 MR. BROUSAIDES: Yes, you can vote on
 11 the others now.
 12 CHAIRWOMAN SCOTT: Okay. So, yes, was
 13 there a question?
 14 VICE CHAIR HENN: Yes, this is Ms. Henn.
 15 CHAIRWOMAN SCOTT: Yes, Ms. Henn?
 16 VICE CHAIR HENN: I would also like to
 17 ask that we separate 8221.
 18 CHAIRWOMAN SCOTT: 8221, and that is the
 19 chair, vice chair duties.
 20 VICE CHAIR HENN: Correct, thank you.
 21 CHAIRWOMAN SCOTT: Okay. So do I have a

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1 motion to approve the other policies, other than
 2 the ones that we are separating out? We're
 3 separating out 8221, 8311, 8314 and 8601. Do I
 4 have a motion to approve the other policies
 5 outside of those, and then we can discuss the
 6 others?
 7 MR. MUHUMUZA: So moved, Josh.
 8 CHAIRWOMAN SCOTT: Thank you. No second
 9 is needed since it comes from the committee.
 10 Okay. And then, do we have need to take a vote
 11 on that, Mr. Brousaides?
 12 MR. BROUSAIDES: Yes, Madam Chair.
 13 CHAIRWOMAN SCOTT: Okay. If we could,
 14 Ms. Gover, do a rollcall vote? Could someone
 15 please mute their microphone?
 16 MS. GOVER: Ms. Rowe?
 17 MS. ROWE: Yes.
 18 MS. GOVER: Ms. Causey?
 19 MS. CAUSEY: No.
 20 MS. GOVER: Ms. Mack? I'm sorry?
 21 CHAIRWOMAN SCOTT: We can't hear you,

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1 Ms. Mack.
 2 MS. MACK: I'm sorry. Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. MCMILLION: Yes.
 5 MS. GOVER: Ms. Henn?
 6 VICE CHAIR HENN: Yes.
 7 MS. GOVER: Mr. Muhumuza?
 8 MR. MUHUMUZA: Yes.
 9 MS. GOVER: Mr. Offerman? Mr. Offerman?
 10 Ms. Pasteur?
 11 MS. PASTEUR: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 MR. KUEHN: Yes.
 14 MS. GOVER: Dr. Hager?
 15 DR. HAGER: Yes.
 16 MS. GOVER: Ms. Scott?
 17 CHAIRWOMAN SCOTT: Yes. Thank you, so
 18 that carries. So now we can have discussion on
 19 the others, and I believe it was Dr. Hager first
 20 and then Ms. Henn, if I have that correct.
 21 DR. HAGER: Yes, so I was hoping to

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1 speak to each one individually, so which one do
 2 you want to start with?
 3 CHAIRWOMAN SCOTT: It's up to you,
 4 either one, if you like, you could go in order.
 5 DR. HAGER: Okay. So I had 8311 listed
 6 first and so I just, my only main concern was
 7 that I believe that this policy was meant to
 8 address part of the inspector general's concern
 9 about interruptions during board meetings in
 10 general, and I guess when we come back to
 11 in-person meetings, this is only meant to address
 12 hybrid meetings, and so will this sufficiently
 13 address the inspector general's concern?
 14 CHAIRWOMAN SCOTT: I can actually answer
 15 that. That was, that policy was in regards to
 16 doing remote meetings and how we would govern our
 17 decorum and ourselves remotely. The inspector
 18 general's concern, and both of the letters are in
 19 BoardDocs, was around behavior of social media as
 20 well as decorum so it would address some of that
 21 but not all of it.

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1 DR. HAGER: Okay. I don't know if
 2 others have questions about 8311.
 3 CHAIRWOMAN SCOTT: Any other questions
 4 on 8311?
 5 VICE CHAIR HENN: Yes, Madam Chair, one
 6 comment.
 7 CHAIRWOMAN SCOTT: Yes, Ms. Henn?
 8 VICE CHAIR HENN: So 8311 has been
 9 updated as Dr. Hager said with special rules for
 10 virtual meetings, including empowering the chair
 11 to disconnect or mute any board member causing,
 12 quote, undue interference with the meeting. My
 13 concern is that undue interference is broad and
 14 it's not defined in the policy, and it allows for
 15 censorship of 11 board members by one board
 16 member. I'd like to see the committee clarify
 17 and expand upon that language with specific
 18 instances where the chair would have that
 19 authority. I'd also like to get advice from
 20 legal in terms of this policy change infringing
 21 on board members' freedom of speech.

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1 CHAIRWOMAN SCOTT: I'm sorry, you said
 2 you'd like to get legal advice on this Policy
 3 8311 infringing on freedom of speech?
 4 VICE CHAIR HENN: I would like this
 5 policy to go back to committee so that legal can
 6 advise on the changes infringing on board
 7 members' freedom of speech.
 8 CHAIRWOMAN SCOTT: Okay. Because this
 9 was reviewed in committee and Ms. Causey was on
 10 the committee and she still is, as well as
 11 Ms. Rowe, when it was first discussed and
 12 reviewed.
 13 MS. ROWE: Sorry, I'm no longer on the
 14 committee.
 15 CHAIRWOMAN SCOTT: No, you're not, but
 16 you were when this first came up, it was prior to
 17 my chairwomanship actually when this policy was
 18 drafted.
 19 VICE CHAIR HENN: And my concern is that
 20 under interference with the meeting is not
 21 defined and is subject to interpretation by the

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1 chair with this authority. I'd like to see the
 2 policy expanded with more specific definitions
 3 around that.
 4 CHAIRWOMAN SCOTT: Around undue
 5 interference, okay. Thank you, Ms. Henn. And
 6 I'm going in order. It look like Mr. Muhumuza
 7 and then Ms. Causey.
 8 MR. MUHUMUZA: Thank you. I guess I
 9 have a question and a comment. My first, my
 10 question would be to Ms. Howie. I remember, and
 11 I don't remember exactly what part from the Open
 12 Meetings Act training that I took earlier in my
 13 term, but it mentioned the Board had the power to
 14 remove the public if they're causing interference
 15 with the meeting. Did that also mention board
 16 members who were interrupting or causing
 17 interference with the meeting?
 18 MS. HOWIE: So actually, Mr. Muhumuza,
 19 the undue interference language comes directly
 20 from Roberts Rules of Order and it's specifically
 21 from the appendix concerning rules for electronic

Page 20

1 meetings.
 2 MR. MUHUMUZA: Thank you. My only
 3 comment on this policy, and it's going to be
 4 short, it's not, the insinuation by a board
 5 member that the chair is going to act
 6 unilaterally to remove any board member just for
 7 (inaudible, static and background noises).
 8 CHAIRWOMAN SCOTT: I'm sorry, could
 9 someone please mute?
 10 MR. MUHUMUZA: Yeah. Like what occurred
 11 last meeting where we learned that the ruling of
 12 the chair could obviously be overturned by a vote
 13 of the Board, so it's not like the chair is
 14 acting unilaterally without any checks on their
 15 power.
 16 And in terms of free speech, this policy
 17 only addresses interference with the meeting, it
 18 doesn't reference speech. I mean, you're free to
 19 speak when it's your turn to speak but
 20 interference with the meeting is more like sounds
 21 in the background, if a person would have your

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1 credentials, then it's warranted to remove them
 2 from the meeting, but it doesn't address anything
 3 about speech. Thank you, that's my only comment.
 4 CHAIRWOMAN SCOTT: Thank you,
 5 Mr. Muhumuza. It looks like, and I'm trying to
 6 go in order, Ms. Causey and then Ms. Rowe, and
 7 then Ms. Henn.
 8 MS. CAUSEY: Thank you, Madam Chair. I
 9 would support a revisit of this policy given the
 10 comments about clarifying and having board
 11 counsel specifically perhaps provide
 12 clarification in that clause. The board counsel
 13 was not at the policy review committee meeting,
 14 so if it was reviewed by counsel at a later time
 15 I'm not aware of that, so I would support moving
 16 it back to the PRC.
 17 The other thing that I would support is
 18 really the, and we've seen this from comments
 19 from constituents and also in terms of comparing
 20 with other meetings that are virtual, the
 21 consistent use of turning the cameras on so that

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1 our constituents and our staff, the
 2 superintendent are aware that the board members
 3 are engaged, paying attention, they are focused a
 4 hundred percent on the very important topics that
 5 we are discussing relating to our students and
 6 our staff and our families. So I would like
 7 consideration of that, and I'm not going to make
 8 a motion at this time, but if other board members
 9 want to comment on that or if Mr. Brousaides
 10 would like to comment on that.
 11 MS. HOWIE: So, Ms. Causey, I would
 12 direct your attention to page four, video
 13 display, which does address the speaker at the
 14 moment, the board member who is speaking, having
 15 to have his or her video displayed at the time.
 16 MS. CAUSEY: Yes, so that's the only
 17 time. My last reading of it, it's not when the
 18 rollcall, it's not when voting occurs.
 19 MS. HOWIE: You're correct, ma'am, that
 20 was not discussed in committee, nor was there a
 21 request at that time.

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1 MS. CAUSEY: Yes, thank you.
 2 CHAIRWOMAN SCOTT: Thank you. Next is
 3 Ms. Rowe.
 4 MS. ROWE: I agree that there are
 5 certain aspects of this which Ms. Henn pointed
 6 out that are vague and require definitions, and
 7 those definitions need to be articulated in the
 8 policy because right now it is subject to
 9 interpretation what constitutes interference with
 10 meetings.
 11 And I move to move this policy back to
 12 the policy review committee to further deliberate
 13 on those definitions.
 14 VICE CHAIR HENN: Second, Henn.
 15 CHAIRWOMAN SCOTT: Could you put that
 16 motion in the chat please?
 17 MS. ROWE: The number's 8311, right?
 18 CHAIRWOMAN SCOTT: Yes. Is it in the
 19 chat yet?
 20 MS. ROWE: Hang on, I'm writing it.
 21 Okay, there you go.

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1 CHAIRWOMAN SCOTT: Okay. So Ms. Rowe
 2 has made a motion to move Policy 8311 back to PRC
 3 to deliberate on the definitions associated with
 4 the policy. That was moved and seconded by Ms.,
 5 moved by Ms. Rowe, seconded by Ms. Henn.
 6 Ms. Gover, could we take a rollcall vote please?
 7 VICE CHAIR HENN: Madam Chair, can I
 8 comment before we vote?
 9 CHAIRWOMAN SCOTT: I thought all the
 10 comments, I thought we'd well debated this.
 11 There's additional comments?
 12 VICE CHAIR HENN: I had indicated I'd
 13 like to comment in the chat, after Ms. Rowe.
 14 CHAIRWOMAN SCOTT: Yes, please go ahead.
 15 VICE CHAIR HENN: In response to
 16 Mr. Muhumuza's comment that I was inferring that
 17 Madam Chair would act unilaterally, that was not
 18 an inference, it was a statement of what's in the
 19 policy, the chair makes the decision, the chair
 20 mutes or disconnects members, that is my concern.
 21 It does not say that the chair deliberates with

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1 the Board to vote on muting or disconnecting the
 2 member who is causing undue interference. So it
 3 is a decision exclusively made by the chair, and
 4 I think it warrants clarification and specific
 5 instances when the chair may use this authority.
 6 To mute or disconnect a member from a meeting is
 7 a serious consequence. Thank you.
 8 CHAIRWOMAN SCOTT: Thank you.
 9 Mr. Muhumuza, you have a follow-up?
 10 MR. MUHUMUZA: Yeah, just,
 11 Mr. Brousaides, yes or no, last meeting, didn't
 12 you say last meeting that a ruling by the chair
 13 can be overturned by the Board by a vote?
 14 MR. BROUSAIDES: Yes, a ruling by the
 15 chair can be appealed and they are subject to a
 16 majority vote.
 17 MR. MUHUMUZA: So like I said, Ms. Henn,
 18 the chair by -- a ruling by a chair is not
 19 unilateral, the board can check the powers of the
 20 chair. That's all. Thank you.
 21 CHAIRWOMAN SCOTT: Thank you.

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1 VICE CHAIR HENN: And Madam Chair, may I
 2 follow up?
 3 CHAIRWOMAN SCOTT: Okay. We really need
 4 to vote on this please.
 5 VICE CHAIR HENN: Thank you. Once muted
 6 or disconnected, which is implied would be
 7 instantaneously, the consequence has already been
 8 delivered. So once, the board could appeal the
 9 decision but the board member has already been
 10 muted or disconnected. Thank you.
 11 CHAIRWOMAN SCOTT: And Ms. Rowe?
 12 MS. ROWE: So yeah, I agree. The way
 13 the policy is written is the chair can just mute
 14 or disconnect a board member, that prevents a
 15 board member from even raising a point of order
 16 or having the ruling of the chair, and there is
 17 no ruling if the chair has the authority to just
 18 do it. So I believe that the policy needs to go
 19 back to PRC to more clearly articulate what
 20 constitutes disruption and under what
 21 circumstances the chair may simply mute or

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1 disconnect members from the meeting.
 2 CHAIRWOMAN SCOTT: Thank you.
 3 Ms. Gover, may me do a rollcall vote please?
 4 MS. GOVER: Ms. Rowe?
 5 MS. ROWE: Yes.
 6 MS. GOVER: Ms. Causey?
 7 MS. CAUSEY: Yes.
 8 MS. GOVER: Ms. Mack?
 9 MS. MACK: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. GOVER: Ms. Henn?
 13 VICE CHAIR HENN: Yes.
 14 MS. GOVER: Mr. Muhumuza?
 15 MR. MUHUMUZA: Yes.
 16 MS. GOVER: Mr. Offerman?
 17 MR. OFFERMAN: No.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Mr. Kuehn?
 21 MR. KUEHN: Yes.

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1 MS. GOVER: Dr. Hager?
 2 DR. HAGER: Yes.
 3 MS. GOVER: Ms. Scott?
 4 CHAIRWOMAN SCOTT: No.
 5 MS. GOVER: In favor is nine.
 6 CHAIRWOMAN SCOTT: Okay, so 8311 will go
 7 back to committee. The next one, we're going in
 8 order, Dr. Hager, which policy would you like
 9 to --
 10 DR. HAGER: So I had 8314 written down
 11 next, which has to do with budget setting or --
 12 budget setting -- agenda setting.
 13 CHAIRWOMAN SCOTT: Okay.
 14 DR. HAGER: So I read the analysis, I
 15 looked at the policies that were linked in the
 16 analysis from Anne Arundel County, Frederick
 17 County and Harford County, the Prince George's
 18 link did not work, it was to an internal drive of
 19 some sort. And I didn't see in that analysis the
 20 changes that were made specific to our policy,
 21 and so -- and then I listened to the meeting as

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1 well and it was still unclear to me as to why
 2 these changes were specifically being made, which
 3 are that once the agenda is set it is set in
 4 stone until someone would like to make a change,
 5 they have to submit it 24 hours ahead of time and
 6 then it needs a unanimous vote.
 7 I just would also like to say that today
 8 we didn't get some of the materials for this
 9 meeting until noon, after 12 o'clock, and so I
 10 think it makes it really hard to make a policy
 11 that we can't change the agenda except for 24
 12 hours ahead of time, which allows us to not make
 13 time sensitive decisions, especially if we're not
 14 guaranteed to have all the information we need
 15 for a given meeting, so I just had some concerns
 16 about those changes.
 17 CHAIRWOMAN SCOTT: Any other discussion?
 18 It looks like there's a comment from Ms. Henn.
 19 VICE CHAIR HENN: Thank you, Madam
 20 Chair. Dr. Hager articulated my concerns which
 21 are the same two aspects of the policy change,

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1 one that it requires written notice 24 hours in
 2 advance to make a motion to amend the agenda. I
 3 agree that we are often not receiving information
 4 in a timely enough fashion to be able to prepare
 5 a motion 24 hours in advance.

6 My second concern is that it requires
 7 unanimous consent of the whole Board to amend the
 8 agenda. This allows for one member through a
 9 dissenting vote to control all agendas. Thank
 10 you.

11 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.
 12 Next, Ms. Rowe?

13 MS. ROWE: Yes. I completely object to
 14 Section B which requires unanimous votes to amend
 15 the agenda, and I will not ever vote in favor of
 16 this policy that contains that. I also
 17 completely object to giving motions 24 hours in
 18 advance. I think that that is unduly
 19 restrictive. It's one thing to supply motions in
 20 writing during meetings so they can be read, but
 21 there is nothing in Roberts Rules of Order that

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1 sets a precedent for having to supply motions 24
 2 hours in advance. So I object to both of those
 3 things, so I will not be voting in favor of this
 4 policy.

5 CHAIRWOMAN SCOTT: Thank you.
 6 Ms. Causey?

7 MS. CAUSEY: Thank you, Madam Chair. I
 8 do not agree with the change to make it a
 9 unanimous vote to change the agenda. There are
 10 multiple board members, if not the majority of
 11 board members, that utilize the ability to add
 12 agenda items at the beginning of the meeting, and
 13 I would say that many of those times it was very
 14 important and timely to do so. And I would say
 15 that as chair, I was not given notice in advance
 16 on most of those occasions but with the will of
 17 the Board being expressed, then I did facilitate
 18 and coordinate the effort of adding those agenda
 19 items that were approved.

20 I would also point out that at just the
 21 last meeting, there was an agenda item requested

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1 by the building and contracts chair at the
 2 request of the superintendent to add an emergency
 3 contract, so there are any number of situations
 4 where the agenda may need to be adjusted at the
 5 beginning of the meeting.

6 There have also been many times where
 7 over the years and again, I've been on the Board
 8 since 2016, where items were removed. There may
 9 have been a personnel decision where we were
 10 hoping to have all of the paperwork done but then
 11 we weren't, and so we could not make an
 12 administrative appointment so we had to remove
 13 that at the request of the superintendent. So I
 14 don't support that at all. And in fact, the
 15 history of that is when I first came on the Board
 16 that was the case, and it was completely used as
 17 a limiting factor for very important topics to be
 18 discussed, and the other board member that was on
 19 prior with me will recall that there was a number
 20 of times that transportation could not be
 21 discussed, curriculum issues could not be

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1 discussed, children could not be discussed,
 2 safety issues related to the children could not
 3 be discussed because they were not put on the
 4 agenda by the chair and in the open meeting it
 5 took a unanimous vote and that was not achieved.

6 And Vice Chair Henn and I, when we were
 7 chair and vice chair in January of 2019, we mad
 8 the recommendation to the Board, and I appreciate
 9 the board support at that time, to allow this
 10 rule to be more inclusive and allow board members
 11 to have collaboration. Thank you.

12 CHAIRWOMAN SCOTT: Thank you,
 13 Ms. Causey. I would just say that this is, the
 14 comparison that you made to the previous board
 15 with this, unanimous consent was drafted or put
 16 in there because there have been agenda items
 17 that were added at the last minute that were not
 18 well vetted, staff was not prepared to present,
 19 and I think that does us as the board a
 20 disservice, especially when items could have been
 21 brought up beforehand. So I feel unanimous

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1 consent means that if we're going to have our
 2 meetings elongated by various items regardless of
 3 what they are, then we all need to agree to that.
 4 Also, something that I've implemented
 5 prior to even becoming chair, was where we do
 6 agenda setting at the end of every meeting, so
 7 everyone has an opportunity so we do hear what
 8 people want. So it's not like this is
 9 constricting and we don't have other options or
 10 other ways to add to the agenda.
 11 Also, motions in 24 hours, I want to
 12 speak to that as well, because I'm sure the
 13 public has heard me ask several times, and board
 14 members have heard me ask for motions to come and
 15 to be put into the chat so that they can be
 16 properly stated and that still is not happening.
 17 I've asked, I've spoken about it, so that was why
 18 in the spirit of that, so that we could actually
 19 state something proper and not just have it at
 20 the last minute and misstate it and restate it,
 21 and be incorrect in the statement, it's some

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1 organization and some formality to it. So that
 2 is where that came from.
 3 So now, it looks like we had Ms. Mack
 4 next.
 5 MS. MACK: Yes. I just wanted to
 6 support what Ms. Rowe said, I do not support the
 7 motions 24 hours in advance. The motion I made
 8 at the last meeting to add payroll issues was
 9 made because I was waiting to the last minute to
 10 see if based on the thousands of emails we
 11 received, that would have been added to the
 12 agenda, and when it was not, I used a motion to
 13 add it to the agenda because it's very important,
 14 and I believe we as board members need the
 15 flexibility to add to the agenda when things that
 16 are happening to our students, our teachers are
 17 not on the agenda to be discussed so I would not
 18 support this, these changes at all. Thank you.
 19 CHAIRWOMAN SCOTT: Ms. Henn?
 20 VICE CHAIR HENN: Thank you. I move to
 21 refer Policy 8314 back to the policy review

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1 committee to address the concerns mentioned by
 2 board members.
 3 MS. CAUSEY: Second, Causey.
 4 CHAIRWOMAN SCOTT: Okay, thank you, and
 5 I will ask once again if you could put that in
 6 the chat so that motion can be properly stated.
 7 Okay, thank you for that, Ms. Henn.
 8 So Ms. Henn moves that Policy 8314 be
 9 referred back to committee to address the
 10 concerns raised by board members, and that was
 11 seconded by Ms. Causey, I believe?
 12 MS. CAUSEY: Yes, ma'am.
 13 CHAIRWOMAN SCOTT: Thank you. And so it
 14 looks like there is a comment from Ms. Pasteur,
 15 and then Dr. Hager.
 16 MS. PASTEUR: Thank you. My first, the
 17 first part of my comment goes to the 24 hours. I
 18 worry that we have so many motions that really
 19 impact and as late I've seen some of those that
 20 really impact on the system, they impact
 21 fiscally, they impact in terms of educational

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1 process in the system, and I think that all
 2 members should have the opportunity to do their
 3 homework, to be able to ask questions, to share
 4 information or to glean information before coming
 5 to a meeting and having something that is going
 6 to have long-term impact on the system put before
 7 us where we do have to make a decision. Now I
 8 realize that what goes with that is that
 9 sometimes there are motions that arise that are
 10 certainly simpler in nature, but I do believe
 11 that either there has to be something about the
 12 language, but 24 hours to me is on the outside,
 13 that some of the motions that are made need to be
 14 sent in even with more time than that. And
 15 again, the notion of the adding to the agenda,
 16 again, I think Ms. Scott said it, we've had an
 17 opportunity to make notes before meetings have
 18 ended if we have any additional items that we
 19 would like to have included on the agenda, and
 20 we're always able, unless I'm incorrect and I
 21 stand corrected, that prior to agenda setting,

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1 that members, is that correct, that prior to
 2 agenda setting, you can ask one of the officers
 3 to add something? Thank you.
 4 CHAIRWOMAN SCOTT: Thank you, and also
 5 we do agenda setting around the dais, so, okay.
 6 And Dr. Hager?
 7 DR. HAGER: If this motion does pass and
 8 it does go back to the PRC, I really like reading
 9 the analysis and looking to the other policies,
 10 and so I would ask that staff kind of find the
 11 precedent or the existing policies that support
 12 some of these actions because, again, the ones
 13 that were listed I couldn't find where in other
 14 counties are following rules, and so I would just
 15 like to see the analysis expanded to kind of help
 16 justify this type of approach to agenda setting
 17 and to the 24-hour motions, so that's it.
 18 CHAIRWOMAN SCOTT: Thank you. Okay.
 19 Could take a rollcall vote, Ms. Gover, on the
 20 motion to move 8314 back to committee, or refer
 21 it back to committee?

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

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1 CHAIRWOMAN SCOTT: No.
 2 MS. GOVER: In favor is seven.
 3 CHAIRWOMAN SCOTT: So then, that one
 4 will go back to committee as well, 8314.
 5 Okay. And next we have, 8601 I believe
 6 was next, Dr. Hager?
 7 DR. HAGER: Yeah. So this is the social
 8 media policy. I really am grateful that the
 9 staff tackled this because I know this was a big
 10 new policy that we have taken on. So once again
 11 I read the links in the analysis that the staff
 12 had done. There was one link that didn't work to
 13 a policy in Louisiana, one to guidelines out of
 14 Texas, and then one to a New Jersey school board
 15 policy which was helpful to read. And I just
 16 think that there's a, I think it's a great first
 17 step, but I think there are a lot of additional
 18 areas that could be addressed in a social media
 19 policy. And I'm a little bit concerned about the
 20 violation section, and just how that will be
 21 enforced within, and I just feel like again, more

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1 content is needed to kind of elaborate on how
 2 we're going to do that, but then I think that
 3 there are areas of existing policies that we
 4 could adapt.
 5 And I was very surprised to hear at the
 6 meeting when I listened in that there is no
 7 Maryland LEA with a social media policy but I
 8 imagine there are guidelines that exist somewhere
 9 out there similar to the Texas guidelines that I
 10 read. This is just one that I felt that I'm not
 11 comfortable personally with this draft, I think
 12 it could be enhanced a lot given that it's so
 13 important and that I'm really glad we're doing
 14 this, because I just think it needs more content
 15 basically.
 16 MS. HOWIE: So excuse me, Dr. Hager, if
 17 I could clarify and I believe it's indicated in
 18 the policy analysis, that there are no other
 19 local boards in Maryland that have social media
 20 policy for board members, not that there are no
 21 other LEAs that have social media policies. As

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1 you will see when the employee social media
 2 policy is brought forward next month, no other
 3 local boards have similar policies that control
 4 board members or indicate any sort of guidelines
 5 for board member conduct.

6 DR. HAGER: No, and I appreciate that,
 7 and I heard that discussion during the PRC
 8 meeting as well. So again, I just -- again, I'm
 9 sure there's a little bit more of an analysis
 10 that we can do given how important this is,
 11 especially with the inspector general's request
 12 that we have something like this, so those are my
 13 only comments.

14 CHAIRWOMAN SCOTT: Thank you, Dr. Hager,
 15 and next, Ms. Henn?

16 VICE CHAIR HENN: Thank you, Madam
 17 chair. I too support the idea of a social media
 18 policy; however, I agree with Dr. Hager that the
 19 current version needs work and I have some
 20 specific concerns. One, it states that board
 21 members should not deliberate board business on

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1 social media. We're in the business of
 2 education, what we post is education related,
 3 matters of education in Baltimore County. I can
 4 see that being broadly construed to indicate
 5 deliberating board business on social media, so I
 6 believe that that needs expansion and specific
 7 definition about what constitutes board business,
 8 or alternate terminology used, because according
 9 to this any matter we discuss on education could
 10 be construed as violation of the policy.

11 Secondly, it states that board members
 12 shall not disseminate content generated by the
 13 Board or the school system that the Board or the
 14 school system has not already released to the
 15 public. So according to this, anything that is
 16 already public or discussed in open session that
 17 is not specifically or explicitly published by
 18 BCPS would also be a violation of the policy. So
 19 again, I think this needs clarification and
 20 definition pertaining to exactly what content.
 21 It's presumed and it discusses what confidential

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1 content is, and I agree that confidential content
 2 should not be shared. However, I think we need
 3 greater definition around already public content.

4 Lastly, it states that board members
 5 should always conduct themselves on line in a
 6 manner that reflects well of the Board and the
 7 school system, which I agree, and shall avoid
 8 posting information that has not been verified
 9 and made public by the Board or school system.
 10 Again, this places a constraint and it's vague in
 11 what is considered information that has not been
 12 verified, like verified by whom? Made public by
 13 the Board or school system. We don't publish a
 14 lot of information either as a board or as a
 15 school system around a lot of matters, so again I
 16 feel we need further definition around the
 17 publishing of content.

18 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.
 19 Next, Ms. Rowe?

20 MS. ROWE: I agree with everything that
 21 Ms. Henn said, and in particular that Section E

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1 that says board members shall conduct themselves
 2 on line in a manner that reflects well of the
 3 Board and the school system, and shall avoid
 4 posting information that hasn't been verified and
 5 made public by the Board or the school system.
 6 The fact of the matter is, the IG's letter did
 7 not simply illustrate that board members were
 8 subject to complaints, but school system staff
 9 also were subject to complaints, and the letter
 10 suggested a policy that deals with both board
 11 members and all school system staff. And this
 12 policy subjects board members to a stricter set
 13 of standards than school system staff are
 14 participating in on Twitter, and so I do not
 15 believe that it's appropriate when this Board is
 16 the accountability and public facing
 17 accountability elected hybrid Board, for elected
 18 members to have what facts or information they
 19 can share be limited when in fact school system
 20 staff share anything and everything they want,
 21 whether it's been disseminated by BCPS or not, so

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1 I object to this.

2 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.

3 Next we have -- oh, Dr. Hager, was that a

4 question or -- actually I can answer that. Next

5 it looks like we have a comment from Ms. Mack.

6 MS. MACK: Yes, thank you, Ms. Scott. I

7 agree with a lot of what was said. I personally

8 have problems with Section E, and shall avoid

9 posting information that has not been verified

10 and made public by the Board or the school

11 system. On my Facebook page I sometimes post

12 academic achievement data. I did not receive

13 that data from the school system, I did receive

14 it from a verified source, the Maryland State

15 Department of Education, the Maryland Report

16 Card, and I would not want anybody to tell me

17 that I cannot post information that I know to be

18 accurate because it's provided to any user via a

19 website. So I have a problem with a lot of this

20 but specifically that piece of it stands out to

21 me. Thank you.

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1 CHAIRWOMAN SCOTT: Thank you.

2 Ms. Causey?

3 MS. CAUSEY: Thank you, Madam Chair. I

4 also agree that we need to really evaluate having

5 this policy and I'm grateful that we've started

6 the work, but in the policy review committee

7 meeting I expressed concerns about this policy

8 that were not addressed. Additionally, as was

9 pointed out about content, there's content that

10 comes from a variety of sources, including

11 research papers. We have, we get articles from

12 the National School Board Association, we get a

13 lot of content from the Maryland Association of

14 Boards of Education, there's a lot of issues in

15 legislative session related to education that are

16 informational to our constituents and

17 stakeholders around education, so there is a

18 whole manner of content that may be relevant that

19 under this policy would be a violation.

20 Also, I understand that the OIGE has

21 provided some examples of policies to consider

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1 that were forwarded in January. Anne Arundel

2 County Public Schools, it's an employee policy

3 but it also, you know, could then be evaluated to

4 be adopted, and the fact that they're in Maryland

5 where we have our own Open Meeting Act law and

6 things of that nature, I would like that to be

7 fully evaluated, along with a number of other

8 policies, Washington County, and it was suggested

9 to look at the Baltimore County Police

10 Department, which has a social media policy that

11 we could also evaluate.

12 So I -- and I also would like to point

13 out that a board member cannot do board work on a

14 Facebook page or any other social media for that

15 matter, board work is done with the Board in an

16 appropriate meeting, so for -- some of this is

17 related to is a board member doing board work

18 on --

19 CHAIRWOMAN SCOTT: Thank you,

20 Ms. Causey.

21 MS. CAUSEY: That's not even relevant.

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1 CHAIRWOMAN SCOTT: Yes, and I just want

2 to interject briefly, because I don't want us to

3 get away from the reason why this social media

4 policy came into being, was because it was

5 recommended from the Office of the Inspector

6 General for Education and these letters are on

7 BoardDocs if the public or anyone else, or any

8 board members would like to review, but the

9 Office of the Inspector General for Education has

10 received numerous complaints concerning some

11 board members' decorum while conducting meetings

12 and communications through the use of social

13 media with the Baltimore County Public Schools

14 Board of Education. So there were numerous

15 complaints about the behavior of board members,

16 so we can't get away from that. This policy

17 didn't drop out of the sky, this policy was not

18 something that we just created just because, it

19 is a reason and I have been directed as the

20 inspector general has said, he refers it to the

21 chair for further action. So the action is to

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1 create a robust policy, and I believe it was
 2 Ms. Rowe who said board members should be held to
 3 higher standards than employees because we are
 4 board members and we lead the school system. So
 5 it is not out -- so this is not just falling out
 6 of the sky, and I think that we're getting away
 7 from the reason that this was created, so I just
 8 wanted to make sure that we said that.

9 And I'm sorry, I believe I skipped over
 10 Mr. Muhumuza, my apologies, sir.

11 VICE CHAIR HENN: I believe I was next,
 12 Madam Chair.

13 CHAIRWOMAN SCOTT: I thought I saw
 14 further up where he had a comment, I apologize.
 15 Yes, go ahead, Mr. Muhumuza, and then Ms. Henn.

16 VICE CHAIR HENN: I'm sorry, I was next,
 17 Madam Chair.

18 CHAIRWOMAN SCOTT: Mr. Muhumuza has not
 19 yet spoken, Ms. Henn. Go ahead, Mr. Muhumuza.

20 MR. MUHUMUZA: Yes. My comment and
 21 first question is not related to this policy, but

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1 I believe Ms. Rowe just, and I believe even you
 2 mentioned it, that staff members have been
 3 posting on Twitter information that has not been
 4 verified by the school system. And since this
 5 meeting is going to be our official means, our
 6 minutes as that's going to be published to the
 7 public, I would like for her to give an example
 8 of when has this occurred, because I think that's
 9 a big accusation and if without any evidence
 10 against staff members and without even that being
 11 brought to the superintendent, I just think if
 12 we're going to say something to the public, it
 13 has to be factual and there has to be evidence
 14 provided.

15 MS. ROWE: I'm happy to qualify that
 16 statement.

17 MS. CAUSEY: Madam Chair, excuse me, I
 18 have a point of order. I do not believe that it
 19 is appropriate to discuss a specific personnel
 20 matter, so I think Mr. Muhumuza has a point, but
 21 I do not think Ms. Rowe should respond with a

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1 specific example regarding a personnel matter.
 2 CHAIRWOMAN SCOTT: One moment,
 3 Ms. Causey. Thank you for that.
 4 Mr. Muhumuza, were you responding asking
 5 for a specific example of an employee who has
 6 done something, or were you asking --

7 MR. MUHUMUZA: It doesn't even have to
 8 be the name of the employee, but the information
 9 specifically that has been released without
 10 verification from the school system, is that
 11 appropriate to ask?

12 CHAIRWOMAN SCOTT: I don't know that
 13 that would be appropriate to ask.
 14 Mr. Brousaides, is that an appropriate question
 15 for --

16 MR. BROUSAIDES: We would want to steer
 17 away from discussion of any particular employee
 18 actions.

19 MS. ROWE: I can qualify my statement.

20 CHAIRWOMAN SCOTT: I don't, I think we
 21 should go with the advice of Mr. Brousaides.

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1 MR. MUHUMUZA: Fine, and I apologize for
 2 that, but I just think we have to be very careful
 3 if we're going to make that insinuation, because
 4 I don't know what the current policy is for
 5 employees but I don't think any employee has ever
 6 released any information to the public,
 7 especially using their official account or
 8 speaking in their role, and if that's the case, I
 9 would like the superintendent, and this doesn't
 10 have to be in public, to investigate that,
 11 because that is a very serious claim.

12 CHAIRWOMAN SCOTT: Thank you,
 13 Mr. Muhumuza, and now we have Ms. Henn.

14 VICE CHAIR HENN: Thank you, Madam
 15 Chair. One last comment and then I have a
 16 motion.

17 Professor Elliott King at Loyola
 18 College, who is a specialist in new media,
 19 commented to the media on the proposed policy and
 20 specifically 8601, stating that the part of the
 21 policy he finds most objectionable is the portion

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1 that describes the possibility of sanctions if
 2 guidelines are violated. I quote, if it would be
 3 legitimate for you to say that in a public open
 4 school board meetings it's legitimate for you to
 5 say it on line.
 6 So the last concern I wanted to express
 7 is with the sanctions that are austere. We've
 8 received several public comments regarding their
 9 severity and I would like the committee to
 10 revisit that.
 11 So with that, I would like to move to
 12 refer Policy 8601 back to committee to address
 13 the concerns raised by board members and the
 14 public.
 15 MS. ROWE: Second, Rowe.
 16 CHAIRWOMAN SCOTT: And if we could have
 17 that again in the chat?
 18 VICE CHAIR HENN: Yes, Madam Chair, it's
 19 in the chat.
 20 CHAIRWOMAN SCOTT: That was quick, thank
 21 you, Ms. Henn. So Ms. Henn has moved to refer

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1 Policy 8601 back to committee to address concerns
 2 raised by board members and the public, and it
 3 was seconded by Ms. Rowe?
 4 MS. ROWE: Yes.
 5 CHAIRWOMAN SCOTT: Thank you. Ms.
 6 Gover, may we do a rollcall vote please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Ms. Henn?
 16 VICE CHAIR HENN: Yes.
 17 MS. GOVER: Mr. Muhumuza?
 18 MR. MUHUMUZA: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Ms. Pasteur?

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1 MS. PASTEUR: Yes.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Ms. Scott?
 7 CHAIRWOMAN SCOTT: No.
 8 MS. GOVER: Thank you.
 9 CHAIRWOMAN SCOTT: Thank you, so that
 10 goes back to committee as well.
 11 Ms. Pasteur, you had a question?
 12 MS. PASTEUR: I had a comment which is
 13 sort of a moot point now, but it goes to the
 14 whole issue of -- it's a moot point because it's
 15 going back, and it's just that as Ms. Causey said
 16 and Ms. Rowe said, staff and board members, the
 17 IG's letter indicated policy and handbooks, and
 18 my point was, and this is why I moved now,
 19 because there needs to be an alignment between
 20 what's in our handbooks and what the policy says.
 21 And Ms. Causey referenced Anne Arundel County,

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1 the sheriff's office, et cetera, the things that
 2 were in the letter, and as we create the handbook
 3 policy, we are taking a look at that, and so they
 4 need to be in sync with each other. That was my
 5 point.
 6 CHAIRWOMAN HENN: Thank you. And next
 7 is 8221. That was I believe brought forward by
 8 Ms. Henn.
 9 VICE CHAIR HENN: Yes, thank you, Madam
 10 Chair. I have similar concerns regarding 8221
 11 and would like to see the committee revisit this
 12 to add definition and clarification.
 13 Specifically the policy change adds consequences
 14 for board members who speak on behalf of the
 15 Board up to and including recommending that a
 16 member be removed from the Board.
 17 My two concerns are, I would like to see
 18 greater definition on speak on behalf of the
 19 Board, because it could be something as minute as
 20 saying well, the Board thinks such and such based
 21 on a vote that was taken and passed, which would

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1 be a true statement given that the Board has
 2 taken action on an issue. Secondly, it does not
 3 detail how the consequences would be administered
 4 and by whom, and I believe the Board needs to
 5 make that clear and decide as a board how we want
 6 those, one, to determine whether a violation has
 7 occurred and, two, to determine what consequence,
 8 if any, would be issued. Thank you.

9 CHAIRWOMAN SCOTT: Thank you. Any other
 10 questions on 8221?

11 VICE CHAIR HENN: Madam Chair, I would
 12 like to make a motion following that when I may.

13 CHAIRWOMAN SCOTT: Yes.

14 VICE CHAIR HENN: I move to refer Policy
 15 8221 back to the committee to address concerns
 16 raised by board members and the public.

17 MS. ROWE: Second, Rowe.

18 CHAIRWOMAN SCOTT: Okay. And if you
 19 could put that in the chat? Ms. Pasteur, you
 20 have a question? Do you want to say something?
 21 Okay.

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1 So Ms. Henn made a motion and it's to
 2 move and refer Policy 8221 back to committee to
 3 address concerns raised by the board members and
 4 the public. And that was seconded by Ms. Rowe, I
 5 believe, and a question from Ms. Causey.

6 MS. CAUSEY: Madam Chair, did Ms. Henn
 7 speak to her motion?

8 CHAIRWOMAN SCOTT: I believe she did.
 9 Correct me if I'm wrong, Ms. Henn; you spoke to
 10 it actually before your motion was made.

11 VICE CHAIR HENN: I did speak to it,
 12 thank you, Madam Chair.

13 MS. CAUSEY: Thank you. So I support
 14 sending this back, I won't take a lot of time to
 15 express why but I just think that there can be
 16 improvements that can be made. Additionally,
 17 clarifications around what it means to be the
 18 spokesperson for the Board which is, speaking on
 19 behalf of the board, positions the Board has
 20 taken, so it's not, and we know there's not, but
 21 not everyone knows this, is that it's not the

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1 chair's opinion, it's the chair expressing the
 2 Board's opinion or actions or so forth, and how,
 3 to clarify how that's separate from an individual
 4 board member expressing for instance board
 5 policy. They're not speaking on behalf of the
 6 Board, they're speaking on their own behalf, but
 7 they are using published documents and sharing
 8 information related to public documents, so there
 9 needs to be some clarification, I believe.

10 I think it is appropriate to have a
 11 spokesperson on behalf of the Board and I think
 12 it needs a lot more clarity. And I also am
 13 concerned about the, that really the punitive
 14 aspect was what was added without clarification.

15 CHAIRWOMAN SCOTT: Thank you,
 16 Ms. Causey. Next is Ms. Rowe and then Dr. Hager.

17 MS. ROWE: So one of the things that I
 18 think would improve these consequences sections
 19 of these policies greatly is that I do not
 20 believe the consequences of this severity should
 21 be imposed upon a board member without being

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1 reviewed by the Board's ethics review panel,
 2 because they are independent and you can have,
 3 the Board should not be deciding to impose
 4 consequences without reviews of the ethics review
 5 panel, so I would like to see language requiring
 6 the ethics review panel to investigate and review
 7 any accusations prior to anything being done to a
 8 board member, and I would like to see the
 9 recommendations for punitive actions against
 10 board members come from the Board's ethics review
 11 panel, not other board members. I think that's
 12 what the ethics review panel is there for and I
 13 would like to see that language.

14 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.
 15 Next is Dr. Hager.

16 DR. HAGER: I just had a question. It's
 17 very clear that, the policy says only the board
 18 chair has the right to speak on behalf of the
 19 Board, but aren't there circumstances where the
 20 board chair may not be able to speak and may
 21 appoint someone on their behalf? It's just a

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1 small, small detail, but given the severity of
 2 the consequences, again, it seems like there's
 3 maybe some --
 4 CHAIRWOMAN SCOTT: It is in there.
 5 DR. HAGER: Oh, it is?
 6 CHAIRWOMAN SCOTT: Yeah, where the chair
 7 can appoint someone.
 8 DR. HAGER: Oh, I apologize, I did not
 9 see that, I'm sorry. I take that back.
 10 CHAIRWOMAN SCOTT: And any other
 11 questions? Okay. So, are we ready to take a
 12 rollcall vote on the motion made by Ms. Henn to
 13 refer policy 8221 back to committee? If we could
 14 do a rollcall vote, thank you.
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Ms. Causey?
 18 MS. CAUSEY: Yes.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Henn?
 3 VICE CHAIR HENN: Yes.
 4 MS. GOVER: Mr. Muhumuza?
 5 MR. MUHUMUZA: No.
 6 MS. GOVER: Mr. Offerman?
 7 MR. OFFERMAN: No.
 8 MS. GOVER: Ms. Pasteur?
 9 MS. PASTEUR: No.
 10 MS. GOVER: Mr. Kuehn?
 11 MR. KUEHN: Yes.
 12 MS. GOVER: Dr. Hager?
 13 DR. HAGER: Yes.
 14 MS. GOVER: Ms. Scott?
 15 CHAIRWOMAN SCOTT: No.
 16 MS. GOVER: In favor is seven.
 17 CHAIRWOMAN SCOTT: Okay, so that goes
 18 back to committee as well. Okay, great. So
 19 we've reviewed all of our policies.
 20 All right. So our next item is public
 21 comment. This is one of the opportunities the

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1 Board provides to hear the views and receive the
 2 advice of community members. The members of the
 3 Board appreciate hearing from interested
 4 citizens; as appropriate we will refer your
 5 concerns to the superintendent for followup by
 6 his staff. The Board of Education will conduct
 7 the public portion, the public comment portion of
 8 the meeting by allowing those registered to call
 9 in by phone. Registration was open to the public
 10 one week prior to tonight's board meeting and was
 11 closed at three p.m. yesterday for anyone wishing
 12 to speak at this evening's meeting.
 13 Board practice limits to ten the number
 14 of speakers at a regularly scheduled board
 15 meeting. Each speaker is allowed three minutes
 16 to address the Board. Of course if fewer than
 17 ten registrants are, or registrations are
 18 received, all who register will be permitted to
 19 speak. While we encourage public comment 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 do
 3 not relate to public education in Baltimore
 4 County. We encourage everyone to utilize
 5 existing dispute resolution processes as
 6 appropriate.
 7 I remind everyone that inappropriate
 8 personal remarks or other behavior that disrupts
 9 or interferes with the conduct of this meeting
 10 are out of order. We ask that speakers observe
 11 the three-minute time limit and conclude remarks
 12 when time has expired and you hear the tone. The
 13 call will be ended and it could be turned off if
 14 a speaker addresses specific student or employee
 15 matters or is commenting on matters not related
 16 to public education in Baltimore County.
 17 If not selected the public may submit
 18 their comments to the board members via email at
 19 boe@bcps.org. More information is provided on
 20 the Board's website at bcps.org under Board of
 21 Education, participation by the public.

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1 It is the practice of this Board to
 2 allow elected officials to provide their comments
 3 to the Board. First to speak is Dr. Crystal
 4 Francis.
 5 DR. FRANCIS: Good evening, Madam Chair,
 6 Dr. Williams, superintendent, and members of the
 7 Board. Thank you so much for all of your hard
 8 work during these challenging times for tonight's
 9 meeting.
 10 I just wanted to make comments regarding
 11 the challenges of COVID-19 that have been brought
 12 to our attention. I'm calling on behalf of the
 13 State Central Committee for Baltimore County and
 14 would like the superintendent to just take note
 15 of some of the complaints that we've received via
 16 email regarding teachers reaching out indicating
 17 that some teachers in different schools do not
 18 have the appropriate PPE, teachers are actually
 19 purchasing using their own money to buy materials
 20 to clean their classrooms, and they don't believe
 21 that the school is currently following CDC

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1 guidelines as it relates to health check-ins, but
 2 I'm not exactly sure of how, you know, what the
 3 superintendent has in place to assure that all
 4 schools are following the appropriate CDC
 5 guidelines for assuring that people are properly
 6 screened before entering buildings.
 7 So these are just concerns that were
 8 raised that we would like, you know, the Board
 9 and the superintendent to look at further to,
 10 number one, assure that teachers do have enough
 11 PPE that they're not required to utilize their
 12 own funds to purchase that stuff for cleaning of
 13 the classrooms, and that the screening is taking
 14 place, the health check screening for individuals
 15 who have experienced COVID-19 symptoms before
 16 entering the building, that there are mechanisms
 17 in place to insure that that screening is
 18 happening prior to entering the building, because
 19 if a person that does have COVID is screened
 20 inside the building contamination could have
 21 already taken place, and so those are the items I

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1 would like to bring to your attention. Thank you
 2 so much for your time.
 3 CHAIRWOMAN SCOTT: Thank you. Next we
 4 have Mr. Charles, Senator Charles Sydnor.
 5 SENATOR SYDNOR: Thank you and good
 6 evening. I wanted to testify briefly on two
 7 matters, one is school reopening, as well as
 8 Policy 8601.
 9 First I want to acknowledge that there
 10 is no one who knows how this virus is going to
 11 continue affecting our county while we're moving
 12 forward towards the vaccination level that will
 13 protect everyone. With that, I appreciate the
 14 work that our superintendent and the Board is
 15 doing as a way of moving forward in-person
 16 learning with all deliberate speed.
 17 There are a number of factors that we
 18 still do not know, and I urge this Board to
 19 support his efforts as he does what is best for
 20 all BCPS students, and not be swayed by those
 21 because they make, or may be more vocal. Much

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1 has been made about the mental health challenges
 2 for students learning virtually but less has been
 3 said about the anxieties that students must
 4 overcome to feel comfortable simply to sit in a
 5 classroom with others. I will share that when
 6 this session first started for me in January, I
 7 was concerned about precautions that were being
 8 taken so as not to endanger myself or others, and
 9 even with those precautions we still had concerns
 10 about HVAC systems as well as how the virus moved
 11 through those systems, concerns about colleagues
 12 not wearing masks appropriately and taking
 13 precautions noted by our public health officials.
 14 I'm thankful, though, that neither me or any of
 15 my colleagues have been adversely affected by
 16 this disease.
 17 Before we had, and I would like to say
 18 before we even had an opportunity to examine how
 19 two-day-a-week in-person schooling and virtual
 20 learning is working, I've heard that some parents
 21 are beginning to petition this Board to open up

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1 buildings not just for hybrid learning but to
 2 fully open up schools for five days a week. I
 3 suspect when the system does open in that manner
 4 despite the concerns that families and students
 5 may still have, all students will be forced to
 6 return to regular classes five days a week. I do
 7 not begrudge any family who wants to send their
 8 children back to school if the school system is
 9 ready and capable of providing them with an
 10 environment safe from the virus, but I want the
 11 Board to understand that this new push to reopen
 12 schools completely takes away my family's choice
 13 and I find it unacceptable, and some of our
 14 students are actually thriving within the virtual
 15 learning.

16 The information from the equity
 17 committee's report on hybrid learning cohorts
 18 clearly shows that when we are looking at hybrid
 19 and virtual learning, families in the west zone
 20 are using virtual learning at a higher rate than
 21 those in the central and east zone, so I simply

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1 ask this Board to take that into consideration.

2 With regards to Policy 8601, I would ask
 3 that the Board, since it's going to be
 4 reconsidered, look at Davidson versus Randall,
 5 which is a Fourth Circuit opinion, and make
 6 certain that you also include how this Board
 7 intends to censor people after they've made
 8 comments on their pages. This has happened to me
 9 multiple times after statements have been made
 10 about me, and as an elected official certainly I
 11 have thick skin and have no problem with people
 12 making comments, but if comments are being made
 13 one should be able to defend themselves and not
 14 be censored on those pages, so I hope that that
 15 will also be considered. Thank you very much.

16 CHAIRWOMAN SCOTT: Thank you Mr. Sydnor.
 17 So next is our stakeholders, and for that we have
 18 Mr. Ryan Coleman.

19 MR. COLEMAN: Good evening, Madam Chair,
 20 Dr. Williams and school board members. My name
 21 is Ryan Coleman, I'm the president of the

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1 Randallstown NAACP. I wanted to thank all the
 2 Randallstown members signing on tonight to listen
 3 to the school board meeting. Our mission is to
 4 advocate for all children, especially children of
 5 color. I have listened to every school board
 6 meeting since January and I'm very frustrated.
 7 I'm frustrated with the disrespect that has been
 8 shown to Madam Chair, I'm frustrated with the
 9 lack of focus of increasing academic achievement
 10 and outcomes for all students, especially
 11 students of color. I'm frustrated that this
 12 Board has forgotten its purpose, which is the
 13 students of Baltimore County.

14 The National School Boards Association
 15 has developed indicators of school board
 16 effectiveness. One, effective school boards are
 17 accountability driven, spending less time on
 18 operational issues and more time focused on
 19 policies, to include student achievement. This
 20 Board spends most of its time on being rude to
 21 the chair, on agenda items, committee assignments

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1 and micromanagement of Dr. Williams.

2 Number two, effective school boards
 3 commit to a vision of high expectations for
 4 student achievement and quality of instruction
 5 and defines clear goals towards that vision. The
 6 Baltimore County School Board rarely talks about
 7 instruction, curriculum, professional development
 8 or academic achievement.

9 Number three, effective school boards
 10 spend most of their time on increasing academic
 11 achievement, yet poor government is characterized
 12 by factors such as micromanagement by the Board,
 13 confusion of the appropriate roles for board
 14 members and superintendent, interpersonal
 15 conflicts between the board chair and members,
 16 and board member disregard for the agenda process
 17 and the chain of command. This is the Baltimore
 18 County School Board in microcosm. This is why
 19 over the past several year test scores, academic
 20 achievement and educational outcomes are all
 21 trending down. The children are the ones that

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1 are being hurt by this, by the dysfunction of
 2 this Board.

3 I recommend that the Board immediately
 4 add academic achievement to every agenda,
 5 focusing on curriculum, instruction and
 6 professional development to raise academic
 7 achievement and educational outcomes for all
 8 students, especially students of color. I
 9 recommend the Board immediately come up with a
 10 comprehensive strategic plan with an
 11 implementation component to raise test scores and
 12 to address specifically low-performing schools.

13 Lastly, I recommend that the members
 14 stop filibustering the chair and her agenda. The
 15 boards in the past have failed so we need a new
 16 direction. Anything less than this is
 17 educational malpractice. The Randallstown NAACP
 18 looks forward to partnering with the Board and to
 19 hold the Board accountable. Thank you.

20 CHAIRWOMAN SCOTT: Thank you. Next we
 21 have Ms. Cindy Sexton.

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1 MS. SEXTON: Good evening, Chairwoman
 2 Scott, Vice Chair Henn, Dr. Williams and members
 3 of the Board.

4 Some students have now been back in
 5 school for three weeks. When I visit schools I
 6 see clean buildings and many smiles behind masks.
 7 I see libraries, gyms, music rooms, classrooms,
 8 dismissal at recess and lunchtime. The staff is
 9 doing all they can to engage our virtual students
 10 and our face-to-face students. This is hard
 11 work. Our educators are again going far above
 12 and beyond anything any of us could have
 13 imagined. Instruction is happening and our
 14 educators once again found a way to make it work,
 15 but the challenges and obstacles haven't stopped.

16 This week has already had Internet and
 17 Google Meets concerns. We're still gathering and
 18 working through payroll, benefits and W-2 issues.
 19 At TABCO we are getting calls, emails and texts
 20 around the metrics in Baltimore County and the
 21 cases of COVID in schools. In spite of having

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1 health and safety teams at every work site, we
 2 still have confusion and concerns over what is
 3 happening when there is a suspected case of COVID
 4 or a confirmed case. Now also add concerns over
 5 priority transfers and staffing in schools.

6 Several weeks ago I requested a special
 7 Board of Ed meeting to be held to address the
 8 questions and concerns around ransomware and
 9 reopening. That motion did not pass when the
 10 Board voted on it. At that time there were 92
 11 pages of questions that our members have. Yes,
 12 some of them have been answered but many have
 13 not. I will be sending those questions to the
 14 Board after my remarks tonight. We still have
 15 questions around contact tracing, cleaning,
 16 mitigation, quarantining, accommodations, W-2s,
 17 pay concerns, leave balances, health care
 18 benefits, ventilation, vaccinations,
 19 transportation, ransomware, what the CARES money
 20 has been spent on and what's going on with our
 21 state retirement and pension and many more. We

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1 have been patient, we have given this some time.
 2 Patience is thin. Every change in the plan, new
 3 directive and new concern adds to the angst and
 4 stress of the year that has already been full of
 5 angst, stress and frustration. BCPS needs to
 6 work with the reopening plan that they have. We
 7 need to give our students and our staff a chance
 8 to see the plan to fruition and not keep
 9 expecting our administrators to change schedules
 10 again, our educators to learn another new way to
 11 teach, our bus drivers to alter rules, and so
 12 many more changes. Let's work with the plan and
 13 give everyone time to settle into it.

14 As educators we know our students do
 15 best with a predictable routine. The reopening
 16 plan provides that. Let's allow that to be. We
 17 continue to ask for collaboration and
 18 communication around all the issues and concerns
 19 facing us, especially with reopening and
 20 ransomware. Let's do all we can to lower stress
 21 while still doing all we can for our students.

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1 Thank you.

2 CHAIRWOMAN SCOTT: Thank you. Next we

3 have Mr. Tom DeHart.

4 MR. DEHART: Good evening, Chair Scott

5 and members of the Board. It's been a year --

6 CHAIRWOMAN SCOTT: I'm sorry, excuse me.

7 I'm sorry, Mr. DeHart, I apologize for

8 interrupting. If everyone could mute, because

9 we're getting feedback.

10 MR. DEHART: Yeah, I was hearing that as

11 well.

12 CHAIRWOMAN SCOTT: Thank you. Please go

13 ahead.

14 MR. DEHART: Okay. Can I start over?

15 CHAIRWOMAN SCOTT: Yes, apologies, you

16 may start over.

17 MR. DEHART: No problem. Good evening,

18 Chair Scott, Vice Chair Henn, Dr. Williams and

19 members of the Board. It's been a year since

20 I've spoken to the Board and while I've sent

21 letters, it's a pleasure to be able to speak to

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1 you live or at least virtually. While I haven't

2 spoken to you in a year I have been watching. So

3 have teachers, school leaders, community members,

4 various stakeholders and most importantly, our

5 students.

6 Like the rest of the world, we've

7 suffered through a pandemic that affects all of

8 us. Additionally, we were hit with a cyber

9 attack which crippled our system. Leadership is

10 important at any time but with twin crises

11 leadership is crucial. Peter Stark says that in

12 a moment of crisis, reaction sets the leaders

13 apart from the followers. I would ask the board

14 members to reflect on their actions over the last

15 year. Have you been cohesive consistent leaders

16 of our system and communities, that our system

17 and communities wants and deserves? This is

18 obviously a rhetorical question.

19 Every member of this Board is a talented

20 intelligent person and there will certainly be

21 instances of healthy disagreement, but when there

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1 are clear and consistent signs of partisanship,

2 and to the outside observer it often comes across

3 as personal dislike for one another in too many

4 instances. Any team or board is only effective

5 when the individual members work together for a

6 common cause, and quite simply that common cause

7 is all of our students.

8 I have great respect for each of you and

9 the time, effort and energy you put into your

10 role as a member of this Board, and I get no

11 personal satisfaction in bringing this up

12 tonight, but there is an elephant in the room.

13 The elephant is the unfortunate lack of respect

14 and openness to others' opinions too often

15 exhibited in the Board's public meetings. This

16 not only gets squarely in the way of leadership,

17 the leadership we need and deserve, but sets a

18 tremendously poor example for all our

19 stakeholders, especially our students. So I'm

20 asking each of you tonight to leave partisanship

21 at the virtual door of every future meeting and

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1 work collaboratively and cooperatively with one

2 another to lead us through these twin crises and

3 into the future.

4 And in your collective leadership role,

5 I ask that you keep former NBA Champion Chicago

6 Bulls Coach Phil Jackson's words in mind, the

7 strength of the team is each individual member,

8 the strength of each member is the team. On

9 behalf of the system leaders who I represent, as

10 well as all stakeholders, I thank you in advance

11 for much needed reflection, and a reset as you

12 work together to lead the Baltimore County Public

13 Schools. Thank you and have a great evening

14 tonight and a great meeting.

15 CHAIRWOMAN SCOTT: Thank you. Next we

16 have Ms. Kyria Joseph.

17 MS. JOSEPH: Greetings, Board President

18 Scott, Vice President Henn, Dr. Williams and

19 board members. For the past year PSASA's focus

20 has been on helping the black and brown school

21 communities of color with basic needs such as

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1 food, shelter and providing comfort for families
 2 of community members who have died from COVID-19.
 3 As the president of PSASA, we are
 4 calling attention to a phenomenon that is
 5 occurring in BCPS for the reopening plan in our
 6 black and brown school communities. Einstein
 7 said not everything that can be counted counts,
 8 and not everything that counts can be counted.
 9 This means in some situations you must look at
 10 the qualitative reasonings and ask deeper
 11 questions. We have witnessed parent groups
 12 representing a few school communities monopolize
 13 news conferences, social media and BCPS board
 14 meetings. These families provide one perspective
 15 on reopening. We ask the Board to consider not
 16 making decisions on a single perspective
 17 representing one group of parents.
 18 We would like to know why the Board is
 19 not paying more attention to your black parents
 20 and parents of color on the issue of reopening.
 21 Why are more black parents and parents of color

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1 opting to keep their children home on virtual
 2 learning than white parents? What are the COVID
 3 implications on our black communities and
 4 communities of color and the schools that serve
 5 these communities?
 6 The New York Times wrote an article in
 7 February called Missing in School Reopenings,
 8 where they report approximately one-third of
 9 black families are not returning their children
 10 to schools. The article highlights some possible
 11 factors as to why black families are not ready to
 12 have their children return. To further examine
 13 the same phenomenon that is occurring in
 14 Baltimore County Public Schools we ask the Board
 15 to complete the following action steps.
 16 Step one, look at the data of students
 17 who are returning by race, by school and by zone.
 18 Two, conduct focus groups discussions with black
 19 parents and parents of color on their concerns
 20 with returning their children to schools. And
 21 three, use the knowledge from step one and step

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1 two to inform decisions that support all students
 2 from all communities. Thank you and have a good
 3 evening.
 4 CHAIRWOMAN SCOTT: Thank you. Next we
 5 have Dr. Danita Tolson.
 6 DR. TOLSON: Good evening, Chairwoman
 7 Scott, Vice Chair Henn, Dr. Williams and members
 8 of the Board. I am Dr. Danita Tolson, president
 9 of the Baltimore County branch, NAACP. It
 10 appalls me that we are not talking also about
 11 student curriculum and more about the students,
 12 but I'm going to go on to say this Board selected
 13 Dr. Williams in July 2019. 18 months into his
 14 first year on the job at a time when a new
 15 superintendent should be getting the lay of the
 16 land and learning his job; however, COVID-19, the
 17 pandemic forced the closure of the Baltimore City
 18 Public Schools for the remainder of the year.
 19 Dr. Williams and his staff halted the in-person
 20 learning and switched to completely virtual
 21 learning.

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1 Eight months after beginning the
 2 pandemic, the district was blind sided with a
 3 ransomware attack that completely broke down the
 4 infrastructure of the district's operating
 5 systems. After a closure of only two days
 6 Dr. Williams and staff were able to resume
 7 virtual instruction. Four months after the
 8 ransomware attack and during a global pandemic,
 9 the district is now providing hybrid instruction
 10 for two days a week for in-person instruction,
 11 athletes -- for student -- athletics for students
 12 with allowance for fans to watch, and vaccines
 13 for the Baltimore County teachers.
 14 During the last board meeting several
 15 board members spoke about their constituents.
 16 Dr. Williams often speaks of family engagement.
 17 It leads me to wonder, what are the board members
 18 doing to reach out to their constituents,
 19 including the NAACP? This Board should be
 20 focused on real solutions during the most
 21 challenging times for all Baltimore County

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1 communities. That includes more discussions on
 2 the students and curriculum.

3 So while making sports available to
 4 students, the schoolhouse in secular -- excuse
 5 me -- may be important for some. However, our
 6 constituents are also more concerned about
 7 balancing out the population with the available
 8 resources to decrease the overcrowding. There's
 9 a lack of equitable experiences for black and
 10 brown students in under performing schools across
 11 the system, even in some wealthy communities in
 12 the county. With these important issues plaguing
 13 the district, I keep noticing several policies on
 14 the agenda at tonight's school board meeting, all
 15 but one are in reference to the internal board
 16 policies.

17 While this Board is caught up in
 18 questioning every decision of the chairwoman,
 19 real issues are falling by the wayside and
 20 hurting our students and communities. We look
 21 forward to continued conversations, including the

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1 equitable yet balanced approach to a return to
 2 in-person learning --

3 CHAIRWOMAN SCOTT: Thank you.

4 DR. TOLSON: -- while maintaining a
 5 robust virtual component for those students.

6 CHAIRWOMAN SCOTT: Thank you,
 7 Dr. Tolson.

8 DR. TOLSON: Thank you for having me.

9 CHAIRWOMAN SCOTT: Uh-huh. Okay, so
 10 that was our stakeholder groups, we've completed
 11 that. Next we have general public comment and
 12 our first speaker is Ms. Dayana Bergman.

13 MS. BERGMAN: Good evening. Can you
 14 hear me?

15 CHAIRWOMAN SCOTT: Yes, I can.

16 MS. BERGMAN: Okay. (Speaking Spanish).
 17 I want you to listen to what I have to say today.
 18 I want this Board to look at Policy 200, it's the
 19 basic board commitment of responsibilities and
 20 duties for our school system. I've been
 21 observing this Board for almost a decade now, our

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1 previous appointed board and our current hybrid
 2 board. When you look on the BCPS website one of
 3 the things that we have is a shortage of the
 4 about we teach. There's one sentence. It says
 5 the Board of Education of Baltimore County is
 6 authorized by Maryland law to determine with
 7 advice of the county superintendent the education
 8 policies of county school system. And I find it
 9 very hard pressed to believe that this kind of
 10 board is having such a difficult time respecting
 11 that. I have witnessed certain board members
 12 still make allocations against our staff for no
 13 longer looking at how we help our students or no
 14 longer putting our children first, our education
 15 system first.

16 When is the last time anybody asked our
 17 teachers what they needed? Do we get info from
 18 everybody? Do we have meaningful two-way
 19 communication like it says in our other policy on
 20 how we engage the public? The relationships,
 21 Policy 1270, we're supposed to have meaningful

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1 two-way communication, especially with our
 2 families that are part of Title I schools. So we
 3 have of a lot of things to work on, and it's very
 4 hard when peoples' priorities are more worried
 5 about their activity on social media or whether
 6 or not they agree with an opinion.

7 You want to talk about how this Board
 8 does things? Well, you know what, tonight we
 9 still have a lot of testimony to do, and what I
 10 keep seeing is BCPS's version of filibustering,
 11 and people being upset about their First
 12 Amendment rights but they didn't think about
 13 someone's First Amendment rights as a parent or
 14 teacher or staff, or even a student when they
 15 express their opinion about our education system.
 16 So a lot of these things, I just want you guys to
 17 know that you're on the record on how you vote,
 18 the words you choose to use, they matter. And at
 19 the end of the day as public figures, guess what?
 20 You serve the taxpayers, the parents, the
 21 educators of students.

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1 CHAIRWOMAN SCOTT: Thank you,
 2 Ms. Bergman.
 3 MS. BERGMAN: Thanks for your time.
 4 CHAIRWOMAN SCOTT: Thank you, Ms.
 5 Bergman. Next we have Kate Crider. Ms. Crider?
 6 MS. CRIDER: Yes.
 7 CHAIRWOMAN SCOTT: Okay, you're next,
 8 Ms. Crider.
 9 MS. CRIDER: All right, thank you.
 10 CHAIRWOMAN SCOTT: Oh, I see you're on
 11 right now, you can go ahead with your statement.
 12 MS. CRIDER: Okay. Hello, thank you,
 13 and good evening. I'm a parent of two
 14 children -- hello?
 15 CHAIRWOMAN SCOTT: Yes, we can hear you.
 16 MS. CRIDER: Okay, great. Thank you and
 17 good evening, everyone. I am calling as a parent
 18 of two children -- okay, sorry.
 19 Thank you and good evening. I'm calling
 20 as a parent of two children, a kindergartner and
 21 a fourth grader, and I would just like to call so

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1 that I may share some feedback on our family's
 2 virtual learning and hybrid learning.
 3 CHAIRWOMAN SCOTT: Ms. Crider, you
 4 should probably mute your background. We're
 5 hearing a little feedback. You should mute your
 6 computer, yeah. I apologize for the
 7 interruption.
 8 MS. CRIDER: That's okay. I have a
 9 kindergartner and a fourth grader and I just
 10 wanted to share our family's feedback on the
 11 virtual and hybrid learning. My kindergartner
 12 has started the hybrid learning several weeks ago
 13 and I just want to say that we are very happy
 14 with that process, we feel we've had some great
 15 communication with the school, he's so happy to
 16 be back in school, and my daughter should be
 17 starting in a couple weeks as she's in fourth
 18 grade. And I just really wanted to share that we
 19 felt the school, administrators and the teachers
 20 are working so hard and have been really clear
 21 communicating all the information that we need

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1 and the safety procedures, and again, I just
 2 wanted to go ahead and share that with the Board.
 3 Thank you so much for your time.
 4 CHAIRWOMAN SCOTT: Thank you,
 5 Ms. Crider. Next we have Francine Chandler.
 6 Okay, thank you, so that ends our general public
 7 comment, and next is public comment on policies
 8 and our first speaker and I believe our only
 9 speaker on policies is Ms. Dayana Bergman.
 10 MS. BERGMAN: Hello, Madam Chair, can
 11 you please help me? Are we going to be speaking
 12 about every single policy or only the ones that
 13 were not removed?
 14 CHAIRWOMAN SCOTT: You can speak on
 15 whichever policies you would like, and what I was
 16 going to do was read the policies you selected,
 17 the first one, and then just go in that order.
 18 MS. BERGMAN: Okay, that will be
 19 helpful; can you please state the first policy?
 20 CHAIRWOMAN SCOTT: Yes, I can. So the
 21 first one that you selected is Policy 6002,

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1 selection of instructional materials.
 2 MS. BERGMAN: So Policy 6002, I agree
 3 with Policy 6002. It should reflect all student
 4 groups. We should also consider language of
 5 instructional materials and tools that reflect
 6 our groups of learners. Under section two,
 7 definitions, the language that needs to be added
 8 is in large print; it should be added as well as
 9 much needed software for the realtime
 10 interpretations for those with language barriers.
 11 This policy here went over and we've
 12 heard discussion regarding this policy. I'm
 13 going to pull it up here a second, pardon me,
 14 because it's a lot of policies, but I want to
 15 make sure I get a chance to speak on them.
 16 The policy for selection of
 17 instructional materials and the added, the
 18 language that's being added on here in bold, we
 19 have technology that's helping a lot of our
 20 students, our students with a lot of challenges
 21 when it comes to learning, and we want to make

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1 sure that we don't limit ourselves on identifying
 2 resources or materials or exactly what they could
 3 access, what the combination is to learning on
 4 how our children learn to date, okay? Not how
 5 did they learn 20 years ago, not how they learned
 6 40 years ago. There is so much technology
 7 research that supports children and the way
 8 children learn, from audio supports, different
 9 tools, and having the flexibility to be able to
 10 enter into contracts with vendors to support
 11 those new unique ways of how we provide
 12 instruction. That's one of the things that I
 13 know a lot of people have noted, is how do you
 14 get during COVID that we're doing virtual
 15 learning, how do you get supports to
 16 instructional materials that are not available in
 17 your physical home because they're left behind in
 18 the classroom? And I think we should have some
 19 language to be able to identify that for students
 20 that are learning virtually, they still have
 21 access to those learning instructional materials

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1 regardless of what environment the student
 2 learner thrives in, whether it's hybrid, in
 3 person or virtually.
 4 This is something that, we think we need
 5 to have that conversation. What is it that's not
 6 included in here that clearly identifies those
 7 added issues, especially when it comes to large
 8 print and Braille for special education students,
 9 and advanced technology and software that we have
 10 for students with language barriers that we offer
 11 real life, real interpretations of the student's
 12 native language so they can access the
 13 curriculum. So that's my concern with Policy
 14 6002.
 15 CHAIRWOMAN SCOTT: Thank you,
 16 Ms. Bergman, and next is Policy 8221, board
 17 officers, chair, vice chair duties.
 18 MS. BERGMAN: Okay. So this policy, I
 19 have -- sorry. I just pulled up the analysis and
 20 I wanted to pull up the duties or the
 21 responsibilities. I had mentioned in my

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1 testimony earlier regarding the rules and the
 2 responsibility of all board members, not just the
 3 chair or the vice chair, and it pertains to how
 4 our students achieve, how we align and use the
 5 advice and guidance from our superintendent and
 6 we define those guidelines of what the Board
 7 actually believes. So when I'm looking at this
 8 policy and listening to board members in
 9 discussions regarding Policy 8221 and the rest of
 10 the policies discussed tonight, you know, it's
 11 one of those things where the chair, they have to
 12 be, you know, you put out one through seven of
 13 different things you're prioritizing and I'm
 14 looking at this, and what does it have to do with
 15 instruction? There should be some language added
 16 in there that the chair and the vice chair agree
 17 with what we have outlined in Policy 200, some
 18 kind of guidance where we believe our school
 19 system has to do with education, you know, not
 20 just asking us on the Board, you know, the board
 21 person, and worry about if the board chair has

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1 too much power over the representation of the
 2 whole Board. Like there's nothing on there
 3 that's talking about that you're going to support
 4 our superintendent, you're going to support our
 5 education system, you're going to support our
 6 students and make sure that they're high
 7 achievers. We have federal laws too that we have
 8 to apply to be able to receive federal funds when
 9 it comes to Title I, and stuff like that, the way
 10 we communicate with the public.
 11 So yeah, those things that are added
 12 that are currently there are just procedures of
 13 what we expect the Board to do, but we should
 14 have higher expectations, that the belief of
 15 whoever takes the role of that chair and the vice
 16 chair, is going to be driven towards improving
 17 the education experience of our students, and our
 18 teachers, and I'm just heartbroken that it's not
 19 added on there, and it shouldn't be number eight,
 20 it should be number one, that should be the
 21 number one priority of the board chair, is that

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1 we have some kind of language acknowledging that
 2 the board chair's responsibility and duty is to
 3 work hand in hand as a team supporting our school
 4 system. And it's missing, it's missing here, it
 5 doesn't clearly define that, and to me we should
 6 have the highest expectation of clearly putting
 7 that out there, that education is first with the
 8 achievement.

9 CHAIRWOMAN SCOTT: Thank you,
 10 Ms. Bergman, and the next one is Policy 8311,
 11 meetings.

12 MS. BERGMAN: This is regarding the
 13 meetings and I know we heard a lot of discussion
 14 about the meetings for 8311, so I want to share a
 15 story. This has a point. As a member witnessing
 16 one of the first, I believe it was the second
 17 hybrid meeting in their term, and one of the
 18 first meetings that they had that I felt was
 19 completely disconnected is how they changed the
 20 way agenda items are added to the agenda. It
 21 used to have to be like a majority vote with it

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1 and it was changed, but it was changed without,
 2 without input from the public. We changed a
 3 policy skipping input from the public, like we
 4 were not engaged in the conversation, they didn't
 5 even consider that, it didn't even come up for
 6 discussion, it was just you guys voted and you
 7 did that, and you didn't ask anything whatsoever,
 8 you did not ask a single stakeholder's group, you
 9 did not ask a single student member, anybody how
 10 we felt about that in the structure, that it was
 11 just automatically changed, deleted without a
 12 chance. And then we have board members now
 13 talking about First Amendment rights. Well, what
 14 about Open Meetings Act, and how about following
 15 policies and procedures for how you set up your
 16 agendas to make sure that you create that
 17 community engagement that you're supposed to?

18 So I want to see language on there and
 19 put back exactly, similar to what was before, and
 20 it goes on the record on how board members
 21 commented regarding this policy. Is my three

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1 minutes up for that policy?
 2 CHAIRWOMAN SCOTT: No, you have a minute
 3 and 11 seconds.
 4 MS. BERGMAN: Oh, okay. You know, we
 5 saw the same thing happen too, how it came up on
 6 the agenda to change with the Board in the past,
 7 to change if we had first reader, second reader
 8 and third reader, and you just like skipped a
 9 step in between. And it used to be like it came
 10 up for first reader, and then it came up for
 11 second reader separately, and then the public got
 12 to comment and you guys took it back and worked
 13 on it and then it came out and it was amended.
 14 We don't even have that anymore because, again,
 15 that was taken away without consideration on how
 16 the public felt about it, you know, and you're
 17 board members, you're elected officials, you're
 18 appointed officials, you are supposed to be
 19 serving us the taxpayers, our educators, our
 20 students, that's who you swore an oath to do, so
 21 I don't understand how some members will sit

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1 there and talk about oh, they object to
 2 something, they object to this and object to
 3 that. This is putting some structure in place to
 4 help you guys get along, like that was guessing
 5 this stuff so, you know, that's my input about
 6 that.

7 CHAIRWOMAN SCOTT: Thank you. All
 8 right, and the next is Policy 8314, Ms. Bergman,
 9 that's the meetings agenda.

10 MS. BERGMAN: 8314, again, that has to
 11 do with what I said, that this Board has a
 12 responsibility and is supposed to serve us the
 13 taxpayer and the public. When we are looking at
 14 these policies here on how you run your meetings
 15 and your agendas and how you set things up, you
 16 guys have to think about other things too. You
 17 know what really bugs me? I'm going to share
 18 with you guys what really really bugs me, okay?
 19 It bugs me that right now we have vendors that we
 20 are in contracts to help our children learn
 21 waiting, waiting while you guys debate back and

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1 forth on all this stuff and the public, we get to
 2 see how everybody votes and stuff. We have
 3 people that are actually ready to work and have
 4 been working very hard for our kids and our
 5 educators waiting to present their presentations,
 6 okay? Why don't we allow those presentations to
 7 be put on the agenda ahead of time? Okay? I
 8 always thought it was very disrespectful in the
 9 past when everybody got to talk about whatever
 10 and then we waited, everybody weighted patiently
 11 to announce who we hired, and they had to wait
 12 there the whole frigging night, the whole night
 13 waiting, and you know, we didn't seem to
 14 appreciate someone that we just hired to Team
 15 BCPS, and we didn't consider their time and their
 16 time away from the family, we just kept them
 17 right there, which is what we're doing right now,
 18 you guys have been filibustering a lot of these
 19 meetings. We have our BCPS staff and a lot of
 20 people waiting around to give you a presentation
 21 that has to do with our children achieving their

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1 education experience and access to instruction
 2 and what we do during this whole difficult time
 3 of COVID. So we have these people wait around
 4 and we don't prioritize them and we should,
 5 because they're prioritizing education or what
 6 this Board is supposed to accomplish. So again,
 7 you're on the record, you continue to be on the
 8 record, you shouldn't get upset when people point
 9 out things that you've done that's been on the
 10 record that goes against educating our children.
 11 That's going to continue to be an ongoing issue.
 12 Wherever I catch you, wherever I see you, I'm
 13 going to bring it up, you're on the record for
 14 doing X, Y and Z, I want to know why you did
 15 that, and I want to know how you plan to improve
 16 our school system as a whole and make it about
 17 education and make it about our kids and our
 18 teachers.
 19 So that's what I have to say about
 20 Policy 8314, about these meeting agendas, that
 21 you guys should consider how well you treat

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1 others and our school system as a whole.
 2 CHAIRWOMAN SCOTT: Thank you for that.
 3 Were you finished, Ms. Bergman, with 8314?
 4 MS. BERGMAN: Yeah, I'm done with 8314,
 5 we can go to the next one.
 6 CHAIRWOMAN SCOTT: Okay. Well actually,
 7 Ms. Brenda Pfeifer called in and she would also
 8 like to speak on 8314, so I was going to let her
 9 speak on that and then we'll go to the next one.
 10 MS. BERGMAN: Oh, okay.
 11 CHAIRWOMAN SCOTT: Ms. Pfeifer?
 12 MS. PFEIFER: Yes, hello. Can you hear
 13 me?
 14 CHAIRWOMAN SCOTT: Yes, we can.
 15 MS. PFEIFER: Thank you so much. Good
 16 evening. I heard that there was already some
 17 robust discussion about this by board members, so
 18 as I speak I think you'll hear that I share some
 19 of their concerns, and I'm pleased that this has
 20 been sent back to committee, but let me share
 21 what I have tonight.

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1 I do have two main concerns that were
 2 brought up. The first is the requirement that
 3 motions to the board meeting agenda be submitted
 4 24 hours in advance, and we all know that things
 5 can happen up to the last minute, board members
 6 can get more information or speak with
 7 stakeholders. We even heard tonight that some
 8 board members are saying they don't even get all
 9 the information they need for the board meeting
 10 within that 24-hour window, so requiring a
 11 24-hour advance notice to amend the agenda or to
 12 submit a motion to amend just seems like it's
 13 going to delay board work even more, because if
 14 it's not received in time the issue may have to
 15 wait until the next meeting or even later,
 16 potentially delaying some business by a couple of
 17 weeks, a month, maybe even more depending on how
 18 long it takes. And I just feel like this would
 19 be a huge disservice to the student, to the
 20 teachers and to the families of BCPS to keep
 21 delaying work that needs to be addressed. I know

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1 that the Board has operated without this
 2 requirement very well for a while and I'm
 3 confident that the chair could continue to take
 4 board motions in at the time and run the meeting
 5 smoothly, so I feel like this change to Policy
 6 8314 is unnecessary and it could even hinder the
 7 work of the Board.

8 The other amendment to this policy that
 9 was also discussed tonight was changing the
 10 number of required votes to amend a board meeting
 11 agenda from the current requirement of a majority
 12 to the proposed requirement of a unanimous vote.
 13 For one, this is just really not consistent with
 14 other board action, other work of the Board
 15 requires a majority vote, and to require a
 16 unanimous vote simply to amend a board meeting
 17 agenda while the other important work of the
 18 Board requires only a majority of members to be
 19 in agreement. Also, any single member of this
 20 Board really would have the power to block
 21 certain actions simply by not voting for an

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1 amendment on the agenda even if all other 11
 2 members of the Board agree on that amendment.
 3 Think about that. 11 members are in agreement,
 4 one member doesn't agree, and that member can
 5 just block the action by not getting something on
 6 the agenda. This really has a potential to cause
 7 a serious roadblock in board action and
 8 ultimately the potential exists that once the
 9 agenda is set by the chair and the
 10 superintendent, it would become all but
 11 impossible for the agenda to ever be changed,
 12 effectively blocking certain items from ever
 13 being addressed.

14 So I believe that these changes could
 15 have a serious negative impact on the Board's
 16 ability to get needed items on the agenda and to
 17 get work done, so I don't believe that either of
 18 these changes to Policy 8314 are in the best
 19 interests of the Board, or the best interests of
 20 the students and teachers and families that they
 21 represent, so thank you.

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1 CHAIRWOMAN SCOTT: Thank you,
 2 Ms. Pfeifer. Next we go back to Ms. Bergman and
 3 she's going to make a comment on Board Policy
 4 8360, ethics code applicability and definitions.
 5 Go ahead, Ms. Bergman.

6 MS. BERGMAN: Hi. I'm here to speak
 7 about Policy 8360. First I would like to start
 8 off by saying, did you guys know, and I don't
 9 know if anybody has brought this up, but this is
 10 something I noticed. The ethics review panel,
 11 they're selected by the Board of Ed, and I'm just
 12 here wondering if the Board of Ed has the power
 13 to elect the ethics review panel, is there not a
 14 conflict of interest when they're looking at
 15 stuff? You know, just let that set in for a
 16 minute, because usually when we have people
 17 reviewing things themselves, violations or
 18 whatever the case is, that's usually a third
 19 party entity outside, okay, so there's no biased
 20 decision made or anything. But the ethics review
 21 panel that reviews stuff for Baltimore County's

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1 Board of Ed, okay, it is selected by appointment
 2 of board members, they pick those five people.
 3 And I don't think it should be five, I think it
 4 should be seven at least to have proper
 5 representation of geographic, of the county as a
 6 whole, we're a big county.

7 So here on section two on definitions,
 8 B, there's new language added, and there's
 9 language being deleted, so the deleted language
 10 says a person engaged in business whether profit
 11 or nonprofit regardless of form, and here's the
 12 thing. If this is an issue regarding profit
 13 versus nonprofit, why are we just going with the
 14 operation for profit? There's a lot of companies
 15 out there that we want to question what their
 16 true intent is, okay? Do we have to remind
 17 everybody of what happened with everybody with
 18 all these big Ivy schools and stuff, all the rich
 19 and famous getting prioritized for colleges and
 20 all that conflict of interest that happened all
 21 over the place? We don't want to get ourselves

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1 in that mess. We already have a mess that we
 2 still haven't figured out or resolved, so we
 3 shouldn't have any conflicts of interest, whether
 4 it's a nonprofit or a for profit, I think the
 5 language needs to be there that we should make
 6 sure that we're not entering into any kind of
 7 conflict of interest when it comes to these
 8 contributions and stuff.

9 And then it talks about more
 10 contributions and that's another thing I think
 11 that needs to happen. You know, I'll talk about
 12 that in the social media policy when it comes to
 13 other businesses too, because some board members
 14 also have other private little entities for
 15 profit and stuff like that, so they should be
 16 able to identify what that business is ahead of
 17 time and make sure that they're not trying to
 18 promote any kind of business with our school
 19 system to sell, you know, paint sales or whatever
 20 it is they want to sell, or books or whatever, so
 21 we need to think about that stuff here and look

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1 at the makeup of this ethics review panel too,
 2 because I don't think it's right that the Board
 3 gets to pick who investigates them if they do
 4 ethics violations. I mean, when is it fair to
 5 investigate --

6 CHAIRWOMAN SCOTT: Thank you,
 7 Ms. Bergman, that was the time for that. Okay.
 8 It looks like we were getting some feedback.
 9 Thank you. The next one you have, Ms. Bergman,
 10 is Policy 8361, ethics code, statement of purpose
 11 and policy.

12 MS. BERGMAN: Okay. So 8361 is another
 13 ethics code, statement of purpose of the policy.
 14 Pretty much this stays the same. There's a
 15 little piece of that notice deleting grammar, and
 16 someone's adding in the grammar of the policy.
 17 Overall it kind of looks at the recommended
 18 behaviors for members of the school board
 19 candidates and members of the school board,
 20 superintendent, employees, each of these
 21 individuals shall be subject to the ethics code,

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1 okay? So this policy right here, 8361
 2 establishes behavior wise of everybody, okay?
 3 Which is a thing I hear a lot about teachers
 4 that, you know, and you guys talked a little bit
 5 about this, not too much about this but a little
 6 bit about it. Why isn't the Board held to the
 7 same standards of expectations about their
 8 behaviors, regardless if it's on social media or
 9 not? You know, out and about, whatever they do,
 10 we have the same expectations out of our
 11 teachers, we actually have too much expectations
 12 out of our teachers, they're supposed to do
 13 everything, like Inspector Gadget, remember that
 14 guy? So for Board, like ethically shouldn't we
 15 have high expectations of our board members and
 16 their behaviors? Shouldn't we make sure that
 17 board members are being transparent that they're
 18 following procedures and the handbook, that
 19 they're not going around behind peoples' backs
 20 lobbying other lawmakers without telling anybody,
 21 because that's not cool. No, that's not cool at

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1 all, but we've had some board members that
 2 actually, you know, have gone to lawmakers and
 3 said we want this, we want this, and the poor
 4 legislative committee chair had no idea that X Y
 5 members went to go lobby our lawmakers. So that
 6 kind of behavior is unacceptable, you know
 7 better, you know, but as it outlines it here,
 8 maybe it needs to be more specific in Policy
 9 8361, maybe that would be helpful. So that's my
 10 two cents regarding Policy 8361.

11 CHAIRWOMAN SCOTT: Thank you,
 12 Ms. Bergman. Next is policy 8362, ethics code,
 13 gifts.

14 MS. BERGMAN: Oh, this is a big one
 15 here, uh-huh, I see some added language here. Oh
 16 man, these gifts, let me tell you, when it comes
 17 to some of our board members, I don't think
 18 people think before they speak or write
 19 sometimes, because I honestly don't think that
 20 because even a mistake, and maybe you know you
 21 made a mistake, you had to hit the reset button.

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1 I don't think it's right that you offer somebody
 2 some kind of gift, to me that's like a bribe,
 3 okay? You don't bribe people to hush up, hush up
 4 because you know you made a mistake and you don't
 5 want anybody else to find out. So we have added
 6 language here regarding economic value regardless
 7 of the form, or the adequate and lawful
 8 consideration, gift does not include contribution
 9 as defined in the election law articles. Oh,
 10 see, that got my attention. The Annotated Code
 11 of Maryland or any other provision of the state
 12 or law, so what makes it so special that the same
 13 kind set by Maryland law doesn't apply to you
 14 board members?
 15 You're elected officials, some of you
 16 are. That doesn't seem fair. You have to run a
 17 campaign and everything, who's giving you up for
 18 what promises, and how does that impact our
 19 children? Does that mean that some kids are
 20 getting a better deal with their education
 21 because certain gifts are being contributed by X,

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1 Y and Z, or some kids are being left out? We're
 2 not doing that anymore, the haves and the haves
 3 not argument, that is getting so old, it is
 4 getting so old it's last century old, okay?
 5 Because we passed the blueprint, I
 6 remember when you guys voted in support of the
 7 blueprint. Remember that? And it was supposed
 8 to be a world class education for everybody and
 9 that money was supposed to be rolling out. We're
 10 not doing favoritism here, we're not adding new
 11 elite companies that have a history of doing bad
 12 business when it comes to education because
 13 they've never actually taught children, they're
 14 just in it for money, so let's talk about that if
 15 you want to talk about that. But yeah, we have
 16 to pay attention to this policy here and outline,
 17 and we should meet the requirements of the gifts.
 18 Like we can't be gifting people anything, you
 19 know, that's expensive, that's not cool, like you
 20 know, it's just not happening, it shouldn't
 21 happen. You guys to have a conversation about

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1 this because it's not cool. All right, let's go
 2 on to the next policy.
 3 CHAIRWOMAN SCOTT: Okay, thank you. The
 4 next policy is 8363, ethics code, conflict of
 5 interest, prohibited conduct.
 6 MS. BERGMAN: Oh, this conflict of
 7 interest thing, let me tell you, with technology
 8 that we have nowadays, okay, there is absolutely
 9 no reason, no excuse that we can't have a
 10 dashboard, a dashboard that gives us an automatic
 11 information, you know. We end up having like
 12 this whole thing here, right, where board members
 13 have to fill out their financial disclosure
 14 forms, okay? And not only do they set up their
 15 financial disclosure forms, they also have to
 16 disclose if there could be any potential
 17 conflicts of interest. Remember that meeting
 18 that we had and somebody tried to make a motion
 19 about a stakeholder group being added in the
 20 middle of public comment without following
 21 actually policy and procedures of BCPS, okay?

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1 That's a big no no, that's a big conflict of
 2 interest. If a lobbyist group is out there
 3 acting and behaving like a lobbying group they
 4 must register. Not only must they register but
 5 if a board member has contributed to that
 6 lobbying group they must disclose it in a
 7 financial disclosure form. And me as a public
 8 member, it takes forever to get that feedback,
 9 okay? You have to put it in the mail, print out
 10 the paper, you know, U.S. Postal Service, it
 11 ain't running that quick like it used to, so we
 12 have to send that out and then wait forever to
 13 then look at those financial disclosures. And
 14 this whole time we could use technology, put it
 15 out there so we know which lobbyist group has
 16 registered. We can put out there, you know,
 17 which board members we have to watch to make sure
 18 that they recuse themselves from a vote or any
 19 action on the Board because they contribute
 20 financially to a lobbyist group. So that's a
 21 conflict of interest.

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1 There's other conflicts of interest too.
 2 Like if you have a different business as a board
 3 member, you know what, you should report that you
 4 have another business and you should not be
 5 selling to our teachers or our principals or
 6 anybody about your private little business, okay?
 7 You can't be selling books or travel deals, you
 8 know, or any pixels, that's not happening, that's
 9 a conflict of interest, okay? And the pixel, I
 10 don't have anything against pigs, I like pigs,
 11 okay, but the pixels on this pig is a little bit
 12 like overpriced, but I have nothing to do with
 13 education, nothing at all to do with education,
 14 so we have to pay attention to these companies
 15 and make sure that they're not over here, you
 16 know, a conflict of interest with our board
 17 members because we're supposed to be focused
 18 about the kids, focus about the kids, not about
 19 other all the special little gifts and these
 20 conflicts of interest. So that's what I have to
 21 say about Policy 8363, thank you.

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1 CHAIRWOMAN SCOTT: Thank you,
 2 Ms. Bergman. Next is Policy 8364, ethics code,
 3 financial disclosure statements.
 4 MS. BERGMAN: The financial disclosure
 5 statements, let me tell you, I ran out of ink, I
 6 had to go to Walmart to buy some more ink for my
 7 printer because you have to print out the form
 8 that's on BCPS. And you know, I want to give a
 9 shout out to our technology department because
 10 let me tell you, they've got some of those forms
 11 back up. Those forms are very important, okay,
 12 so you have to sit here and print these out, and
 13 again, I don't see no language of advancing this
 14 stuff. It says in here, Section B, this policy
 15 applies to all Baltimore County School BCPS
 16 employees with the following job titles,
 17 administrator, administrative chief, chief
 18 auditor, assistant superintendent, audit officer,
 19 I'm looking all this up, where's the board
 20 members, like board members? You're not on here.
 21 Oh, wait, designate employees by the Board.

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1 Nowhere did our board members go, are they on
 2 here? Hey, who took the board members out? You
 3 know what, we need to add the board members. Oh
 4 wait, it's up here, except the student board
 5 members, okay? So the student board member
 6 doesn't get all mixed up in this mess, but the
 7 policy applies to all board members, it's in the
 8 very top part, but now they add everybody else to
 9 the party. So again, an ethics review panel to
 10 look at this and investigate this selected by
 11 who? No, not an outsider, selected by the Board
 12 of Ed, the current Board of Ed members. Now
 13 wouldn't one think that the could go very wrong,
 14 very south very quick, because this right here
 15 could be used as retaliation against our
 16 administrator, assistant chief auditor, our
 17 assistant superintendent, our audit manager, our
 18 chief, our community superintendents, the
 19 comptroller -- we have a comptroller in BCPS?
 20 Okay, I guess we have a comptroller in BCPS. The
 21 coordinator, the director, the executive

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1 director, the fiscal officer, there's a whole
 2 bunch of people, this manager, even the minority
 3 business enterprise consultants, whatever. But
 4 you guys are here again changing these ethical
 5 policies, and the big conflict of interest is
 6 that the ethics review panel is appointed by the
 7 board members and they should be an outside party
 8 investigating these allegations and questions
 9 that people have, so that's my take on Policy
 10 8364.
 11 CHAIRWOMAN SCOTT: Thank you,
 12 Ms. Bergman. Next is Policy 8365, ethics code,
 13 lobbying.
 14 MS. BERGMAN: Oh man, ethics code and
 15 lobbying, I have an issue with this. You know
 16 how intense this is? Let me tell you, I was
 17 reading this policy, look at that, pursuant to
 18 Board of Education Policy 8365, that's the
 19 registration forms, where's the policy here? No,
 20 that's the analyst report. Here's a -- no,
 21 that's the report page again. Here's the policy

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1 draft. So we have a policy statement and I'm
 2 going over it, they're changing some numbers from
 3 three to two, and it talks about the ethics
 4 review panel and at this time lobbying, okay?
 5 Communication in the presence of a member of the
 6 School Board or any school official with an
 7 attempt to influence any official action of that
 8 member of the School Board or officer, and
 9 spending over \$25 for food, entertainment or
 10 other gifts during a calendar year in connection
 11 with the communication or intent to influence or,
 12 okay? Number two, engaging in activities having
 13 the express purpose of soliciting others to
 14 communicate. Again, it goes back to that meeting
 15 we had with the lobbyist group that failed to
 16 register, I couldn't find the register of
 17 anybody. I watched that group behave as a
 18 lobbyist group in Annapolis, yeah, they did, they
 19 actually were asking for vouchers, okay? They
 20 were asking for money to have online learning,
 21 okay, without any state oversight. We're not

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1 doing that, not happening, okay?
 2 The Maryland Blueprint, we worked really
 3 hard, we got our Board to vote in the Maryland
 4 Blueprint in 2016 before we even knew what we
 5 were doing to figure that out. We're not going
 6 to have these little groups come out of nowhere
 7 that don't want to follow the rules, go there and
 8 influence board members, lawmakers, whoever the
 9 case is without following procedures, without
 10 registering and updating people, that's not cool,
 11 okay? They have to register, they have to
 12 communicate that. We should be able to see what
 13 lobbyist groups are doing, hello dashboard,
 14 that's the new thing now, okay? We're supposed
 15 to have dashboards, we have technology, okay?
 16 BoardDocs to me is a little bit outdated, it gets
 17 me frustrated, I know it gets a little
 18 frustrating for everybody else too, it should be
 19 more interactive, more easy to search. We should
 20 be able to see the activity reports too of the
 21 lobbyist groups, of who they talked to and when,

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1 okay? We should be able to know that, you know.
 2 We have the Privacy Information Act, we can
 3 request information and stuff, like the lobbyist
 4 groups, they have to file, there should be a
 5 penalty if they don't file.
 6 CHAIRWOMAN SCOTT: Okay, time,
 7 Ms. Bergman, for that one, thank you. So the
 8 next one is ethics code -- excuse me, 8366,
 9 ethics code, ethics review panel.
 10 MS. BERGMAN: Okay. This is the ethics
 11 review panel that I was talking about earlier and
 12 I kept mentioning that think is a conflict of
 13 interest. The policy states, there is an ethics
 14 review panel of the Baltimore County Public
 15 Schools, BCPS, that consists of five appointed by
 16 the Board of Education of Baltimore County, okay?
 17 This is what I call investigating yourself on
 18 issues, okay? That's not a real investigation
 19 when you investigate yourself. It is not a real
 20 investigation when you appoint the person
 21 investigating you. What kind of investigation is

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1 that? I mean, talk to any professional
 2 investigator, you know what, maybe we should talk
 3 to our new state inspector general, let's call
 4 Richard up and ask him if that's a conflict of
 5 interest.
 6 And five members appointed, why five?
 7 Why five? We have seven districts, okay,
 8 Baltimore County is very huge, it's very big,
 9 okay? How do we know that in this plan we're not
 10 picking five people that live in the same area of
 11 Baltimore County, how is that fair? Did you hear
 12 testimony from everybody else that the west side
 13 of Baltimore County, things aren't going as
 14 peachy and as great as it is for other people?
 15 So we should have at least the opportunity to
 16 have a completely different process on how we
 17 select our ethics review panel. And also to be
 18 fair, I don't think the Board should be
 19 appointing, I don't think, you know, the school
 20 system should be appointing this either. Maybe,
 21 I don't know, Johnny O, the county exec, let's

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1 ask him to help, because I know he's happy to
 2 help when it comes to dashboards and stuff, so
 3 why not have a panel that represents all of
 4 Baltimore County, that has experience and that
 5 doesn't have any ties, any ties and cannot be
 6 swayed or, you know, feel bad about saying
 7 something because social trends got them on the
 8 ethics review panel? You know, so that's kind of
 9 my issue with this whole thing it is really
 10 wrong. And I'm sure you guys read some of this
 11 stuff on Policy 8366. Have you read all the
 12 stuff regarding the internal operations of the
 13 ethics code? It gets boring, like reading
 14 policy, you know, it's overwhelming, but that's
 15 another thing.

16 They're able to serve two five-year
 17 terms, two five-year terms until another person
 18 comes up, makes sense? That is a long time to be
 19 there, five years is a long time term. I don't
 20 think there should be term limits really. You
 21 know what, maybe they should have a two-year term

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1 and no term limits, you know? It sounds very
 2 silly, but you know, Congress doesn't have term
 3 limits, a lot of people think they should but
 4 they don't, but you get experience. So you pay
 5 attention to a lot of these little boards that
 6 people don't know what they do, but they do
 7 really big things for our school system, they do
 8 some major investigations and some major opinions
 9 that they form and stuff, and you have to pay
 10 attention to what happens.

11 CHAIRWOMAN SCOTT: Okay, time. Thank
 12 you, Ms. Bergman. So the last policy you had on
 13 here is Policy 8601, use of social media.

14 MS. BERGMAN: Okay, so this is a big
 15 one, the social media policy, okay? The
 16 inspector general wrote not one, but two, two
 17 letters, two letters to this Board because we
 18 have board members going wild, okay? Not cool.
 19 Not cool to have board members going wild, okay?
 20 Not cool to go on the record and say that you are
 21 against something that we need. We need this.

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1 The reason why we need this to have the social
 2 media policy, so this Board can move forward and
 3 actually educate and help our students and
 4 teachers, that is why we need this social media
 5 policy.

6 There has been too much nonsense on
 7 social media, okay, hiding, deleting comments,
 8 muting people just because you don't like their
 9 opinion, okay? That is unacceptable, okay? Then
 10 you want to talk about, oh, First Amendment
 11 rights. What about people's First Amendment
 12 rights when you delete their comments and the way
 13 they express themselves about their education?

14 And going back to that Policy 1270 about
 15 community engagement, okay? Community
 16 engagement. How do you have meaningful two-way
 17 communication if you've muted or deleted, or
 18 blocked somebody, how is that communication
 19 meaningful with the parents, with a student, with
 20 an educator? Like shame on you for saying
 21 elsewhere. This is the type of thing that we

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1 need, unfortunately we need and we must have it,
 2 because it has violated the First Amendment
 3 rights, not to a board member but to the public,
 4 the public it is supposed to serve, we the people
 5 that you're supposed to help, okay? We expect
 6 this Board to support our superintendent. You
 7 guys hired him, work with him, communicate, have
 8 meaningful two-way communication with him, okay?
 9 Stop cutting stuff and if we have any more money
 10 to, did you see the audit? Compared to our
 11 nearby districts we barely have any more money.
 12 What else are you going to cut, how is that
 13 helping our students and teachers get educated in
 14 Baltimore County, okay? While your focus,
 15 instead of addressing how we barely have enough
 16 money to educate everybody, okay, your focus is
 17 on social media nonsense, okay?

18 I feel like some board members promote
 19 their personal little business on their social
 20 media platforms. That's a big no no, you should
 21 not do that. So the social media policy, you

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1 know what we need to do also that's not added on
 2 here, no one's thought of, we need to add some
 3 kind of register system, a way that board members
 4 have to register what social media platforms they
 5 are using so our school systems identify that
 6 platform has been registered, and you must also
 7 register whatever small business that you have to
 8 make sure that you are not promoting financial
 9 gain using your board member passport, okay?
 10 Nobody has talked about that.

11 CHAIRWOMAN SCOTT: Thank you,
 12 Ms. Bergman, that's time.

13 MS. BERGMAN: Am I done? Thank you very
 14 much.

15 CHAIRWOMAN SCOTT: Yes, thank you,
 16 Ms. Bergman. Now we have Ms. Brenda Pfeifer, who
 17 would like to speak on 8601, use of social media
 18 as well.

19 MS. PFEIFER: Can you hear me?

20 CHAIRWOMAN SCOTT: Yes, we can. Please
 21 go ahead.

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1 MS. PFEIFER: Okay, thank you. So, we
 2 know that the stated purpose of this new social
 3 media policy is to lay out standards for board
 4 members when using social media and other online
 5 platforms and to define the potential
 6 consequences if those standards are violated. I
 7 am not speaking tonight to argue for or against
 8 having a social media policy in general.
 9 However, I do believe that this particular policy
 10 is not a good policy and it needs to be
 11 rewritten, so I'm glad that it was sent back to
 12 committee tonight.

13 Generally, I just think that the
 14 language in this policy is simply too vague to be
 15 effective. For example, the policy states that
 16 board members should always conduct themselves on
 17 line in a manner that reflects well of the Board
 18 and the school system, but I'm wondering how this
 19 will be interpreted. Does a board member have a
 20 right to respectfully disagree with the school
 21 system or could that be interpreted as not

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1 reflecting well of the school system? It's a
 2 little unclear from reading the policy.

3 Also, the policy prohibits board members
 4 from deliberating board business on any online
 5 platform, but what does that mean? I listened to
 6 the policy review committee meeting in which the
 7 policy was discussed, and our student board
 8 member asked some very good questions, clarifying
 9 questions about what might count as deliberating
 10 board business on line but in that meeting he
 11 really wasn't able to get clear answers to those
 12 questions. So how is a board member to know
 13 whether he or she is deliberating board business
 14 on line or simply participating in healthy and
 15 robust discussions about the school system? So
 16 again, the language is just too vague to really
 17 be effectively implemented.

18 If there's going to be a policy
 19 governing the use of social media and online
 20 platforms, it must be very clear. One of the
 21 potential consequences listed for violating this

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1 policy is being removed from committee
 2 assignments where board members do much of their
 3 work. So board members must be completely clear
 4 about what is being expected of them when such
 5 serious consequences are at stake. If I were a
 6 board member I'd be very concerned about this
 7 policy as it is written now. It's too vague to
 8 be able to clearly identify when I was in
 9 compliance with the policy or not, and I'd always
 10 be concerned that something I'm saying on social
 11 media could be interpreted as being in violation
 12 of the policy, and this concern would likely
 13 limit my posts and my interactions on line for
 14 fear of violating this nebulous policy.

15 Social media and other online platforms
 16 are among the most common ways that people
 17 interact and debate current issues these days.
 18 If an overly broad and vague policy like this one
 19 leads to board members limiting their social
 20 media interactions then it could have a
 21 significant negative impact on their engagement

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1 with the very stakeholders that they represent.
 2 So if the Board does choose to go forward to have
 3 a social media policy, which I believe it will,
 4 it needs much clearer language so that all
 5 parties will know with certainty if and when
 6 violations occur. So again, this policy is just
 7 too vague and I'm grateful that it's been sent
 8 back to committee to be revised. Thank you.
 9 CHAIRWOMAN SCOTT: Thank you. Okay, so
 10 that ends our public comment on policies. The
 11 next --
 12 VICE CHAIR HENN: Madam Chair, pardon
 13 me.
 14 CHAIRWOMAN SCOTT: I'm sorry, could you
 15 identify who is speaking?
 16 VICE CHAIR HENN: Oh, Ms. Henn.
 17 CHAIRWOMAN SCOTT: Yes, Ms. Henn?
 18 VICE CHAIR HENN: I believe there is
 19 somebody who has called in who signed up to speak
 20 to policies that has not been acknowledged.
 21 CHAIRWOMAN SCOTT: And how would you

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1 know this, where did that -- because I have a
 2 list here of everyone who signed up.
 3 VICE CHAIR HENN: Would you please check
 4 with Ms. Gover?
 5 CHAIRWOMAN SCOTT: Ms. Gover is shaking
 6 her head no, there is no one. Is there somebody
 7 on line waiting or on the phone? Yeah, Ms. Gover
 8 said Ms. Pfeifer was the last one. We just
 9 double checked.
 10 All right. So the next item on the
 11 agenda is action taken in closed session, and for
 12 that I call on Mr. Brousaides.
 13 MR. BROUSAIDES: Good evening,
 14 Ms. Scott. Nothing to report from closed
 15 session.
 16 CHAIRWOMAN SCOTT: Thank you,
 17 Mr. Brousaides. The next item on the agenda is
 18 the reopening of schools and for that I call on
 19 Dr. Williams.
 20 DR. WILLIAMS: So good evening, Chair
 21 Scott, Vice Chair Henn and members of the Board

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1 of Education. Tonight we, the design team and I
 2 will provide an update regarding our reopening.
 3 We will discuss certain topics such as our
 4 phased-in approach, data related to the virtual
 5 versus hybrid learning, extracurricular
 6 activities, CDC guidelines, an overview of our
 7 pacing and our partnership with our health
 8 experts or our health advisory. Next slide
 9 please.
 10 Phase I and Phase II began on March 1st.
 11 We had students attending our public separate day
 12 schools and our preschool through grade two. On
 13 March 15th in grades three to 12, students
 14 receiving special education services provided
 15 primarily outside of general education had an
 16 opportunity to return in a hybrid model.
 17 Additionally, our high school students in select
 18 CTE programs returned so they could be afforded
 19 hands-on opportunities tied to credentialing.
 20 Once again, we need to highlight the work of our
 21 school-based staff servicing students, and the

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1 collaboration that has taken place across schools
 2 and offices in order to welcome back our
 3 students. Our administrators have partnered
 4 across schools within and across feeders to share
 5 best practices. Teachers volunteered to return
 6 early so they could explore and learn how to
 7 implement concurrent instruction. Office support
 8 staff worked tirelessly to assist with insuring
 9 families with transportation and that student
 10 information transferred into our new student
 11 information system. There have been incredible
 12 SEL supports provided to our students as they
 13 returned. Teachers and paraeducators are
 14 implementing curriculum and meetings to reunite
 15 students as communities and our PPWs and social
 16 workers are assisting schools with outreach to
 17 our students and families. Our schools are
 18 fostering community partnerships to provide
 19 wraparound services to our families.
 20 Two schools have partnered with the
 21 LEAF, the Latino Education Achievement, to

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1 conduct workshops for our families regarding
 2 hybrid learning. Central office leaders
 3 participated in a Facebook Live session on somos,
 4 Baltimore Latinos, and answered questions
 5 regarding hybrid learning.
 6 Yesterday, March 22nd, we had welcomed
 7 back all of our remaining staff to our schools.
 8 Our leaders along with our office professionals
 9 and building service workers have done a
 10 phenomenal job preparing for their return.
 11 Additionally, our sixth and ninth graders entered
 12 their middle and high schools for the first time
 13 this year. We are thrilled that we were able to
 14 offer them this week to be with staff and in
 15 their building ahead of the return of upper
 16 grades. Research has indicated how important it
 17 is to provide differentiated support to students
 18 entering in transitional years.
 19 Next slide please. I will turn it over
 20 to Dr. Logan-Washington at this time.
 21 DR. WASHINGTON: Thank you,

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1 Dr. Williams. The graph displays the total
 2 percentage of students and families opting for
 3 in-person hybrid instruction and the percentage
 4 of students and families opting for virtual
 5 instruction district wide in Phase I and
 6 Phase II, so you see the two percentages outlined
 7 on the slide, the blue representing, the darker
 8 blue representing our students that are remaining
 9 virtual district wide in Phase I and Phase II,
 10 and the lighter blue teal color representing our
 11 students that are opting for virtual. Next slide
 12 please.
 13 This graph shows that same information
 14 but by zone, so you have the east zone, central
 15 zone and the west zone. Next slide please.
 16 This graph shows the students returning
 17 in Phases I and II by race, so you see the one
 18 graph displays the data with in-person hybrid
 19 learning and the other graph virtual learning.
 20 At this time I'm going to pass the conversation
 21 to Ms. Byers, who will continue.

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1 MS. BYERS: So good evening, Chairwoman
 2 Scott and members of the Board. I want to begin
 3 by thanking Dr. Logan-Washington for being with
 4 us this evening. This data that has just been
 5 shared with you had previously been shared with
 6 our equity committee; however, we felt it was
 7 really important to share it with the full Board,
 8 and as Dr. Logan-Washington explained, the data
 9 does reflect Phases I and II.
 10 Dr. Boswell-McComas and Dr. Logan-Washington do
 11 plan to share data for our subsequent phases in
 12 future equity committee meetings.
 13 So we do want to just pause here for a
 14 moment and my colleagues, Dr. Jones, Dr. Roberts
 15 and I would just like to share how this data
 16 that's been presented compares to what we're
 17 seeing when we are in our schools. So as the
 18 community superintendent for the central zone, I
 19 can share that in my visits to my schools, the
 20 reality of what I'm witnessing in my schools is
 21 very much aligned to the data that you've just

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1 looked at when we compare who has opted into a
 2 hybrid learning pathway versus who has opted into
 3 a virtual learning pathway. Many of our
 4 Baltimore County Public Schools that are
 5 predominantly made up of white students have a
 6 large percentage of students whose families have
 7 opted into hybrid learning. This is in contrast
 8 to what is observed in our schools that are not
 9 comprised of predominantly white students. At
 10 this time I'm going to turn things over to
 11 Dr. Jones to share a little bit about what she's
 12 seen as the community superintendent in the west
 13 zone.
 14 DR. JONES: Thank you, Ms. Byers, and
 15 good evening. These data and the pandemic itself
 16 have created another opportunity to listen, learn
 17 and respond to what is actually happening in the
 18 Lansdowne area, Western Tech, Catonsville,
 19 Woodlawn, Milford Mill area, and within the
 20 Randallstown and New Town communities. Those
 21 communities at large represent our west zone. As

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1 I visit schools and speak to principals and
 2 teachers and support staff in the west zone, I
 3 hear the anecdotes, tragic losses during the
 4 coronavirus pandemic that understandably have
 5 impacted current choices. To that end as west
 6 zone leaders we will not alienate our black and
 7 brown families. We will not judge, ignore or
 8 overlook families that also deserve a high
 9 quality education. We must value the decisions
 10 of the families that remain in a remote learning
 11 environment as much as we value those that choose
 12 to participate in in-person learning. Every
 13 student, every family, every school community
 14 matters.

15 Again, the west zone data is compelling.
 16 Principals, teachers and staff, thank you for
 17 your continued advocacy. We still remain focused
 18 on our moral direction and obligation to provide
 19 a high quality education to all students, virtual
 20 and in person. Our data tells us that we have to
 21 do that. Virtual and in-person learning is going

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1 to be important in our reopening discussions and
 2 in our reopening planning moving forward.

3 I'll turn it over now to Dr. Roberts.
 4 Dr. Roberts?

5 DR. ROBERTS: Great, thank you,
 6 Dr. Jones, and good evening, board members and
 7 Dr. Williams. I wanted to really focus my
 8 comments on our, as you heard referenced earlier
 9 from some of our community stakeholders on our
 10 Latino students, particularly in the southeast
 11 area. So as the east zone community
 12 superintendent, my zone of schools encompasses
 13 from Perry Hall south down through Essex into
 14 Dundalk and in Edgemere, and a growing population
 15 of our Latino students are in these areas.

16 So in talking with my principals in the
 17 east zone, one of the things that they are doing,
 18 the critical work that they're doing is reaching
 19 out to this particular community to assess their
 20 needs and assess their wants in terms of a
 21 virtual and/or an in-person environment. And

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1 what we're hearing from this community, not just
 2 from the parents sharing with their principals,
 3 but in opportunities that I've had, and others
 4 like Dr. McComas and others have spoken directly
 5 with community members in our Latino communities,
 6 is they have concerns, they have concerns around
 7 not the safety of their children within the
 8 schools but in the community, the community
 9 spread, and wanted to keep their children virtual
 10 for a little bit longer. So with that, our
 11 principals are focused on providing, as Dr. Jones
 12 mentioned, really a high quality education,
 13 virtual education for our students as well as an
 14 in-person education for our students, because the
 15 impact on our black and brown students is real in
 16 terms of their willingness to come back and
 17 working with our schools to do so.

18 So we wanted to just reiterate these
 19 points and add some context to these slides for
 20 the Board and for the community. So at this
 21 point I'll turn it back over to Ms. Byers who

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1 will continue the presentation.

2 MS. BYERS: So thank you, Dr. Roberts.
 3 I would like to conclude this portion of our
 4 update by just providing some additional
 5 important context to these data that echos some
 6 of what you've already hear this evening from our
 7 stakeholders. Our principals across all of our
 8 175 school centers and programs have done an
 9 incredible job of outreach to their families in
 10 order to ascertain the choices of our families.
 11 They've worked collaboratively with our PPWs, our
 12 social workers, our ESOL office and translators
 13 to reach our families. They've hosted countless
 14 parent evenings. They've used technology to
 15 provide information and to inform their parents
 16 of what return in a hybrid setting could look
 17 like. They've often even done individual
 18 Facebook Live tours with families. I share all
 19 of that because it is important to note that this
 20 data reflects the informed choices of our
 21 families. Students and families who are opting

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1 in to a virtual pathway are doing so based on
 2 information that they have received and for
 3 reasons that reflect what is in the best
 4 interests of the student and the family. As
 5 Dr. Jones explained, that choice is and it will
 6 continue to be respected by our staff inside and
 7 outside of the schoolhouse, and that respect is
 8 reflected in our ongoing plans.

9 At this time we are going to continue
 10 with our reentry updates and we are going to
 11 shift gears a little bit to talk about our
 12 students. So Mr. Corns, if you could please
 13 advance to the next slide?

14 So we do want to provide an update on
 15 in-person extracurricular activities. The full
 16 Board received information today as did our
 17 principals. As you are all aware, our
 18 extracurricular activities include both programs
 19 and clubs that enhance our students' academic
 20 programs. BCPS provides these extracurricular
 21 activities in all of our elementary, our middle

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1 and our high schools. So examples of our clubs
 2 include the chess club, our student government
 3 associations, robotics, and then we also have
 4 programs like our honor societies, performing
 5 arts groups and fine arts groups.

6 It is important to note that all of
 7 these activities have taken place in our schools
 8 since the beginning of the school year in a
 9 virtual environment. Our teachers, our staff,
 10 our paraprofessionals who sponsor these
 11 activities have done a remarkable job engaging
 12 students in the virtual setting and they have
 13 been incredibly creative. I've had the privilege
 14 of attending virtual plays, virtual performances,
 15 virtual art shows. So I just want to commend the
 16 job and the creativity of our staff.

17 Our students will have the opportunity
 18 to participate in these activities in an
 19 in-person setting beginning on April 12th. After
 20 we've received input from our school-based
 21 leaders, we did recognize that this timeline will

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1 allow our teachers and our support staff who
 2 sponsor these activities, as well as our
 3 students, to be able to become reacclimated to
 4 the in-person environment. If a teacher or a
 5 paraeducator or staff member cannot sponsor an
 6 activity in a face-to-face setting, our school
 7 leaders will have the opportunity and the
 8 flexibility to explore alternatives and to make
 9 adjustments accordingly. Virtual
 10 extracurriculars have enabled students to stay
 11 connected into their school communities since the
 12 fall. Consequently, our in-person activities
 13 will be offered in a concurrent learning model,
 14 so that our students who have opted to remain
 15 virtual for very good reasons may still
 16 participate. We want to insure that we are
 17 servicing all of our students and not creating
 18 greater gaps between our white students and our
 19 students of color.

20 Finally, staff in consultation with our
 21 high school leaders and the Office of Health

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1 Services, will be providing a plan and a guidance
 2 document that is related to senior activities.
 3 This plan and guidance document will be shared
 4 with our principals this week. So speaking of
 5 our seniors, at this time I would ask Mr. Corns
 6 to advance the slide and I'm going to turn things
 7 over to Dr. Zarchin, who will provide an update
 8 on graduation. Dr. Zarchin?

9 DR. ZARCHIN: Thank you, Ms. Byers.
 10 Staff continues to plan for modified in-person
 11 graduation ceremonies. Information regarding
 12 proposed venues and details about health and
 13 safety protocols are forthcoming. We are
 14 currently waiting for a decision from Towson
 15 University regarding the availability of SECU
 16 Arena. In the event that the Towson SECU Arena
 17 is not available, a work group is exploring
 18 alternative outdoor venues across Baltimore
 19 County. Health and safety considerations both
 20 CDC and local will guide our plans for modified
 21 ceremonies. Next slide please.

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1 So last Friday the CDC released updated
 2 guidance. As you can see, there are some
 3 changes, we've moved to three feet of social
 4 distancing in classrooms in our elementary
 5 schools, or in elementary schools is the guidance
 6 where mask use is universal regardless of
 7 community transmission. The guidance provided by
 8 CDC shares that middle and high schools where
 9 mask use is universal, unless community
 10 transmission is high, and unless students and
 11 teachers change classes. Six feet of social
 12 distancing remains in the guidance between adults
 13 in common areas, including during meals, outside
 14 of the classroom, and increased exultation, the
 15 signing bans and sports where they're more
 16 active, the breathing may be more vigorous, that
 17 is still six feet of social distancing.

18 So our secondary students change classes
 19 so we would not be able to adopt the three feet
 20 of social distancing in middle and high schools.
 21 We expect the Maryland Department of Health and

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1 the Maryland State Department of Education to
 2 review this guidance in upcoming weeks.
 3 Currently Maryland requires schools to provide
 4 six feet of social distancing to the extent
 5 possible. The CDC core principles for social
 6 distancing between students in classrooms
 7 includes elementary schools, as I mentioned
 8 earlier, students should be at least three feet
 9 apart. The guidance as I mentioned in middle and
 10 high schools can be three feet in areas of low,
 11 moderate or substantial community transmission.
 12 In areas of high community transmission, middle
 13 and high school students should be six feet apart
 14 if cohorting is not possible. As I mentioned
 15 earlier, our students change classes in middle
 16 school and high school so that cohorting is not
 17 in place. Next slide please.

18 As we are chart a path for our return to
 19 full in-person learning, we will gradually add
 20 additional layers of groups and activities in a
 21 thoughtful way, all along providing safety for

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1 students and staff while making progress towards
 2 the resumption of full in-person learning. This
 3 approach mirrors the layered approach we used
 4 with the mitigation strategies. At this time
 5 many unknowns remain on the path. With the virus
 6 levels remaining high, will they remain stable or
 7 drop in the next few weeks? Another question is
 8 will the state sanction CDC guidelines on social
 9 distancing in school? We have yet to see that.

10 What we are showing here is a roadmap
 11 for the next few months that will move us towards
 12 full in-person learning. You can see that in
 13 April two things will be happening. Each week we
 14 will add a new group, new programming and a
 15 higher risk activity, all the while maintaining
 16 strict mitigation measures and monitoring for
 17 spread. We expect that we will see minimal
 18 transmission of COVID in schools and that will be
 19 safely expanded as far as programming for
 20 students in the hybrid environment.
 21 Next as we look towards May, we will

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1 seek to increase the number of days that students
 2 will be in school. We will begin with our
 3 elementary learners in accordance with what we
 4 know about lowest spread for this group, with the
 5 target of elementary students being able to
 6 attend four days a week by early May. We have
 7 some operational challenges to address in April,
 8 for example, what is the impact of the increased
 9 elementary class size on transportation, how will
 10 we provide the recommended six feet of social
 11 distancing during lunch and when students are not
 12 masked? Our design team operations work group
 13 has been assigned the task of providing
 14 recommended strategies and solutions for these
 15 issues. Next slide please.

16 The timeline to provide all students
 17 with the opportunity to return to in-person
 18 learning enables us to learn what's working and
 19 identify variables that need to be addressed as
 20 we increase the number of students in schools.
 21 That learning process and the evaluation along

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1 the way is incredibly important. We are
 2 purposely being conservative as transmission
 3 rates have been rising, so we can build on
 4 successes and strengthen confidence and trust
 5 across stakeholders. We are both energized and
 6 excited about progress towards having students
 7 back in schools five days a week, and we
 8 understand that we will need to address those who
 9 are ready for a full return now and those who are
 10 uncomfortable about the risks associated with the
 11 path we are currently on. We believe that our
 12 current path will build trust and confidence in a
 13 return to in-person learning.

14 In a meeting with the CDC senior
 15 scientists and epidemiologists we received
 16 positive feedback on a return to in-person
 17 learning. In the meeting we were encouraged to
 18 walk, then run, and avoid putting the cart before
 19 the horse which would leave us forced to revert
 20 back. The CDC doctor encouraged us to maintain a
 21 deliberate pace. Yesterday in our second meeting

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1 with our health advisory experts from Johns
 2 Hopkins and the University of Maryland, we had an
 3 opportunity to share our plan and received
 4 guidance on our plan and pace towards a full
 5 return to in-person learning. In the meeting it
 6 was reinforced that with cohorts we can put more
 7 students back in schools. Once again, we were
 8 encouraged to continue moving towards bringing
 9 more students back at a purposeful pace while
 10 monitoring transmission in schools.

11 A key takeaway from the meeting was to
 12 move with a focus on quality improvement. We
 13 were encouraged to monitor variables as we expand
 14 in-person learning and avoid moving at a pace
 15 that would prevent us from having to walk back
 16 our return. That would happen or could happen if
 17 our pace exceeds our ability to learn and adapt
 18 to challenges. The JHU and University of
 19 Maryland doctors emphasized that the risk of
 20 secondary transmission increases with age. As a
 21 result, we will focus our early expansion for

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1 elementary schools and then include middle
 2 schools and high schools. We will continue to
 3 monitor our metrics and build upon our mitigation
 4 practices as we deliberately and safely progress
 5 towards a return to in-person learning for all
 6 five days a week.

7 It is our goal to be fully open and keep
 8 the schools fully open. To that end we are
 9 committed to building on successes and learning
 10 so students receive the benefits of in-person
 11 learning without disruptions or returns back to
 12 virtual. Next slide please.

13 So we are extremely thankful for the
 14 guidance and support that we have received from
 15 local and national experts. Our most recent
 16 advisors are working with us to support the
 17 school system as a result of the Baltimore County
 18 Government's involvement and partnership with our
 19 work. Experts in our health advisory are from
 20 the Johns Hopkins Consortium for School-Based
 21 Health and the University of Maryland School of

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1 Medicine. We have continued to work with
 2 Dr. Branch on at least a weekly basis and we are
 3 in contact with him about many issues that come
 4 up and opportunities for vaccines for our staff
 5 throughout BCPS. We also have a COVID task force
 6 that meets weekly that includes Dr. Chen from the
 7 Department of Health in Baltimore County. Our
 8 design team and work groups continue to focus on
 9 opportunities to expand in-person learning and as
 10 I mentioned, our new advisory health group has
 11 been a great asset as well. Dr. Williams in his
 12 weekly meetings with superintendents hears from
 13 the Maryland Department of Health as well as
 14 MSDE.

15 At this time I will turn to Dr. McComas
 16 to continue the presentation.

17 DR. MCCOMAS: Good evening, members of
 18 the Board. Mr. Corns, if you could please
 19 advance the slide, I'm here to provide you just a
 20 reiteration of our update for athletics. As all
 21 of you know by now, we have expanded our

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1 spectator for our athletic games. It's typically
 2 three spectators per student athlete, and of
 3 course that can take us up to crowds of
 4 approximately 360 persons or so. We certainly
 5 need to make adjustments for older and smaller
 6 facilities that may not accommodate such large
 7 crowd, keeping in mind that spectators still need
 8 to maintain six feet distance between the groups
 9 that are there, and we are continuing to use our
 10 paperless ticketing system, ticket stick it as a
 11 way of helping to manage that, as well as to
 12 support if and when contact tracing is necessary.
 13 Again, safety protocols remain in effect as
 14 Dr. Zarchin talked about, wearing masks,
 15 maintaining social distancing and of course
 16 contact tracings as referenced. Mr. Corns, if
 17 you could go on to the next slide?
 18 I'm happy to share with you this evening
 19 moving forward, I know Dr. Zarchin talked with
 20 you about our journey moving forward into the
 21 rest of this school year, and I am here to share

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1 with you some of our highlights of this upcoming
 2 summer learning program.
 3 We are pleased to offer this summer a
 4 combination of both in-person or face-to-face
 5 learning opportunities as well as virtual
 6 synchronous instruction for students, and paired
 7 also with a self-paced fully virtual option for
 8 students as well. Our in-person programs that
 9 will be both in person and synchronously
 10 virtually are our bridge to kindergarten program
 11 which is a brand new program this year, thanks to
 12 a state grant, and this is an in-person only
 13 opportunity for our students who will be entering
 14 kindergarten. We will as always, we always offer
 15 the extended year program which is for students
 16 whose IEP requires them to have the extended year
 17 learning program. Again, this will be offered in
 18 person. Extended learning opportunity for our
 19 Title I schools, our English language learners,
 20 these programs prioritize our English language
 21 learners who are level one and level two

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1 speakers. Our extended year learning program
 2 which services students at the middle grades and
 3 students at the high school grades as well. Our
 4 math academy. And for students who participate
 5 in the early college access program, that's a
 6 magnet program at Woodlawn High School, those
 7 students will have a virtual summer program in
 8 which they are taking coursework with CCBC.
 9 Lastly, we will also offer again this
 10 summer what we refer to as the summer learning
 11 hike; this is a new program that we offered last
 12 year that began the very first week that school
 13 closed and ran all the way through to the very
 14 last week prior to school starting this year.
 15 This program is offered for students that will be
 16 in grades K to 12 for next school year. It is
 17 entirely optional, students can drop in, this is
 18 self paced and they work through the programs as
 19 a convenience of themselves and their families.
 20 They can take a week off, they can jump back in
 21 and work through it, again, in a self-paced

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1 manner. We did see last year great participation
 2 in the summer learning hike, I think particularly
 3 our third graders last year used it a great deal
 4 throughout the summer, so we are excited to offer
 5 that again this summer.
 6 Our intent was to provide a robust
 7 bridge that spanned this year into next school
 8 year and to provide the learning in the formats
 9 that we believed would serve our community well.
 10 For those families that want to remain virtual,
 11 we're offering much of what we're doing in a
 12 virtual format. For those families that want and
 13 prefer the face-to-face or in-person instruction,
 14 we're very pleased to be able to offer that again
 15 this summer.
 16 And at that, I believe I conclude the
 17 presentation. I think, Mr. Corns, if you could
 18 go to the next slide? Thank you, and at this
 19 point I will turn it back over to Dr. Williams.
 20 Thank you.
 21 DR. WILLIAMS: So thank you, team, for

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1 the update. I will then turn it to Chair Scott.

2 CHAIRWOMAN SCOTT: Thank you. So we can

3 start taking questions. It looks like our first

4 one is from Mr. Offerman?

5 MR. OFFERMAN: Yes. First of all, thank

6 everyone, it was an extremely well done

7 presentation. I'd like to focus back on the

8 middle and the high school situation. Is it

9 correct to say that what's standing in our way of

10 bringing those students back in larger numbers or

11 for more days is the fact that they are changing

12 classes, is that the primary problem?

13 DR. ZARCHIN: Well, that will come into

14 play if MSDE and the Maryland Department of

15 Health, if and when they adopt the new CDC

16 guidelines. At this point they have not been

17 adopted. With what we have with our percent

18 positivity at this point, we're in the high

19 transmission area, and it's really difficult when

20 you add that to the fact that they are not

21 cohorting, they're moving from class to class, so

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1 to your point, yes.

2 MR. OFFERMAN: Thank you.

3 CHAIRWOMAN SCOTT: Thank you,

4 Mr. Offerman. Next is Mr. Kuehn.

5 MR. KUEHN: Thank you, Ms. Scott.

6 Dr. Zarchin, is your area in charge of the

7 procurement of PPE for schools?

8 DR. ZARCHIN: So we work on part of that

9 with facilities. It depends on the PPE that's

10 desired.

11 MR. KUEHN: So just to clarify, you work

12 in conjunction with facilities to tell them what

13 will be needed in the schools so that's all

14 available, correct?

15 DR. ZARCHIN: Yes, and I can have

16 Dr. Scriven and Ms. Somerville speak to details

17 about that, but we do work together on ordering,

18 yes.

19 MR. KUEHN: Okay, fantastic, thank you.

20 When you were talking about the schedule you were

21 talking about May, June, continuing the expansion

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1 of in-person learning. Are you talking about --

2 you were talking about four-day a week but you

3 only mentioned elementary schools; are you

4 expecting it to just stop at elementary schools?

5 DR. ZARCHIN: No, we will start with

6 elementary schools. As I mentioned, one of the

7 critical areas that we're looking at is as we

8 introduce new variables, bringing more students

9 in, we're monitoring lunch, time outside of the

10 building. We hope to expand beyond elementary

11 but what the research is saying is that, and our

12 experts, the spread is lowest with our elementary

13 aged students. So as we expand, that's where we

14 will start.

15 MR. KUEHN: And just so I'm clear,

16 you're not able to move forward any faster in

17 April because of why?

18 DR. ZARCHIN: I'm not sure of the

19 question.

20 MR. KUEHN: You said you waited until

21 May to make the expansion. My question is why

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1 are you waiting all the way until May?

2 DR. ZARCHIN: Because of monitoring

3 metrics, making sure that as we're still

4 transitioning students back, learning from not

5 only situations in schools that arise, but also

6 athletics, so that's that safe pace to a return,

7 and moving at a pace where we can learn along the

8 way and be very careful that we don't get the

9 situation where we go too fast, we have positive

10 cases that send students or cohorts back home

11 because of spread.

12 MR. KUEHN: So could you just explain,

13 in order for us to expand to four days, what

14 metrics do you need to see in order to agree to

15 that?

16 DR. ZARCHIN: So the one metric we're

17 looking at right now is, or two actually, total

18 cases per 100,000 based on a seven-day, and

19 percent positivity based on a seven-day. So

20 right now in addition to that, and this may be

21 even more important, it's learning from positive

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1 cases that occur in schools, and that's really
 2 critical, where are we doing a good job with our
 3 protocols, our mitigation practices, and where
 4 are we struggling a little bit.

5 The other piece is as we have returned,
 6 the tracking of cases that are our nurses are
 7 doing, it requires a great deal of time, contact
 8 tracing for one positive can lead to many many
 9 interviews with students and staff, so those are
 10 things that we're learning to grow with, we're
 11 getting better at it but it is taking time and it
 12 is really stretching our nursing staff pretty
 13 thin right now.

14 MR. KUEHN: All right, thank you,
 15 Dr. Zarchin, I will reserve the rest of my time.

16 DR. ZARCHIN: Thank you. I think one
 17 thing that may be helpful is having
 18 Ms. Somerville talk about the contact tracing. I
 19 think that's an area that is not always
 20 understood, the time, effort, energy and
 21 resources that go into that. Ms. Somerville,

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1 could you give us a quick overview of that
 2 contact tracing work?

3 MS. SOMERVILLE: Can you hear me okay?
 4 DR. ZARCHIN: Yes, thank you.

5 MS. SOMERVILLE: Thank you, sorry, I was
 6 double muted. So in Baltimore County Schools
 7 we're doing a targeted contact tracing. There's
 8 places that are just sending whole pods or
 9 classrooms home when there's a case, and we feel
 10 like it's important to make sure that we identify
 11 persons with close contacts and then notify those
 12 persons personally that they had an exposure to
 13 COVID. So we interview the case and if the case
 14 is in a student, we have to interview the
 15 teacher, because very rarely will parents know in
 16 the classroom who the student was in close
 17 contact with. We also have to touch base with
 18 the bus driver and look at the bus seating
 19 arrangements, and notify all staff as well.

20 So what we find is using that targeted
 21 approach, which minimizes exclusion, usually that

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1 whole class goes home for two weeks, it works,
 2 but it is really kind of using a sledgehammer
 3 when a screwdriver will work. But it really,
 4 that takes a significant amount of time to do
 5 well and to provide the support to our parents
 6 and our staff that they need when they learn that
 7 they've been exposed to COVID. We link them to
 8 testing resources, we provide them information
 9 and you know, for our staff, information about
 10 leave and working remotely, so that's in a
 11 nutshell the contact tracing.

12 And I'd like to add just one thing that
 13 we're monitoring very closely is the concept of
 14 secondary spread, which is, our goal is no
 15 transmission in schools. And so we're really
 16 monitoring the people that we put out as close
 17 contacts and the schools where we have cases to
 18 make sure that we do not have secondary spread
 19 and if we do, what we can do to mitigate that,
 20 because we really need to gain that, keep our
 21 students and staff safe and to gain the trust of

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1 our community that we can open it up very safely
 2 during the pandemic.

3 CHAIRWOMAN SCOTT: Thank you for that.
 4 Next we have Dr. Hager.

5 DR. HAGER: Thank you so much,
 6 Ms. Somerville, and thank you to those of you who
 7 did the presentation for your transparency with
 8 all the return to school data, and thanks for
 9 assembling these great health advisors, and I've
 10 just been really excited about where we are right
 11 now and given our current positivity rate I
 12 actually really appreciate the pace that we're
 13 going with and I think we're in, again, a really
 14 good position, and I thank you all for your
 15 really hard work.

16 So my questions are really more looking
 17 forward a little bit. So April 27th happens to
 18 be my birthday and also happens to be the day
 19 that 16-year-olds in Maryland are allowed to get
 20 vaccinated. So given that are we, do we have a
 21 plan in place to track our students that are

<p style="text-align: right;">Page 170</p> <p>1 going to be vaccinated like we would with any 2 vaccine, just so we can start to understand kind 3 of how widespread these vaccines are? I'm also 4 hopeful that our younger children will be allowed 5 to get vaccinated. 6 CHAIRWOMAN SCOTT: Could everyone mute 7 please? 8 DR. HAGER: So basically, what do we 9 have in place to prepare, because that is right 10 around the corner. 11 DR. ZARCHIN: Thank you for that 12 question. So I'll start with the tracking who 13 has been vaccinated. That is very difficult 14 because of privacy. We have been asked, you 15 know, how many of our employees have received the 16 vaccine and we really, we can share how many, you 17 know, links we can offer, but beyond that it's 18 very difficult to have a sense of how many 19 employees have received the vaccine, because of 20 those privacy issues. I think the same will hold 21 true with our students.</p>	<p style="text-align: right;">Page 172</p> <p>1 data sharing agreement with Maryland ImmuNet. 2 DR. HAGER: Wonderful, thank you. And 3 then, is there a plan in place for a timeline for 4 when we will release our fall plans? 5 DR. WILLIAMS: So I'll start. As 6 Dr. McComas shared, the bridge between the spring 7 and the summer is what we're working on, and if 8 the metrics are looking favorable with all the 9 information and guidance that we receive, I don't 10 see why we wouldn't start, again, if the metrics 11 are looking favorable and we have the guidance 12 through all of our partners, CDC of course, the 13 Maryland Health Department and MSDE. Principals 14 are already looking at staffing so we are 15 anticipating, I can't say a normal start, but 16 we're anticipating starting a school year similar 17 to other school years, but at this point as 18 Dr. Zarchin was sharing, we're going to continue 19 to monitor those guidelines and see if anything 20 changes. 21 As you well know, last year we had to</p>
<p style="text-align: right;">Page 171</p> <p>1 What we do have a sense in with our 2 employees now is that we have fewer and fewer who 3 are reaching out for the vaccines when we have 4 availability, and the other piece is we don't 5 know who has gone beyond the clinics that we've 6 offered in coordination with Baltimore County 7 Department of Health. 8 DR. HAGER: That is real interesting, so 9 would it require something from the Department of 10 Health to add the COVID vaccine to some sort of a 11 vaccine list for students, or is that unlikely to 12 happen? 13 MS. BYERS: So good evening, Dr. Hager. 14 I'll let Ms. Somerville jump in if I'm incorrect, 15 but COMAR dictates required vaccinations for 16 students, I believe. 17 MS. SOMERVILLE: This is Ms. Somerville. 18 COMAR does dictate those immunizations, but our 19 weekly downloads of data from Maryland ImmuNet 20 includes required and non-required vaccines, so 21 we actually will get that data as part of our</p>	<p style="text-align: right;">Page 173</p> <p>1 submit a plan in June and I think we got feedback 2 in July, so we will continue to provide some 3 updates once we have received, but yes, the way 4 I'm looking at it is everything is aligned, we 5 are planning for trying to be somewhat of a 6 traditional start of the school year, if you 7 will. 8 DR. HAGER: Thank you. That's all for 9 now. 10 CHAIRWOMAN SCOTT: Thank you. It looks 11 like Ms. Mack. 12 MS. MACK: Yes, thank you, Ms. Scott. I 13 think this question may tie into what 14 Dr. Williams just referenced as the bridge 15 between spring and summer. Yesterday the state 16 superintendent, Karen Salmon sent out a memo with 17 some attachments with the subject of second tier 18 performance metrics, and it appears that BCPS, I 19 believe all systems were asked to provide data on 20 the fall 2020 semester, and it looks like BCPS 21 reported that seventh graders received 24.3 hours</p>

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1 a week of synchronous learning. A parent emailed
 2 me and perhaps other board members, I think
 3 yesterday, that her child had only received 14
 4 hours a week of synchronous learning. Can
 5 anybody explain how there could be a discrepancy
 6 and if there is a discrepancy, what we're doing
 7 now to make sure that the kids really do get the
 8 24 hours a week?
 9 DR. MCCOMAS: Sure, Ms. Mack, I'm happy
 10 to speak to that. What you will see in that
 11 question for the second term performance was that
 12 the instructional model hours, and that includes
 13 the small group hours on Wednesday morning, and
 14 those small groups are, they fluctuate and
 15 they're customized by teacher, by subject, by
 16 grade level to service students. So those small
 17 groups are designed, they can be used for
 18 students that need additional intervention, they
 19 can be used for students that need acceleration,
 20 and so that's really what that model, that took
 21 into account that, and so that's where you may

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1 experience variations and fluctuations.
 2 MS. MACK: So thank you, Dr. McComas,
 3 very much. When we submitted our hours, did we
 4 extrapolate based on who we thought was attending
 5 on Wednesdays or who could attend or who actually
 6 attended?
 7 DR. MCCOMAS: No, the model, what was
 8 submitted is what the model is which is a
 9 universal model, and then the way that gets
 10 implemented is where you get the nuances.
 11 MS. MACK: So in this case where this
 12 mom is reporting that her son only got 14 hours,
 13 would it be safe to say that this child may not
 14 have participated in Wednesday learning?
 15 DR. MCCOMAS: That's possible. I don't
 16 know the particular, you know, child's schedule
 17 and when they may or may not have had that
 18 opportunity.
 19 MS. MACK: And one more quick question
 20 about that and I know we've talked about it, but
 21 is that totally up to the student to participate

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1 in the Wednesday learning?
 2 DR. MCCOMAS: Well, it's really
 3 organized. You need to think about Wednesdays
 4 and like instructionally what we think about
 5 Wednesdays is where, and Ms. Mack, I know you
 6 visit classrooms as many of our board members do,
 7 which we appreciate. You know, in the normal
 8 setting we would see the teacher pull that small
 9 group and they might work with a small group for
 10 20 or 30 minutes, then they would have those
 11 students maybe move on to some independent work
 12 into another group. So these Wednesday mornings
 13 were really designed to have that kind of
 14 flexibility so that we could provide really
 15 focused targeted support for our students. And
 16 that would not just limit it to interventions,
 17 students that need to get caught up, but that
 18 could also be used for students to have
 19 enrichment acceleration, and so I hope that you
 20 can understand how there is variance in the way
 21 that becomes implemented.

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1 MS. MACK: But we would not turn a
 2 student away who wanted to participate on
 3 Wednesday learning?
 4 DR. MCCOMAS: No, but I would say that
 5 it is structured and organized by the classroom
 6 teacher, how they utilize that time.
 7 MS. MACK: Thank you very much,
 8 Dr. McComas.
 9 DR. MCCOMAS: My pleasure as always,
 10 thank you.
 11 CHAIRWOMAN SCOTT: Thank you. It looks
 12 like we have a question from Ms. Henn.
 13 VICE CHAIR HENN: Thanks, Madam Chair.
 14 Good evening, Dr. McComas. I had a follow-up
 15 question regarding Wednesday instruction to
 16 Ms. Mack's questions.
 17 DR. MCCOMAS: Yes.
 18 VICE CHAIR HENN: Are we tracking on a
 19 student level those instructional hours?
 20 DR. MCCOMAS: So that would be, the
 21 classroom teachers would. I do not at the system

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1 level have a system for tracking that because
 2 that fluctuates classroom by classroom.
 3 VICE CHAIR HENN: Thank you. Are
 4 teachers required to track it?
 5 DR. MCCOMAS: I would say that that
 6 would just be part of their instructional
 7 planning for the week.
 8 VICE CHAIR HENN: So is that a yes or
 9 no?
 10 DR. MCCOMAS: As a principal I would
 11 expect my teachers to be able to share how that
 12 time is used.
 13 VICE CHAIR HENN: Are principals
 14 required to report it at a system level?
 15 DR. MCCOMAS: No, we do not have a
 16 system level reporting mechanism for that.
 17 VICE CHAIR HENN: So to Ms. Mack's
 18 point, she asked about extrapolation for the data
 19 that was sent to MSDE. That assumes that all
 20 students are receiving the 24-and-a-half hours of
 21 synchronous instruction per week.

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1 DR. MCCOMAS: Yes, and the models that
 2 were put forward to MSDE way back in the fall,
 3 that was part of what this model puts forward, it
 4 talks about the average of the hours.
 5 VICE CHAIR HENN: So is it expected that
 6 within the six hours on Wednesday, that all
 7 students would have synchronous contact or
 8 synchronous instruction?
 9 DR. MCCOMAS: No, that is really for
 10 customized group work and so that can fluctuate.
 11 You may have a student who has it one week and a
 12 student that doesn't have it necessarily the next
 13 week depending on how the teacher is using their
 14 small group structures.
 15 VICE CHAIR HENN: Because what I'm
 16 hearing is that students are not receiving that
 17 synchronous instruction on Wednesdays and that
 18 that's the norm rather than the exception. So
 19 I'm asking about tracking so that I have some
 20 data when we hear these things anecdotally to be
 21 able to validate or, you know, invalidate what

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1 we're hearing.
 2 DR. MCCOMAS: Sure.
 3 DR. WILLIAMS: So Ms. Henn, I'm sorry.
 4 I would suggest that you share that information
 5 with me or Dr. McComas if you're hearing such
 6 reports. Thank you.
 7 VICE CHAIR HENN: Sure. Thank you.
 8 CHAIRWOMAN SCOTT: Thank you. Next we
 9 have Mr. Kuehn.
 10 MR. KUEHN: Thanks, Ms. Scott. I have a
 11 motion, and I'll just read it. I move to direct
 12 the Office of Internal Audit to immediately begin
 13 an audit of the Education and Secondary School
 14 Emergency Relief Fund of 23.7 million that was
 15 awarded to BCPS through the CARES Act grant on
 16 June 26th of 2020. The Office of Internal Audit
 17 will provide their final report at the June 8th,
 18 2021 Board of Education meeting.
 19 CHAIRWOMAN SCOTT: Is there a second?
 20 VICE CHAIR HENN: Second, Henn.
 21 CHAIRWOMAN SCOTT: Thank you. So

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1 Mr. Kuehn made a motion to direct the Office of
 2 Internal Audit to immediately begin an audit of
 3 the Education and Secondary School Emergency
 4 Relief Fund of 23.7 million that was awarded to
 5 BCPS through the CARES Act grant on June 26th,
 6 2020. The OIA will provide their financial
 7 report at the June 8th, 2021 Board of Education
 8 meeting. And that was seconded by Ms. Henn.
 9 Would you like to speak to your motion?
 10 MR. KUEHN: I'll speak briefly to it.
 11 Everybody's very interested in the amount of
 12 money that has come to the school system and this
 13 is just the first part, this is known as CARES
 14 Act I or people refer to it as CARES Act I. So
 15 I'm talking about the initial amount of money.
 16 There is a CARES Act II and that will be a
 17 separate discussion as that money is, as a focus
 18 of future meetings and of future plans. But this
 19 motion is specifically to say this is what we
 20 spent the money on, here are the things that we
 21 bought for that, so that it could be made public

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1 as soon as possible. Thank you.

2 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.

3 Any questions? Okay, Ms. Gover, if we could do a

4 rollcall vote please? Oh, I apologize,

5 Mr. McMillion?

6 MR. MCMILLION: Yeah. In conversations

7 with Ms. Barr, and for those that are unaware --

8 CHAIRWOMAN SCOTT: Your microphone is

9 not on.

10 MR. MCMILLION: They had me turned down

11 low because I'm loud. For those that don't know,

12 I'm the chairman of the internal audit committee

13 and in conversation with Ms. Barr, there's a

14 possibility that the CLA, an external audit

15 group, is looking at these expenditures. So my

16 argument would be why, if we get an answer that

17 they're doing that, why are we going to duplicate

18 their work? To me that's not working smartly.

19 So now, if they're not doing that, yes, that's

20 something that the audit committee could look at,

21 but I think that, you know, we've got committees

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1 to look at things, why throw something out there?

2 Let the committee look at it, if the committee

3 justifies it, and I'm a transparent guy, if

4 that's something the committee wants to do, if

5 the committee says no, they don't want to do it,

6 we come back to the Board and then we vote on it

7 if the outside audit is not doing this. Thank

8 you.

9 CHAIRWOMAN SCOTT: Thank you,

10 Mr. McMillion. It looks like there was a comment

11 first from Mr. Kuehn and then Ms. Causey.

12 MR. KUEHN: Thank you, Ms. Scott.

13 Thanks, Mr. McMillion, I appreciate your insight

14 and your comments. Having been the chair of

15 audit committee for nearly two years I understand

16 how it works. And one of the things that I would

17 point out is that we have set aside hours for the

18 Office of Internal Audit to execute on

19 board-directed projects, and this would be a

20 board-directed project, so the hours should be in

21 the budget and should be available, and we're

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1 getting close to the end of the fiscal year so I

2 believe we have the ability to do that.

3 The other point that I would like to

4 make is I don't know what the CLA audit is going

5 to cover or when it's actually going to happen,

6 but this is a very timely audit and I believe,

7 and that's the reason why I set a June 8th date

8 for the report to be due, was to provide the

9 information to the public as soon as possible.

10 And I believe all the information should be

11 available and Dr. Williams and his team will make

12 that all very available to the Office of Inter

13 Audit and therefore will have at least CARES

14 Act I, you know, provided to everybody. Thank

15 you.

16 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.

17 Ms. Causey and then Mr. McMillion again.

18 MS. CAUSEY: Thank you, Madam Chair, and

19 I appreciate Mr. McMillion as chair of the audit

20 committee discussing his perspective on the use

21 of Clifton Larson as the outside auditor, they're

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1 the typical outside auditor, to do the work. And

2 I would support the motion as presented, and if

3 the Office of Internal Audit decides to utilize

4 Clifton Larson to get the work done, then that

5 would be up to the chief auditor to do so. I

6 think it is helpful for the full Board to have

7 its opinion known about what's important, so I

8 would support the motion, and also support these

9 types of motions in terms of having the full

10 Board to express their opinion about what's

11 important and also to the time limit of it.

12 Thank you.

13 CHAIRWOMAN SCOTT: Thank you.

14 Mr. McMillion, then Ms. Rowe.

15 MR. MCMILLION: Dr. Williams, can we

16 have Chief Auditor Barr speak to this, is she

17 available?

18 DR. WILLIAMS: I'm happy to see if

19 Ms. Barr is on the line. I will just remind the

20 Board we shared how we used the CARES I Act, we

21 shared in a weekly update and we're happy to

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1 share it again with the Board and some of the
 2 ideas that we plan to use for the CARES II so, I
 3 don't know if Ms. Barr is on the line.
 4 CHAIRWOMAN SCOTT: While you check,
 5 perhaps we could go to Ms. Rowe. Thank you.
 6 MS. ROWE: Yes, thank you. I think the
 7 issue is less about has the expenditures been
 8 shared with the Board, so much as are these
 9 expenditures being shared in a detailed format
 10 with the public. And if the auditors are looking
 11 into this, then that just means that they're
 12 going to verify the numbers. I see no reason why
 13 the Office of Internal Audit cannot ask for the
 14 information and supply a report that's available
 15 to the public, and then the external auditors
 16 will do what they do and confirm if the
 17 information is accurate.
 18 And Mr. Kuehn is right in that that
 19 external audit could take a lot longer, and we're
 20 getting a lot of scrutiny on people wanting to
 21 know precisely how the CARES Act money was spent,

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1 and if we don't offer accountability for how the
 2 first amount was spent, then there's just going
 3 to be constant questions about future amounts,
 4 and so I think that we should do this.
 5 CHAIRWOMAN SCOTT: Thank you. We have a
 6 question from Dr. Hager.
 7 DR. HAGER: Yeah, I had a question for
 8 Mr. McMillion and for Mr. Kuehn. So
 9 Mr. McMillion, when would this audit be available
 10 and would it automatically be made public, the
 11 one that you're referring to?
 12 MR. MCMILLION: Ms. Barr's in contact
 13 with a woman name Sherry King and she responded,
 14 she emailed her 15 or 20 minutes ago. She won't
 15 know the details of what they're looking at until
 16 tomorrow morning.
 17 DR. HAGER: Okay. And then Mr. Kuehn,
 18 why do you feel this is so urgent that we can't
 19 wait for the audit that Mr. McMillion is
 20 referring to?
 21 MR. KUEHN: So we're talking about a

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1 significant amount of funds and our understanding
 2 as what's been reported to the Board is that, you
 3 know, this money's been spent. Waiting, I
 4 honestly don't -- we're referring to a single
 5 audit that happens every year, it's an annual
 6 thing that happens where an outside auditor comes
 7 in and makes sure that we're spending money
 8 appropriately throughout the entire system.
 9 So I'm not quite sure of the timing, I'm
 10 sure that perhaps some staff could speak to the
 11 timing, I don't recall it off the top of my head,
 12 but what I'm seeing is we're getting close to the
 13 end of the fiscal year, I know that there's, this
 14 is a large dollar item if you want to think of it
 15 that way, and I think that the Office of Internal
 16 Audit could focus on it and do it in this
 17 relatively short amount of time, I have faith in
 18 them.
 19 DR. HAGER: And I'd just add that we've
 20 had updates almost weekly on how the money has
 21 been spent, and so it would surprise me if an

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1 auditor found something different, you know,
 2 because it's been so transparent, so yes, that's
 3 just my own perspective.
 4 MR. KUEHN: It doesn't hurt to verify.
 5 CHAIRWOMAN SCOTT: Sorry, I didn't mean
 6 to interrupt. Ms. Barr just joined us.
 7 Ms. Barr, are you there?
 8 MS. BARR: Yes, good evening.
 9 CHAIRWOMAN SCOTT: Good evening,
 10 Ms. Barr, thank you for joining us.
 11 Mr. McMillion, you had a question of Ms. Barr, or
 12 you wanted her to speak to the motion proposed?
 13 MR. MCMILLION: Yes, if she could.
 14 CHAIRWOMAN SCOTT: Okay. So let me
 15 restate the motion for you, Ms. Barr, because I
 16 think she's phoning in and can't see the chat.
 17 So Mr. Kuehn made a motion to direct the Office
 18 of Internal Audit to immediately begin an audit
 19 of the Education and Secondary School Emergency
 20 Relief Fund of \$23.7 million that was awarded to
 21 BCPS through the CARES Act grant on June 26th,

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1 2020. The OIA will provide their final report at
 2 the June 8th, 2021 Board of Education meeting.
 3 So Mr. McMillion asked, and I think it
 4 would be helpful for all of us if you could speak
 5 to that motion. Particularly, is that something
 6 that your office is already doing, would this
 7 work be redundant or repetitive, or is this
 8 something that is already being undertaken?
 9 MS. BARR: Okay, I do apologize. I lost
 10 power, I was watching the meeting, and I missed
 11 the conversation about, the conversation about
 12 the single audit.
 13 The Board's external auditors, Clifton
 14 Larson Allen typically do the audit related to
 15 federal expenditures, and at the audit committee
 16 back in October, Ms. Sherry King, who is the
 17 partner on the job for the Board, expressed that
 18 they would be reviewing these expenditures as
 19 part of the single audit in this upcoming year.
 20 So in order to avoid or eliminate redundancy, I
 21 wanted to check with her first to make sure first

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1 of all that they were going to include that as
 2 part of their single audit process this year. If
 3 not, then of course there would be things that we
 4 could do in relation to looking at those
 5 expenditures. But as part of the single audit,
 6 there's typically a compliance supplement that is
 7 issued related to particular areas of funding,
 8 for example special education, Title I, there
 9 would be that same thing issued related to the
 10 CARES funding money. And so there would be
 11 particular things that they would be looking for
 12 related to these expenditures to make sure that
 13 the expenditures were made in compliance with our
 14 federal regulations and expectations and that the
 15 expenditures were allowable.
 16 So I'm not sure when the motion
 17 indicates that they want us to audit these
 18 expenditures specifically, what would it be that
 19 we would be looking for other than those two
 20 things, I would seek clarification to the motion.
 21 CHAIRWOMAN SCOTT: Thank you for that,

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1 Ms. Barr. It looks like there's a comment and an
 2 amendment from Ms. Henn.
 3 VICE CHAIR HENN: Thank you, Madam
 4 Chair, and thank you, Ms. Barr, for joining us
 5 and for your comments. I agree that the Board
 6 would have to define the scope of the audit that
 7 Mr. Kuehn has proposed. Therefore, I'd like to
 8 offer the following amendment: I would like to
 9 amend the motion on the floor by inserting the
 10 statement, the scope of the audit will be
 11 determined by the board audit committee, so that
 12 Mr. McMillion as chair of the audit committee can
 13 oversee that on behalf of the committee and that
 14 it can be further clarified and to insure that
 15 the work is not redundant.
 16 And if I may speak, continue to speak to
 17 this, Madam Chair?
 18 CHAIRWOMAN SCOTT: Well, so you made a
 19 motion to add to, you made a motion to add an
 20 amendment; does that require a second?
 21 MS. ROWE: Second, Rowe.

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1 CHAIRWOMAN SCOTT: Okay, thank you. So
 2 Ms. Henn's amendment is to add, the scope of the
 3 audit will be determined by the board audit
 4 committee, okay. And it was seconded by
 5 Ms. Rowe. Yes, Ms. Henn, you may speak to your
 6 motion, or amendment.
 7 VICE CHAIR HENN: Thank you, and thank
 8 you to Ms. Barr for speaking to the scope of the
 9 external audit, that it does include federal
 10 funding. However, this is but one small piece of
 11 what an external audit looks at. The focus I see
 12 and the depth to which this internal audit would
 13 go would be far different. An external audit
 14 always looks at small samples and even given
 15 that, the fact that this is a small piece of
 16 their work, contrary to what an internal audit
 17 could do which would be a much deeper dive, and
 18 again, as defined by the scope determined by the
 19 audit committee, I would look to our audit
 20 committee to determine exactly what that scope
 21 is.

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1 I don't see the two as mutually
 2 exclusive. I think this would give the Board and
 3 the public the confidence that we require to
 4 understand these expenditures. And I appreciate
 5 Dr. Williams' transparency in providing this
 6 information to the Board through the weekly
 7 updates; however, the public also needs to have
 8 this information at the ready, so I would want to
 9 share this report with the public, and I support
 10 having it presented at the June 8th meeting.
 11 Thank you.

12 CHAIRWOMAN SCOTT: Thank you. It looks
 13 like there's a comment from Ms. Causey on
 14 Ms. Henn's amendment.

15 MS. CAUSEY: Thank you, Madam Chair. I
 16 would support Ms. Henn's amendment and I would
 17 just ask the, I would just ask the audit
 18 committee chair to consider in addition to the
 19 specific amount indicated by Mr. Kuehn, to also
 20 evaluate the scope as Ms. Henn said, Coronavirus
 21 Relief Fund for Technology which, I'm not sure if

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1 that's 12 million; the Coronavirus Relief Fund
 2 for Tutoring, I think that might be another 12
 3 million; and the GEER K-12 Technology.

4 So in terms of what the scope may be, I
 5 would just ask them to consider that, and I will
 6 be supporting her amendment.

7 CHAIRWOMAN SCOTT: Thank you. And it
 8 looks like Ms. Rowe?

9 MS. ROWE: So I had questions for
 10 Ms. Barr, not necessarily on the amendment. I
 11 mean, I can ask them now if you want.

12 CHAIRWOMAN SCOTT: No, I thought your
 13 question was for Ms. Barr on the amendment.

14 MS. ROWE: No, it was on the general
 15 motion.

16 CHAIRWOMAN SCOTT: Okay. So if we could
 17 process the amendment and then we can go back to
 18 the motion. Thank you. Okay, Ms. Gover, if we
 19 could take a rollcall vote for Ms. Henn's
 20 amendment to the motion?
 21 MS. GOVER: Ms. Rowe?

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1 MS. ROWE: Yes.
 2 MS. GOVER: Ms. Causey?
 3 MS. CAUSEY: Yes.
 4 MS. GOVER: Ms. Mack?
 5 MS. MACK: Yes.
 6 MS. GOVER: Mr. McMillion?
 7 MR. MCMILLION: Yes.
 8 MS. GOVER: Ms. Henn?
 9 VICE CHAIR HENN: Yes.
 10 MS. GOVER: Mr. Offerman?
 11 MR. OFFERMAN: Yes.
 12 Ms. GOVER: Ms. Pasteur?
 13 MS. PASTEUR: Yes.
 14 MS. GOVER: Mr. Kuehn?
 15 MR. KUEHN: Yes.
 16 MS. GOVER: Dr. Hager?
 17 DR. HAGER: Yes.
 18 MS. GOVER: Ms. Scott?
 19 CHAIRWOMAN SCOTT: Yes.
 20 MS. GOVER: Thank you.
 21 CHAIRWOMAN SCOTT: Thank you, so that

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1 was for the amendment. So now we're back on the
 2 motion and Ms. Rowe, you have a question about
 3 the motion?
 4 MS. ROWE: Yes, I had a couple questions
 5 for Ms. Barr. Can you tell me when the external
 6 audit is expected to be finished and if the
 7 results of that audit would be made public, and
 8 is the audit the CARES Act funding, are they
 9 taking samples or are they auditing everything,
 10 or is there a level of materiality, can you
 11 explain those questions please?
 12 MS. BARR: Sure. So by law they have to
 13 complete the CAFR by September 30 and that report
 14 is public, and the single audit by December 31
 15 and that report is public. In the past they have
 16 completed both reports, the CAFR and the single
 17 audit by September 30. Due to the COVID
 18 pandemic, however, this year that deadline for
 19 the single audit was extended I believe until
 20 March of this year, so it was a little bit
 21 different due to the COVID pandemic. Both

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1 reports are public, they always have been posted
 2 on the Board's website, I don't know if they have
 3 been restored yet due to the ransomware attack,
 4 but the information is public information.
 5 With respect to their approach, I
 6 believe Ms. Rowe as you will recall when you were
 7 the chair of the audit committee, that was
 8 explained with respect to materiality with regard
 9 to the reporting of their findings. They do
 10 select samples, but again, it's proprietary
 11 information for the company with respect to how
 12 they select those samples and how materiality is
 13 determined.
 14 MS. ROWE: Okay. So Ms. Barr, is it
 15 accurate to say that if the Office of Internal
 16 Audit did an audit of these CARES Act
 17 expenditures and had it done by June, that if
 18 there were problems, that your findings that you
 19 had, that you could have corrective actions in
 20 place for future upcoming CARES Act funding of
 21 which we're spending substantial amounts well

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1 before we even get the CAFR?
 2 MS. BARR: If the due date is June 8th,
 3 that's a correct statement, yes.
 4 MS. ROWE: Thank you, Ms. Barr.
 5 MS. BARR: You're welcome.
 6 CHAIRWOMAN SCOTT: Thank you.
 7 Ms. Gover, may we take a rollcall vote, please,
 8 on Mr. Kuehn's motion?
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. GOVER: Ms. Causey?
 12 MS. CAUSEY: Yes.
 13 MS. GOVER: Ms. Mack?
 14 MS. MACK: Yes.
 15 MS. GOVER: Mr. McMillion?
 16 MR. MCMILLION: No.
 17 MS. GOVER: Ms. Henn?
 18 VICE CHAIR HENN: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: No.
 21 MS. GOVER: Ms. Pasteur?

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1 MS. PASTEUR: No.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Ms. Scott?
 7 CHAIRWOMAN SCOTT: No.
 8 MS. GOVER: In favor is six.
 9 CHAIRWOMAN SCOTT: Okay, so the motion
 10 did not pass. Thank you. Okay. So, hang on.
 11 The next item on the agenda is the
 12 report on the multiyear improvement plans for all
 13 schools or MYIPAS, and for that I call on
 14 Dr. Scriven and Mr. Dixit.
 15 MS. CAUSEY: Excuse me, Madam Chair. I
 16 had not yet spoken to the reopening agenda item
 17 and I had put in the chat that I would like to
 18 make my comments.
 19 CHAIRWOMAN SCOTT: I didn't see it in
 20 the chat, I thought I had asked for any more
 21 comments, but yes, please go ahead.

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1 MS. CAUSEY: Thank you, Madam Chair, and
 2 I thought you were referencing Mr. Kuehn's
 3 motion.
 4 So emails that I have sent due to the
 5 limit of two minutes per board member per agenda
 6 item in the board meeting, I submitted an email
 7 seven pages with links weeks ago, and the answers
 8 were included in the Board weekly update but not
 9 attached to BoardDocs as other reopening issues.
 10 So I would like an understanding of what is the
 11 rationale of what issues are attached to
 12 BoardDocs around reopening, as I know that there
 13 were other times, several times other answers
 14 were answered and attached to BoardDocs.
 15 I'm just going to quickly list them and
 16 any updates that would be available I would
 17 appreciate, a lot was covered tonight, so staff
 18 will understand, Dr. Williams will understand.
 19 So Cohort B, are there assistance for staff with
 20 BCPS students that need supervision, especially
 21 with students only being in class two days until

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1 they get expanded. Also, increased instruction
 2 as Dr. Zarchin said about, with students,
 3 especially now that the CDC guidance is three
 4 feet, how is it going with CDC guidance for
 5 accommodations for teachers and staff with COVID
 6 concerns for in person to be provided the
 7 opportunity to telework or virtual instruction,
 8 what is the process? Also a corollary to that,
 9 which is new, if teachers need to quarantine due
 10 to possible exposure but they're not ill, can
 11 they teach virtually from home? We've discussed
 12 increase of in-person instruction but there is
 13 still, you know, more understanding needed. The
 14 hybrid instruction model, right now it's
 15 concurrent and teachers are doing a fabulous job,
 16 it's a lot of work, so I'm curious about the
 17 opportunity for local schoolhouse autonomy of
 18 that, of evolving and continuous improvement
 19 based on student learning needs.

20 Also vaccination updates, the media has
 21 reported BCPS has a low percentage of our staff

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1 vaccinated, but in working personally at the
 2 vaccine clinics I've seen thousands of educators
 3 come through, I think we're further along, and
 4 what is the update?

5 CHAIRWOMAN SCOTT: Okay that is the
 6 time.

7 MS. CAUSEY: Receipt of PPE. And also
 8 if I could, Madam Chair, one of our speakers this
 9 evening, Principal Kyria Joseph had great
 10 suggestions about the families who were not
 11 involved in virtual instruction, so I really
 12 would like to understand more about that,
 13 especially since in looking at the BCPS news
 14 releases, there are no press releases about the
 15 reopening, the success, it really in my mind
 16 needs more.

17 CHAIRWOMAN SCOTT: All right, thank you
 18 for that, and I'm sure, you said those questions
 19 were emailed, and staff will respond to those.

20 MS. CAUSEY: I would like to --

21 CHAIRWOMAN SCOTT: We do have to move

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1 on, though, because we have the MYIPAS and they
 2 have been waiting and we're an hour behind, and a
 3 lot of parents are going to want to hear about
 4 this study, so I want to be respectful of
 5 everyone's time. So you said you emailed the
 6 questions and they responded to you, and they're
 7 also, you said, in the weekly updates.

8 MS. CAUSEY: And my question to
 9 Dr. Williams, and this is early on, which is what
 10 is the rationale for including them in BoardDocs?

11 CHAIRWOMAN SCOTT: Okay. Can you email
 12 that to Kathleen directly so that we can move on
 13 with our agenda items, because that's something
 14 there can be shared in our weekly updates, but
 15 it's now 10:21 and we have a very important
 16 preparation. So with all due respect for all of
 17 us, I think that we should move on so that we can
 18 have this very important presentation.

19 So the next item on the agenda is the
 20 report on the multiyear improvement plan for all
 21 schools or MYIPAS, and for that I call on

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1 Dr. Scriven and Mr. Dixit.

2 DR. SCRIVEN: Yes, good evening, Madam
 3 Chair, Vice Chair, members of the Board.
 4 Mr. Dixit is on to frame what this MYIPAS
 5 presentation is grounded in as we prepare
 6 ourselves to receive information with respect to
 7 Phase II, so Mr. Dixit, please move forward.
 8 Yes, sir?

9 MR. DIXIT: Thank you very much, so good
 10 evening Chair Ms. Scott, Vice Chair Ms. Henn,
 11 Dr. Williams, and members of the Board. As
 12 Dr. Scriven indicated, I'll just give you a
 13 little bit of context of what we are doing
 14 tonight. As the Board will recall, Baltimore
 15 County Public Schools and Baltimore County, we
 16 are collaborating in the development of the
 17 multiyear improvement plan for all schools.

18 Back in September, September 29, 2020,
 19 we presented, or the Cannon Design presented to
 20 the Board the Phase I recommendation for high
 21 schools. Before that, updates on the progress of

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1 the plans were presented in the meetings of
 2 March 10th, 2020, and August 11th, 2020. Then
 3 another report was provided to the Board on
 4 October 13th, 2020, and that also included
 5 responses to dozens and dozens of questions that
 6 we received from board members.

7 In addition to that, Cannon Design has
 8 been conducting several interactive sessions with
 9 different focus groups. For Phase II, which is
 10 what you are going to hear tonight, additional
 11 focus groups have been created with the help from
 12 Baltimore County, and we do want to thank the
 13 county executive for providing funding for the
 14 additional focus groups to increase our community
 15 outreach effort. These focus groups are in the
 16 form of focus group summit and stakeholder
 17 advisory committee.

18 So tonight we have the senior vice
 19 president of Cannon Design, Mr. Paul Mills, and
 20 his associate, Dr. David Lever here to make the
 21 presentation for elementary schools and middle

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1 schools, and this time around we will have
 2 another presentation sometime in the June-July
 3 period to complete the final part of the MYIPAS.
 4 So with that, I'm going to pass this to Mr. Paul
 5 Mills, senior vice president, Cannon Design.
 6 Paul, can you hear me?

7 MR. MILLS: Absolutely.
 8 MR. DIXIT: So the screen is yours.
 9 MR. MILLS: Let me make sure my screen
 10 share is working. Okay, can you guys hear me?
 11 MR. DIXIT: Yes.
 12 MR. MILLS: All right. Good evening,
 13 Madam Chair, Vice Chair, members of the Board,
 14 and Dr. Williams. We really appreciate the
 15 privilege to work with the Baltimore County
 16 Public Schools school system and leadership,
 17 stakeholders, students and families. I'll give
 18 you an update as Pete was introducing, to
 19 Phase II of the MYIPAS in a very similar form and
 20 content to what we presented to you on the high
 21 schools back in the fall, with a subtle

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1 difference.

2 With the luxury of time to be able to
 3 actually perform the sort of outreach and
 4 engagement with stakeholders as part of the
 5 process, we are presenting to you the assessment
 6 findings first and these findings and data are
 7 being used with the focus groups, with the
 8 stakeholder committees and with the community at
 9 large to formulate the overall plan at the end.

10 So I'm going to reintroduce myself, it's
 11 been a few months, Paul Mills with Cannon Design.
 12 I do nothing but this type of strategic planning
 13 work with school systems around the country. I'm
 14 passionate about public education, have my kids
 15 in public education, and have dedicated my career
 16 to working with large complex school systems
 17 around the country similar to Baltimore County
 18 Public Schools. I'll allow David to introduce
 19 himself quickly as well.

20 DR. LEVER: Good evening, members of the
 21 Board. I'm David Lever, I'm delighted to be

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1 working again with Baltimore County Public
 2 Schools. From a very different perspective I
 3 worked with them from 2003 to 2016 in my role as
 4 executive director of the public school
 5 construction program. Since then I've been
 6 engaged with Baltimore County Public Schools
 7 through a number of separate projects, but I'm
 8 very happy that I'm working with Cannon Design on
 9 this extremely meaningful and very important
 10 project, and we hope that we can really deliver
 11 to you important results that will help to shape
 12 the capital program for years to come.

13 MR. MILLS: Thank you, David. So the
 14 agenda tonight, we'll get through this as quickly
 15 as we can to allow you to have plenty of time for
 16 questions.

17 A quick reset on the overview of the
 18 MYIPAS, particularly for those who might be
 19 tuning in for the first time and aren't as
 20 familiar with the project. We will speak to the
 21 assessment plannings in two different ways, one's

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1 about the benchmarking looking at the three
 2 pillar studies and those benchmarking metrics and
 3 scores and rankings that result from them. We'll
 4 also look at the findings in terms of the dollars
 5 and cents that are related to the facility
 6 assessments that are out there.

7 Unlike the high school presentation
 8 where everything was squished into one because of
 9 the timeframe to make initial recommendations
 10 relative to the ongoing CIP back last fall, the
 11 recommendations for middle schools, elementary
 12 schools, plus the bookmark topics that were, we
 13 chose to use the scenarios that needed to be
 14 vetted through the community, will be presented
 15 later as Pete was suggesting.

16 So the multiyear improvement plan for
 17 all schools really is just what the title
 18 implies, it's a capital improvement program
 19 that's long range in planning scale but as the
 20 all schools notion of the title, it really speaks
 21 to equity, it speaks to planning with a notion

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1 that is data driven, but it's based on common
 2 values and based on the voice of students,
 3 families and community of Baltimore County in a
 4 way that achieves equity for all students.

5 A very primary aspect of this as well is
 6 looking at opportunities to maximize state
 7 funding so not all, we're going to adjust to the
 8 county's generosity to take care of capital
 9 projects, so we're looking for opportunities to
 10 maximize that funding and to fund low-cost
 11 no-cost sorts of solutions where available and
 12 relevant to the educational program.

13 The facility assessment study rests on
 14 three pillars as we're referring to them of
 15 analysis and study. They are, and we'll get into
 16 more detail in a moment, the educational adequacy
 17 and equity assessment, facility condition
 18 assessment, and the capacity utilization study.
 19 All of this has been done with overt engagement
 20 with internal and external stakeholders for the
 21 schools, and we're really proud of the design of

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1 the work we've done in Phase II that has a very
 2 overt program with representative cross-sectional
 3 communities representing all areas of Baltimore
 4 County to look into, participate in a design
 5 process to come up with alternatives and options
 6 that will be vetted through the community at
 7 large before making final recommendations.

8 Our role as consultants in this, we're
 9 really here to be the impartial unbiased
 10 professionals that do this sort of work around
 11 the country and nationwide. We're facilitating
 12 this process. We have concluded all the
 13 technical work with our team of engineers and
 14 architects that have gone through your schools
 15 from fence line to fence line, from foundation up
 16 to rooftop, to really look at the health and the
 17 designs of the schools and how they fit into
 18 these three pillars.

19 One note about being impartial and
 20 unbiased, it's just that. No one within
 21 Baltimore County Public Schools, the community,

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1 county government, no one anywhere has influenced
 2 our recommendations, these are our professional
 3 recommendations and opinions that we put forward
 4 and while tonight we're not talking about
 5 recommendations, I want to share with you that
 6 all of the facilities data are objectively
 7 observed, measured and surveyed with consistent
 8 professional methodologies.

9 The progress, to reset where we were, we
 10 used the same timeline last time to show where we
 11 were in the process. What we're presenting to
 12 you during Phase II are the assessment findings.
 13 That's on the heels of the work we did for the
 14 high schools that concluded last fall. We've
 15 continued forward with the study of all your
 16 buildings, presenting your findings, and then
 17 what's important in this process is it's not
 18 let's design the best solutions out there,
 19 present them to the community and see what they
 20 think. It's really about including and engaging
 21 the community in the process in a way that

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1 representational committees can actually
 2 participate in that work and vet that work,
 3 annotate that work before it's presented to
 4 anyone and everyone in the community to look at,
 5 and vet the various functions that are put forth.
 6 It's not necessarily here's your solution, I hope
 7 you like it. It's really about, there's
 8 different mutually exclusive pathways to achieve
 9 the goals here, and these are the different ways,
 10 whether it's option one, two or three, and it can
 11 take measures through polling systems and
 12 outreach in the communities to confirm
 13 objectively where the level of support or lack
 14 thereof might exist for different options that
 15 are out there.

16 All this work will conclude early summer
 17 and we will come back to you and present the full
 18 recommendations of the plan for all schools. The
 19 final report, after generations of working with
 20 you and all the actual documentation and such,
 21 will run concurrent your your CIP that gets

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1 started. A very important part of this, I
 2 mentioned that there are community forums and
 3 they are virtual by nature of the pandemic that
 4 we're living in, but we've had two of them so
 5 far, one in January to kick things off, one in
 6 February to get a pulse on decision-making
 7 criteria. We did initiate a second community
 8 survey during that time that was open a week,
 9 with results that will be pending for you
 10 shortly.

11 So jumping into the assessment findings
 12 that we have, the first aspect being
 13 benchmarking, some of this will be a reminder for
 14 you, but for the benefit of others who are tuning
 15 in for the first time, the three-pillar study is
 16 really three separate studies about the buildings
 17 themselves. Educational adequacy and equity is
 18 about the building and how it equitably supports
 19 the program and supports wellness, safety,
 20 security, et cetera. It's not about the culture
 21 of the school, it's not about the people, the

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1 professionals working, serving the students, it's
 2 really about those buildings. The second one,
 3 facility condition is the name, it's physical
 4 health of the buildings. That's where the
 5 architects and engineers went all through the
 6 buildings to come up with the structured industry
 7 standard approach to measure the physical health
 8 of the buildings. And capacity utilization
 9 speaks to how full the building is based on a
 10 consistent rubric that's consistent with state
 11 policy for measuring and judging needs for
 12 capital improvements. All three of these pillars
 13 are based on a consistent notion of data that
 14 drives our first ranking of benchmarking,
 15 comparative, looking at schools in a way that we
 16 can tell which ones have a higher degree of need
 17 versus others while they might have different
 18 sorts of needs, but this sort of weighted rubric
 19 is such that the greater the needs, the higher
 20 the priority.

21 So the first pillar, educational

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1 adequacy and equity, really stressing on the term
 2 equity here, we worked very closely with
 3 Dr. Williams' team to define what equity means
 4 for Baltimore County Public Schools. And what
 5 we've really got down loud and clear is the
 6 notion that equity isn't about equality. We've
 7 seen these sorts of images before but for those
 8 who might not be familiar with it, on the
 9 left-hand side we've got equality, which really
 10 focuses on giving equal support everywhere,
 11 whether that's an educational program or the
 12 sorts of equipment, the technology that's in a
 13 building, or down to the facilities. This
 14 standard space approach is really common in the
 15 industry I work in to come up with a nice easy
 16 common yardstick measure of all schools, and
 17 we've found a the way of believing that we've
 18 achieved quality. Well, what we've done here
 19 with Baltimore County Public Schools and it's
 20 work I'm very proud of, and the team has spent a
 21 lot of time working on this, is the notion of how

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1 do we design this in a way that actually achieves
 2 equity, which isn't about having the sameness for
 3 supports, but rather the sameness for the
 4 outcomes. So as the image here would imply,
 5 there's a variable degree of supports that bring
 6 the actual people that inhabit the buildings up
 7 to a point where they are supported on an
 8 equitable and par level.

9 The facilities, what does this mean?
 10 Well, in the equality space we're talking about
 11 standards, aspects, minimum standards that either
 12 apply for the state as we've looked at here, as
 13 well as Baltimore County, on facilities that
 14 exceed those. So that common baseline is where
 15 we start with this, it's very objective and data
 16 driven.

17 The second half where it's a little more
 18 flexible depending on the relative needs of the
 19 student populations that are served by the
 20 facilities has a variable component to it but it
 21 still has the rigor of data behind it. What are

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1 we talking about here? We're talking about
 2 vulnerable populations that are out there, we're
 3 talking about homeless students, we're talking
 4 about students that are English learners, special
 5 education students, and students that deal with
 6 poverty. We have to translate the data that
 7 drives and measures the students that are
 8 inhabiting the school to a facility need and
 9 whether it exists or not is where we can judge
 10 and benchmark those relative needs. This is
 11 something that's very special and unique that
 12 I've perceived in my career having done this in a
 13 lot of places, and it's something that I believe
 14 that will become a template that school systems
 15 around the country can use.

16 In addition to this notion of equity and
 17 equality that's deep into this rubric that we've
 18 developed, we've been listening. We've been
 19 working with focus groups focused on equity,
 20 condition and capacity. We've also been working
 21 with community groups and have had open

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1 invitation meetings. We've had surveys. And
 2 we've been hearing loud and clear, there's a few
 3 messages about what needs to be importantly
 4 worked into this.

5 There's three examples I want to lift
 6 up. In the 1970s many of you might have attended
 7 these, like the open-plan schools, the pod
 8 schools, the ones where there's not walls in
 9 between all the classrooms, where the design
 10 intent is that teachers will be able to
 11 collaborate and do intercurricular planning and
 12 delivery of instruction, team teaching and the
 13 sort. And to do the sorts of things we design
 14 schools to do now with very interactive
 15 project-based learning, et cetera, the only
 16 problem is back in the '70s they didn't account
 17 for acoustics, and those sorts of schools are
 18 very difficult to operate without an extreme
 19 level of discipline on the part of the students
 20 to cooperate with your dedicated instructors that
 21 are doing their darnedest to make sure they're

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1 learning. We've accommodated those open-plan
 2 schools, of which you have several that are still
 3 in use today in 2021, and we have adjusted
 4 factors within the adequacy rubric to signal that
 5 those are inequitable conditions and they ought
 6 to be addressed.

7 Second, in looking at the high school
 8 initial recommendations we put forward that a
 9 leaning towards renovations and additions was a
 10 cure for condition, capacity and adequacy for the
 11 facilities, and a common response we heard was
 12 that we know what additions are, we don't want
 13 additions. Peeling back the onion and learning
 14 more about, is that in the 1990s there was an
 15 expansion program to keep up with growth that was
 16 happening in your communities and there are a
 17 bunch of modular classroom buildings that were
 18 deployed. Many of these were built to, in
 19 today's standards would be considered your
 20 learning cottages, I love the term, but your
 21 temporary portable buildings that were really set

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1 there as a stopgap until you can get permanent
 2 construction, but these modulars were several of
 3 these built together in a way that was, I'm
 4 trying to mimic a permanent construction setup
 5 but really didn't have the quality of true
 6 self-built custom construction, and they're
 7 inequitable and they're getting old at this
 8 point. To accommodate that we've looked at that
 9 in terms of both the adequacy and equity and
 10 you'll hear about it again when we talk about the
 11 capacity.

12 And third, I mentioned earlier and
 13 talked about it, but the equity metrics for the
 14 vulnerable populations that are being served here
 15 really is hard baked, and all of this was from
 16 feedback that we've gotten from stakeholders
 17 across the county and we're proud to have
 18 accommodated it in the metrics.

19 So you may recall this image from
 20 before, it's kind of a, you know, a higher look
 21 at the scoring group that we set up and for

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1 teachers out there, very familiar with how you
 2 look at student improvement and performance
 3 metrics and grades and things like that to end
 4 with a consistent rubric. Well, that's the same
 5 sort of methodology we used here to measure the
 6 educational adequacy and equity of the buildings.
 7 So there's six categories here, you can see them
 8 on the inner wheel here, wellness, relationships,
 9 educational program, operational utilities,
 10 safety and security, technology and furniture.
 11 And on the outer wheel are what we call the KPIs,
 12 there's 29 of them that are subcategories, if you
 13 will, that help measure out the relative
 14 strengths and weaknesses of the facilities.

15 Those measures centered around equity
 16 and the types of facility accommodations for
 17 vulnerable populations, et cetera, are woven into
 18 multiple KPIs and categories. It's intentional.
 19 We hear loud and clear that equity is not a box
 20 to be checked, equity is something that's
 21 pervasive in our world and in all facets of an

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1 operation, so we've taken that to heart and made
 2 sure that's accommodated where appropriate within
 3 the framework.

4 These open-plan schools that I mentioned
 5 earlier, those affect also multiple categories
 6 and KPIs. As an example, safety and security,
 7 you don't have the walls around so it's a lot
 8 less, or a lot more difficult to secure. It also
 9 affects both relationships and collaboration, as
 10 well as the operation and utility of the building
 11 so that you can see some instances where the
 12 scores get drawn down in those facilities that
 13 are inequitable like that.

14 So this whole framework and the
 15 breakdowns and the weights that were set up were
 16 developed in close consultation and engagement
 17 with a very diverse and representative focus
 18 group that was tasked with helping us define what
 19 equity means and how do we use that in a way to
 20 measure your buildings. This is common with work
 21 that I do with other school systems around the

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1 country, but this was very tailored to Baltimore
 2 County and was done with representatives from
 3 both Baltimore County Public Schools as well as
 4 Baltimore County Government, as well as community
 5 liaisons, students involved in the process as
 6 well. I'm really proud of the work we've done
 7 here and one real important note about it, this
 8 whole framework and all the weights were done
 9 without naming a single school. What I mean by
 10 that is this was based on values, what's
 11 important, what's a priority for all students.
 12 That's how this thing was designed, it was done
 13 in a way without any sort of reference to how it
 14 might affect any sort of downstream metrics that
 15 might come forward from it.

16 So how does it look for middle schools?
 17 Just like with high schools we've shown here the
 18 schools, that's on a hundred point scale and its
 19 in ascending order in terms of the, how well and
 20 sound and adequate the building is, meaning that
 21 towards the top of the list we have number one,

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1 two, three, four, et cetera, the lower number
 2 here, that represents more need, these are your
 3 middle schools that within that framework of six
 4 categories and the 29 KPIs, these are the ones
 5 that are in the worst condition, versus the ones
 6 towards the bottom.

7 We've annotated here also the regions or
 8 planning areas for those that are familiar with
 9 working kind of from, if we were going around a
 10 clock, the southwest, northwest, central,
 11 northeast, southeast. I've annotated them there
 12 because I know some folks might not know the
 13 entire county and all the school names, but this
 14 helps you locate them here and we'll be looking
 15 at some maps in just a little while. I want to
 16 give you a couple minutes just to soak in maybe
 17 some schools you might have particular personal
 18 interest in, or look at the top of the list or
 19 bottom of the list, and we're going to move on to
 20 the elementary schools.

21 So here fitting them all on a page was a

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1 trick because we have 107 of them to accommodate
 2 here, but here's the same sort of ranking with
 3 the scores for elementary schools. The top five
 4 or so here that really, they're color coded here
 5 to kind of show you degrees of the scale that's
 6 consistent all of the different categories and
 7 you can see that Summit Park, Chatsworth,
 8 Johnnycake, Red House Run, Scotts Branch, Pine
 9 Grove and on down the way are the elementary
 10 schools that have the greater need relative to
 11 wellness, educational program, safety, security,
 12 all those different aspects that we spoke about.

13 We did a lot of QA/QC on this. I don't
 14 have an image to share with you here, but if you
 15 can imagine taking a timeline on the X axis and
 16 the scores on the Y axis, and then you plot all
 17 the dots on there for each school, each score,
 18 meaning the newer ones on the right, the older
 19 ones on the left and draw a trend line through
 20 those dots, there's always an upwards sloping
 21 trend line on this; there might be a couple of

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1 outliers but in general the newer the building
 2 the more educationally adequate and equitable it
 3 is, and that just bears out logical sense here,
 4 that the newer buildings are ones built to
 5 today's standards versus the ones built back in
 6 the '60s, '50s and earlier in the process.

7 We did as part of the QA/QC defined sort
 8 of these data quality issues, but also it's just
 9 to validate this is a very valid metric to use
 10 relative to your school. I'll give you another
 11 couple minutes, I know there's a lot on the list.

12 All right, moving on to the next part --
 13 oh, we do have backup reports that show all the
 14 different measures that lie beneath those KPI
 15 subcategories as well, as previously made
 16 available.

17 On to facility condition, our next
 18 rubric, it's really about an industry standard,
 19 an engineered approach to doing facility
 20 condition assessments and yields an index, a FCI,
 21 facilities condition index, which is a common way

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1 in the industry that looks at the cost of all the
 2 repairs required divided into the cost of
 3 replacing so you get a general sense of,
 4 quote-unquote, what percent broken a building is,
 5 and it's an industry standard that we do. It is
 6 broken down by the cost, or weighted by the cost,
 7 I should say, so if you look at kind of the major
 8 system needs and then, you know, sub systems from
 9 that, all the detailed parts, those are weighted
 10 not by consensus and working through exercises
 11 for not things like we did for educational
 12 adequacy and equity, this is driven by industry
 13 standards by cost, so the more expensive items
 14 are weighted heavier versus the lower cost items.
 15 This was validated by a similar focus group as
 16 well, focused on facility conditions.

17 For the findings here, you can kind of
 18 see through the middle ground there where
 19 educational adequacy had a different ranking from
 20 what we have on condition, in other words some
 21 correlation on a couple of them, and some of the

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1 better ones were also in better educational
 2 adequacy condition, but not always the case. And
 3 you can see due to relative needs that are
 4 different among all of your middle schools just
 5 like among all of your schools. Similarly to the
 6 other pillar here, the higher up on the list
 7 means the greater need. I'll give you just a
 8 moment there. There is nothing in the red
 9 category, we're happy to see, in the middle
 10 schools, so a lot of parity, and that's driven by
 11 the fact that you don't have many old -- I think
 12 the newest middle school is from the early 2000
 13 timeframe, whereas with high schools and middle
 14 schools you have a lot more newer examples that
 15 can be brought to bear, so there's a little more
 16 flat curve involved in the outcome of these.

17 So here's the elementary schools on
 18 condition. Elementary schools you do have some
 19 of the newer facilities that end up in the green
 20 category towards the end, as well as some of the
 21 other ones that wind up towards the bottom end,

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1 many of these are in that red category there are
 2 among the ones that you have on the Schools for
 3 Our Future Program, and those legacy projects
 4 that are very near term implementation. Again,
 5 I'll give you just a few more seconds here to
 6 take this in.

7 Okay. Moving on to the third pillar,
 8 capacity utilization and a similar map to the one
 9 we had with the high schools, so a picture tells
 10 a thousand words, right? It really kind of
 11 drills down and you can focus in on what's going
 12 on here. Perry Hall, those that's the only red
 13 category school of middle schools across the
 14 county, as defined as ones that are over 115
 15 percent utilized. That utilization as a
 16 refresher is the projected enrollment, how many
 17 students, divided into the state rated capacity
 18 or how many seats if you will. So the building
 19 can, given its educational program and where the
 20 spaces are being used can accommodate a thousand
 21 students and you have 800 students actually

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1 attending, you're at 80 percent utilization. If
 2 you're at 1,200 students you're at 120 percent
 3 utilization. Those sorts of metrics help us
 4 determine how full the building is projected to
 5 be. So the figures we're using for the
 6 numerator, that figure is the seven-year
 7 enrollment projection and these were provided by
 8 Baltimore County Public Schools staff and they
 9 work with consultants that do this sort of work
 10 and those professionals, we did a peer review
 11 look at the methodologies that they use and it is
 12 a sound industry standard approach to doing
 13 enrollment projections. In some of the metrics,
 14 and one thing I wanted to signal on this, their
 15 baseline for this was pre-COVID, that's very
 16 intentional. While we do have information from
 17 this current school year, it is very much an
 18 outlier case and we don't want to have that last
 19 year thin off and extrapolate some strange models
 20 that really are outlier cases that are due to the
 21 pandemic, so we responsibly made sure we weren't

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1 flying off the diving board, if you will, so the
 2 projection was based on tried and true enrollment
 3 projections based on non-pandemic scenarios.

4 So the state rated capacity is an
 5 official recognized number by the state and
 6 there's actually a process to get that number
 7 changed as part of it. In the middle schools,
 8 just like with the high schools, we've made
 9 accommodations and run the projections based on
 10 the BCPS plans to bring some of the English, or
 11 speakers of other languages programs that are
 12 regionalized right now back into the home high
 13 schools and middle schools. That means that
 14 fewer road miles for those students that want to
 15 avail themselves of those programs, those
 16 families that want to avail themselves of those
 17 programs, which is great. These are programs and
 18 improvements that are happening over the planning
 19 horizon of the seven-year period, we have
 20 accommodated and made adjustments so that we
 21 expect those student who are currently perhaps in

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1 a regional center in the future would be going to
 2 the one back home so we made those plans so we're
 3 not looking in a rearview mirror when we're doing
 4 our planning, we're actually looking forward.
 5 A couple other points about the map
 6 here. You will see in the details of it, the
 7 mention of areas that have the background using
 8 the same color scale that we're talking about
 9 here, so if you're looking at the northeast you
 10 are in this orange bracket, which means 100 to
 11 114 percent utilized, it meant you're full and
 12 beyond a bit. In the white it's between 85 and
 13 99. I do know from looking at the details,
 14 there's a fine line difference between right on
 15 the cusp of the high end of the white range here
 16 in the central or in the very low end range for
 17 northeast, so the map can be a little misleading,
 18 but we will fine tune all the details.
 19 But in those areas where you're full and
 20 you have specific schools that are projected to
 21 be over enrolled such as like a Perry Hall, that

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1 means that adjusting boundaries and finding some
 2 low-cost no-cost solutions, operational solutions
 3 to the challenge are difficult unless you're
 4 doing something virtual. There's no neighboring
 5 capacity around those schools to relieve it
 6 because on average they're full throughout the
 7 area.
 8 So the findings, the benchmark scores,
 9 and let me explain how the scores are computed.
 10 It's pretty easy. If you're a hundred percent
 11 capacity utilization or less, meaning that you've
 12 got plenty of space designed for the building the
 13 way it's being used to accommodate your projected
 14 enrollment you've got a perfect 100 score. For
 15 every percentage point above a hundred percent
 16 utilized, so if you're 101 your score would be
 17 99, if you're 110 your score would be 90, if
 18 you're 113 you'd be an 87. You can kind of see
 19 where we're starting to get into yellow, meaning
 20 that you're under utilized, and the degrees to
 21 which are shown with the numbers. So Perry Hall,

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1 the one in the red for middle schools, it was
 2 projected to be at 79 of the capacity score so
 3 we're using everything on the hundred point
 4 scale; however, what that means at the end of the
 5 day it's projected to be 121 percent utilized, so
 6 you can see the force ranking there.
 7 Okay, and then there's details behind
 8 it. I think our web master is just loading our
 9 dashboard onto our website, but all the details
 10 behind this on capacity utilization, just like
 11 with the high schools, are made available for
 12 middle schools and elementary schools as well,
 13 and the way you kind of see how this works, on
 14 the left-hand side you're looking at that percent
 15 utilization, and over here is the delta between
 16 the, the difference between the projected
 17 enrollment and the capacity, so if you're short
 18 you're a negative number, if you have surplus and
 19 it's a positive number, so you can kind of see
 20 that Perry Hall, that was the one that was in the
 21 red category, is projected to be short by 337

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1 seats, which equates to that 121 percent I was
 2 mentioning.
 3 Then you can look at the blended
 4 averages by region up at the op, so you can see
 5 where currently central and northeast today are
 6 in our baseline year last year, we had surplus
 7 throughout the system, maybe with some schools a
 8 little over and some under, but on average there
 9 was a surplus. However, over the planning
 10 horizon of seven years, that essentially gets
 11 swallowed up by growth.
 12 All right, elementary schools. A lot
 13 more dots on the page, a lot more red dots as you
 14 might notice on there. We have orange regions
 15 that cover just about the entire county, meaning
 16 you're full, there's not much surplus capacity to
 17 be had throughout the system and there is
 18 probably some construction required, capital
 19 improvements required to accommodate the growth
 20 of the elementary just like we had with the high
 21 schools. Again, this is a seven-year projection,

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1 this is state rated capacity.
 2 One thing I wanted to say on here,
 3 remember those 1990s modulars we were talking
 4 about, those portables on steroids or however you
 5 want to refer to them? These are by today's
 6 standards, you would never call them permanent
 7 capacity, but right, wrong or indifferent,
 8 they're recognized by the state and the state
 9 rated capacity has permanent capacity. What does
 10 that mean? That means that's a permanent
 11 structure that's going to be there for the long
 12 haul, but we know those buildings are at this
 13 point getting well beyond 20 years of age and
 14 have served their useful life for the type of
 15 construction that they are, and we have made
 16 adjustments in the capacity for long range
 17 planning purposes to presume those buildings are
 18 not here for the long haul, and what did that do?
 19 Those buildings that have those types of modulars
 20 that adequacy score or, excuse me, the capacity
 21 score gets them up towards the top of the list,

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1 and I'll show the numbers and you can start to
 2 see a couple of them.
 3 So here's all of the elementary schools
 4 by capacity and a couple of them right at the
 5 top, zero capacities, which when I explained the
 6 math earlier, that means that you're at 200 or
 7 more percent projected utilization at the end of
 8 the seven-year planning horizon. Red House Run,
 9 which we know is on the Our Schools for the
 10 Future program list. And Deep Creek Elementary
 11 School has those modular buildings on it; when we
 12 discount those off of it, the percent utilization
 13 goes up tremendously, so they get listed in terms
 14 of their inequitable situation, and any such
 15 school like that is also accommodated in that way
 16 as well.
 17 So a lot more red as we saw on the map,
 18 you can see the rankings and where they are as
 19 listed here, and the ones that are, have surplus
 20 capacity or plenty of capacity, a hundred percent
 21 or less, are the ones shown in green. I'll give

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1 you just a few more seconds to take this in as
 2 well, there are a lot of names.
 3 All right. So just like with the middle
 4 schools and the previous high schools, the
 5 dashboard has other details behind it that you
 6 can peruse.
 7 So now we have the three colors, now
 8 they're different measures measuring different
 9 aspects of school operation and they're all very
 10 important. And just like with the high schools,
 11 we have blended these together with our weighted
 12 scoring system, and it wasn't just arbitrary, it
 13 was based on survey information from 22,000
 14 people in the county and to remind you, just as
 15 it was with the high schools, we used the same
 16 weighting proportion, so educational adequacy and
 17 equity is slightly higher than one-third at 35
 18 percent, facility conditions slightly lower, and
 19 capacity utilization is right on par. So it's
 20 roughly a third each but we wanted to not just
 21 make it arbitrary but rather, we wanted to lift

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1 up what's a priority to your stakeholders and
 2 accommodated that into the scoring system.
 3 So how is this going to be used? Three
 4 different ways, and it's really centered around
 5 the notion of equity. It's to help inform what
 6 kind of facility options are the right ones for
 7 the schools, whether it's doing additions, doing
 8 renovations, replacing the school or leaving it
 9 with a separate school, et cetera, that gets
 10 influenced by this data. As well as sort of the
 11 renovation project scope that can come out, you
 12 know, in the facility condition we're talking
 13 about repairing stuff, right, taking care of
 14 those roofs that are getting old, taking care of
 15 air conditioning, boilers, et cetera.
 16 Renovations in this educational adequacy and
 17 equity are a little more dramatic, these are
 18 items that bring the sorts of layouts of floor
 19 plans and the designs of the schools in a way
 20 that really mimics what we would do in building
 21 new facilities. The accommodation in the cost

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1 that you're going to see in that moment accounts
 2 for not just doing a little facelift, we're
 3 talking about transformative outcomes for
 4 schools, and we've done this across the country
 5 and have a lot of examples where you might even
 6 think it was new construction if you were to
 7 visit it.

8 At the end of the day, oh, and thirdly,
 9 sequencing the projects, coming into the way with
 10 so many different schools, 170 facilities that
 11 have a very wide range of different needs, having
 12 a consistent system that's based on the voice and
 13 consistent values applied in an objective and
 14 mathematical way is the way we can help inform
 15 what the sequencing of these CI projects ought to
 16 be. It's all around the notion that the greater
 17 the need exists, the higher the priority.

18 So here's the aggregate need for the
 19 middle schools, blending the three in, weighting
 20 by the 35, 32 and 33 weights on the different
 21 scores, we kind of put the aggregate score as we

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1 did with the high schools. You can see the ones
 2 with the red are towards the top and the green is
 3 more towards the bottom, but you can see the
 4 relative rank in aggregate need scores for middle
 5 schools on the slide now. I'll give you a couple
 6 more seconds.

7 Elementary schools, same. I don't have
 8 the three pillars on here, I couldn't fit all the
 9 stuff on one page and forgive me, I wanted to get
 10 it on one page so you could see it all at once,
 11 but you can see in red here, Red House Run, Deep
 12 Creek, Summit Park towards the top, and on
 13 average your newer facilities towards the back,
 14 and I'll give you another moment to just take
 15 these in. Okay.

16 So that is the benchmarking aspects of
 17 the work just like we did with high schools. So
 18 we have a very consistent way of comparing the
 19 relative needs of facilities, so what's all this
 20 stuff going to cost? So I'm going to share with
 21 you the assessment findings now, this is

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1 assessment findings, this is not recommendations,
 2 and I can tell you working with school systems in
 3 many states and all over the country, no one can
 4 afford to do all of their priorities, so
 5 assessment findings are just a measure of the
 6 ocean, universe of need that's out there. The
 7 recommendations and plan and how we
 8 systematically prioritize in an equitable way,
 9 recommend a roadmap to achieve those is a
 10 different animal, so I'm going to show you the
 11 numbers that we've got here.

12 This includes all schools. You might
 13 remember from high schools the tally was around
 14 \$1.2 billion, with a B, and this includes that
 15 among these numbers. So right now we're talking
 16 about a range because we're not concluded with
 17 the process, we have engagement to do with
 18 stakeholders and design thinking to do to come up
 19 with those different options that could be used
 20 to remedy this, the conditions that are out
 21 there, that's why there's a bit of a range.

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1 So just like before, this is a
 2 seven-year forecast of your condition needs, it's
 3 a seven-year forecast of where the enrollment
 4 projections are going, and it's today's measure
 5 of the educational adequacy and equity based on
 6 the rubric that we set forward. This number
 7 includes the Schools for Our Future. You will
 8 remember the class we called legacy projects from
 9 the previous one; we have several of those in
 10 middle schools and elementary schools under the
 11 title of Schools for Our Future, and those that
 12 have already commenced are considered legacy
 13 projects, but we have accommodated those and
 14 understand the cost implications of those.

15 It also includes the potential for
 16 relief schools, and that gets into this little
 17 wedge here where we had, capacity could be
 18 addressed in multiple ways, and for us just to
 19 early on in the assessment phase tell you what
 20 the answer is, we just don't know, we have to go
 21 through the rigor of process and do the vetting

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1 through your stakeholders to come up with the
 2 most relevant solutions. You might remember from
 3 high schools we looked at scenarios where in the
 4 northeast you have a lot of shortfall of capacity
 5 that needs to be addressed and we looked at,
 6 there's one scenario where you do additions on
 7 your existing high schools, just grow them a bit
 8 bigger, we showed you what they might be versus
 9 the rest of the state of Maryland. But another
 10 way to resolve that would be a relief high school
 11 that would relieve all of them, change the
 12 boundaries around, change your feeder patterns,
 13 et cetera, that's a different way. Now those
 14 have different price tags with them.

15 Similarly in our preliminary looks at
 16 middle schools and elementary schools, there are
 17 those same sort of mutually exclusive outcomes
 18 and we want to go through the rigors of process
 19 to make sure we're addressing the needs that are
 20 responsive to the community. So now in
 21 conclusion just like before, it's just this very

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1 early preliminary stage, we just don't know what
 2 the land will be and how much it might cost,
 3 et cetera, so we did not include it. Now that
 4 can be accommodated with other public agency
 5 swaps, those sorts of things, it could be
 6 straight procurement, et cetera, but at the time
 7 of implementation that needs to be accommodated
 8 that that's not included in these numbers.

9 And just like before, it doesn't include
 10 unfunded replacement projects that would
 11 forestall other projects down the road, so you
 12 know, we're talking \$4 billion, that's a big
 13 number to take on. As I mentioned before,
 14 there's not a school district in the land that
 15 can address all of their needs, all priorities,
 16 et cetera, but we want to start to look at what
 17 this roadmap might look like and this might be
 18 something in terms of, just like we did with the
 19 high schools, what recommendations might be ahead
 20 of us.

21 Well, your current rate of funding,

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1 which is 140 million a year, presuming that
 2 construction costs escalate over time and the
 3 budgets would proportionally go up, you would
 4 take 27 to 29 years to get that range of \$3.7- to
 5 \$4.1 billion accommodated, with many generations
 6 of students going through your ranks to get
 7 through nearly 30 years of timeframe. There's
 8 definitely a call for how we prioritize things.

9 The last time we talked about the
 10 prospect of the Built to Learn Act and we looked
 11 at very early forecasting; we believe for the
 12 high school scenario we were talking about
 13 reducing the timeframe to about 15 years, so we
 14 used another 15-year sort of thing and it was
 15 right around the same range.

16 Oh, by the way, I didn't mention
 17 earlier, the 1.2 billion we reported for high
 18 schools was for one-third of your portfolio, so
 19 you're roughly in that same range extrapolated
 20 for the balance of the two-thirds with your
 21 elementary, middle schools and centers, those

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1 sorts of facilities as well. So what would it
 2 take to get to the 15-year cycle? Well, it
 3 requires, doing the math it requires another
 4 \$1.6- to \$2 billion above your current funding
 5 levels. Where that comes from is definitely
 6 something you want to work closely work on and
 7 develop best strategies for it. That equates to
 8 about one 107 to 133 million a year, so it's
 9 approaching what you're spending now on the
 10 higher end of the additional funding required for
 11 capital projects in your schools. So Built to
 12 Learn does look very positive, and based on our
 13 current read of the legislation, the formulas are
 14 such that there is \$462 million that's earmarked
 15 for Baltimore County Public Schools, which is a
 16 great deal of money. The size of these circles
 17 is proportional. If that is your 4.1 billion
 18 there, that's 140 that you do every year, it
 19 would take 29 of these to fit in here, but
 20 there's your Built to Learn Act, which looks tiny
 21 compared to this, but actually it is significant

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1 and it's over ten percent of the projects. It is
 2 a one time program we understand, and we don't
 3 know all the details about the cash flowing,
 4 et cetera, so we're not sure we're working
 5 closely with the county and school system
 6 leadership to make sure we're being responsible
 7 with our recommendations. It does require the
 8 county also to put in additional to be able to
 9 receive that matching grant, probably somewhere
 10 around a 60-40 split.

11 Just by way of benchmarking and
 12 comparing, 462 million is a lot of money, it can
 13 accomplish a lot of things, but just by comparing
 14 what you've got in legacy projects in the
 15 planning stages that are already on the county
 16 end are accommodated, but on the state end need
 17 to be backfilled with the final construction,
 18 there's about 240 million required to complete
 19 your Schools for Our Future as well as the
 20 Lansdowne legacy project, so in some regards look
 21 at that money as a huge blessing for Baltimore

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1 County Public Schools, but that a lot of it is
 2 already on the short edge and accounted for with
 3 ongoing projects.

4 So all this speaks to the need for
 5 priorities, we did this last time and showed you
 6 the spread and it's a very similar curve that we
 7 had before. We have broken down all of these
 8 various costs among the three pillars and five
 9 tiers of priority, and it's in terms of math
 10 those higher needs, right, those things that help
 11 you stay healthy and alive are the ones down at
 12 the bottom of the pyramid while these are the
 13 high priority things here. We have put, most of
 14 that is capacity, because you're at a point of
 15 critical growth, particularly with high schools
 16 and elementary schools.

17 One thing I want to signal here, it's
 18 something I mentioned last time and it still
 19 bears out, the county government has been
 20 generous to keep the preservation of your assets
 21 sound and your staff that's charged with

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1 maintaining your buildings has their eye on the
 2 ball. This number 14 million in priority one
 3 tells me something, it tells me you don't have
 4 these critical needs in a lot of things. 14
 5 million sounds like a lot of money, but for a
 6 portfolio of 170 schools, it's nothing. What
 7 that means is you should be applauding yourselves
 8 that you've got great leadership and you've got
 9 priorities of taking care of your existing
 10 assets, all you have to do is take care of future
 11 assets by bringing in the capacity that's needed
 12 critically. As you start to get down deeper into
 13 the priorities, you start to see a little bit
 14 more of the facilities condition costs in there,
 15 routine maintenance and normal stuff that's
 16 coming up on the horizon, systems that have
 17 reached the end of their useful life within the
 18 planning horizon, and those adequacy and equity
 19 which, these things are just must haves for an
 20 educational facility, so when we start getting
 21 into priority three and stuff that's where we're

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1 going to start seeing a lot of those sorts of
 2 priorities.

3 But anyway, this serves to give you a
 4 general sense of what we found with our three
 5 pillar study and the benchmarking associated with
 6 it, what dollars are there. We're not going to
 7 step into the recommendation side like we did
 8 with the high schools because we do have a
 9 process to get through, but we'll come back to
 10 you in early summer with those findings.

11 With that I will conclude our
 12 presentation and maybe give you a little bit of
 13 recap of what's coming back up on screen that I
 14 described earlier. With that, I will take any
 15 questions you have.

16 CHAIRWOMAN SCOTT: Thank you very much
 17 for that presentation. We do have some questions
 18 from some board members. It looks like first is
 19 Ms. Causey.

20 MS. CAUSEY: Good evening.

21 MR. MILLS: Good evening.

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1 MS. CAUSEY: Previously it was requested
 2 if there was an analysis done on projections and
 3 it seems that there still has not been an
 4 analysis of the actual accuracy of projections;
 5 is that fair to say?
 6 MR. MILLS: What we were charged to do
 7 was to peer review the methodologies used and we
 8 found that the methodologies were of sound
 9 consistent industry standard that we would do if
 10 we were doing the work ourselves.
 11 MS. CAUSEY: So I understand what you
 12 did do, but there was not analysis of the
 13 accuracy of projections of the last five years,
 14 or even further back?
 15 MR. MILLS: I would defer to Mr. Dixit
 16 or anyone else at Baltimore County Public
 17 Schools.
 18 MR. DIXIT: So part of the task that
 19 Cannon had was to look at our methodology and
 20 insure us that it meets industry standards and
 21 that's what they have done.

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1 MS. CAUSEY: You mentioned the survey
 2 responses. What was the timeframe of the survey
 3 responses?
 4 MR. MILLS: So we've had two surveys,
 5 one was in July of 2020 and there was one in the
 6 February timeframe with community forum number
 7 two on it.
 8 MS. CAUSEY: And in December of,
 9 December 22nd of '20, there was a contract
 10 approved by the Board of Education, JBO-702-21,
 11 contract authority of \$10 million, related to
 12 contracted services for on-call special projects,
 13 architectural design. What is the relationship
 14 between your being awarded that and the MYIPAS?
 15 You were awarded with other firms for on-call
 16 minor projects, but also for special projects
 17 where no value was indicated.
 18 MR. MILLS: So they are separate
 19 solicitations that we applied for both, we were
 20 successful on the MYIPAS, and we were
 21 prequalified, the Board has not awarded, we don't

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1 have any projects on it, but it's a contract
 2 vehicle through which Baltimore County Public
 3 Schools commits to service proposals for us to
 4 compete on future work.
 5 MS. CAUSEY: So that was in conjunction
 6 or not in conjunction with MYIPAS?
 7 MR. MILLS: It is separate.
 8 MS. CAUSEY: And then maybe Mr. Dixit
 9 could speak to special projects where no value is
 10 indicated, what variety of projects could that
 11 represent?
 12 MR. DIXIT: So what we do is when we
 13 bring those contracts to the Board, are really
 14 establishing a list of prequalified architects,
 15 civil engineers, mechanical engineers and
 16 electrical engineers. There is no promise of any
 17 work to them, and in case of Cannon Design, they
 18 have not been assigned any work, they have really
 19 to my knowledge have never worked with us, so
 20 that just means that they meet the qualifications
 21 to perform work for us should we have work and

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1 should our team, our architect select them for
 2 that job and so far they have not been selected
 3 for any job to my knowledge. So we are trying to
 4 correlate any of their work with any of the
 5 prequalified; just about every architect or
 6 engineer that is in town that has done schoolwork
 7 is perhaps prequalified.
 8 MS. CAUSEY: I just want to point out
 9 that I did abstain from that vote.
 10 The next question is to Dr. Williams and
 11 Madam Chair Scott. Since the Board just received
 12 this presentation, the document was just uploaded
 13 during this meeting and it was really quite hard
 14 to read that fine print, we understand trying to
 15 get all of the information together, what is the
 16 process for board members to submit questions and
 17 then receive answers that can be published?
 18 CHAIRWOMAN SCOTT: We have our weekly
 19 updates, so any questions you can submit and it
 20 will be shared in the weekly updates.
 21 MS. CAUSEY: What about them being

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1 shared with the public?

2 CHAIRWOMAN SCOTT: I don't believe

3 that's something we have done in the past. You

4 were talking about loading them up in BoardDocs

5 or something?

6 MS. CAUSEY: There was a website with

7 MYIPAS, maybe Mr. Mills can speak to that, what

8 documents are there? There was a disruption with

9 the ransomware attack of course, but --

10 CHAIRWOMAN SCOTT: I'm sorry, were you

11 speaking in regards to BoardDocs or to a MYIPAS

12 website, because I thought you were talking about

13 uploading questions and answers to BoardDocs.

14 MS. CAUSEY: I'm looking to understand

15 the process where board members' questions can be

16 submitted and answered and then shared with the

17 public, so my question is, would it be in

18 BoardDocs or would it be in the MYIPAS website?

19 CHAIRWOMAN SCOTT: Do we have an answer

20 for that?

21 MR. DIXIT: So what we had done last

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1 time and I'll have to have a conversation with

2 Dr. Scriven and the superintendent, but what we

3 had done last time to answer those questions and

4 posted it on website at that time. Since then we

5 have a new website which is still being

6 populated, but I do not see any issue sharing

7 those responses with the board members

8 immediately as we get it. We have been extremely

9 transparent on this. When we started this

10 program, one of the set of instructions we had

11 from the superintendent and the county executive

12 is to be totally transparent. I do not recall of

13 any project that we have done that there has been

14 this level of transparency, so there is nothing

15 to hide here, we will share it with the board

16 members and we welcome your questions.

17 CHAIRWOMAN SCOTT: Thank you.

18 MS. CAUSEY: Thank you.

19 CHAIRWOMAN SCOTT: It looks like it

20 is --

21 MS. CAUSEY: I will submit the rest of

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1 my questions in writing. Thank you, Madam Chair.

2 CHAIRWOMAN SCOTT: Thank you.

3 Mr. McMillion?

4 MR. MCMILLION: Thank you, Mr. Mills.

5 Sparrows Point Middle School is in a very unique

6 situation. Out of 175 schools in Baltimore

7 County, they share a building with Sparrows Point

8 High School. In fact, they share the auditorium,

9 the library, the cafeteria, the gymnasium, the

10 locker room, the athletic fields and the parking

11 lots. When you did your study, how did you

12 incorporate that uniqueness into your formulas?

13 Thank you.

14 MR. MILLS: Thanks for the question,

15 Board Member McMillion. In the initial high

16 school recommendations we did lift up, and

17 there's a class of projects that would require

18 stakeholder outreach, due diligence on land and

19 those sorts of things, we highlighted that in

20 equity that exists at Sparrows Point High School

21 and Middle School. And that's something that's,

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1 you know, I have a daughter who very recently was

2 in the middle school ages, and as a father of

3 that age, commingling with the older boys, and

4 you know the sorts of narratives that can really

5 go through an emotional situation. But not even,

6 kidding aside, it's something that's very

7 personal and something we're very focused on. As

8 we're going through the planning process,

9 absolutely, we're looking for an outcome that

10 brings the Sparrows Point community in alignment

11 equitably with the rest of the county in terms of

12 the grade configurations. That includes looking

13 for a new home for the middle school. The school

14 right now, the high school is crowded, the middle

15 school is crowded and we need to find a new

16 place. Most likely the middle school would have

17 a new home as part of that process, or you would

18 have to continue to grow that campus with more

19 additions on that tight campus and still continue

20 to work in there. We're looking at adjacent

21 elementary sites potentially, we know there's a

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1 big industrial area that has future growth that
 2 might happen into it, so we're looking at
 3 opportunities to alleviate that inequitable
 4 situation. We are very aware.
 5 MR. MCMILLION: Thank you very much.
 6 CHAIRWOMAN SCOTT: Thank you. Next is
 7 Ms. Mack.
 8 MS. MACK: I have two quick questions.
 9 When we show an aggregate score and then there's,
 10 a number of schools have the same aggregate
 11 score, how do we determine ranking?
 12 MR. MILLS: So there are decimals
 13 beneath them. I believe we used the whole number
 14 for presentation purposes, but the ranking is
 15 based on, you know, coming up with that numerical
 16 order.
 17 MS. MACK: Okay. And then the other
 18 question and I apologize, but the slides went by
 19 pretty quickly and the print was very small. I
 20 did not see Watershed Charter School included.
 21 MR. MILLS: I need to go back and see if

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1 we assessed that building. I can't remember if
 2 that was on our list or not, I know that it's a
 3 unique situation there. I did, I failed to
 4 mention to you also, we did assess all of the
 5 special center programs, the Crossroads and
 6 others that are not a traditional elementary,
 7 middle or high school. We did not include them
 8 in the benchmarking because their programs are so
 9 unique, they require a unique approach to
 10 measuring and accommodating them in the plan.
 11 Those are part of the MYIPAS and will be
 12 accommodated as part of it; it's just while the
 13 facility condition assessment is consistent with
 14 there, but doing and sort of program comparison
 15 and equity it's apples and oranges, and we didn't
 16 want to confuse the narrative so we left them off
 17 the list.
 18 MS. MACK: Okay, but you will have some
 19 type of report that does include schools like
 20 that?
 21 MR. MILLS: Yes.

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1 MS. MACK: Okay, thank you very much.
 2 That's all, the only questions I have.
 3 MR. MILLS: Thank you, Board Member
 4 Mack.
 5 CHAIRWOMAN SCOTT: Thank you. Next is
 6 Mr. Kuehn.
 7 MR. KUEHN: Thank you, Ms. Scott.
 8 Mr. Mills, going back to Sparrows Point, this is
 9 a special case and since we have luckily the
 10 presentation for Phase I, we can see that
 11 Sparrows Point is over capacity in the red, and
 12 projected to be at 136 percent over capacity in
 13 '26, in 2026. And when we look at the middle
 14 school at Sparrows Point the over capacity rating
 15 is, I don't believe it's in the red as much as
 16 the high school is, if I'm looking at it, it says
 17 109 percent in 2026. And my concern here is this
 18 is a special case because we have to look at the
 19 whole facility, right, and we have to come to
 20 some conclusion here, and by treating the middle
 21 school and the high school in very separate ways,

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1 I don't want to lose this special case that this
 2 high school/middle school actually is.
 3 MR. MILLS: Board Member Kuehn, great
 4 question, and let me see if I can address where I
 5 think you're heading. We are looking at this as
 6 a system and when we have a community like that
 7 that has these schools that are interdependent on
 8 each other, we make design solutions that are of
 9 a nature to address both of those programs at the
 10 same time. The reason there's differentiated
 11 members is that different parts of the building
 12 are assigned to different schools, so you will
 13 see different metrics associated with each of
 14 them, and I would take to heart, we are very
 15 aware of that unique circumstance and we've
 16 already, our initial recommendations have
 17 signaled that with, and that when one class of
 18 projects that require future budgeting, and
 19 that's part of the road forward as we finish the
 20 MYIPAS.
 21 MR. KUEHN: Thank you. The next thing I

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1 want to draw your attention to is, I'm jumping
 2 between slide 16 and slide 19, so basically I'm
 3 looking at the capacity utilization for middle
 4 schools and for elementary schools, and what I'm
 5 seeing in elementary schools are lots of yellow
 6 yellows and reds, and then when we get to the
 7 feeder pattern into middle schools I'm only
 8 seeing one red, yellows in all sorts of places,
 9 and whites and blues. So I'm wondering if we
 10 need to take a closer look at the feeder patterns
 11 to understand what's happening, because we go
 12 from very over capacity to very full but not
 13 screaming over capacity, I don't quite know how
 14 to explain that. And I'm concerned that we're
 15 missing something in the translation from
 16 elementary school to middle school.
 17 MR. MILLS: There's a lot of indicators
 18 that could explain some of that. For example,
 19 the buildings themselves dictate what the
 20 capacity is based on that state rated process for
 21 determining how the building is used, et cetera,

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1 and it's the buildings that have the capacities,
 2 the enrollment projections are what they are.
 3 And sometimes there are family decisions that are
 4 made at that middle school level to look at other
 5 alternatives, whether it's private school sector,
 6 charters, et cetera, maybe neighboring districts,
 7 sometimes those decisions happen at those cusps
 8 or grade points. But really I think it's less
 9 that than the former, where it's just
 10 circumstances of where you have capacity in your
 11 schools.
 12 CHAIRWOMAN SCOTT: Thank you for that.
 13 MR. MILLS: And the boundary is
 14 validating how this can be aligned for the long
 15 haul, we're working very closely with Melissa
 16 Appler and the research department that handles
 17 those projects with the community and they're
 18 working with us on the mechanics of the plan.
 19 CHAIRWOMAN SCOTT: Thank you. Next is
 20 Ms. Rowe. Ms. Rowe?
 21 MS. ROWE: Yes. So you mentioned in

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1 passing that you have detailed reports on each
 2 facility and I noticed that when we got the high
 3 school report we didn't see these charts with
 4 these rankings. Where can we get that
 5 information?
 6 MR. MILLS: So I believe some of this
 7 has succumbed to the ransomware attack here.
 8 We've furnished reports that were made available
 9 to you through Pete Dixit's office and through
 10 channels that were described earlier.
 11 MS. ROWE: Okay, so there are rankings
 12 like this for high schools that we could see?
 13 MR. MILLS: Yes.
 14 MS. ROWE: Okay, and so Mr. Dixit will
 15 get that to us?
 16 MR. DIXIT: So if I remember in the high
 17 school presentation, you had a similar list that
 18 was part of the presentation and it did have
 19 rankings attached to that.
 20 MS. ROWE: Okay, but so what about each
 21 of the, Mr. Mills mentioned that each facility

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1 had its own report. Is that available?
 2 MR. DIXIT: That report is available, it
 3 is not on the website because of the detailed
 4 nature of that report, but --
 5 MS. ROWE: You know how fond I am of
 6 gigantic binders.
 7 MR. DIXIT: So yes, that report can be
 8 provided to anyone.
 9 MS. ROWE: Yes, I would like that
 10 please, thank you. That's all I have.
 11 CHAIRWOMAN SCOTT: Thank you. Next we
 12 have Ms. Henn.
 13 VICE CHAIR HENN: Thank you, Madam
 14 Chair. Good evening, Mr. Mills.
 15 MR. MILLS: Good evening.
 16 VICE CHAIR HENN: You had mentioned
 17 legacy projects and I'm aware of Lansdowne being
 18 identified as a legacy high school project. I'm
 19 sorry if I missed it but could you review the
 20 legacy elementary and middle school projects that
 21 have been identified?

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1 MR. MILLS: They are on basically
 2 everything north of Lansdowne on the CIP list, I
 3 don't have it at the ready on screen right at the
 4 moment, but these are the ones that have been
 5 given the names in the Schools for Our Future
 6 program. There's two new schools in the
 7 northeast, I think an elementary to accommodate
 8 growth, and there are several replacement schools
 9 and a couple of additions, I want to say. I'm
 10 sorry, I don't have them just at the top of my
 11 memory.
 12 MR. DIXIT: Let me help you, Paul. All
 13 of the schools that have been approved by the
 14 Board and the county's capital program and shown
 15 at fully funded, they are part of the legacy
 16 project, and I'll quickly name some of them, I
 17 may miss one or two, but northeast area
 18 elementary school at Ridge Road, Red House Run,
 19 Bedford and Summit Park; and northeast area
 20 middle school and Pine Grove and Deer Park
 21 Elementary School, Pine Grove Middle and Deer

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1 Park Elementary School, and Scotts Branch
 2 Elementary School.
 3 MS. ROWE: Thank you, Mr. Dixit, that's
 4 great to hear, because as you mentioned,
 5 Mr. Mills, Perry Hall Middle is the only middle
 6 school in the red in terms of utilization and
 7 they have been waiting for relief way too long,
 8 so that new northeast area middle school is
 9 critical to provide the relief that that school
 10 needs, so I'm pleased to hear that that is part
 11 of your recommendations to continue and that it
 12 has been flagged as a legacy project to move
 13 forward. That's all I had. Thank you both.
 14 MR. MILLS: Absolutely.
 15 CHAIRWOMAN SCOTT: Thank you. Are there
 16 additional questions from board members? Okay.
 17 My question is -- well, one, again,
 18 thank you for the presentation, I thought this
 19 was very informative and I look forward to seeing
 20 all of the recommendations and everything like
 21 that.

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1 So, and this was, did you say this was
 2 the projection for how far out, I think I missed
 3 that.
 4 MR. MILLS: It's a seven-year plan, the
 5 horizon, it synchronizes with what the state
 6 considers when they look at capital requests.
 7 CHAIRWOMAN SCOTT: Seven years, okay.
 8 Great. All right. Thank you very much for that
 9 presentation.
 10 MR. MILLS: Actually I'm sorry I
 11 couldn't see your name or I would address you by
 12 name.
 13 CHAIRWOMAN SCOTT: That's all right,
 14 Makeda Scott.
 15 MR. MILLS: Thank you.
 16 CHAIRWOMAN SCOTT: And with that, I
 17 would like to make a motion to postpone Items J
 18 through L to the April 6th board meeting if there
 19 is a second for that.
 20 MS. MACK: Second, Mack.
 21 CHAIRWOMAN SCOTT: Thank you.

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1 Ms. Gover, could we take a rollcall vote please?
 2 Oh yes, I made a motion that we postpone Items J
 3 through L to the April 6th board meeting. So the
 4 motion was made by me and it was seconded by I
 5 believe Ms. Pasteur. There was a lot --
 6 Ms. Mack, okay.
 7 So because it is quite late, so, and I
 8 would like everybody to get home safely, that's
 9 what I'm worried about. Yes, Ms. Causey?
 10 MS. CAUSEY: Thank you. I had a
 11 question really and a comment related to your
 12 motion.
 13 CHAIRWOMAN SCOTT: Okay.
 14 MS. CAUSEY: I'm sorry, was your motion
 15 seconded? I didn't want to interrupt that.
 16 CHAIRWOMAN SCOTT: Yeah, it was seconded
 17 by Ms. Mack and we were about to vote.
 18 MS. CAUSEY: Thank you. So my question
 19 is, will that remove item K, which is just
 20 information, but there is some important
 21 information that is related to The Compass: Our

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1 Pathway to Excellence.

2 CHAIRWOMAN SCOTT: Yes, it would remove

3 that. We can discuss it at the April 6th

4 meeting, but I'm worried about the lateness and

5 people getting home safely after quite some time.

6 MS. CAUSEY: I understand. I just would

7 prefer that it be left in BoardDocs so that

8 people can review it.

9 CHAIRWOMAN SCOTT: It is.

10 MS. CAUSEY: Okay, thank you. And my

11 other question is, I was going to request to add

12 Policy 4005 to the policy review did he agenda

13 tomorrow, because it relates to tutoring.

14 CHAIRWOMAN SCOTT: But the agenda I

15 believe has already been published.

16 MS. CAUSEY: I understand, and in

17 reviewing the Saturday engagement and the

18 additional information presented about our very

19 much needed tutoring programs that are being

20 ramped up even more than typically, there is a

21 policy that prevents teachers from tutoring their

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1 current --

2 CHAIRWOMAN SCOTT: Ms. Causey, we're

3 trying to adjourn, so if we could take a vote

4 please? It's late and --

5 MS. CAUSEY: I understand but I'm making

6 a request of you as the chair for the policy

7 review --

8 CHAIRWOMAN SCOTT: Right, but I am

9 concerned about the welfare of our staff and all

10 of our board members and it is quite late, and

11 we've just discussed a lot and I would like to

12 make sure everyone gets home safely. So I hear

13 your request and I will do my best to accommodate

14 your request, but we're trying to adjourn and I

15 think it's appropriate for us now to take a vote,

16 so thank you for that.

17 MS. CAUSEY: Okay, Madam Chair, but --

18 CHAIRWOMAN SCOTT: Ms. Gover, may we

19 take a vote please?

20 MS. CAUSEY: Madam Chair, my

21 understanding is there can be discussion before

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1 votes.

2 CHAIRWOMAN SCOTT: There is, and we've

3 had the discussion.

4 MS. CAUSEY: I didn't finish with my

5 time, I apologize, but --

6 CHAIRWOMAN SCOTT: Please go ahead with

7 your time. This is very discouraging and most

8 unbecoming of a board member I feel, because it's

9 not taking into the consideration our public, our

10 viewing audience and other board members. But if

11 it's that important for you to continue on, then

12 please go ahead with the rest of your time.

13 MS. CAUSEY: I disagree with your

14 representation of that, you recognized me and I

15 have two minutes.

16 CHAIRWOMAN SCOTT: Please go ahead.

17 MS. CAUSEY: I would like, if

18 Dr. Williams could also make a note, of Policy

19 4005. Thank you.

20 CHAIRWOMAN SCOTT: Ms. Gover, may we

21 take a rollcall vote please?

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1 MS. GOVER: Ms. Rowe?

2 MS. ROWE: Yes.

3 MS. GOVER: Ms. Causey?

4 MS. CAUSEY: Yes.

5 MS. GOVER: Ms. Mack?

6 MS. MACK: Yes.

7 MS. GOVER: Mr. McMillion?

8 MR. MCMILLION: Yes.

9 MS. GOVER: Ms. Henn?

10 VICE CHAIR HENN: Yes.

11 MS. GOVER: Mr. Offerman? Mr. Offerman?

12 Ms. Pasteur?

13 MR. OFFERMAN: I don't have any

14 questions, no.

15 MS. GOVER: We're taking a vote,

16 Mr. Offerman. Ms. Pasteur?

17 MS. PASTEUR: Yes.

18 MS. GOVER: Mr. Kuehn?

19 MR. KUEHN: Most definitely so.

20 MS. GOVER: Dr. Hager?

21 DR. HAGER: Yes.

1 MS. GOVER: Ms. Scott?

2 CHAIRWOMAN SCOTT: Yes.

3 MS. GOVER: Thank you.

4 CHAIRWOMAN SCOTT: Thank you. So the

5 last item on the agenda is announcements. The

6 Board's next hybrid meeting will be held Tuesday,

7 April 6th, 2021 at 6:30 p.m.

8 Thank you for joining us and the meeting

9 is now adjourned. Good night.

10 (Meeting adjourned.)

1 STATE OF MARYLAND.

2 BALTIMORE COUNTY: SS

3
4 I, Paul A. Gasparotti, a Notary Public in and
5 for the State of Maryland, Baltimore County, do
6 hereby certify that the foregoing is a true and
7 accurate transcription of the recording to the
8 best of my ability.

9 I further certify that I am not of counsel to
10 any of the parties nor in any way interested in
11 the outcome of these proceedings.

12 As witness, my hand and notarial seal this
13 30th day of March, 2021.

14
15 _____
16 Paul A. Gasparotti
17
18
19
20
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