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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
HYBRID VIA BCPS LIVESTREAM
AND MICROSOFT TEAMS

APRIL 6, 2021

Transcribed by:
Paul A. Gasparotti

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<p style="text-align: right;">Page 3</p> <p>1 I N D E X</p> <p>2 Call to Order. 5</p> <p>3 Pledge of Allegiance/Moment of Silence 5</p> <p>4 Consideration of the Agenda. 7</p> <p>5 New Business, Personnel Matters.41</p> <p>6 Public Comments</p> <p>7 Harry Bhandari.48</p> <p>8 Ashley Wallington53</p> <p>9 Ryan Coleman, Randallstown NAACP.54</p> <p>10 Danita Tolson, Baltimore County NAACP . . .57</p> <p>11 Mary Taylor60</p> <p>12 Meghan Hughes63</p> <p>13 David Patrick67</p> <p>14 Amy Adams69</p> <p>15 Carol Vidal74</p> <p>16 Bash Pharoan.78</p> <p>17 Dayana Bergman.81</p> <p>18 Rachel Shevland84</p> <p>19 Evelyn Shevland86</p> <p>20 Jenn Reedholm88</p> <p>21 Superintendent's Report.91</p>	<p style="text-align: right;">Page 5</p> <p>1 PROCEEDINGS</p> <p>2 CHAIRWOMAN SCOTT: Good evening, this is</p> <p>3 Chairwoman Makeda Scott. I now call to order the</p> <p>4 meeting of the Board of Education of Baltimore</p> <p>5 County for Tuesday, April 6, 2021. I invite</p> <p>6 you to recite the Pledge of Allegiance to the</p> <p>7 Flag. We will then have a moment of silence in</p> <p>8 recognition of those who have served education in</p> <p>9 Baltimore County. Mr. Muhumuza, would you please</p> <p>10 lead us in the Pledge of Allegiance please?</p> <p>11 (Pledge of Allegiance.)</p> <p>12 (Moment of silence.)</p> <p>13 Thank you very much, Mr. Muhumuza.</p> <p>14 Baltimore County Public Schools and offices are</p> <p>15 currently closed to the public in order to</p> <p>16 maintain the health and safety of our students</p> <p>17 and staff. In accordance with the Board of</p> <p>18 Education's amended resolution approved at the</p> <p>19 October 13th, 2020 board meeting, in the event of</p> <p>20 a medical or health emergency related to</p> <p>21 COVID-19, the board chair in consultation with</p>

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1 the vice chair and the superintendent may declare
 2 that a board meeting or a board committee meeting
 3 be held remotely in its entirety without the
 4 physical presence of board members or in a hybrid
 5 manner with only some individual board members
 6 participating remotely, subject to the
 7 establishment of a mechanism that would allow
 8 each board member the opportunity to fully
 9 participate in the meeting despite not being
 10 physically present and that would allow the
 11 public to also remotely attend those portions of
 12 the meeting that are open pursuant to the
 13 Maryland Open Meetings Act by being able to
 14 listen and/or view those portions of the meeting.
 15 As a result, tonight's hybrid Board of Education
 16 meeting is being held both virtually and in
 17 person by board members and broadcasted through
 18 Microsoft Teams Live and BCPS-TV, Comcast
 19 Infinity Channel 73 and 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 when requesting
 4 discussion on an agenda item.
 5 The first item on the agenda is the
 6 consideration of the April 6th agenda.
 7 Dr. Williams, are there any additional -- excuse
 8 me. Are there any additions or changes to
 9 tonight's agenda?
 10 DR. WILLIAMS: I think there was a
 11 request from one of our board members.
 12 CHAIRWOMAN SCOTT: Is there a change to
 13 the agenda from a board member?
 14 VICE CHAIR HENN: Yes, Madam Chair, this
 15 is Ms. Henn.
 16 CHAIRWOMAN SCOTT: Yes, Ms. Henn.
 17 VICE CHAIR HENN: Thank you. Good
 18 evening. I move that the Board add a standing
 19 agenda item as the first item of new business to
 20 the current open session agenda today and all
 21 future open session agendas until further notice,

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1 to discuss student performance and academic
 2 achievement.
 3 MS. MACK: Second, Mack.
 4 CHAIRWOMAN SCOTT: Thank you for that,
 5 Ms. Henn, could you please put that motion in the
 6 chat?
 7 VICE CHAIR HENN: Yes, ma'am, it is in
 8 the chat.
 9 CHAIRWOMAN SCOTT: I'm not seeing it in
 10 the chat, I apologize.
 11 VICE CHAIR HENN: No worries. I will --
 12 CHAIRWOMAN SCOTT: It may have gone in
 13 before I logged in so therefore it looks like
 14 it's not showing up. And yes, if you could
 15 please, thank you, and that way I could properly
 16 restate it. Thank you, it is there, great. I
 17 appreciate that, thank you, Ms. Henn. So
 18 Ms. Henn made motion that the Board add a
 19 standing agenda item as the first item of new
 20 business to the current open session agenda and
 21 all future open session agendas until further

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1 notice to discuss student performance and
 2 academic achievement. And Ms. Henn's motion was
 3 seconded by, was that Ms. Mack?
 4 MS. MACK: Yes, thank you.
 5 CHAIRWOMAN SCOTT: Thank you for that,
 6 Ms. Mack. And any comment? Actually I would
 7 like to make one, or I have a question. My
 8 question is that I understand that Dr. Williams
 9 is currently addressing that already, and
 10 Dr. Williams, I wanted to know, is that a correct
 11 understanding, is this, what's Ms. Henn's motion,
 12 is this something that's currently being
 13 addressed through the reopening?
 14 DR. WILLIAMS: Yes, when that request
 15 was brought to my attention, I recommended that
 16 we could incorporate student performance and
 17 student achievement in the standing agenda item
 18 under reopening. Again, I know this is very
 19 important for our Board, I know that we've
 20 drafted some board goals, I will be happy to
 21 share some of that tonight. I know that as a

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1 system we have been looking at our student
 2 performance even last year, my first year, and so
 3 I think with the request, we could map out some
 4 kind of schedule when data is available to
 5 present information about how our students are
 6 performing. We can also look at our current
 7 committee meetings as well as related to student
 8 achievement or student performance. So that was
 9 my recommendation regarding an agenda item, that
 10 we can incorporate and we can utilize future
 11 meeting as well as mapping out for the year. I
 12 also request that we look at upcoming retreats
 13 whenever that may be done this summer to really
 14 map out not only the business aspect of the work
 15 of the Board in terms of the governing and
 16 budget, but also looking at student achievement,
 17 particularly when data is available and that
 18 we've had an opportunity as a system, especially
 19 our staff, to analyze and provide some
 20 recommendations. So those are my comments.
 21 CHAIRWOMAN SCOTT: Thank you for that.

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1 I'm going to go in order. It looks like we have
 2 next Ms. Rowe.
 3 MS. ROWE: Yes. Ms. Scott, I believe
 4 the maker of the motion speaks to the motion
 5 before commenters.
 6 CHAIRWOMAN SCOTT: I thought Ms. Henn
 7 already spoke to her motion. Ms. Henn, did you
 8 not speak to your motion already?
 9 VICE CHAIR HENN: I did not, Madam
 10 Chair.
 11 CHAIRWOMAN SCOTT: Okay, please speak to
 12 your motion.
 13 VICE CHAIR HENN: Thank you. I
 14 appreciate Dr. Williams offering to address
 15 student performance and academic achievement
 16 under the reopening agenda item. However, I see
 17 these as two separate items and by requesting
 18 that it be made a permanent agenda item, this
 19 supersedes the reopening. We need to discuss
 20 this first and foremost at every single board
 21 meeting. It is the school system's primary job

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1 to educate our children and it should be a
 2 standing agenda item long after our buildings
 3 have reopened. So therefore, I request that the
 4 Board support my motion and go on record as
 5 stating that this is our number one priority.
 6 Thank you.
 7 CHAIRWOMAN SCOTT: Ms. Rowe?
 8 MS. ROWE: Yes. I agree with making
 9 this a standing agenda item, particularly because
 10 the student achievement and academic progress of
 11 our students is our primary core mission of the
 12 school system, it's what we exist for. And we
 13 have heard from the NAACP over having this issue
 14 be front and center. We've gotten a lot of
 15 complaints and feedback that the public doesn't
 16 hear enough talk about academic achievement.
 17 And in looking at data, I have been very
 18 concerned for a very long time at the reading and
 19 math scores of our students, and I think that we
 20 do need to talk about this and I think we need to
 21 talk about it at every meeting, because we need

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1 to have a school system that educates children,
 2 and if we are graduating students that go to
 3 community college and need remedial math and
 4 reading instruction, that's a very big problem.
 5 CHAIRWOMAN SCOTT: Thank you.
 6 Ms. Pasteur?
 7 MS. PASTEUR: Thank you. I say bravo to
 8 the notion of speaking about academic
 9 achievement, that certainly is a conversation for
 10 the Board that is long overdue. I think that I
 11 agree with, or I know I agree with Dr. Williams,
 12 however, that we have the reopening. Reopening
 13 and academic achievement are not two different
 14 things, because what our parents are asking are
 15 questions about what we're going to do with those
 16 who need reteaching, who need recovery, who need
 17 review, acceleration. We have heard from various
 18 stakeholders about what we should be doing in the
 19 summer, and all of those things come right to
 20 reentry.
 21 I know that in terms of reentry we are

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1 essentially there now, but we also have
 2 constituents, parents who are asking questions
 3 about how many days or what happens to children
 4 with 504s, IEPs and who have been self contained.
 5 This kind of robust conversation on the reentry
 6 will give us some opportunities to talk about how
 7 we might use those Wednesdays or how our days
 8 look, how we are forming robust programs for
 9 those children who are still at home and those
 10 children who are in school.
 11 And then certainly as it has been said,
 12 we form goals, our committee has fabulous goals
 13 and if you don't think we form fabulous goals, if
 14 you don't think they're good and about academic
 15 achievement, look at them. They are time lined,
 16 oriented, and I'm sure the staff will come up
 17 with other things. We now have the core
 18 instructional team which is looking at those
 19 schools that need extra help. We have them in
 20 place. What we need is rigor and not impose --
 21 CHAIRWOMAN SCOTT: All right,

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1 Ms. Pasteur, time.
 2 MS. PASTEUR: Thank you.
 3 CHAIRWOMAN SCOTT: Thank you. Next we
 4 have Ms. Causey.
 5 MS. CAUSEY: Thank you, Madam Chair.
 6 I'm going to dovetail my comments with all of the
 7 previous board members. I agree with Cheryl
 8 about the importance and also about the
 9 connection to reopening, and I do appreciate
 10 Dr. Williams having the report loaded to
 11 BoardDocs this afternoon and ready to present
 12 that and discuss that, but I think it's so
 13 important that, and there's enough of the
 14 reopening issues in and of themselves that they
 15 should be separate. So I'm going to support this
 16 motion and I look forward to hearing all of the
 17 good discussion. Thank you.
 18 CHAIRWOMAN SCOTT: Thank you,
 19 Ms. Causey. Next, Ms. Mack.
 20 MS. MACK: Yes. I fully support this
 21 motion, I'm only sorry that I didn't make it

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1 myself. Since I've been on the Board I have been
 2 asking about academic achievement, every time we
 3 ask for agenda items I ask for academic
 4 achievement. I think it is important enough that
 5 it has its own place on every agenda, and I had
 6 submitted a list of topics, and Ms. Pasteur is
 7 correct, we did get many of those topics in the
 8 board goals, but it is imperative as a school
 9 system that we -- you can't know where you're
 10 going unless you acknowledge where you are, and I
 11 think we need to talk about where we are and what
 12 we're going to do to get to where we need to be,
 13 and I think that needs to start immediately and
 14 it needs to be every month. So thank you,
 15 Ms. Henn, for making this motion.
 16 CHAIRWOMAN SCOTT: Next, Mr. Kuehn.
 17 MR. KUEHN: Thank you, Ms. Scott. I
 18 would like to move the question.
 19 MS. CAUSEY: Second.
 20 CHAIRWOMAN SCOTT: The second was? It
 21 was move by Mr. Kuehn and seconded by Ms. Causey?

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1 I didn't hear who was the second.
 2 MS. CAUSEY: Yes, Madam Chair,
 3 Ms. Causey.
 4 CHAIRWOMAN SCOTT: Okay. Ms. Gover, if
 5 we could take a rollcall vote on moving the
 6 question?
 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. Jose?
 16 MS. JOSE: No.
 17 MS. GOVER: Ms. Henn?
 18 VICE CHAIR HENN: Yes.
 19 MS. GOVER: Mr. Muhumuza?
 20 MR. MUHUMUZA: Abstain.
 21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: Abstain.
 2 MS. GOVER: Ms. Pasteur?
 3 MS. PASTEUR: No.
 4 MS. GOVER: Mr. Kuehn?
 5 MR. KUEHN: Yes.
 6 MS. GOVER: Dr. Hager?
 7 DR. HAGER: Yes.
 8 MS. GOVER: Ms. Scott?
 9 CHAIRWOMAN SCOTT: No.
 10 MS. GOVER: In favor is seven.
 11 CHAIRWOMAN SCOTT: Does that require, to
 12 add a standing agenda item, does it require
 13 two-thirds, Mr. Brousaides?
 14 MR. BROUSAIDES: Yes, Ms. Scott, to call
 15 the vote requires a two-thirds majority, so that
 16 did not receive a two-thirds majority.
 17 CHAIRWOMAN SCOTT: Okay, thank you for
 18 that, I meant to call the vote. So that did not
 19 receive a two-thirds majority, Mr. Brousaides?
 20 MR. BROUSAIDES: Correct.
 21 CHAIRWOMAN SCOTT: Okay. So that did

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1 not receive a two-thirds majority so the debate
 2 can continue. Dr. Hager?
 3 DR. HAGER: My comment was very brief.
 4 I just was going to say that I feel like this
 5 shouldn't be an either or situation. Clearly any
 6 discussion around academics right now will be
 7 about reopening and so they could easily be side
 8 by side on the agenda. But by making this motion
 9 after things return to normal, which we're all
 10 hoping will happen, then it will remain as a
 11 standing agenda item and that's why I support it,
 12 because for all the reasons everyone else said
 13 too, but it doesn't seem like it should be an
 14 either or situation, that they can both go
 15 together pretty easily. That's all.
 16 CHAIRWOMAN SCOTT: Thank you.
 17 Ms. Pasteur, do you have a question?
 18 MS. PASTEUR: Well, no, I really should
 19 have written comment, and Dr. Hager just said it.
 20 It's not an either or and I want what I said to
 21 be very clear. My issue with the motion is that

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1 I think it should be integral with reentry
 2 because talking about academic achievement now is
 3 about what's going to happen to our children in
 4 the next few weeks, couple of months, and what
 5 happens in the summer. You can't separate that
 6 from reentry, we need to lump them together to
 7 make sure our children are getting the very best.
 8 And then once we actually reopen, hoping that
 9 things change, that we are then taking a look at
 10 how we do all the things about which Ms. Mack has
 11 already spoken. I'm holding up the nifty Driven
 12 by Data, if you look at my book you see dog ears
 13 and marks, that is where we need to be.
 14 CHAIRWOMAN SCOTT: Oh, I'm sorry,
 15 Ms. Pasteur, you exceeded your time.
 16 MS. PASTEUR: Thank you.
 17 CHAIRWOMAN SCOTT: I apologize, I had
 18 not recognized that, Ms. Pasteur, it looks like
 19 you had exceeded your time.
 20 MS. PASTEUR: Okay, thank you.
 21 CHAIRWOMAN SCOTT: If I could just speak

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1 and then I'll see who has signed in to speak
 2 next.
 3 My concern with this is that academic
 4 achievement is something that we as a board
 5 should be discussing all the time. I think that
 6 it's a sad state of affairs that we have to have
 7 an agenda item to discuss academic achievement
 8 for the Board of Education when that should be
 9 interwoven with everything that we say, every
 10 question we ask, everything that we do. And the
 11 fact that we have to add it as an agenda item
 12 means that that's not happening and I think we
 13 need to look at ourselves as a board, as board
 14 members.
 15 I heard the comments from our public as
 16 Ms. Rowe said, the NAACP, and it seemed like
 17 their comments were more so targeted at us as
 18 board members, the questions we are asking, the
 19 suggestions that we are not making, the
 20 directions that we are not giving, that we are
 21 more, playing more towards ourselves and

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1 personalities and being argumentative and cutting
 2 across one another as opposed to as a board
 3 focusing on academic achievement.
 4 It's okay to ask the questions, but then
 5 once you have the questions, what are you doing
 6 with the information that you receive, what are
 7 you doing with the data that you receive, do you
 8 want more increases in teachers in the classroom?
 9 So what are you doing to make that happen, how
 10 are you working to have academic achievement for
 11 our students other than just asking a question
 12 about it and then being critical of the question.
 13 So I think that is what we as board members need
 14 to keep that in mind, but I think it is a sad
 15 state of affairs that we have to add this as an
 16 agenda item because it should be interwoven in
 17 everything that we do, in all of our committees,
 18 there's the curriculum committee and Dr. Williams
 19 is going to give us a presentation, so I think
 20 that this motion is rather redundant.
 21 It looks like we have a few more

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1 questions. Is there anyone not heard from? I
 2 want to make sure I get to everyone. Okay. So
 3 I'm going in order, it looks like it's Ms. Henn.
 4 VICE CHAIR HENN: Thank you, Madam
 5 Chair. So, I agree with what's being said. We
 6 need to discuss this first and foremost at every
 7 meeting and we have to be intentional about it.
 8 If it doesn't get on the agenda as its own item
 9 we are not intentional and we are not doing the
 10 work of the Board. As everyone has said, it's
 11 been too long, we need to be intentional, and we
 12 need to add it as a standing item as important,
 13 it's more important than anything else on our
 14 agenda and by not giving it a placeholder we're
 15 doing a disservice to every student in our
 16 system. It's time we add it as an agenda item,
 17 get it on, have a permanent placeholder for it,
 18 and we get into it.
 19 Whether that's discussing issues around
 20 the reopening or not, we will be reopened, that
 21 will come off the agenda. This needs a permanent

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1 place where it belongs prominently at the focus
 2 of every single board meeting. Thank you.
 3 CHAIRWOMAN SCOTT: Next it looks like we
 4 have Ms. Causey.
 5 MS. CAUSEY: Thank you, Madam Chair.
 6 Just briefly I did want to reiterate that it is
 7 the priority of the Board and this is the way
 8 that the Board drives conversations, comes up
 9 with ideas, has staff bring to us what they are
 10 seeing. And also, it's an opportunity for the
 11 committees to bring forward what they are doing
 12 related to achievement. We know that the equity
 13 committee has been doing a lot of work around
 14 that and the curriculum committee as well, and
 15 this is a placeholder, every meeting where all of
 16 these different pieces can come together, come to
 17 the Board for that high level conversation and
 18 discussion where we can see the trends,
 19 Dr. Williams can reveal that to us, but also he
 20 can bring recommendations for the Board's not
 21 necessarily approval, some recommendations will

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1 need approval but some recommendations are for
 2 our edification and for the public to understand
 3 that this is the core mission and we're working
 4 hard to achieve it for each and every child in
 5 the system.
 6 CHAIRWOMAN SCOTT: Ms. Rowe?
 7 MS. ROWE: I think it's important for
 8 the public and everyone to realize from a
 9 parliamentary standpoint the Board of Education
 10 and the members can only talk about a topic as it
 11 is pertained to the agenda. And just like equity
 12 is embedded in everything we do, and yet we still
 13 need equity presentations and equity committees.
 14 Academic achievement goes right hand in hand with
 15 equity and even those it's embedded we have to
 16 talk about it, because if we're not going to talk
 17 about it, we can't talk about the issues on the
 18 agenda in two minutes and then somehow like stick
 19 academic achievement in there in the last
 20 two-and-a-half seconds just so it sounds like
 21 we're talking about it. We have to have our own

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1 agenda item for the core mission of the school
 2 system every meeting.
 3 CHAIRWOMAN SCOTT: Mr. Kuehn?
 4 MR. KUEHN: Thank you, Ms. Scott. I
 5 agree that it's a sad state of affairs that we
 6 actually are arguing about making this a topic
 7 for every meeting, because I believe it really
 8 should be. I would also suggest that not
 9 everybody has the ability to join committee
 10 meeting that are held in the middle of the day to
 11 discuss curriculum and other activities, so I am
 12 very hopeful that we can agree to put this on our
 13 meetings, you know, in a regular meeting activity
 14 so that we can help to inform the public as to
 15 the important questions and get the information
 16 out for everyone. Thank you very much.
 17 CHAIRWOMAN SCOTT: Thank you. Okay.
 18 Any other questions or comments? None, okay.
 19 Ms. Gover, may we take a rollcall vote please?
 20 MS. ROWE: Point of order, Madam Chair,
 21 swearing.

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1 CHAIRWOMAN SCOTT: Excuse me? What did
 2 you say, Ms. Rowe?
 3 MS. ROWE: I heard a member swearing
 4 live on their mic and I'm raising a point of
 5 order for decorum.
 6 CHAIRWOMAN SCOTT: So we, there's a lot
 7 of people that are live on the mic and we don't
 8 know that it was a member, so before we make
 9 statements that it is a member, I think we should
 10 be cognizant of that. Also, I didn't hear
 11 swearing. I'm sorry, can everyone hear me okay?
 12 MS. ROWE: The tapes can be reviewed, I
 13 heard it.
 14 CHAIRWOMAN SCOTT: Okay, but we don't
 15 know who said that, so before we make a
 16 disparaging comment about another board member, I
 17 think we need to be aware of that.
 18 Ms. Gover, may we take a rollcall vote
 19 please?
 20 MS. GOVER: Ms. Rowe?
 21 MS. ROWE: Yes.

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1 MS. GOVER: Ms. Causey?
 2 MS. CAUSEY: Yes.
 3 MS. GOVER: Ms. Mack?
 4 MS. MACK: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 MR. MCMILLION: Yes.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: Abstain.
 9 MS. GOVER: Ms. Henn?
 10 VICE CHAIR HENN: Yes.
 11 MS. GOVER: Mr. Muhumuza?
 12 MR. MUHUMUZA: Abstain.
 13 MS. GOVER: Mr. Offerman?
 14 MR. OFFERMAN: Abstain.
 15 MS. GOVER: Ms. Pasteur?
 16 MS. PASTEUR: Abstain.
 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: Abstain.
 2 MS. GOVER: In favor is seven.
 3 CHAIRWOMAN SCOTT: Okay, and just to
 4 confirm, for a standing item to be added to the
 5 agenda, does it take two-thirds, Mr. Brousaides,
 6 or is it just seven?
 7 MR. BROUSAIDES: I believe it takes
 8 two-thirds, Ms. Scott, which would be eight.
 9 CHAIRWOMAN SCOTT: Okay, so that --
 10 MS. ROWE: According to policies and
 11 rules, why does it take two-thirds? If we can
 12 add to the agenda with a majority vote according
 13 to our policy, does our policy not supersede
 14 Roberts Rules? I believe it does.
 15 CHAIRWOMAN SCOTT: One moment, Ms. Rowe,
 16 but this is to add a standing agenda item. We
 17 add agenda items but Mr. Brousaides, I guess
 18 that's what I was trying to see is, because this
 19 is a standing agenda item it took two-thirds.
 20 MR. BROUSAIDES: That is my
 21 understanding.

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1 CHAIRWOMAN SCOTT: Okay then.
 2 MR. BROUSAIDES: I would be happy to
 3 have Ms. Howie weigh in if she's available.
 4 CHAIRWOMAN SCOTT: Is Ms. Howie on? I
 5 don't believe she's -- she is on? Ms. Howie, are
 6 you available to weigh in on that?
 7 MS. HOWIE: Yes, ma'am, I'm on the call.
 8 Had the Board changed policy, it would only
 9 require seven votes. However, the Board is
 10 through its singular action basically making a
 11 standing rule of order and in order to make a
 12 standing rule of order they would, it would need
 13 a two-thirds majority.
 14 MS. HENN: Madam Chair?
 15 CHAIRWOMAN SCOTT: Thank you for that,
 16 Ms. Howie. It looks like there's a comment from
 17 Ms. Henn. Yes please, go ahead.
 18 VICE CHAIR HENN: Yes, thank you. You
 19 we are changing the agenda, we are not creating a
 20 standing rule of order for the Board. It's an
 21 agenda item and the motion states until further

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1 action, meaning the Board can take action to
 2 remove it from the agenda just as we are taking
 3 action to add it. So I would question the advice
 4 of counsel as to why we need two-thirds. We are
 5 not creating a rule of order, we are creating an
 6 agenda item that will remain on the agenda until
 7 the Board removes it.
 8 CHAIRWOMAN SCOTT: Ms. Henn, I looked
 9 back at the motion and you said that the Board
 10 have a standing agenda item.
 11 VICE CHAIR HENN: Until further notice.
 12 CHAIRWOMAN SCOTT: But you still put in
 13 there standing agenda item, I can read it back to
 14 you. You said, Ms. Henn moves that the Board add
 15 a standing agenda item as the first item of new
 16 business to the current open session agenda and
 17 all further open sessions until further notice to
 18 discuss student performance and academic
 19 achievement. So the fact that it's a standing
 20 agenda item is why it requires two-thirds, it
 21 wasn't a motion for this meeting, but you said

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1 going further, until further notice, so I can see
 2 why it takes two-thirds, so both counsel have
 3 agreed with that and have come to the same
 4 conclusion.
 5 VICE CHAIR HENN: Madam Chair, if I may
 6 speak to that, the explanation Ms. Howie gave is
 7 that we're creating a new rule of order, and that
 8 is not the case. We are creating an agenda item.
 9 The fact that it will remain on the agenda does
 10 not make it a rule of order, and I'd like counsel
 11 to cite the specific reasoning why they believe
 12 that that is a new standing rule of order. It's
 13 an agenda item which is specifically distinct
 14 from rules of order.
 15 CHAIRWOMAN SCOTT: But a standing agenda
 16 item, so I can see why counsel would say that.
 17 It looks like Ms. Causey has a question or
 18 suggestion; please go ahead, Ms. Causey.
 19 MS. CAUSEY: Thank you, Madam Chair.
 20 I'm going to make the suggestion that would be
 21 with your permission, that the meeting proceed

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1 with the agenda item added and that legal would
 2 provide further guidance to the board officers at
 3 their agenda setting meeting with the
 4 superintendent.
 5 CHAIRWOMAN SCOTT: So --
 6 MS. CAUSEY: I'm sorry, go ahead.
 7 CHAIRWOMAN SCOTT: Yeah. The vote's
 8 already done and according to legal it required
 9 two-thirds to pass, so perhaps maybe we could
 10 proceed with the agenda as it is and then legal
 11 counsel could give us further guidance about it
 12 going forward --
 13 MS. CAUSEY: Madam Chair, I --
 14 CHAIRWOMAN SCOTT: -- because I don't
 15 think that we should go against legal counsel.
 16 MS. CAUSEY: Madam Chair, I'm sorry if I
 17 wasn't clear. Proceed with the agenda item added
 18 to this meeting because it can be added to this
 19 meeting with only seven votes.
 20 CHAIRWOMAN SCOTT: Then another vote
 21 would have to be taken to have it added to this

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1 meeting. The motion that we voted on was for it
 2 to be a standing item, so it would need to be a
 3 new motion to have it added to this agenda.
 4 MS. CAUSEY: Okay.
 5 MS. JOSE: Ms. Scott, this is Ms. Jose.
 6 CHAIRWOMAN SCOTT: Yes, Ms. Jose, we
 7 have not heard from you.
 8 MS. JOSE: Thank you. So it looks like
 9 Dr. Williams, from what I heard in this extensive
 10 discussion, will be discussing student
 11 achievement beyond the reopening plan. The
 12 motion has failed for two legal counsel, so I
 13 would suggest in the interest of time that we
 14 move on and we discuss it during the reopening
 15 plan, and revisit it at the next meeting to add
 16 it if the Boars so wishes as a standing item.
 17 Thank you.
 18 CHAIRWOMAN SCOTT: Thank you for that.
 19 Dr. Williams did say he was going to address it,
 20 so any questions or anything we have, it will be
 21 addressed in this meeting, so that is actually

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1 something probably that we could consider doing
 2 so that we can move on, because it's not like we
 3 are not addressing academic achievement, there
 4 will be a presentation and we will address it,
 5 and then we can get legal counsel to weigh in and
 6 give us more feedback on that. So, are there
 7 still more comments? Okay. We need to move on.
 8 MS. PASTEUR: Ms. Scott, my comment that
 9 I wanted to make was before these people had
 10 spoken, if you look at the chat.
 11 CHAIRWOMAN SCOTT: Actually, it looks
 12 like everybody has used up their time speaking,
 13 so I'd like to move on. Please, board members.
 14 (Unintelligible, multiple speakers.)
 15 MS. PASTEUR: I had something else but I
 16 have no more time, is that what you're saying?
 17 CHAIRWOMAN SCOTT: I don't think anyone
 18 has any more time, I think we've all used up our
 19 time.
 20 MS. PASTEUR: Well I was up here
 21 before -- so I would just like to ask one

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1 question of Dr. Williams and then I'm done, but I
 2 was before Ms. Causey.
 3 CHAIRWOMAN SCOTT: Okay. Please, go
 4 ahead, Ms. Pasteur. We really, everyone, we
 5 really need to move on. We cannot get stuck on
 6 one agenda item when we have so many things we
 7 need to discuss. Please, everybody. Could you
 8 restate your question again, please?
 9 MS. PASTEUR: Are we revisiting this,
 10 because I just wanted Dr. Williams to reiterate
 11 what he said because he didn't say we weren't
 12 doing this, he just said he was going to do it in
 13 the first place. But I wanted to know, somebody
 14 said we were going to revisit this in reopening;
 15 is that so, Ms. Scott?
 16 CHAIRWOMAN SCOTT: We are, Dr. Williams
 17 is going to discuss academic achievement in
 18 reopening as he stated, as I stated, it's been
 19 stated multiple times. So the arguing back and
 20 forth with the legal counsel, and both legal
 21 opinions have said the same thing, and because

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1 it's not to the liking of several board members,
 2 we now are going back and forth and questioning
 3 the legal opinions from lawyers? I mean, I just
 4 find it extraordinary because we don't like the
 5 response that we've been given, and we do need to
 6 move on, everyone is out of time, so --
 7 UNIDENTIFIED VOICE: Hello? Okay.
 8 CHAIRWOMAN SCOTT: Everyone is out of
 9 time.
 10 MS. CAUSEY: Madam Chair?
 11 CHAIRWOMAN SCOTT: Yes, Ms. Causey?
 12 MS. CAUSEY: I'm sorry, I don't believe
 13 I'm out of time.
 14 CHAIRWOMAN SCOTT: How much time does
 15 Ms. Causey have, Mr. Brousaides, could you please
 16 put it in the chat? And if anyone else still has
 17 time, please put that in the chat so we can
 18 attempt to have a meeting and process the rest of
 19 our agenda? Okay. It looks like you are all out
 20 of time. Let me see. Okay. Ms. Causey, you
 21 have 30 seconds.

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1 MS. CAUSEY: I make a motion that we add
 2 to this agenda a separate item for academic
 3 achievement.
 4 CHAIRWOMAN SCOTT: Could you put your
 5 motion in the chat please?
 6 MS. ROWE: Second, Rowe.
 7 CHAIRWOMAN SCOTT: Okay. All right, so
 8 Ms. Causey has made a motion that Ms. Causey
 9 moved to this meeting that -- well, Ms. Causey
 10 moved to this meeting we add academic achievement
 11 as a separate agenda item, and it was seconded by
 12 Ms. Rowe. Ms. Gover, if we could please take a
 13 rollcall vote on this?
 14 MS. GOVER: Ms. Rowe?
 15 MS. ROWE: Yes.
 16 MS. GOVER: Ms. Causey?
 17 MS. CAUSEY: Yes.
 18 MS. GOVER: Ms. Mack? Ms. Mack?
 19 MS. MACK: Yes.
 20 MS. GOVER: Thank you. Mr. McMillion?
 21 MR. MCMILLION: No.

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1 MS. GOVER: Ms. Jose?
 2 MS. JOSE: No.
 3 MS. GOVER: Ms. Henn?
 4 VICE CHAIR HENN: Yes.
 5 MS. GOVER: Mr. Muhumuza?
 6 MR. MUHUMUZA: No.
 7 MS. GOVER: Mr. Offerman?
 8 MR. OFFERMAN: No.
 9 MS. GOVER: Ms. Pasteur?
 10 MS. PASTEUR: No.
 11 MS. GOVER: Mr. Kuehn?
 12 MR. KUEHN: Yes.
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: No.
 15 MS. GOVER: Ms. Scott?
 16 CHAIRWOMAN SCOTT: No.
 17 MS. GOVER: In favor is five.
 18 CHAIRWOMAN SCOTT: Okay, so that motion
 19 does not carry.
 20 VICE CHAIR HENN: Madam Chair, this is
 21 Ms. Henn.

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1 CHAIRWOMAN SCOTT: Yes, Ms. Henn?
 2 VICE CHAIR HENN: If we're not going to
 3 be discussing the most important job of the
 4 Board --
 5 CHAIRWOMAN SCOTT: We are discussing
 6 that, Ms. Henn, that's not a correct
 7 characterization. Dr. Williams is presenting
 8 academic achievement, so --
 9 VICE CHAIR HENN: I make a motion to
 10 adjourn.
 11 CHAIRWOMAN SCOTT: You made a motion to
 12 adjourn because your agenda item was not, your
 13 motion was not approved?
 14 VICE CHAIR HENN: If board members
 15 aren't interested in talking about academic
 16 achievement as the most important job, then
 17 there's really no reason to meet.
 18 CHAIRWOMAN SCOTT: We are here
 19 addressing academic achievement and that is not
 20 necessary. We're moving on, Ms. Henn.
 21 So the agenda stands as presented.

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1 And earlier this evening the Board met
 2 in closed session pursuant to the Open Meetings
 3 Act for the following reasons. To one, discuss
 4 the appointment, employment, assignment,
 5 promotion, discipline, demotion, compensation,
 6 removal, resignation or performance evaluation of
 7 appointees, employees or officials over whom it
 8 has jurisdiction or any other personnel matter
 9 that affects one or more specific individuals.
 10 The minutes of the closed session and informal
 11 summary can be found on BoardDocs under this
 12 board meeting agenda date.
 13 The next item on the agenda is personnel
 14 matters, and for that I call on Ms. Lowry.
 15 MS. LOWRY: Thank you. Good evening,
 16 Chairwoman Scott, Vice Chairwoman Henn,
 17 Superintendent Williams and members of the Board.
 18 I would like the Board's consent for the
 19 following personnel matters: Retirements,
 20 resignations, leaves, recognition of deceased,
 21 certificated appointments.

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<p>1 CHAIRWOMAN SCOTT: Do I have a motion to 2 approve the personnel matters as presented in 3 Exhibits D-1 through D-5? 4 MR. OFFERMAN: So moved, Offerman. 5 CHAIRWOMAN SCOTT: Do I have a second? 6 MR. KUEHN: Second, Kuehn. 7 CHAIRWOMAN SCOTT: Thank you. Any 8 discussion? May I have a rollcall vote please? 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: Yes. 17 MS. GOVER: Ms. Jose? 18 MS. JOSE: Yes. 19 MS. GOVER: Ms. Henn? 20 VICE CHAIR HENN: Yes. 21 MS. GOVER: Mr. Muhumuza?</p>	<p>1 approve the administrative appointment as 2 presented in Exhibit E-1? 3 MS. CAUSEY: So moved, Ms. Causey. 4 Sorry, Mr. McMillion, I didn't see you, 5 apologies. 6 CHAIRWOMAN SCOTT: Thank you. Do I have 7 a second? 8 MR. MCMILLION: I'll second. 9 CHAIRWOMAN SCOTT: Mr. McMillion, thank 10 you. Any discussion? May I have a rollcall vote 11 please? 12 MS. GOVER: Ms. Rowe? 13 MS. ROWE: Yes. 14 MS. GOVER: Ms. Causey? 15 MS. CAUSEY: Yes. 16 MS. GOVER: Ms. Mack? 17 MS. MACK: Yes. 18 MS. GOVER: Mr. McMillion? 19 MR. MCMILLION: Yes. 20 MS. GOVER: Ms. Jose? 21 MS. JOSE: Yes.</p>
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<p>1 MR. MUHUMUZA: Yes. 2 MS. GOVER: Mr. Offerman? 3 MR. OFFERMAN: Yes. 4 MS. GOVER: Ms. Pasteur? 5 MS. PASTEUR: Yes. 6 MS. GOVER: Mr. Kuehn? 7 MR. KUEHN: Yes. 8 MS. GOVER: Dr. Hager? 9 DR. HAGER: Yes. 10 MS. GOVER: Ms. Scott? 11 CHAIRWOMAN SCOTT: Yes. 12 MS. GOVER: Thank you. 13 CHAIRWOMAN SCOTT: Thank you for that. 14 The next item on the agenda is administrative 15 appointments and for that I call on Dr. Williams. 16 DR. WILLIAMS: Madam Chair Scott and 17 members of the Board, I am bringing forward the 18 following administrative appointment for your 19 approval: Coordinator, secondary mathematics, in 20 the Office of Mathematics. 21 CHAIRWOMAN SCOTT: Do I have a motion to</p>	<p>1 MS. GOVER: Ms. Henn? 2 VICE CHAIR HENN: Yes. 3 MS. GOVER: Mr. Muhumuza? 4 MR. MUHUMUZA: Yes. 5 MS. GOVER: Mr. Offerman? 6 MR. OFFERMAN: Yes. 7 MS. GOVER: Ms. Pasteur? 8 MS. PASTEUR: Yes. 9 MS. GOVER: Mr. Kuehn? 10 MR. KUEHN: Yes. 11 MS. GOVER: Dr. Hager? 12 DR. HAGER: Yes. 13 MS. GOVER: Ms. Scott? 14 CHAIRWOMAN SCOTT: Yes. 15 MS. GOVER: Thank you. 16 CHAIRWOMAN SCOTT: Thank you, the motion 17 carries. 18 DR. WILLIAMS: So I present Laura Potter 19 for the position of coordinator of secondary 20 mathematics. Currently she is a teacher, 21 resource teacher in the Office of Mathematics,</p>

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1 she has been their for almost five years, and
 2 prior to that she served as a mathematics teacher
 3 at Chesapeake High School and Dundalk Middle
 4 School, and prior to those experiences she worked
 5 for four years in Harford County Public Schools.
 6 So I present to you Laura A. Potter as the new
 7 coordinator of secondary mathematics.
 8 Congratulations, Ms. Potter.
 9 (Applause.)
 10 CHAIRWOMAN SCOTT: Thank you so much for
 11 that, Dr. Williams.
 12 All right, our next item is public
 13 comment. This is one of the opportunities the
 14 Board provides to hear the views and receive the
 15 advice of community members. The members of the
 16 Board appreciate hearing from interested
 17 citizens; as appropriate we will refer your
 18 concerns to the superintendent for followup by
 19 his staff. The Board of Education will conduct
 20 the public comment portion of the meeting by
 21 allowing those who registered to call in by

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1 phone. Registration was open to the public one
 2 week prior to tonight's board meeting and was
 3 closed at three p.m. yesterday for anyone wishing
 4 to speak at this evening's meeting.
 5 Board practice limits to ten the number
 6 of speakers at a regularly scheduled board
 7 meeting. Each speaker is allowed three minutes
 8 to address the Board. Of course if fewer than
 9 ten registrations are received, all who register
 10 will be permitted to speak. While we encourage
 11 public input on policy, programs and practices
 12 within the purview of this Board and the school
 13 system, this is not the proper forum to address
 14 specific student or employee matters or to
 15 comment on matters that do not relate to public
 16 education in Baltimore County. We encourage
 17 everyone to utilize existing dispute resolution
 18 processes as appropriate.
 19 I remind everyone that inappropriate
 20 personal remarks or behavior, or other behavior
 21 that disrupts or interferes with the conduct of

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1 this meeting are out of order. I ask speakers to
 2 observe the three-minute time limit and conclude
 3 remarks when time has expired and you hear the
 4 tone. The call will be ended and it could be
 5 turned off if a speaker addresses specific
 6 student or employee matters or is commenting on
 7 matters not related to public education in
 8 Baltimore County.
 9 If not selected the public may submit
 10 their comments to the board members via email at
 11 boe@bcps.org. More information is provided on
 12 the Board's website at bcps.org under Board of
 13 Education, participation by the public.
 14 It is the practice of this Board to
 15 allow elected officials to provide their comments
 16 to the Board. So the first to speak is, for
 17 elected officials we have Delegate Harry
 18 Bhandari. Mr. Bhandari, please go ahead.
 19 DELEGATE BHANDARI: Yes, thank you.
 20 Good evening, Chair Scott, Vice Chair Henn and
 21 esteemed members of the Baltimore County Board of

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1 Education. First thing, thank you very much for
 2 extending to me the opportunity to address you
 3 all and provide an update on the 2021 General
 4 Assembly as it draws to a close. I submitted
 5 written testimony for tonight, so I will condense
 6 what I already published for my oral testimony.
 7 Legislatively this was a big year for
 8 education. It started with an override of
 9 Governor Hogan's veto of the Blueprint for
 10 Maryland's Future, a multibillion dollar
 11 decade-long plan to revitalize our education
 12 system. While also providing necessary capital
 13 funding for the physical construction of schools
 14 and improvements to existing schools, this
 15 legislation will radically change things in our
 16 school system providing but not limited to an
 17 increase in capital funding statewide, it will
 18 increase investment in early childhood
 19 development better phased for our Maryland
 20 educators, increase funding for special education
 21 services, funded career technical education in

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1 high schools across the state, and funding for
 2 school construction projects.

3 To that last point on capital funding, I
 4 will certainly be fighting for every dollar I
 5 can. The overcrowding situation in District 8
 6 and beyond has been untenable for quite some
 7 time, so I'm hopeful that with the passage of the
 8 Blueprint we will be able to tackle these issues
 9 further. As it stands we have two new schools,
 10 the new northeast elementary school at Reeves
 11 Road and the new northeast middle school approved
 12 and ready for construction. The sooner we can
 13 get going on those the better, and I hope we can
 14 add a new northeast high school to the area with
 15 the additional funding provided in the Blueprint.

16 On top of the veto override of the
 17 Blueprint, we also subsequently passed
 18 legislation that will help tackle the increasing
 19 learning gap as we deal with the ramification of
 20 the year of virtual learning. While many have
 21 adapted well to learning outside of the

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1 classroom, for some it is a struggle. They need
 2 in-person hands-on experiences, and it will help
 3 provide tutoring for those students who need to
 4 make up ground or stand on it. It also extended
 5 Kirwan by a year if the veto proof timeline for
 6 implementation passed.

7 I'm pleased to announce that House Bill
 8 48, which would bar sex offenders from attending
 9 comprehensive schools throughout Maryland
 10 unanimously passed the Senate today. Differences
 11 between the Senate and House version will need to
 12 be worked out, but this is the nation's first in
 13 a school reform to prevent that incidence of last
 14 year. Future measures include utilizing MSDE
 15 home and hospital programs which provide
 16 education to those who cannot attend in-person
 17 classes, though it is left up to local school
 18 boards to develop the appropriate responses.
 19 This bill would protect students and educators
 20 while also codifying the proper response for when
 21 a student has to register on the sex offender

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1 registry list.

2 The one thing I would be remiss not to
 3 mention is the ransomware attack that took place
 4 earlier this school year. I would like to see
 5 better communication with local and state
 6 officials when things of that nature take place.

7 Finally, I would like to say that while
 8 not always perfect, I think that our state and
 9 local government have strong relationships with
 10 Dr. Williams, our superintendent, and the rest of
 11 BCPS leadership, as well as the Board of
 12 Education. It is not always easy and there are
 13 certainly areas where communication needs to
 14 improve, but overall I think there is a lot of
 15 mutual respect between entities and we are all
 16 able to recognize that. While there may be
 17 differences of opinion, we are all doing our best
 18 to provide the best learning environment for our
 19 students, faculty and staff, but I think that
 20 both Superintendent Dr. Williams and the Board
 21 have been doing a great job, and I look forward

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1 to continuing working with you in the future.

2 This is an exciting time as we get ready to
 3 implement the Blueprint for Maryland's Future and
 4 we will need to work together to insure that the
 5 implementation goes off without a hitch. Thank
 6 you, thank you so much for having me tonight.

7 CHAIRWOMAN SCOTT: Thank you, Delegate
 8 Bhandari. Next we have Ashley Wallington calling
 9 in on behalf of Councilman Patoka.

10 MS. WALLINGTON: Good evening, Chair and
 11 Vice Chair. My name is Ashley Wallington, I am
 12 the director of community relations for
 13 District 2. I'm here tonight speaking on behalf
 14 of Councilman Patoka. Councilman Patoka offers
 15 the School Board his support. I'd like to also
 16 take a moment to thank the heroes of the
 17 pandemic, our teachers. You all wear many hats.
 18 Your hard work and selflessness has not gone
 19 unnoticed. We appreciate your ability to adapt
 20 and we look forward to a successful remainder of
 21 the school year. Thank you for allowing me the

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1 opportunity to speak.

2 CHAIRWOMAN SCOTT: Thank you,

3 Ms. Wallington. I now call on our stakeholder

4 group leaders to speak and our first speaker is

5 Mr. Ryan Coleman from the NAACP Randallstown

6 chapter.

7 MR. COLEMAN: Good evening. Can you

8 hear me?

9 CHAIRWOMAN SCOTT: Yes, Mr. Coleman,

10 please go ahead.

11 MR. COLEMAN: Thank you. Good evening,

12 Madam Chair, Dr. Williams and school board

13 members. My name is Ryan Coleman, I am the

14 president of Randallstown NAACP. I want to thank

15 all the Randallstown members signing on tonight

16 to listen to the school board meeting tonight.

17 Our mission is to advocate for all children,

18 especially children of color.

19 Good news tonight, at least we have been

20 talking about academic achievement and it seems

21 that all the members are at least on the same

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1 page as far as needing to talk about academic

2 achievement. Research over the past 20 years

3 clearly links the beliefs and actions of school

4 board to student outcomes. If school boards have

5 the potential to harm student performance,

6 couldn't they also do good? Research shows that

7 the beliefs, actions and relationships of school

8 board members influence student learning in the

9 classroom.

10 Bottom line: The strength and stability

11 of the school board affects student performance.

12 It's more important than ever that school boards

13 not only focus on district and student goals and

14 performance, but also turn inward to insure board

15 stability and effective governance. I request

16 all board members envision themselves as

17 trustees. Trustees are elected to exercise sound

18 judgment and act in the best interest of those

19 they serve. Research shows that when school

20 board members think of themselves as trustees,

21 the board displays better teamwork within the

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1 board, more cooperation with the superintendent,

2 a stronger focus on student achievement. I

3 remind you that it is important for a student to

4 trust in their school governance. Research

5 suggests that board members who think of

6 themselves as trustees are not only more likely

7 to support recommendations of superintendents but

8 also more likely to hold the superintendent

9 accountable for student achievement.

10 Public school governance is not

11 exceptional when decisions are based on a

12 minority public opinion. Minority public opinion

13 rarely represents the best interest of all

14 children. They usually only serve some students.

15 It also tends to relate more to the past than our

16 children's future. School board members

17 committed to the best outcomes for every child

18 recognize that the path to fulfilling their

19 vision requires a commitment to a trustee mindset

20 in every decision and action the board takes.

21 This doesn't mean groups have to be

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1 unanimous on every decision. It's okay to be

2 respectful to disagree in the boardroom. When

3 operating effectively in trustee mode, board

4 members contribute their individual thinking

5 while maintaining their radical commitment to the

6 goals of the entire board, which should be our

7 children and their academic achievement. I look

8 forward to hearing about the academic achievement

9 the students -- I look forward to hearing a

10 robust conversation about academic achievement

11 during the reopening agenda item. Thank you and

12 have a good evening.

13 CHAIRWOMAN SCOTT: Thank you,

14 Mr. Coleman. Next we have Dr. Danita Tolson,

15 from the NAACP Baltimore County chapter.

16 Dr. Tolson?

17 DR. TOLSON: Yes.

18 CHAIRWOMAN SCOTT: Yes, you may go

19 ahead. Thank you for joining us.

20 DR. TOLSON: Thank you. I am Dr. Danita

21 Tolson, president of the Baltimore chapter,

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1 Baltimore County branch, NAACP. The NAACP
 2 supports Dr. Williams and Chairperson Scott. At
 3 the last meeting I was unable to speak on
 4 everything that was needed. I was disappointed
 5 to see that the majority of the meeting was
 6 focused on social media and other topics that
 7 didn't concern our students, our kids. There was
 8 no discussion of curriculum or being safe at the
 9 school as it relates to COVID or even trauma
 10 related to a family death or youth mental health.
 11 No discussions on partnerships to make the school
 12 system better.

13 If curriculum and achievement should be
 14 discussed at each meeting, please allow
 15 Dr. Williams and Ms. Scott to do their jobs. Do
 16 you tell a doctor how to perform surgery if you
 17 are having, if you've never done surgery before?
 18 No. So please allow them to do their jobs. They
 19 are well qualified.

20 We in the NAACP are calling on all the
 21 minority persons to support Dr. Williams and

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1 Ms. Scott. If you want the school system to
 2 fail, then continue to cause challenges to block
 3 these two. We are asking the Board to focus on
 4 solutions instead of beating down Dr. Williams
 5 and Chairwoman Scott. Research says that it
 6 takes approximately three to five years to learn
 7 the job and make positive changes. Allow them
 8 equal opportunity as someone who is not a
 9 minority, allow equal opportunity for good
 10 education whether virtual or face to face.
 11 Provide the support that Dr. Williams and
 12 Chairwoman Scott need to make positive change.
 13 Stop providing failures.

14 Yes, we support sports. It's important,
 15 just as health, but health is more important, and
 16 a good education for our kids. The kids are
 17 tremendously being impacted. We get much further
 18 when we work together. I ask you to prioritize
 19 what is important to make a positive change in
 20 our school system. Thank you.

21 CHAIRWOMAN SCOTT: Thank you,

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1 Dr. Tolson. Next is general public comment and
 2 our first speaker is Ms. Mary Taylor.

3 MS. TAYLOR: Hi, good evening, members
 4 of the Board. I'm sorry, can everybody hear me?

5 CHAIRWOMAN SCOTT: We can, I apologize,
 6 I think I cut you off. Please go ahead,
 7 Ms. Taylor.

8 MS. TAYLOR: Thank you very much. Good
 9 evening, members of the Board of Education. My
 10 name is Mary Taylor, I'm the vice president of
 11 the Baltimore County Parent and Student
 12 Coalition. Listening tonight I heard much
 13 comment and discussion about academic
 14 achievement, so that allows me to discuss the
 15 senior class of 2021. They spent the last 13
 16 most formative years of their lives within
 17 Baltimore County Public Schools. They put in
 18 hard work, time, energy into their studies,
 19 athletics and other extracurriculars. They have
 20 made lifelong friends and connections with
 21 faculty members that have made them better

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1 people. But all of this has been cut short.

2 For these seniors, so much has been
 3 taken away over the past year and they do not
 4 deserve to lose one more thing. They not only do
 5 deserve the events, but science supports the
 6 events moving forward with precautions in place.
 7 All Marylanders over 16 are now eligible to get a
 8 vaccine. What's most important is that schools
 9 which are supposed to have the leeway to plan
 10 senior events to actually have communication with
 11 parents and students and truly support their
 12 efforts. These events, prom and most importantly
 13 graduation, would be more inclusive, safer and
 14 more supervised with school control.

15 Seniors also want to know why AP exams
 16 are being scheduled so late. Students have been
 17 told that those exams will be scheduled weeks
 18 after they graduate and during what's supposed to
 19 be their senior week, when the College Boards
 20 offered earlier dates.

21 Simply put, if we can't offer these

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1 seniors every senior event, let's give these
 2 seniors something they can hold onto after 13
 3 years of hard work. Let's give them the
 4 graduation they earned and deserve. The seniors
 5 of Baltimore County Public Schools deserve to
 6 have a socially distanced graduation. Students
 7 and especially their families are planning around
 8 attending events and need to have details, not
 9 confusion or last minute decisions. The parents,
 10 students, teachers and administrators of BCPS
 11 schools, I'm sure would be willing to help.
 12 Information needs to be communicated immediately.
 13 We all have a common goal, a safe, equitable and
 14 honorable graduation for the class of 2021.
 15 Their time is now.
 16 And one last thought. Would someone on
 17 the Board please make a motion tonight to
 18 increase the school week to five days by
 19 April 19th with in-person face-to-face learning?
 20 Counties all over Maryland have already increased
 21 to four and five days, it's time for our BCPS to

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1 have five to thrive. Thank you very much.
 2 CHAIRWOMAN SCOTT: Thank you,
 3 Ms. Taylor. Next is Ms. Meghan Hughes.
 4 Ms. Hughes?
 5 MS. HUGHES: Are you ready?
 6 CHAIRWOMAN SCOTT: Yes, Ms. Hughes,
 7 thank you for joining us.
 8 MS. HUGHES: Thank you. Good evening.
 9 My name is Meghan Hughes, mother of three BCPS
 10 students. I'm also a member of the Baltimore
 11 County Parent and Student Coalition. My children
 12 are new to the district but this is where I grew
 13 up. My husband is active duty military so we've
 14 lived all over the country and world. Everyplace
 15 we've lived, I compared my children's education
 16 to the one I received in Baltimore County and
 17 honestly, it never lived up to what I had
 18 experienced. I was so excited that my children
 19 had the opportunity to have an amazing education
 20 as well.
 21 However, the decision to keep schools

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1 closed so long has really impacted the learning
 2 experiences here. It's been difficult enough
 3 just to be the new kids at school let alone in a
 4 virtual environment where most middle schoolers
 5 just don't feel comfortable turning their cameras
 6 on. However, along with the social isolation are
 7 the many distractions at home as compared to
 8 being in the classroom. Also as the engagement
 9 decreases, so does the motivation.
 10 My two youngest children have had the
 11 opportunity to attend hybrid school and my oldest
 12 had her first day first day back in school today.
 13 After his first day back a little over two weeks
 14 ago, my son explained that was the best day ever,
 15 I can't wait to go back tomorrow. He said he was
 16 able to focus better and was much more motivated,
 17 feeding off the energy of being face to face with
 18 his teachers and classmates, but his next comment
 19 was, when can we go back every day?
 20 Dr. Sally Tremmer, a pediatrician,
 21 neurologist, immunologist as well as a mother to

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1 a school-aged child, wrote an open letter to her
 2 child's school district about the importance of
 3 fully opening schools. She and her colleagues
 4 have observed trends from school closure that
 5 signal potentially irreversible damage to
 6 children which include a tidal wave of children
 7 requiring hospitalization for mental health
 8 crises, while filling our emergency rooms because
 9 the inpatient units are already full. In an
 10 epidemic unrestrained, child maltreatment that is
 11 not being detected until it is too late, as the
 12 teachers are the number one reporters of child
 13 abuse and neglect in their homes. A growing
 14 education gap for children living in low income
 15 homes.
 16 Having an opportunity for hybrid schools
 17 is a start but to really address these issues we
 18 need the option for five days in school. The
 19 private schools in our area have offered it since
 20 August and that was before the vaccine. Very
 21 soon all teachers that want the vaccine should

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1 have the opportunity to receive it. The teachers
 2 will be protected, and several studies have shown
 3 that children are very low risk; in fact,
 4 children are 12 times more likely to drown than
 5 to die of COVID. Our neighboring counties of
 6 Harford and Carroll County have begun offering
 7 four days of in-school learning. The CDC has
 8 come out with a statement that schools can use
 9 three feet instead of six feet of social distance
 10 as a mitigation strategy. That reduced distance
 11 should allow space for all students that want to
 12 return full time to school to do so.

13 Lastly, I want you to know that I
 14 listened to this last Board of Education meeting
 15 and heard the concerns of the public speakers. I
 16 don't believe our coalition has ever advocated
 17 for getting rid of our children's ability to
 18 choose an option. I believe every parent knows
 19 their child best and will choose what is best for
 20 their families. We are all parents, love our
 21 children and want to do right by our children. I

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1 respect the desire of other parents to keep their
 2 children home but I know my children best and
 3 know that for their educational, emotional,
 4 social and physical health, being in school five
 5 days a week will give them their best chance to
 6 succeed. I implore you to make a motion for five
 7 to thrive, or at least four days a week like our
 8 neighboring counties. Thank you so much.

9 CHAIRWOMAN SCOTT: Thank you. Next we
 10 have Mr. Dave Patrick. Mr. Patrick, please go
 11 ahead.

12 MR. PATRICK: Hello?

13 CHAIRWOMAN SCOTT: Yes, Mr. Patrick,
 14 please go ahead.

15 MR. PATRICK: Oh, I'm sorry, thank you.
 16 Thank you for having me on, I'm sorry, we're just
 17 leaving a game right now, so I appreciate you
 18 having me on. I'm a proud member of the
 19 Baltimore County Parent and Student Coalition.
 20 Our students need five to thrive, five days a
 21 week in-person school is absolutely necessary for

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1 our students' wellbeing. The mental health
 2 crisis among our youth is devastating and will be
 3 felt for decades.

4 What is going on with graduation for our
 5 seniors? Why is there no information? Do we
 6 really have a date, because it's been changed at
 7 least three times. Do we have a venue, because
 8 we still have no info on that. It is all lip
 9 service and our class of '21 has been let down.

10 Our Baltimore County Public School Board
 11 and its leaders should be an example for our
 12 students, parents and community. Unfortunately,
 13 the division within the Board is extremely
 14 glaring and evident at every meeting. It's
 15 embarrassing for our students and parents to
 16 listen to the bickering and divisiveness that
 17 occurs within the Board. Just a few meetings ago
 18 we had board members declaring each others
 19 racist, and it took our student member
 20 Mr. Muhumuza to try to intervene to take this
 21 name calling and accusations off line.

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1 The pandemic has brought to light some
 2 very concerning things that go on with our Board
 3 and our leadership at Baltimore County Public
 4 Schools. I plead with this Board and
 5 Superintendent Williams to be better, to do
 6 better, to want better for our children of
 7 Baltimore County because they deserve better.
 8 It's time for a change at the top. Thank you
 9 very much.

10 CHAIRWOMAN SCOTT: Thank you. Next we
 11 have Ms. Amy Adams. Ms. Adams, please go ahead.

12 MS. ADAMS: Good evening. Can you hear
 13 me okay?

14 CHAIRWOMAN SCOTT: Yes, we can.

15 MS. ADAMS: Thank you for the
 16 opportunity to speak tonight. I'm a parent of
 17 three students and a member of the Baltimore
 18 County Parent and Student Coalition. I have
 19 concerns about the 24 contracts being presented
 20 tonight, 12 of which were not discussed at the
 21 committee meeting this afternoon. I'm not sure

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1 how members can vote without information or with
 2 unanswered questions.

3 Next I want to remind everyone of the
 4 phrase last to close, first to open. It's been
 5 repeated by many leaders at the federal and state
 6 levels regarding status of schools. If
 7 nonessential businesses are now open to full
 8 capacity in our state and county, schools should
 9 be open five days a week for all students. If
 10 adults can fully participate in like going to
 11 restaurants, bars, movie theaters, traveling to
 12 other states without restriction, children should
 13 have full access to in-person learning.

14 Will one of you please motion for
 15 students to return to schools five days a week
 16 starting April 19th? Studies show that school
 17 spread of COVID-19 is much less than community
 18 rates because mitigation practices are strictly
 19 enforced at schools. Our staff has had the
 20 opportunity to be fully vaccinated. Maryland
 21 still ranks in the bottom four states for the

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1 number of in-person days in the country. Why?
 2 I've heard one concern of early opening
 3 schools is related to equity. I would like the
 4 Board of Education to discuss the data that was
 5 presented at the Maryland State Board of
 6 Education meeting on March 22nd. Specifically,
 7 BCPS has the lowest attendance rate in the rate
 8 at 80 percent. This calculates to 22,000
 9 children enrolled in BCPS but not attending
 10 school. The identified group in this data with
 11 the highest decline in attendance is economically
 12 disadvantaged students. Both black and white
 13 student groups in the 20-county system in
 14 Maryland have had a one to three percent decrease
 15 in attendance. What is being done to reengage
 16 these students? How is keeping schools in a
 17 hybrid only model providing an adequate and
 18 equitable education to students when they're not
 19 even attending?
 20 According to the data presented at the
 21 same meeting, our students are failing at much

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1 higher rates compared to last year. The main
 2 difference is virtual schools versus traditional
 3 schools. How can our system address this
 4 information and move forward with the time
 5 remaining this year? What are the next steps in
 6 the reopening plan? When will more students be
 7 permitted to attend more days of school, what
 8 parameters must be met? Stop moving the
 9 goalposts. What are the details for the fall
 10 schedule? Parents need this information clearly
 11 communicated.

12 Finally, I would like to address our
 13 high school seniors. I've talked to many
 14 families who tell me their child feels abandoned
 15 by BCPS. Seniors feel that they don't matter.
 16 They no longer have trust in the system to
 17 provide them with any type of recognition or
 18 celebration for their 12 years of hard work.
 19 When will BCPS release graduation dates and
 20 locations for the class of '21? If Towson
 21 University is not an approved location for

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1 graduation and individual schools are to plan
 2 these events, they need to start now with this
 3 information. Families around the county have
 4 said some high school principals are working with
 5 seniors and their families to plan safe and
 6 celebratory events. Some principals are not
 7 working with these groups but not stopping them
 8 from planning. Other principals are actively
 9 trying to shut down non-sanctioned events. Where
 10 is the equity in that?

11 It's been a difficult year for many
 12 people in our community, but let's honor the
 13 seniors and send them off to their next chapter
 14 with the recognition that they all deserve.
 15 Thank you.

16 CHAIRWOMAN SCOTT: Thank you, Ms. Adams.
 17 And next it looks like we have Ms. Carol Vidal.
 18 Ms. Vidal, go ahead.

19 MS. VIDAL: Hello?

20 CHAIRWOMAN SCOTT: Yes, we were getting
 21 some feedback. Is this Ms. Vidal?

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1 MS. VIDAL: Yes.

2 CHAIRWOMAN SCOTT: Yes, please go ahead.

3 MS. VIDAL: Okay, thank you. Good

4 evening, Dr. Williams, Chair Ms. Scott and board

5 members of BCPS. I'm a parent of a sixth and a

6 fourth grader in BCPS and a person who

7 specializes in child and adolescent psychiatry

8 working in Baltimore City Public Schools and I

9 have a background in public health. I'm also a

10 member of the Baltimore County Parent and Student

11 Coalition which includes thousands of parents, a

12 majority of whom have more than one child, and

13 whom along with the thousands of students who

14 have already left BCPS this year, represent a

15 good portion of the student body that did not

16 support school closures.

17 I'm speaking tonight to ask for an

18 option to a five-day return to in-person

19 instruction for all students who choose to attend

20 this spring and even fall for next year. Our

21 district is third from the bottom in school

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1 reopening in a state that ranks fourth from the

2 bottom in the country, and BCPS has yet to commit

3 to a full reopening in the fall. Many reasons

4 have been given for not opening earlier in the

5 pandemic. I will focus on the main ones,

6 science, health and equity.

7 The science related to COVID says that

8 schools have been and continue to be safe for

9 children and adults when implementing measures

10 such as opening windows, masking and maintaining

11 a three-foot distance are in place. Schools were

12 safe regardless of community transmission rates

13 even before vaccination was widespread. Our

14 teachers have access to the required vaccinations

15 and Governor Hogan has said that every adult who

16 wants to will be vaccinated in a month. The

17 vaccine is highly effective reducing infection,

18 disease state and transmission.

19 Regarding health, we know that COVID is

20 a low risk for children but we know that many

21 other health issues children experience such as

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1 depression, suicide attempts, anxiety, obesity,

2 regional problems, substance abuse, eating

3 disorders have increased during the pandemic.

4 National data shows that suicide rates are ten

5 times higher than COVID deaths for children, and

6 yet we have continued to isolate children taking

7 away their social homes. It is discouraging to

8 hear the Board continue to talk about seeing what

9 happens with the metrics and all mentioning COVID

10 vaccinations for children younger than 12.

11 And according to the latest version for

12 not fully reopening, why should there be a choice

13 for families who want to remain virtual during

14 the pandemic? Reaching equity does not involve

15 closing school doors, it involves having

16 community meetings to discuss safety measures and

17 regaining the public's trust. You have not

18 openly said it, but your proposal to implement

19 Saturday schools and summer programs imply that

20 no virtual learning has occurred in learning

21 loss. The system has failed many students with

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1 learning disabilities.

2 Many black and brown students have

3 disengaged from school and many low income

4 families, especially the women in those families,

5 have had to adjust or have been removed from the

6 work force completely. You tell me if it is

7 equitable for a 30-year-old black mom to have to

8 quit her job and move back to her ex-husband's

9 home to teach her child because schools were

10 closed. That is not equity.

11 Why not offer solutions to the families

12 who want it? It is also not equitable that for

13 an entire year you have put public school

14 students at a disadvantage from private school

15 students attending in person, which in the end

16 will just widen the income gap. Public schools

17 should receive more attention and be treated like

18 the most valuable asset of any society. We now

19 have the funding to do back, so please do it.

20 Thank you.

21 CHAIRWOMAN SCOTT: Thank you. Next we

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1 have Mr. Bash Pharoan. We're hearing some
 2 feedback Mr. Pharoan.
 3 DR. PHAROAN: Yes.
 4 CHAIRWOMAN SCOTT: Okay, thank you.
 5 Please go ahead.
 6 (Background noises.)
 7 Mr. Pharoan, you need to mute your
 8 background.
 9 DR. PHAROAN: Yes, good evening, Madam
 10 Chair, can you hear me?
 11 CHAIRWOMAN SCOTT: Yes, I can, thank
 12 you. Please go ahead.
 13 DR. PHAROAN: Good evening to all.
 14 Easter is about peace to all, love to all, God
 15 loves all creation, black, white and in between,
 16 Asian, African, Latino and Anglo-Saxon. All
 17 three Abrahamic faiths teach the same. Soon we
 18 have the culmination of color, faith, national
 19 origin in our public schools.
 20 In 1995 Dr. Berger was my
 21 superintendent. He favored his faith over

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1 others, but they tried to correct the bias but
 2 could not. Dr. Berger was dancing away at the
 3 time. We still in 2021 have unfair Muslim
 4 stereotypes in the curriculum. Yes, BCPS removed
 5 the stereotype images last month of the three
 6 hijab wearers that are labeled as radical. When
 7 you see a roach in your quarter you are likely to
 8 have a hundred of them hiding. This should be
 9 the mission of this Board and this
 10 administration, to (inaudible, audio fading out).
 11 CHAIRWOMAN SCOTT: Excuse me,
 12 Mr. Pharoan, we can't hear you.
 13 DR. PHAROAN: I don't know what
 14 happened.
 15 CHAIRWOMAN SCOTT: We can hear you now.
 16 DR. PHAROAN: So this is, this is kind
 17 of where our teachers are frozen in the minds of
 18 our students with false ideas, that one faith is
 19 better than others, that one color is more
 20 beautiful than others, that one head scarf is
 21 more civilized than others. Mary, the virgin

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1 Mary wore an Arab hijab. The disciples of Jesus
 2 Christ wore Arab head scarves and Arab garb. A
 3 woman's hijab is just really a fashion
 4 modification of the Muslim hijab. And also, the
 5 Jewish woman's hijab looks close to the Muslim
 6 hijab. Both, they believe in the same God, they
 7 just give God a different name and brag about
 8 whose God is better.
 9 BCPS (unintelligible) against Muslims.
 10 Since the cause why this nation went to war in
 11 Iraq and Afghanistan without justification, we
 12 feel strongly Muslims, and so many of our
 13 soldiers and Marines, and we work to
 14 (unintelligible) millions of dollars just because
 15 we teach faith against Muslims. We could have
 16 done with these millions building of schools,
 17 raising of salaries --
 18 CHAIRWOMAN SCOTT: Thank you,
 19 Mr. Pharoan, it looks like your time has come.
 20 Thank you, Mr. Pharoan.
 21 DR. PHAROAN: Thank you.

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1 CHAIRWOMAN SCOTT: Thank you. And next
 2 we have Ms. Dayana Bergman. Ms. Bergman, please
 3 go ahead.
 4 MS. BERGMAN: Greetings, Board
 5 Chairperson Makeda Scott, Superintendent
 6 Dr. Williams, board members of Baltimore County
 7 Schools. Welcome back and I hope everybody
 8 enjoyed their much needed spring break.
 9 Once upon a time in a school district
 10 not so far away there was a board of education
 11 made of both elected and appointed members. Some
 12 members came with experience and knowledge of
 13 education, spent years in the classroom with very
 14 little funds, continued to teach children across
 15 the land of Team BCPS. However, some board
 16 members had a very different view of what our
 17 school system is supposed to be, without any
 18 knowledge of public education whatsoever, worried
 19 about a 15-minute extension of the workday and
 20 forgetting Baltimore County, the only
 21 jurisdiction that only pays teachers for ten

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1 months and not a full school year. Some
 2 educators barely get paid a livable wage.
 3 Thankfully across the beautiful state of
 4 Maryland we have former mathematician and
 5 counselor of the University System of Maryland,
 6 Sandra Britt Cohen had a wonderful idea of an
 7 education funding formula that would provide a
 8 world-class education for every child regardless
 9 of difficulty. Many knowledgeable educators
 10 supported to rally in favor of the Blueprint, and
 11 with time the introduction of Blueprint 2.0.
 12 Blueprint 2.0 was like the world's gravy with
 13 charts to help spend federal funds dedicated to
 14 education during the troubled year of COVID-19.
 15 One day a dangerous terrible ideology
 16 swept the district. An anonymous letter by the
 17 name of Q brought forward followers. Q followers
 18 somehow made it to voice their station. Q
 19 followers believe in conspiracy theories. For
 20 example, that somehow we must continue to cut
 21 curriculum and reality funds, or in fact led to

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1 the county council putting budget cuts for
 2 education unless we had a summer school program
 3 that our school system has already planned to
 4 make available free of charge.
 5 Tonight you will hear discussions of new
 6 programs and ethical policies influenced by some
 7 Q followers, and added oversight for every single
 8 thing in our system. The attention to conspiracy
 9 theories, like an overpaid budget analyst, the
 10 idea of an elected superintendent without meeting
 11 state requirements, all because some still
 12 believe that Dallas Dance still has friends in
 13 our school system, so all technology must go.
 14 Thrive for five is the hidden code for this, and
 15 at the end of the day none of the thrive for five
 16 has ever taught a classroom full of children with
 17 barely any funds in the middle of a pandemic.
 18 Team BCPS and BCPS doesn't thrive just
 19 for five days. Instead, we thrive for a lifeline
 20 of learning experience to provide a world-class
 21 education. Our achievement standards are set

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1 high and we teach empathy to adjust and cope with
 2 these times. If they haven't learned the
 3 challenges is to learn how to cooperate, it's
 4 time to teach them the coping skills that public
 5 education is very capable of doing together as a
 6 team.
 7 Thank you very much and we stay open all
 8 school year. To say otherwise is plain
 9 ignorance. Thank you.
 10 CHAIRWOMAN SCOTT: Thank you,
 11 Ms. Bergman. Next it looks like we have Rachel
 12 Shevland. Ms. Shevland?
 13 MS. SHEVLAND: Yes.
 14 CHAIRWOMAN SCOTT: Thank you, please go
 15 ahead.
 16 MS. SHEVLAND: Hi, can you hear me?
 17 CHAIRWOMAN SCOTT: Yes, we can. Please
 18 go ahead, Ms. Shevland.
 19 MS. SHEVLAND: Thank you. I'm a member
 20 of the Baltimore County Parent and Student
 21 Coalition, and I have three children in BCPS. I

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1 believe every parent should have a choice to
 2 decide what's best for their child, whether that
 3 is virtual or in-person learning. After
 4 listening to the last few board meetings, it is
 5 clear that there is no plan for the safe return
 6 to schools for the rest of this year or even for
 7 the fall.
 8 As of today, all BCPS children will be
 9 allowed to go back two days a week. However,
 10 with the increase in the number of teachers
 11 vaccinated and the lifting of COVID restrictions
 12 in our state and nationally, I'm pleading with
 13 you to follow the science and the recommendations
 14 of our nation's top experts to allow for more
 15 in-person instruction for those that choose to go
 16 back to school. We are surrounded by Carroll
 17 County, Harford County, Baltimore City and
 18 Pennsylvania, all of which are basically going
 19 back now four to five days a week.
 20 Over the last year we have seen our
 21 kids' obesity, suicide, depression and eating

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1 disorder numbers skyrocket. These kids have
 2 suffered long enough. I understand Baltimore
 3 County is a large and diverse school system and
 4 planning to full reopen is no easy feat, but it
 5 has been a year. How do we not even have a plan
 6 to bring these kids back full time in the fall?
 7 What have you been doing? It's incomprehensible.
 8 How many more children do we have to admit to a
 9 psychiatric hospital? How many more kids with
 10 disabilities will get left behind? How many more
 11 parents will have to quit their jobs to supervise
 12 virtual learning before Baltimore County will
 13 decide to do their job and get our kids back to
 14 school five days a week?

15 My daughter has a few comments you need
 16 to hear as well.

17 EVELYN SHEVLAND: My name is Evelyn and
 18 I am in third grade. I hate virtual learning. I
 19 miss school, I miss learning new things. Now I
 20 don't want to get out of bed because I know I
 21 just have to sit in front of a computer all day.

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1 I miss my friends and I miss my teachers. I miss
 2 being happy. I have a condition called astigma
 3 which makes it hard for me to see. I have to
 4 hold the computer very close to my face to read
 5 anything and it makes me, my head and eyes hurt
 6 every day.

7 It's not just kids like me with a
 8 disability who are hurting. Some days I go to a
 9 virtual learning center because my parents have
 10 to work, and I see other kids cry and punch the
 11 table and get so frustrated they give up. I have
 12 a friend that went to the hospital because he
 13 said he would rather die than do virtual
 14 learning. He's only eight and this isn't fair,
 15 and it feels like nobody cares. I love my
 16 teachers, they are trying to help us, but this
 17 won't get better with us stuck at home. Please
 18 listen to us kids that are hurting. Please,
 19 Dr. Williams, listen to your heart. Thank you.

20 CHAIRWOMAN SCOTT: Thank you,
 21 Ms. Shevland. Next we have Jenn Reedholm.

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1 Ms. Reedholm, please go ahead. Ms. Jenn
 2 Reedholm?

3 MS. REEDHOLM: Hello?

4 CHAIRWOMAN SCOTT: Yes, please go ahead.

5 MS. REEDHOLM: Oh, okay. Sorry about
 6 that. Thank you to all the members of the Board
 7 for this opportunity to speak this evening. My
 8 name is Jenn Reedholm, I have three children in
 9 third, sixth and eighth grades, and I'm a member
 10 of the Baltimore County Parent and Student
 11 Coalition.

12 I am asking the Board to take a hard
 13 look at why students with disabilities have been
 14 discriminated against in every reopening plan.
 15 Discriminated against is a strong phrase and that
 16 is exactly what I meant to say. Students who
 17 have disabilities who have IEPs or 504s and are
 18 mainstreamed in the general education setting
 19 have been basically dismissed and rejected.
 20 These students include those in advanced academic
 21 programs and are consistently and continuously

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1 left out of every conversation. This subset of
 2 students need their in-school accommodations,
 3 their in-school services, and most importantly
 4 in-person instruction, yet they're tossed away
 5 like they don't matter.

6 Hey, is anyone listening right now? I
 7 need you to hear this loud and clear, because I
 8 see everyone shuffling papers or typing at your
 9 computers. Please stop and listen. Your current
 10 behavior shows me that you are continuing to
 11 dismiss these students. I heard that laugh.

12 Students with disabilities matter.
 13 Students on IEP and 504 plans in general
 14 education must be returned back to the classroom
 15 for more than just two days a week. They must be
 16 returned for both cohorts immediately. We don't
 17 have to wait a year because there's still time to
 18 salvage what is left and time to undo the damage
 19 BCPS has caused these students. Who is on the
 20 board that is brave enough to make a motion
 21 tonight? Who is on the Board that is really

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1 going to start advocating for students with
 2 disabilities? Who on this Board is actually
 3 going to represent the stakeholders of BCPS?
 4 Who's for the parents who have students with
 5 learning differences that you actually care?
 6 These students are not receiving their free and
 7 appropriate education. These are some of the
 8 most vulnerable learners in our school system who
 9 need additional support in order to be available
 10 to learn and be successful academically.

11 It is appalling and absurd that BCPS
 12 waited to include these students in the very last
 13 phase for return and for only two days a week.
 14 School systems around us made these students a
 15 priority, offering five days a week, and in many
 16 cases were the first to return to classrooms over
 17 their typical peers. These students deserve
 18 better. Ideally all students need to be returned
 19 to the classroom for five days this year, five
 20 days to thrive. There is no reason to keep these
 21 kids from the classroom any longer.

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1 Cohorts are being mixed in sports while
 2 sharing sporting equipment. Sports have been
 3 made a priority over academics, that is wrong.
 4 With the current CDC guidance of three feet of
 5 social distancing, BCPS can certainly make room
 6 for students to return five days a week. Stop
 7 making excuses, this is feasible. Now go do the
 8 right thing, make the motion for students on IEPs
 9 and 504s to return to both cohorts starting
 10 immediately, and for all students to return five
 11 days a week. Thank you very much for your time.

12 CHAIRWOMAN SCOTT: Thank you. All
 13 right, and that concludes our general public
 14 comment. The next item on the agenda is the
 15 superintendent's report and for that I call on
 16 Dr. Williams.

17 DR. WILLIAMS: Good evening, Team BCPS.
 18 Today marks the first day that students from all
 19 groups have the opportunity to begin hybrid
 20 in-person learning through our phased-in process.
 21 Schools are busy with new routines that keep both

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1 students and staff safe, using mitigation
 2 strategy recommendations by the Centers for
 3 Disease Control and Prevention and the Maryland
 4 Department of Health.

5 There is true excitement as staff
 6 members welcome back students into buildings,
 7 classrooms and athletic events. While it is
 8 always a pleasure to watch our educators and
 9 students connect through instruction, it is just
 10 as satisfying to see students and staff meet in
 11 person and deepen their relationships.

12 During the last meeting of the Board the
 13 design team shared the goal of phasing in four
 14 days per week of hybrid in-person learning
 15 starting as soon as May or early May, and more
 16 discussions around that will continue as we
 17 looked at our original Phase I and Phase II
 18 students returning. But to prepare for that, we
 19 will continue to monitor transmission and
 20 mitigation practices throughout this month.

21 I hope you will join me in thanking our

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1 principals, assistant principals, educators,
 2 support staff, school nurses and everyone who has
 3 made hybrid learning possible, including our
 4 staff in facilities, food and nutrition,
 5 transportation and IT. There is such strength in
 6 our team and there is such power in Team BCPS.

7 Before spring break I had an opportunity
 8 to visit Sudbrook Magnet Middle School as staff
 9 welcomed their sixth graders to their building
 10 for the first time. Today I visited Woodlawn
 11 High School and Southwest Academy as they
 12 transitioned another group of students to begin
 13 hybrid in-person learning. Our staff worked well
 14 to provide these opportunities for students.

15 I'm so pleased that by the middle of
 16 March we reached a saturation point in our
 17 outreach to staff about receiving the COVID-19
 18 vaccine. All staff have been given the
 19 opportunity to receive a vaccine at multiple
 20 clinics run by BCPS staff. This extra layer of
 21 protection makes our schools, offices and

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1 communities even safer.

2 Before we go any further, it is my

3 pressure to recognize Christian Thomas, a junior

4 at Eastern Technical High School. Christian was

5 elected by the middle school and high school

6 students to serve as our next student member of

7 the board. Christian is class president and is a

8 well-rounded leader in both humanitarian and

9 political endeavors. We look forward to having

10 Christian join the Board on July 1st, 2021.

11 This week marks both National Assistant

12 Principals Week and National Library Week, and

13 School Library Month began on April 1st. On our

14 website, through social media and on our blog,

15 please join us in recognizing our assistant

16 principals for their outstanding leadership and

17 our library media specialists for the extensive

18 resources and support they provide to students

19 and schools.

20 I would also like to congratulate Nachi

21 Nkeoyne-Mbaekwe, a senior at Eastern Technical

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1 High School who is among 27 students selected to

2 receive \$40,000 College Board Opportunity

3 scholarships, so congratulations, Nachi.

4 And finally, I'm pleased to share an

5 update on the work of the Compass, our strategic

6 plan. Back in October 2020 I announced 11 system

7 improvement teams which are designed to build

8 coherence and coherence among the school system

9 as we make progress towards the goals of the

10 Compass. The interdisciplinary teams bring

11 together system administrators and school-based

12 staff to analyze data and develop recommendations

13 for research and equity-based enhancements.

14 Three things emerged from our recent

15 midyear summaries of the system improvement

16 teams, access and opportunity, professional

17 learning and systems instructors. System

18 improvement teams are expected to make

19 recommendations to me and to the Board by the end

20 of June 2021.

21 Thank you, that concludes my report.

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1 CHAIRWOMAN SCOTT: Thank you,

2 Dr. Williams. The next item on the agenda is the

3 board chair's report and that's me, and I would

4 like to thank everyone for joining us this

5 evening for our Board of Education meeting.

6 I would like to welcome all of our

7 students back from spring break and back to

8 school. Today Cohort A began in-person learning

9 and on Thursday Cohort B will begin in-person

10 learning. So I would just like to thank all of

11 our hard working staff, our principals, our

12 teachers, everyone for their hard work and

13 tireless commitment to our student scholars as

14 some are returning to school and others are

15 opting to remain virtual, and they are all

16 participating in hybrid learning.

17 As you can see, we as a board are also

18 participating in the hybrid process. Some of us

19 are attending remotely from our homes or other

20 places while a few of us are actually here with

21 staff at Greenwood. Several board members, like

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1 many BCPS students, are choosing to remain in

2 hybrid fashion, but we're still here, it was

3 great to hear from the public and really have a

4 really good board meeting.

5 So again, I'd like to welcome back

6 students, thank you teachers and staff, your

7 commitment and support you've shown to students

8 and parents has been really phenomenal. And like

9 all of you, I appreciated hearing from

10 Dr. Williams at the last board meeting about the

11 upcoming summer school, Saturday school, the

12 reopening plan, and tonight I look forward to

13 hearing about academic achievement of BCPS

14 students, so thank you for that.

15 Next on the agenda is the student member

16 of the board report, and that's Mr. Muhumuza.

17 MR. MUHUMUZA: Good evening, Madam

18 Chair, Vice Chair, Superintendent Williams and

19 fellow board members. I hope everyone was able

20 to take the short pause this holiday break to

21 rest and be with their family members. I

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1 especially hope that those students who have
 2 returned to in-person learning today had a smooth
 3 transition after a year long hiatus that has
 4 brought uncertainty, heartache and many changes.

5 Students, with the third quarter ending
 6 next week, I hope everyone is doing their very
 7 best to finish on a strong note. This goes most
 8 importantly to all seniors. I know this year
 9 hasn't been a traditional school year, but it's
 10 important that we give it our all as we're in the
 11 final weeks of our high school career. All of
 12 you have accomplished many things respectively
 13 and your parents, teachers and every stakeholder
 14 in our county is cheering you on. I also want to
 15 thank our teachers and administrators for their
 16 continued work in preparing for hybrid learning.

17 Over the last two weeks I had the
 18 pleasure of testifying at the state legislature
 19 in favor of a hate symbols prohibition in
 20 schools, including learning materials. I also
 21 participated as a panelist on the Baltimore

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1 County Public Library episode of They're Great
 2 Conversations with other educators from around
 3 the county. I hosted a student conversation on
 4 my show, Chat Cafe, which can be found on BCPS TV
 5 and the topic was the reopening of schools.

6 As I mentioned during my last testimony,
 7 I have been working to improve my communication
 8 with students, increase awareness of the
 9 available means of communication. With the help
 10 of the chief of staff's office I was able to
 11 restore the SMOB page on the new BCPS website.
 12 It includes information about my role, platform,
 13 updates, social media, student handbook and
 14 mental health resources. This page can be found
 15 under the family and community engagement tab.
 16 I've also added a new Google document signup on
 17 my social media platforms. This will allow
 18 students, community members to seamlessly
 19 schedule meetings with me. This gives all
 20 students the opportunity to schedule virtual
 21 meetings with me without going through the hassle

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1 of email, and it's my hope that it will increase
 2 transparency of the SMOB working.

3 After hearing from many students and
 4 parents about concerns for not having end of the
 5 year senior activities, I reached out to
 6 Superintendent Williams to seek clarification on
 7 the announcement that was made prior to spring
 8 break and offered my insight on providing every
 9 senior with an opportunity to participate in
 10 senior activities. He assured me that all
 11 schools with senior classes have been given the
 12 leeway to plan events based on their traditions
 13 and preferences, while also observing the health
 14 and local guidelines concerning outdoor events.
 15 I'm thankful for the initial guidance on how
 16 schools can proceed with graduation and their
 17 senior events, and I look forward to further
 18 information being given to students.

19 I want to thank former SMOB finalist
 20 Logan Dubel for joining my team and working with
 21 me to insure that we provide schools with

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1 necessary support so that senior activities can
 2 continue as previously. For the next couple of
 3 weeks Logan and I will try to meet with as many
 4 senior class officers as we can in assisting them
 5 in any way that is needed, and I also look
 6 forward to future conversations with the
 7 superintendent to find out the status of these
 8 events countywide.

9 A special thanks to Vice Chair Henn for
 10 working with me these last few months in
 11 advocating for in-person graduations and senior
 12 activities. I encourage students, teachers and
 13 parents who are planning events or want to plan
 14 events to reach out to me if they require any
 15 assistance.

16 Lastly, I want to conclude by once again
 17 congratulating the SMOB elect and my successor,
 18 Christian Thomas, a junior at Eastern Tech High
 19 School. Everyone can read Christian's resume on
 20 the BCPS website and follow him on social media.
 21 Over the next few weeks I will be helping

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1 Christian with a smooth transition to this role.
 2 He's eager to listen and lead, he's probably
 3 watching right now, so I encourage all BCPS board
 4 members and community members to reach out,
 5 welcome him with open arms, and assist him in
 6 being an effective voice for all students. Thank
 7 you team.
 8 CHAIRWOMAN SCOTT: Thank you, Josh. The
 9 next item on the agenda is action taken in closed
 10 session, and for that I call on Mr. Brousaides.
 11 MR. BROUSAIDES: Good evening,
 12 Ms. Scott. No action to report from closed
 13 session.
 14 CHAIRWOMAN SCOTT: Thank you,
 15 Mr. Brousaides. May I have a motion to approve
 16 the -- I'm sorry, there was no action so no
 17 motion, okay. Sorry.
 18 The next item on the agenda is the
 19 reopening of schools and for that I call on
 20 Dr. Williams.
 21 MS. CAUSEY: Madam Chair, I would like

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1 to make a motion to increase board member time to
 2 two minutes each for academic achievement and two
 3 minutes to discuss reopening issues.
 4 MS. MACK: Second, Mack.
 5 CHAIRWOMAN SCOTT: Could you put that in
 6 the chat please?
 7 MS. CAUSEY: Yes, ma'am.
 8 CHAIRWOMAN SCOTT: Ms. Causey made a
 9 motion to increase board member time to two
 10 minutes each for academic achievement and two
 11 minutes to discuss reopening issues, and that was
 12 seconded by Ms. Henn? I'm sorry, who was the
 13 second?
 14 MS. MACK: Ms. Mack.
 15 CHAIRWOMAN SCOTT: So that was Ms. Mack.
 16 If you would like to speak to your motion, please
 17 do.
 18 MS. CAUSEY: Thank you, Ms. Scott. In
 19 the interest of time, I think board members will
 20 have an opinion one way or another so I would
 21 suggest that we not make comments but just go

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1 ahead and take the vote, and I don't even want to
 2 call the vote to take that extra time to vote, so
 3 that would be my suggestion. Thank you.
 4 CHAIRWOMAN SCOTT: Thank you. So just
 5 clarifying, so if board members already get two
 6 minutes apiece to speak, so you're saying an
 7 additional two minutes for academic achievement
 8 and two minutes for reopening, so the board
 9 members have a total of six minutes to speak, is
 10 that how I understand this, or was your intention
 11 for it to be four minutes total for board
 12 members?
 13 MS. CAUSEY: Well, I'd like to be
 14 unlimited but I'm saying four, because I think
 15 that will be acceptable to the majority of board
 16 members.
 17 CHAIRWOMAN SCOTT: I'm just trying to
 18 understand the motion.
 19 MS. CAUSEY: Certainly.
 20 CHAIRWOMAN SCOTT: Are there any
 21 questions? Any discussion? Okay, Ms. Gover, if

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

<p style="text-align: right;">Page 106</p> <p>1 MS. GOVER: Dr. Hager? 2 DR. HAGER: Yes. 3 MS. GOVER: Ms. Scott? 4 CHAIRWOMAN SCOTT: No. 5 MS. GOVER: In favor is six. 6 CHAIRWOMAN SCOTT: Okay, so the motion 7 does not pass. 8 So Dr. Williams, if you could please go 9 ahead with your reopening? 10 DR. WILLIAMS: Sure, so good evening, 11 everyone, if we could see the first slide? The 12 first part I will be presenting and then I will 13 ask our design team members to bring forth some 14 updates. 15 So thank you for this opportunity to 16 provide a holistic update of our Team BCPS 17 academic performance. I appreciate the 18 opportunity to share our entire story with you 19 this evening while discussing our pre-pandemic 20 status, methodology, corrective goals, and the 21 impact of a national crisis on our school</p>	<p style="text-align: right;">Page 108</p> <p>1 for the school year 20-21, as well as the new 2 strategic plan. Next slide. 3 The Compass, Our Pathway to Excellence, 4 identified five district focus areas that clearly 5 define our pathway to success, learning 6 accountability and results, safe and supportive 7 environment, high performing workforce and 8 alignment of human capital, community engagement 9 and partnerships, and operational excellence. 10 These areas reflect a collective responsibility 11 to focus on a set of clear goals that can help us 12 improve student outcomes while responding to the 13 current and future needs of our system. 14 Our next level of work was to build 15 coherence across the district and develop a 16 robust plan for professional learning and 17 implementation. We aligned all of our guidance 18 documents to insure that they supported our 19 ultimate goal of improved student achievement. 20 Our ultimate goal is to insure that across 21 Baltimore County Public Schools we utilize the</p>
<p style="text-align: right;">Page 107</p> <p>1 communities and renewed focus. 2 As you know, thanks to the tireless 3 efforts of our school staff in collaboration with 4 the district, our schools were able to 5 successfully engage in a phased-in reopening 6 beginning with our youngest learners in March. 7 We're excited that the remaining phases of 8 students across our schools who selected hybrid 9 learning returned today. We remain thankful to 10 our school staff for their level of engagement 11 and commitment to student learning throughout 12 this time. Next slide please. 13 So I will take you back just a little 14 bit, so our update on academic performance starts 15 with my 100-day entry plan that began on July 1 16 of 2019. Four work groups focused on the goal 17 areas of the Blueprint 2.0 in conjunction with a 18 series of community conversations that provided 19 multiple opportunities for stakeholders to 20 directly share successes, challenges and 21 recommendations to help shape the budget process</p>	<p style="text-align: right;">Page 109</p> <p>1 strategic plan to implement coherent and cohesive 2 structures and processes focused on achieving 3 success in order to systematically facilitate 4 continuous improvement centered on data and 5 research, base effective practices to improve 6 education and insure all students, including 7 identified underserved students, will demonstrate 8 growth in learning. Next slide please. 9 In developing the Compass we worked 10 together to examine the story of Baltimore 11 County. We wanted to know who we were, our 12 history, current state and desired state. We 13 learned that since school year 1977 BCPS has been 14 transformed from a predominantly white school 15 system to one that demonstrates considerable 16 diversity of racial and ethnic minorities. In 17 fact beginning in school year 2007 BCPS had more 18 nonwhite students than white students. This 19 illustrated why we needed to examine new ways of 20 doing things that meet the needs of different 21 students. Next slide please.</p>

<p style="text-align: right;">Page 110</p> <p>1 Our student needs have changed over 2 time. Our English learners or ELs increased by 3 156 percent over the past ten /TAPBL years, 17 4 percent over the past year. Next slide. 5 Many student populations requiring the 6 more intensive support grew much faster than the 7 overall enrollment. Next slide. 8 Before the pandemic BCPS saw a 25 9 percent increase in the number of students 10 eligible for free and reduced price meals over 11 the past decade, while our English learners have 12 grown 166 percent and the number of homeless 13 children went up by 82 percent over the past ten 14 years. Next slide. 15 An examination, or initial examination 16 of graduation rates highlighted an area of 17 success. BCPS maintains a high school graduation 18 rate that exceeds the state of Maryland four-year 19 graduation cohort rate. We are also examining 20 our fifth-year cohorts to include our learners 21 who need more time to successfully complete</p>	<p style="text-align: right;">Page 112</p> <p>1 Compass, Our Pathway to Excellence. This slide 2 highlights the first focus area with a pathway to 3 college and career readiness, including a variety 4 of the aforementioned data points from 5 kindergarten to grade 12. Next slide please. 6 The Board of Education drafted goals for 7 focus area one and reflected a commitment to 8 partner with Team BCPS to monitor and discuss 9 student participation and performance using 10 multiple measures including external and internal 11 assessments as well as academic and social 12 emotional indicators including but not limited to 13 MAP and our measure, and other measures of 14 academic growth, attendance, suspension, MCAP 15 performance, our state assessment in English 16 language arts and mathematics, five-year trend 17 data, college and career readiness, participation 18 and performance in AP exams, GT and SAT programs. 19 As we prepare our board work in retreat, 20 we've had scheduled regular updates on these data 21 points for the remainder of the year and next</p>
<p style="text-align: right;">Page 111</p> <p>1 requirements. Next slide. 2 So while the overall graduation rate in 3 our district is commendable for some of our 4 students, examination of disaggregated data 5 revealed opportunities for improvement. 6 Specifically prior to the pandemic, we engaged in 7 an in-depth analysis of BCPS trend data for the 8 last decade. We identified a need to focus on 9 increasing graduation rates for Hispanic and 10 African American students and our multi-race 11 students. The same was true for students 12 receiving special education services and English 13 language learners. Working together, we 14 identified a college and career readiness 15 trajectory from birth to 12th grade that included 16 specific data points that, and indicators that 17 would increase the percentage of college and 18 career ready students across our district. Next 19 slide please. 20 As a reminder to the Board, you also 21 developed draft goals associated with the</p>	<p style="text-align: right;">Page 113</p> <p>1 school year. Yes, we all want better outcomes 2 for our students and a plan to present, discuss 3 and to hear about the work that we are doing to 4 address the achievement gaps or any learning loss 5 or to accelerate learning. Next slide please. 6 With a clear path forward we made 7 connections across all areas of the district to 8 insure that our tools, strategies and processes 9 are supported with the ultimate goal of improved 10 student achievement. One, our teaching and 11 learning framework provided schools with a common 12 set of beliefs and expectations. As schools 13 engage in continuous improvement through the 14 implementation of our school progress plans, 15 leadership teams came together with the support 16 of central office to identify specific priorities 17 in the areas of focus connected to annual targets 18 that helped to improve learning, coupled with a 19 plan to address professional learning. Staff 20 collaborated in professional learning 21 opportunities to identify common expectations and</p>

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1 analyze student progress in real time to inform
 2 instructional decisions.

3 And finally, our student learning
 4 outcomes, SLOs were used as the vehicle that
 5 captured the process of individual staff
 6 reflection and analysis of student data to
 7 identify student learning goals to strengthen
 8 instructional practice and outcomes for students.

9 This was the pre-COVID 19 BCPS plan forward, an
 10 intentional focus on teaching and learning with
 11 an investment in professional learning in support
 12 of improved student outcomes. Our long range
 13 plan with annual targets was developed in direct
 14 response to our system needs. Next slide.

15 Schools developed plans, trained staff,
 16 reengaged students throughout the summer. Many
 17 approached the year with a hybrid mindset focused
 18 on success. As the global health pandemic and
 19 community unrest continued and became more
 20 devastating, our district worked directly with
 21 our schools to support them through a variety of

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1 shifting needs. Schools have worked tirelessly
 2 to meet both the social wellness and academic
 3 learning needs of staff and students with the
 4 understanding that we must use this pandemic as
 5 an opportunity to provide organizational
 6 performance at the micro and macro level.

7 Students and staff have experienced a complete
 8 change in day-to-day activities, extreme focus on
 9 health and safety, and change in pedagogy, as
 10 they experienced different degrees of fear, grief
 11 and loss. Next slide please.

12 I know you join me in concern for our
 13 students and their wellbeing both social
 14 emotionally and academically. Nationally
 15 students have experienced atypical learning for
 16 more than 12 months. Many researchers have tried
 17 to quantify the impact on learning to help
 18 schools plan and focus on support. If we take a
 19 look at these graphs from McKinsey & Company
 20 focusing on MWEA grid scores focused on student
 21 progress and growth, you will note the continuum

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1 of impact based on student experience. The green
 2 line represents a March return for our youngest
 3 and highly impacted learners in our public
 4 separate day schools. Some of our students have
 5 experienced learning loss with no instruction,
 6 the bottom line which is light blue. Others have
 7 had a learning slowdown based on the quality of
 8 learning that may have nothing to do with schools
 9 and everything to do with the very real negative
 10 impacts of this global pandemic, while some of
 11 our students have experienced learning slowdown
 12 simply because, or based on the average remote
 13 learning as compared to what the greater
 14 educational community knows about the impact of
 15 typical in-person learning.

16 The second chart estimates the average
 17 months of learning loss by student group.
 18 African American, Hispanic and low income
 19 students nationally are experiencing greater
 20 learning loss from student disengagement and lack
 21 of access. Our BCPS data is consistent with the

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1 national trends. Next slide.

2 If we examine second quarter student
 3 achievement as reported to MSDE for this current
 4 school year, we noticed a steep decline in
 5 student attendance across levels in our schools.
 6 For comparison, last year's attendance percentage
 7 for all students across the system was 93.5
 8 percent. The second quarter during virtual
 9 learning it was 79.6 percent. Across our
 10 elementary schools, economically disadvantaged
 11 students, students with disability and black
 12 students, black or African American students had
 13 lower attendance rates than their peers. As a
 14 system, there was an 18.4 decrease in attendance
 15 from elementary school to middle school and an
 16 additional 5.2 percent decrease from middle
 17 school to high school. At the secondary level
 18 our African American, Hispanic, two or more
 19 races, students with disabilities, English
 20 learners and economically disadvantaged students
 21 had the lower attendance rates. The chart plots

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1 the distribution of the data in descending order
 2 of frequency. Our Asian students have the
 3 highest attendance and conversely, our
 4 economically disadvantaged students have the
 5 lowest percent of attendance. The orange line is
 6 a cumulative line representing percentage of the
 7 total.

8 We know that our schools have immersed
 9 themselves in the work since last spring. They
 10 have mobilized attendance committees, worked with
 11 PPWs, social workers, community agencies and
 12 families to improve attendance. The impact of
 13 COVID-19 is far reaching and we know that we will
 14 have to continue to innovate and work differently
 15 as we move forward. Next slide.

16 Second quarter student performance. The
 17 blue color represents last year, the orange
 18 represents this year. It's important to note
 19 that 76 percent of our high schools implemented a
 20 four-by-four schedule this year. This means that
 21 76 of our students had half the number of

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1 courses. I know we all find these failure rates
 2 alarming despite our best efforts. The work that
 3 the school teams have been doing in spite of
 4 limited access to leading data is appreciated.

5 We know our schools need additional resources,
 6 supports, flexibility and time. We will continue
 7 to monitor the performance, identify additional
 8 opportunities for support, as well as collaborate
 9 with other large districts to identify strategies
 10 for continuous improvement and effective
 11 practices to respond to any learning loss. Our
 12 focus on system collaboration and coherence is to
 13 insure that our schools have what they need to
 14 help our students succeed. Next slide.

15 Here is a quick overview of the work of
 16 the system improvement team that includes the 11
 17 focus areas and a sample of their charge. The
 18 concept of the system improvement team is to have
 19 both school-based and central office leaders
 20 analyze available data, observe trends for both
 21 quantitative and qualitative data points, frame

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1 the current state, identify questions to
 2 investigate, identify specific measurable
 3 objectives, have access to resources and central
 4 office staff, and develop a communication plan to
 5 share findings, recommendations to practices and
 6 interventions and next steps. These strategic
 7 work groups meet regularly to review progress and
 8 collectively plan opportunities to highlight best
 9 practices and formulate recommendations. Next
 10 slide please.

11 The State Board of Education has decided
 12 to not administer the MCAP this year, it will be
 13 postponed in the fall. More information is
 14 expected. I will speak about graduation
 15 requirements in a few minutes. Our ACCESS for
 16 our English learners is still open and we will
 17 finalize our plans for this administration. The
 18 kindergarten readiness assessment or KRA was not
 19 administered by the MSDE for this school year.
 20 Although there was no MAP for reading and
 21 mathematics, we utilized diagnostic tasks and

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1 curriculum-based assessment to assess learning.
 2 In order to address unfinished teaching from the
 3 emergency closure in the spring, content offices
 4 designed diagnostic tasks to be administered at
 5 point of use aligned to the prerequisite skills
 6 and standards addressed in the upcoming unit.
 7 Teachers used these diagnostic tests to identify
 8 areas of instruction needed to insure student
 9 success, and planned responsive small group
 10 instruction to address targeted skills for
 11 specific students while making adjustments to the
 12 plan's scope and sequence to address areas of
 13 instructional need reflective of all students.
 14 While the diagnostic tests show areas of
 15 instructional need, the end of the unit
 16 assessments indicate that with targeted
 17 instruction, students are able to make progress
 18 to meet anticipated targets at the level
 19 commensurate with prior years.

20 During the summer of 2020 I created a
 21 systems improvement team, two of the 11 groups

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1 focusing on reading and Algebra I. Grade three
 2 is the final year students should be learning to
 3 read; after that they are reading to learn.
 4 Grade three and above should be diagnosing a
 5 focus on discovering differently and students
 6 should always remain in core curriculum and be
 7 provided supplemental instruction as determined
 8 to be needed through progress monitoring.
 9 The Maryland Keys to Comprehensive
 10 Literacy include instructional leadership,
 11 strategic professional learning, continuity of
 12 standards and evidence-based instruction,
 13 comprehensive system of assessment, tiered
 14 instructions and intervention, family and
 15 community partnerships. An ongoing focus on
 16 mathematics being incorporated, Bridges in
 17 elementary schools, and our work to reexamine the
 18 math teaching and learning prior to Algebra I.
 19 Next slide please.
 20 We continue our efforts to support our
 21 students on these national exams. We offered a

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1 Saturday SAT administration on December 5th,
 2 which was open to BCPS and non-BCPS students. We
 3 also offered a modified SAT day on March 24th.
 4 Keep in mind, if students tested more than once,
 5 the highest score is used. Our college and
 6 career readiness target for SAT is as follows:
 7 Reading, the evidence-based reading and writing
 8 at 480 or higher; and mathematics at a 530 or
 9 higher. In 2020 our state average reading score
 10 was 523 and the average math score was 511. In
 11 addition, we were able to schedule a PSAT
 12 administration on January 26th.
 13 Our work began in August with the
 14 creation of the SAT-ACT active placement system
 15 improvement team to reexamine our strategies to
 16 prepare our students for these assessments and
 17 increase our performance on these assessments.
 18 Next slide.
 19 Last year College Board modified the AP
 20 exam and schedule. This year there is additional
 21 flexibility which includes paper and pencil as

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1 well as digital exams. Also, the system
 2 improvement team is focusing on students having
 3 access to GT, honors and AP classes, and
 4 strategies to increase performance on the AP
 5 exams. Next slide.
 6 Last year we had over 16,000 students
 7 who enrolled in at least one AP course and we are
 8 working on the number of students taking the exam
 9 and to receive a score of three or higher. What
 10 you see are just some of our test results
 11 regarding last year's AP performance. Next
 12 slide.
 13 On Tuesday, March 23rd, 2021, the State
 14 Board of Education met to discuss the impact of
 15 the various school models on the availability of
 16 students or seniors to complete graduation
 17 requirements. The state board voted to establish
 18 the following: Students must still meet the
 19 21-credit graduation requirement. These credits
 20 include passing the ASSESS course of Algebra I,
 21 English 10, life science and American government.

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1 Assessment requirements for student graduation in
 2 the 2020-2021 school year have been waived.
 3 These students also will not need to complete the
 4 Bridge project. All seniors have met the
 5 assessment requirements if they graduate in the
 6 20-21 school year. Student service learning
 7 hours for students graduating this year have been
 8 waived. In addition, waivers have been requested
 9 for various CTE completer program requirements
 10 such as the program for cosmetology, curriculum
 11 for nail technician, and the program for barbers.
 12 Next slide.
 13 Our graduation rates remain constant but
 14 we have more work to do when we disaggregate our
 15 data. We're also looking at, as I reported
 16 earlier, fifth year cohorts where students need
 17 additional time and support to graduate. In
 18 addition, we are looking at the rigorous course
 19 of high school completers, the number of students
 20 who have accomplished at least four of the six
 21 rigorous high school performance indicators; they

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1 are the completion of a foreign language or two
 2 or more credits in the same foreign language with
 3 a grade of B or better, the percentage of high
 4 school completers who earned one or more credits
 5 in mathematics at a level higher than Algebra II
 6 and geometry with a grade of B or better, the
 7 percent of high school completers who earned four
 8 credits of science with a grade of B or better,
 9 the percent of high school completers who earned
 10 two or more credits for approved advanced
 11 technology indication with a grade of B or
 12 better, the percentage of high school completers
 13 who earned a total of 1,000 or higher on the SAT
 14 or a score of 20 or higher on the ACT or both,
 15 and the percentage of high school completers who
 16 earned a cumulative grade point average of 3.0 or
 17 higher on a scale of 4.0. Next slide.

18 In reference to graduation, there are
 19 two system improvement teams. One's focusing on
 20 graduation rates and the second one is focusing
 21 on CTE courses, not only the course, the

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1 completion and licensure, as well as students
 2 enrolled in AVID.

3 So the road ahead is not an easy one for
 4 any of us. We will continue to move forward in
 5 service of students. We know how to do the work
 6 of continuous improvement and have built the
 7 infrastructure for implementation. Team BCPS
 8 like all other school systems has had to shift
 9 our approaches and respond to a variety of
 10 competing priorities this year because that had
 11 to be required. However, we remain steadfast in
 12 our commitment to improving outcomes for all
 13 students over time. The McKinsey & Company
 14 reminds us that nationally the effects of the
 15 pandemic are not temporary shocks easily erased
 16 in the next academic year. At team BCPS we need
 17 to remind ourselves that we have identified a lot
 18 of work to do through the Compass prior to the
 19 pandemic. The far reaching effects of the
 20 pandemic have compounded many of our student
 21 community needs. We must maintain deliberate

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1 calm and remain focused on improved student
 2 performance for all, grounded in our belief that
 3 we cannot make progress without application of
 4 equitable solutions focused on both social
 5 emotional wellness and academics. We recognize
 6 the great opportunities to reimagine school from
 7 this experience that lies ahead of us. The whole
 8 child is our priority and I applaud our staff for
 9 making social emotional learning and
 10 relationships a regular part of the work.

11 The next few months will require all of
 12 us to keep health and safety at the forefront as
 13 we continue to navigate increased hybrid learning
 14 during a pandemic. Schools are continuing to
 15 insure that all of our students both in the
 16 classroom and at home choosing virtual learning
 17 experience high quality teaching and learning in
 18 all classes as they continue to innovate and work
 19 together with leadership teams to make decisions
 20 that best meet the needs of individual school
 21 communities in collaboration with our system

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1 office. We believe the support and flexibility
 2 of our upcoming face-to-face reengagement
 3 programs will be helpful in yielding successful
 4 outcomes towards efforts to reengage and support
 5 students.

6 Summer programs are coming to help
 7 support our students' needs in addition to a
 8 variety of professional learning opportunities to
 9 continue building the capacity of our staff to
 10 engage in this ongoing challenging work. This
 11 continues to be a challenging year filled with
 12 ever changing conditions. The only thing that is
 13 constant is our students. They need all of us to
 14 work together on their behalf every day to help
 15 them succeed.

16 I look forward to sharing additional
 17 updates in our future meetings, and with that I
 18 will turn it over to the design team to provide
 19 an update on reopening.

20 DR. ROBERTS: Great, thank you,
 21 Dr. Williams. So on behalf of the design team,

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1 we will provide just a brief update for the Board
 2 this evening. Good evening to the board members.
 3 I'll open with a few comments with
 4 respect to where we left off at the last board
 5 meeting of March 23rd and opening this week on
 6 April 6th. I want to share a little bit of what
 7 I've seen in our schools in the east zone late,
 8 on the week before spring break and today.
 9 Dr. Jones will also walk through some of the
 10 observations she's had from her west end visits
 11 to schools today and the week going into spring
 12 break, and then Ms. Byers will share some of the
 13 more detailed work of the design team moving
 14 forward over these next few weeks and what we
 15 expect our work to be as we move forward into
 16 late April and May.
 17 So as referenced, the last board meeting
 18 on March 23rd, we did share with you an update,
 19 shared with the Board and the community an update
 20 on the design team and the reopening. And just
 21 as a reminder, that week of March 23rd was the

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1 first part of Phase IV's reentry and what we had
 2 with that reentry was a transition for our sixth
 3 and ninth graders. So the design team has always
 4 felt that it was critical and as the research
 5 supports, it was critical that our transitioning
 6 students, in this case our secondary sixth
 7 graders and ninth graders, had an opportunity to
 8 go to their middle schools or high schools by
 9 themselves in A and B cohorts to get the lay of
 10 the land, to meet their teachers, to have the
 11 building really in effect to themselves so they
 12 could get to know where their classes are, so
 13 they could walk through the building without the
 14 larger groups of the seventh and eight graders or
 15 the tenth, 11th and 12th graders. And what we've
 16 heard today from our school visits today, and I
 17 certainly can speak from our east zone visits
 18 that my team and I visited in the secondary
 19 schools, that they were very grateful, the
 20 students were grateful for that, the parents were
 21 grateful for that, and certainly the teachers

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1 grateful for that opportunity to give their sixth
 2 graders and ninth graders time to ease back into
 3 in-person and hybrid instruction.
 4 Last week, or the week before spring
 5 break was also a very critical week because it
 6 provided that week of professional learning and
 7 that week of opportunity for the majority of our
 8 teachers to get back into the classroom to, while
 9 continuing to instruct their students virtually,
 10 to have that opportunity to set up their
 11 classrooms, to create that welcoming environment
 12 they do such an amazing job of doing in
 13 preparation for today, so that week before spring
 14 break was another good week of allowing those
 15 teacher an opportunity that their colleagues had
 16 in Phases I, II and III to prepare for
 17 instruction and prepare to welcome their students
 18 back.
 19 So as we get to today coming out of
 20 spring break it was a wonderful day, not just
 21 weather wise, but it was a wonderful day to visit

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1 schools. As Dr. Williams mentioned, he had an
 2 opportunity and our whole DSSA team had an
 3 opportunity to visit schools today and welcome
 4 back our third through fifth graders at the
 5 elementary level, our seventh and eighth graders
 6 at the middle school level, and our tenth, 11th
 7 and 12th graders at the high school level. And
 8 what we saw really was a continuation of what
 9 we've been seeing and reporting, sharing with the
 10 Board with Phases I, II and III. There were a
 11 lot of smiles as you could imagine, a lot of
 12 smiles on those faces, a lot of eyes being open
 13 and kids were smiling and as was referenced
 14 previously in this meeting, and we saw
 15 instruction going on, teachers really doing what
 16 they do best in managing their students on the
 17 screen while also working with their students who
 18 were in person. Walking into the cafeteria
 19 during lunch, certainly the children are not just
 20 eating their lunch, but engaging, talking with
 21 one another, all mitigated and all with the

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1 appropriate distancing, but it was really nice to
 2 see that environment coming back into the school
 3 for those kids, for the majority of our kids
 4 coming back for the A and B Cohorts.
 5 So just as a point to note as well, that
 6 our on ramping, what we refer to as our on
 7 boarding or on ramping process will continue
 8 moving forward. We certainly received questions
 9 and we want to reassure the community that for
 10 those parents who choose to switch to an
 11 in-person environment, that they simply just need
 12 to notify their school, just reach out to their
 13 assistant principal or the principal in their
 14 school, and they will be placed into the proper on
 15 board and on ramp and into an on boarding process
 16 to make sure that the cohorts are balanced
 17 appropriately, that the mitigation strategies are
 18 prepared for appropriately as more students
 19 continue to come back. Actually that process was
 20 established months ago and continues to be
 21 implemented as we move forward with the hybrid

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1 process.
 2 And then lastly, what will continue to
 3 happen and what we're looking forward to
 4 happening in discussions with principals today
 5 and with teachers today, is providing these
 6 groups of teachers who now are teaching in a
 7 hybrid environment the same opportunity to have
 8 the time to learn, to have the time that their
 9 teaching colleagues had through Phases I, II and
 10 III, because remember, this is really the first,
 11 going into the second month of our Phase I and II
 12 students and teachers who returned at the
 13 beginning of March. And what we've seen is
 14 really that growth in their teaching, that growth
 15 in that ability to teach in a hybrid environment.
 16 So we're looking forward to continuing to provide
 17 that support from our Organizational
 18 Effectiveness Office, Curriculum and Instruction
 19 Office and our Division of School Support and
 20 Achievement in supporting now our Phase IV
 21 teachers and providing them the same opportunity

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1 that we provided to their colleagues in Phases I,
 2 II and III, that time to get their feet wet, to
 3 really sink in to the instruction and improve
 4 their practice in this whole new world of
 5 practice, so we're looking forward to supporting
 6 them over this next month as we have for our
 7 Phase I, II and III teachers in the month of
 8 March.
 9 So at this time I'm going to hand it
 10 over to Dr. Jones, who will speak a little bit
 11 about her visits in the west zone. Dr. Jones?
 12 DR. JONES: Thank you, Dr. Roberts and
 13 good evening, everyone. It is a pleasure to
 14 really discuss and reflect on the wonderful
 15 opportunities that we as Team BCPS are affording
 16 our students and families to participate in
 17 hybrid learning. So in the west zone it was also
 18 a wonderful day today. In celebration of all of
 19 our assistant principals we had the opportunity,
 20 Dr. Williams, myself and our secondary executive
 21 director Dr. Yarborough had the wonderful

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1 opportunity to visit Woodlawn High School and
 2 Southwest Academy. And at both of those schools
 3 it was just fascinating to see the teamwork from
 4 the teachers to the cafeteria staff to the school
 5 support personnel to the principal, the admin
 6 teams, just everyone working together in service
 7 of students and really having kind of those deep
 8 conversations about what is happening systemwide
 9 in regards to hybrid learning, but then also
 10 what's happening school by school. And it's so,
 11 it's so interesting, and we have those
 12 opportunities just to hear the stories that our
 13 families have shared with us, and it was just a
 14 pleasure to visit those schools today with
 15 Dr. Williams.
 16 My team and I have been out and about
 17 and visiting schools as well. Last week, the
 18 week leading up to spring break, had the
 19 opportunity to visit schools within feeder
 20 patterns, visited Deer Park Middle School, Deer
 21 Park Elementary School, some schools in the

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1 Randallstown feeder pattern, Lansdowne area, and
 2 we were just making our way around to the various
 3 areas to really show and demonstrate support.
 4 Our DSSA team as Dr. Roberts said has visited
 5 schools today just to be able to let our
 6 teachers, who are our heroes really in this work,
 7 to let them know that we support them as they
 8 support our students in providing this hybrid
 9 learning and this hybrid experience. So as a
 10 design team, those of us who are on the design
 11 team who are constantly thinking about health and
 12 safety, school system and operations, and of
 13 course the instructional model, we are very
 14 excited that today has come, and we're also
 15 excited about the opportunities to expand hybrid
 16 learning.
 17 I'll now turn it over to Ms. Byers just
 18 to share a little bit more about central zone and
 19 the work of our design team. Ms. Byers?
 20 MS. BYERS: Thank you, Dr. Jones, and
 21 good evening, everyone. As you can tell, our

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1 excitement is a little bit contagious. We are in
 2 the business of children so it's always good when
 3 we get to be in schools and see our students
 4 doing the work. Similar to my colleagues, it was
 5 an exciting day in the central zone today. I had
 6 an opportunity to visit two of our elementary
 7 schools and one of our middle schools and just to
 8 echo some of the comments, the teamwork at the
 9 school level has been remarkable. Teachers,
 10 administrators, support staff, paraeducators, our
 11 food service workers, our building service
 12 workers all so happy to welcome back our
 13 students, but really working together to do
 14 something brand new.
 15 Some of the feedback that I got while I
 16 was in buildings today was really about the
 17 appreciation to our very deliberate pace in
 18 welcoming back our students. Because we've never
 19 done this before, it really allowed our
 20 leadership teams at the school level, many of our
 21 schools developed their own opening teams and it

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1 allowed them to implement some of the practices
 2 that were part of their school-based reopening
 3 plan, looked at what really worked and what maybe
 4 they wanted to tweak and then they were able to
 5 do that, they were afforded that opportunity to
 6 make any of those tweaks and revisions before
 7 welcoming back the next wave of students. When I
 8 was in a middle school today we talked about how
 9 great it us was the week before spring break for
 10 our sixth grade learners to have the building all
 11 to themselves for those two days. They came in
 12 really bright eyed but, you know, never having
 13 been in the building did not necessarily know
 14 where to go or the routines, and it really gave
 15 the staff and the school the opportunity to kind
 16 of wrap their arms around those students to make
 17 sure that they felt safe and welcomed. And so
 18 again, it has been exciting, we're hearing great
 19 reports coming out of transportation and students
 20 really arriving to school excited, our wonderful
 21 bus drivers, you know, the first people who often

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1 greet our students are doing a tremendous job.
 2 Our students are getting off the bus prepared,
 3 happy and having a great start to their day.
 4 So just looking forward as we discussed
 5 at the board meeting right before the break, the
 6 design team is currently working on analyzing
 7 what an expansion of in-person learning would
 8 look like for our students. We are really
 9 looking at that and analyzing that through the
 10 lens of the three pillars of our reopening plan,
 11 which as you all know include health and safety,
 12 system and school operations, and our
 13 instructional model. One of the things we have
 14 been looking at in terms of that potential to
 15 expand is in alignment with what the research and
 16 what the science is telling us, in that when
 17 we're looking to potentially expand in-person
 18 opportunities, we do need to look at that through
 19 the lens of our youngest learners and our most
 20 academically vulnerable learners, and so that is
 21 where we are right now.

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1 As we discussed before the break, we
 2 will be coming back to the Board at our next
 3 board meeting on April 20th with some preliminary
 4 findings and some information regarding how we
 5 can potentially expand to more in-person dates.
 6 So with that, this does conclude our brief update
 7 on the reopening because we did want to allow
 8 Dr. Williams to spend some time on academic
 9 achievement, so I will turn things back over to
 10 Madam Chairwoman Scott and Dr. Williams. Thank
 11 you.

12 CHAIRWOMAN SCOTT: Thank you so much for
 13 that. So now I will open the floor to any
 14 questions. Ms. Causey, did you have a question?
 15 I'm reading the chat. Ms. Causey, did you have a
 16 question? No?

17 MS. CAUSEY: Not yet.

18 CHAIRWOMAN SCOTT: Not yet, all right.

19 MS. CAUSEY: I believe it was already in
 20 there.

21 CHAIRWOMAN SCOTT: It looks like there's

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1 a question from Ms. Pasteur. Please go ahead,
 2 Ms. Pasteur.

3 MS. PASTEUR: Thank you, Dr. Williams
 4 and community sups for your presentation. I'm
 5 just going to run some questions just so I can
 6 get answers. You talked about the supports that
 7 you shared with the schools. What do you see as
 8 being different in terms of supports now that you
 9 have some students back live as well as the
 10 teachers, but you're working at, your teachers
 11 are now working in a hybrid situation having to
 12 now teach and focus on those children who are
 13 still home while they're focusing on those who
 14 are face to face. Elementary schools, they often
 15 have a support, a paraprofessional, but in high
 16 schools, middle schools, that is generally not
 17 the case.

18 Also, how are you going to use -- right
 19 before the pandemic the Compass came out and you
 20 were talking about the core instructional team,
 21 so you've identified those schools that we've all

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1 been concerned about that have shown in the past
 2 prior to the pandemic many very serious needs.
 3 So will that kick in, we never had a chance to do
 4 it, so will that kick in, and how will that look
 5 during this period as they are coming back?

6 Listening to a couple of the parents
 7 talking, particularly one of the last ones, what
 8 will look different for those students who do
 9 have IEPs, 504s, who were in self contained, some
 10 of them of course having done better under
 11 virtual and some needing to come back, so how is
 12 that going to look different?

13 Thank you. Those are my questions if I
 14 can get some responses.

15 MS. BYERS: Good evening, Ms. Pasteur, I
 16 will start us off. You had a lot in there but I
 17 can start us off with the instructional core team
 18 around the schools that we've identified as
 19 needing differentiated supports. We have been
 20 doing that throughout this entire year, even
 21 during virtual learning and in the pandemic. Our

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1 Division of School Support and Achievement, our
 2 executive directors, and Dr. Jones, Dr. Roberts
 3 and I have a biweekly cross-divisional meeting
 4 with our colleagues and we identify those
 5 supports that schools need, whether those
 6 supports, they're primarily instructional
 7 learning supports for our staff, our goal is
 8 always to increase teacher capacity knowing that
 9 the research says that when you increase the
 10 capacity of the adults you see the outcomes in
 11 the students, so we have been doing that all
 12 year. Those targeted schools have received
 13 support in academic content areas as well as
 14 supports from the social emotional learning side,
 15 so we didn't pause that because of the pandemic.
 16 Thanks.

17 DR. ROBERTS: Ms. Pasteur, I can just
 18 take part one of your question around --

19 MS. PASTEUR: Thank you. I couldn't get
 20 off mute. Thank you, Ms. Byers. I'm sorry,
 21 Dr. Roberts, go ahead.

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1 DR. ROBERTS: No, I was just going to
 2 address a small part of your question around what
 3 we see in term of supports for teachers versus
 4 what we're seeing in the classroom, and I just
 5 had a conversation today with one of our
 6 principle in the northeast. What we've seen
 7 really is a progression with teachers starting
 8 with Phase I and coming now on line with fully
 9 the Phase IV, is for a lot of those teachers,
 10 particularly at the secondary level, is not the
 11 design of the lessons and the content, they know
 12 content. It's this new environment as Ms. Byers
 13 mentioned, how do I teach ten or a dozen children
 14 in front of me but I also have another dozen in
 15 front of the computer, which I think is really
 16 the question you're asking. So what we see and
 17 what we have seen in Phase I and what we're
 18 really seeing again with Phase IV is on the very
 19 first day, the first couple of days is that
 20 initial, teachers kind of teaching the way they
 21 have been teaching in the virtual environment.

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1 So what we're trying to do is providing them
 2 tools for effectiveness in terms of instruction,
 3 and our team is really, and teachers who have
 4 already been teaching in a hybrid environment, is
 5 something as simple as where do you stand, right,
 6 because all the computers have cameras. So now
 7 when you're teaching in a hybrid environment with
 8 kids in front of you and kids on the computer,
 9 where you stand matters and how your voice
 10 projects matters in a more succinct way, because
 11 you want your children virtually and your
 12 children in person to be able to see you and have
 13 that engaging instruction, so it's really
 14 sometimes as little as that that we're seeing.
 15 In terms of the ask of us, it's what strategies
 16 and what learning can we provide to teachers to
 17 get them to a point, because what we have been
 18 seeing and this is great news, is as teachers get
 19 into the end of the first week and into the
 20 second week, and we heard this a lot from our
 21 Phase I and II teachers, the comfort level went

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1 up and they now really harnessed that creativity
 2 that they naturally have as teachers and they're
 3 able to work through some of this really new
 4 teaching, because it is so new for them that it
 5 takes them a little bit of time. And that's what
 6 Ms. Byers and I mentioned a little bit earlier in
 7 our comments, is that we want to make sure we
 8 provide that really deliberate approach to the
 9 hybrid instruction to allow our teachers that
 10 flexibility of time to really catch up and ask
 11 for what they need. So I just wanted to address
 12 that other small part of your question.
 13 MS. PASTEUR: Thank you.
 14 DR. MCCOMAS: And last but not least,
 15 Ms. Pasteur, I will talk about our self-contained
 16 special education students. You know, just, it
 17 actually very much will echo what Dr. Roberts
 18 just said, in that you know, as our teachers have
 19 transitioned and our students have transitioned
 20 back to in person, we now have that opportunity
 21 to take advantage of instructional methods that

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1 we were not able to previously, like the types of
 2 manipulatives we're able to work with students in
 3 person. And again, just as Dr. Roberts said, as
 4 our teachers and our students are transitioning
 5 back in and sort of working through that gradual
 6 transition of we have been sort of teaching in
 7 this virtual format, now we're teaching in a
 8 concurrent format for any student that may still
 9 remain virtual, and so we see that skill set and
 10 that sort of evolving practice as everyone
 11 becomes more familiar with the in person. Thank
 12 you.
 13 MS. PASTEUR: Thank you.
 14 DR. WILLIAMS: Let me just add a couple
 15 of points, so thank you, design team.
 16 Ms. Pasteur, I just want you and other board
 17 members to know, the ICT, the instructional core
 18 team is a process, it is not a labeling, not that
 19 you said this, I just want to clarify.
 20 MS. PASTEUR: Yes, thank you.
 21 CHAIRWOMAN SCOTT: Sorry, we were

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1 getting some feedback.

2 DR. WILLIAMS: I think it was me.

3 Anyway, the ICT is a process, it's the process of

4 central office coordinating the support with the

5 school staff and as we speak, I was already

6 talking to the team, we're about continuous

7 improvement, so we experimented with bringing

8 offices together. As you recall, I talked about

9 the infamous silos and bringing the office

10 together. The feedback from the school staff was

11 very important for us and they said they liked

12 the focus area, they liked the support and it was

13 coordinated. As we are speaking we're looking at

14 an upgrade to our ICT process, I'm calling it the

15 ICT 2.0 process.

16 And the second point I want to raise, as

17 I visited schools, just like board members have

18 visited schools, you're hearing these scenarios

19 about how the online is working for some

20 students, so the charge is how we're going to

21 capitalize on what options we can provide during

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1 the summer, next school year, I'll be careful

2 with my words, to continue some of those ways to

3 provide alternatives for students, particularly

4 those students that our staff members, our

5 principals, our parents are saying they're seeing

6 success. Again, it may not be for all students,

7 but I do want to capitalize on where it is

8 working and how do we provide some additional

9 options for our students and families. So

10 Dr. Boswell-McComas, she has a laundry list of

11 things to do, she's a good player, but we are

12 looking at some additional ways to support our

13 students. I just want to offer those two

14 additional points, so thank you.

15 MS. PASTEUR: Thank you.

16 CHAIRWOMAN SCOTT: Thank you,

17 Dr. Williams. Next it looks like it's Ms. Mack.

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

19 have four questions, the first has to do with

20 academic achievement. In 2019 the Maryland

21 Report Card reported that 66.4 percent of our

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1 tenth graders were not proficient in ELA. Those

2 same tenth graders are presumably graduating this

3 year. What specific steps are we taking to

4 insure that our 2021 graduates have the skills

5 that they need to succeed in career and/or

6 college?

7 DR. WILLIAMS: So I will begin and the

8 team can add on. I just want to bring to the

9 Board's attention, the state assessment or the

10 Maryland Report Card is looking at the state

11 assessment as the driving factor. I want to go

12 back to my conversation about college and career

13 readiness, I want to go back to my previous

14 conversation or my presentation about rigor. And

15 so keep in mind this was a point in which our

16 students performed during that time period as

17 tenth graders. However, during that time, their

18 additional years, if they are now seniors,

19 looking at are they college and career ready,

20 what kind of assessments have they taken related

21 to the SAT/ACT or even AccuPlacement? What are

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1 our students doing in terms of any AP or IB

2 courses and exams in trying to push more students

3 to not only enroll in an AP course but also take

4 an exam related to that course. So keep in mind

5 that as we're looking at the one data point or

6 the Maryland Report Card, we are also looking at

7 the ways in which our students are performing in

8 various courses and how they're performing on

9 national assessments, as well as what our schools

10 are doing to really meet the needs.

11 As you recall, one of the board goals

12 was to lessen the number of Bridge plans. Again,

13 that was the draft goals, and we put draft in

14 front of that because the full Board will have to

15 codify those goals, but that was one goal that

16 you had an interest in in terms of Bridge plans.

17 So Ms. Mack, we want to lessen that work, but the

18 bottom line to get better success on the state

19 assessment as indicated by MCAP is making sure

20 our students are having access to rigorous

21 courses, whether it's on grade level or in our GT

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1 honors or AP. And also, we want to make sure
 2 that our staff are teaching to the standards and
 3 again, this year and the end of last year, we
 4 were dealing with a pandemic, but it is a part of
 5 that work when I mention the two system
 6 improvement teams, the one is in reading, and we
 7 can always, we will follow up with the Board
 8 about the recommendations of the system
 9 improvement team, but making sure our students
 10 are reading by grade three and having access to
 11 the rigor and to the standards of the course.

12 And also, there's a second group looking
 13 at our math curriculum as well as our Algebra I
 14 preparation. When we talk about Algebra I the
 15 goal is Algebra I by eighth grade with a C or
 16 higher, but we also had to look at what's
 17 happening prior to Algebra I or eighth grade,
 18 what's happening in fifth grade, what's happening
 19 in sixth and seventh grades? So I would say as
 20 we look at data, we should look at the totality
 21 of data. As I presented tonight, I presented

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1 more of the national, how our students are doing,
 2 and we still have work to be done. That was much
 3 of the conversation when I presented by first
 4 budget to the Board and to the community, but I
 5 will pause and see if any, if Dr. McComas or
 6 others would like to add to this.

7 MS. MACK: Dr. Williams, I would like to
 8 follow up on my comment please.

9 CHAIRWOMAN SCOTT: Yes, go ahead,
 10 Ms. Mack.

11 MS. MACK: Dr. Williams, I appreciate
 12 the fact that MCAP is just one assessment, but
 13 when 66.4 percent of our tenth graders who are
 14 now seniors are not proficient in reading
 15 pre-COVID, that gives me great pause as to
 16 whether or not our students are truly prepared to
 17 go out into the world, and that was the reason
 18 for my question.

19 DR. WILLIAMS: So let me clarify one
 20 thing, Ms. Mack, it is proficient based on a test
 21 score and again, as we work to improve our

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1 students to be college and career ready, by
 2 having that data point as tenth graders there is
 3 an opportunity to work with our students so they
 4 are deemed college and career ready and can go
 5 off to military, two-year programs, four-year
 6 programs. And so I think what we will continue
 7 to do is to help the Board to understand about
 8 the MCAP and the one data point, but your point
 9 is well taken. At that point in time our
 10 seniors, who were tenth graders, scored on this
 11 one assessment a particular score, but there's
 12 been questions about the cutoff score, whether
 13 that is commiserate of whether students are
 14 really proficient at English language arts or
 15 mathematics. But I understand and appreciate
 16 your comment and question.

17 MS. MACK: Thank you, I'll move to my
 18 next question.

19 Due to the bandwidth problem that was
 20 experienced and teachers were advised that
 21 students in classrooms did not need to log into

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1 Google Meets. How can we be sure, do all schools
 2 have the equipment required to teach concurrently
 3 when in-person students can't log in to Google
 4 Meets?

5 MS. BYERS: So I will answer the
 6 question, that's not my area of expertise, but
 7 from being in the classroom, the students who are
 8 in person do not necessarily need to be, they
 9 don't need to be in the Google Meet because they
 10 are in the classroom, so the Google Meet is
 11 really the opportunity for the students who are
 12 virtual during that concurrent instruction to be
 13 able to receive that first instruction, direct
 14 instruction from the teacher. The kids in the
 15 classroom can see the teacher and so they don't
 16 need to be in the Google Meet at that time all at
 17 the same time. Kids are accessing Google Meets
 18 concurrently when they are doing group work or
 19 when they're in small groups, but during the
 20 actual concurrent instructional portion where the
 21 teacher is delivering the information, delivering

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1 that direct instruction, they don't need to be
 2 simultaneously logged in and the students in the
 3 classroom who are face to face can hear the
 4 students who answer virtually and vice versa,
 5 because of the equipment in the room.

6 MS. MACK: Thank you. I'll ask my last
 7 question. What discussions, if any, has BCPS had
 8 with county or state health departments specific
 9 to the COVID variant B.1.1.7 and its potential
 10 increased risk to kids?

11 DR. WILLIAMS: So thank you, Ms. Mack,
 12 and I will tee it up for Dr. Zarchin, but I just
 13 want to bring to the Board's attention that we
 14 meet quickly as a COVID task force with our
 15 partners in the Baltimore County Health
 16 Department. We have Dr. Branch to join us during
 17 our cabinet meeting, at which today he raised
 18 this these topics, and we have our health
 19 advisory. But Dr. Zarchin, if you can give some
 20 particulars about the discussion regarding health
 21 as Ms. Mack raised her question?

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1 DR. ZARCHIN: I will be happy to, and
 2 thank you for the question. This morning, or
 3 this afternoon in our cabinet meeting we had
 4 Dr. Branch on, and that is something that he is
 5 monitoring very carefully, all the variants and
 6 the impact on the state of Maryland, Baltimore
 7 County and the potential to impact our students
 8 and staff. That is something we continue to
 9 monitor. I'm going to turn it to Deb Somerville
 10 at this point to give the perspective from nurses
 11 and contact tracing, but the key to this is
 12 working with the Department of Health and our
 13 ongoing conversations with them. Ms. Somerville?

14 MS. SOMERVILLE: Thank you, Dr. Zarchin.
 15 I think it's an excellent question and it is
 16 something that's on the top of our minds as we
 17 watch the data. The best estimates that I see
 18 coming from national groups is that the variants
 19 will be the predominant strains that we will be
 20 seeing by the end of April and may be accounting
 21 for some of the increases that we're seeing in

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1 COVID, so we're going to continue to watch it.
 2 And honestly, you know, with a pandemic and a new
 3 virus, what we need to do the most is monitor our
 4 data and look to other parts of the world as
 5 they've, you know, experienced these and
 6 responded appropriately. So you know, we'll be
 7 looking to what's been done in the U.K. and
 8 talking to our experts at Hopkins and University
 9 of Maryland to make sure that we're right on top
 10 of best practice, as well as our Dr. Chen at the
 11 Health Department is really keyed in on that.
 12 His advice, he issued some advice over the
 13 weekend to use caution, for our nonpublic schools
 14 to use caution in adopting three feet immediately
 15 after spring break, and he encouraged schools in
 16 Baltimore County to proceed cautiously while
 17 watching the data as we kind of watch to see
 18 what's happening in April.

19 So I can reassure you that we are right
 20 on top of it, but I can't tell you for sure what
 21 we will know in two weeks, it's just a day-to-day

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1 week-to-week kind of thing.

2 MS. MACK: I appreciate that
 3 information. I have one more follow-up question.
 4 **A parent brought to my attention that she**
 5 **received a letter from her son's school that as a**
 6 **result of him being on a team he had exposure to**
 7 **COVID, and I believe she checked to see that only**
 8 **children on the team received that exposure**
 9 **letter. However, the student is attending**
 10 **in-person school and I do not believe that the**
 11 **rest of the students in the classroom with that**
 12 **student, nor did that student receive an exposure**
 13 **letter. What is the process that we use for**
 14 **notifying kids who are on a team who also may be**
 15 **exposing kids in the classroom?**

16 DR. ZARCHIN: Very good question, thank
 17 you for that, and that has been a great deal of
 18 the work that our nurses have been doing, looking
 19 at close contact and doing the contact tracing.
 20 Again, I'm going to ask Ms. Somerville to share
 21 the details on the work that they're doing in

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1 **notification.**
 2 MS. SOMERVILLE: Thank you, Dr. Zarchin.
 3 So when we're doing contact tracing, as you know,
 4 we're looking to prevent school transmission by
 5 making sure persons who are contagious are not in
 6 the schoolhouse, and that's kind of two ways.
 7 First we make sure that a person who is positive
 8 gets the appropriate advice per the CDC and
 9 Maryland Department of Health about timelines for
 10 return and we're providing that support. And the
 11 second part is identifying and quarantining
 12 persons who had close contact, and we define
 13 close contact as being within six feet for 15 or
 14 more cumulative minutes.
 15 So there's an interview process that
 16 goes on with students, we talk to older students,
 17 we talk to staff that were supervising to
 18 identify any potential persons who were within
 19 close contact. And the first thing we do,
 20 Ms. Mack, is we verbally notify any parent of a
 21 student and any staff member who has close

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1 contact, so that's the first step that we do in
 2 Baltimore County Schools, it's not a letter, it's
 3 a phone call, and we make sure we talk to them.
 4 The second layer is once we've
 5 identified all close contacts, we do a general
 6 community notice to make people aware that there
 7 was a case. That community notice only goes out
 8 when there was a case in the building during the
 9 time the person was infectious and it only goes,
 10 or it always goes to the persons that were
 11 involved in that, those activities. So we make
 12 it broad enough that we don't identify the
 13 person, but we make it targeted enough that it
 14 has relevance to those persons who receive it.
 15 So in the case that I think you're
 16 probably talking about, or the situation, our
 17 student athletes tend to be back in the school
 18 before their grade band has returned to in
 19 person, and so sometimes as we work with
 20 principals to identify who was the target group
 21 that had general exposure, not close contact but

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1 general exposure, could have been in the building
 2 at the same time, they might have sent it to one
 3 or multiple athletic teams.
 4 MS. MACK: Thank you very much for
 5 answering my questions.
 6 CHAIRWOMAN SCOTT: Thank you. Next is
 7 Dr. Hager.
 8 DR. HAGER: Yes, hi. Thank you. So I
 9 have a comment, a request and two questions, so
 10 I'm going to talk really fast.
 11 I just want to say that I feel like I
 12 watched two completely different presentations.
 13 On one hand Dr. Williams shared the McKensie
 14 report that came out in June of 2020 that
 15 predicted disparities in learning loss related to
 16 not being in school buildings, and then we heard
 17 about these great expectations for our very
 18 deliberate pace and returning our kids to school
 19 after being out for 13 months and today is the
 20 day that most kids returned. And I just feel
 21 like we heard about the kids failing at high

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1 rates and the disparities and failures and
 2 attendance right now, and then a very glowing
 3 report about returning to school again after 13
 4 months. And so I found the juxtaposition of the
 5 two different presentations a little bit alarming
 6 because we are facing a really serious issue with
 7 learning loss.
 8 And so with that, I do have two
 9 questions. The first is that Dr. Williams said
 10 despite our best efforts we see these kids
 11 failing at higher rates than normal, and again,
 12 these disparities that we're seeing, and that we
 13 need resources to help these kids out. What
 14 resources do you need, what can the School Board
 15 do to support the schools and the school system
 16 in helping to provide resources, what are those
 17 resources that you need?
 18 DR. WILLIAMS: So thank you, Dr. Hager.
 19 So when I was referring to the resources it was
 20 teeing up to what I shared before about the kinds
 21 of supports whether it is extended day, whether

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1 it's additional programming, whether it's
 2 extended time, whether it's continuing the work
 3 that we are trying to do as Dr. McComas shared
 4 about our plans for the summer as well as in the
 5 fall.

6 The other additional resources will be
 7 about our programming. As I mentioned, right now
 8 the pandemic as we visit schools, the principals
 9 and administrative teams are just talking about
 10 the fear that exists out there for the loss that
 11 our own students and staff members have
 12 experienced. So as I shared, we're looking at
 13 many of our resources such as our CARES funds to
 14 continue to provide some additional support as we
 15 mentioned about summer programs or extended
 16 learning where it will be offered to students,
 17 we're looking at not charging, we're looking at
 18 doing other additional supports.

19 The other resource is around this whole
 20 phenomenon of online learning and why we are
 21 seeing some success with our students, but

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1 students cannot, as Dr. McComas will correct me,
 2 students cannot continue to matriculate and then
 3 get a high school diploma having only done online
 4 learning, and that's the additional resource or
 5 support that many of the school systems in
 6 Maryland are exploring with our state
 7 superintendent. So right now the resource and
 8 the people, the other piece is the human capital,
 9 our teachers are doing a phenomenal job in
 10 managing hybrid, those who are teaching on line,
 11 but the other resources that we still need as we
 12 continue, we need the bodies. Visiting one of
 13 our schools today, I won't say the name, but it
 14 was a positive that we were able to really
 15 capitalize on our paraeducators and our
 16 paraprofessional support when there is a need to
 17 have an additional person in the classroom or if
 18 there is a need for coverage or substitute, that
 19 has been helpful to provide that resource that we
 20 may have been limited before. And so I think
 21 this is going to be an ongoing conversation about

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1 the needs. It's really getting to what every
 2 school may need, because every school has been
 3 operating differently because every school
 4 community was impacted differently with COVID.

5 DR. HAGER: So that comment actually
 6 takes me to my request, which would be to have
 7 comparison data, because I acknowledge that every
 8 school is different, but at this time the whole
 9 country has been in this situation and responses
 10 have been different as well. And so if you can
 11 compare how our kids are doing compared to other
 12 school systems in Maryland, comparing ourselves
 13 from the 18-19 school year, some degree of
 14 comparison data I think would be really helpful.

15 DR. WILLIAMS: Sure. You know, as we
 16 created this strategic plan we talked about
 17 looking at ourselves, comparing ourselves with
 18 others and looking at the state as well as
 19 national, and so I think that's something that we
 20 can continue down the road to provide some kind
 21 of comparison of how we look. But keep in mind,

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1 every system has been impacted differently
 2 because it's, in addition to the achievement it's
 3 the pandemic, and for us we have an additional
 4 area which was the cyber attack. And so we, I
 5 think it's healthy for us to kind of compare, you
 6 know, we can be a little competitive, want to
 7 know what's happening in the system next door,
 8 but yes, I think that's something as we continue
 9 to look at our data, to kind of compare and
 10 contrast where we are with other local, and maybe
 11 even national systems that are comparable to our
 12 size and our demographics.

13 DR. HAGER: Definitely. Last question,
 14 the four days a week. I was under the impression
 15 last meeting that that was happening, that many
 16 elementary students were going back four days a
 17 week, and then I heard tonight that we're working
 18 on analyzing an expansion through our three
 19 pillars and on and on. I get the impression that
 20 it might not happen. So again, the CDC guidance
 21 was clear about three feet, so what's the holdup

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1 in getting kids back in four days a week?
 2 DR. WILLIAMS: I will just say briefly,
 3 hearing from our health partners it was a little
 4 bit of an area about spring break, coming back
 5 from spring break and allowing, just to see what
 6 those numbers are looking like for the next two
 7 weeks. But I think right now as the design team
 8 said, we are looking at our younger learners or
 9 students who may need additional support. A lot
 10 of it is working with our families, working with
 11 our staff and working with logistics, but what
 12 you heard was we didn't want to put a specific
 13 time on it yet as we kind of navigate what these
 14 upcoming two weeks look like just coming back
 15 from spring break. So I apologize if you heard a
 16 little bit of a disconnect in our presentation,
 17 but the conversation we had with Dr. Branch as
 18 Michael Zarchin shared was a just a little bit of
 19 our opening experience and they really want us to
 20 kind of watch and see where our numbers are, and
 21 if you're looking at the county, there's some

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1 concerns when you look at the aggregate as well
 2 as start looking at different communities and
 3 populations.
 4 DR. HAGER: Okay, thank you very much.
 5 DR. WILLIAMS: Yes.
 6 CHAIRWOMAN SCOTT: Next is Mr. Muhumuza.
 7 MR. MUHUMUZA: Yes. I want to quickly
 8 go back to Ms. Mack's question and I know that
 9 for those students who don't pass some of those
 10 MCAP exams that are put into the Bridge courses
 11 or given Bridge materials, and I was wondering,
 12 is there data to show how effective those courses
 13 are? I don't know if someone could address that.
 14 DR. WILLIAMS: If I understand your
 15 question, how effective the Bridge plan programs
 16 are, I think that would be a followup that we
 17 would have to look at.
 18 MR. MUHUMUZA: Okay. Has there been
 19 previous data on it? I think it's been here for
 20 a while so I was just curious if you ever studied
 21 that.

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1 DR. WILLIAMS: So without the data in
 2 front of me, I know last year when we were
 3 looking at our strategic plan and that was a
 4 question or questions from the Board about our
 5 Bridge plan, we saw, I'm going to speak in
 6 generality, we saw students being successful in
 7 our Bridge plan, but I do not have the data in
 8 front of me to give specifics, but that can be a
 9 followup.
 10 MR. MUHUMUZA: Yes, no problem. And I
 11 don't know if my next question, I don't know if
 12 you mentioned this or talked about this before,
 13 but I was curious to know, is BCPS or are these
 14 individual schools going to do some type of
 15 campaign similar to the one we did for teachers
 16 in terms of like vaccinations and giving them
 17 information for students? I don't know if we're
 18 hosting drives or anything for giving that
 19 information to students, especially the high
 20 schoolers who qualify for vaccines?
 21 DR. WILLIAMS: So I think that's a good

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1 point and Dr. Zarchin or Deb Somerville, any
 2 thoughts around that?
 3 MS. SOMERVILLE: Hi, this is Debbie.
 4 Dr. Zarchin, are you on?
 5 DR. ZARCHIN: Go ahead, Deb, thank you.
 6 MS. SOMERVILLE: Okay. So that is an
 7 excellent point and yes, now that we have opened
 8 up down to age 16 in Maryland for vaccine, I
 9 think it is really important for our school
 10 nurses to make sure that our high school students
 11 do have the best information about the vaccine,
 12 the benefits, the risks and how they can sign up
 13 for a vaccine. I think in the short term we
 14 don't have plans to administer it at schools, we
 15 usually work with our health department. As they
 16 have that vaccine availability we would be more
 17 than willing to work on a vaccine program at
 18 schools if and when that's something that we have
 19 a supply, and that's part of the health
 20 department's distribution plan, so absolutely,
 21 great idea.

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1 MR. MUHUMUZA: Okay. So my last
 2 question is, I received a message from a
 3 graduating senior that they had received a letter
 4 from their principal saying that they were in
 5 danger of not graduating because of not meeting
 6 the state requirements and I believe the
 7 requirement was the test, one of the tests, and I
 8 was curious to know, how did the recent decision
 9 about moving standardized tests to the fall, how
 10 is that going to affect seniors, especially those
 11 who might be missing an exam or two and were
 12 planning to take them during the spring, would
 13 that be excused?
 14 DR. WILLIAMS: So if I understood this
 15 correctly, and I will turn it over to the
 16 community superintendents, one of our processes
 17 that we have is to provide warning letters and,
 18 which is a good thing, just to say to our
 19 seniors, let's do a double check here, you may be
 20 missing a course, you may missing some hours, and
 21 if I recall the date, those letters went out in

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1 March before the state board made a decision on
 2 March 25th. And so just like last year, we were
 3 providing updates every so often when we heard
 4 from our state board as to what's being waived
 5 and what's being required. And because these are
 6 seniors, if they have the right courses, again,
 7 those assessments, they would not be expected to
 8 come back in the fall. But your question about
 9 the fall administration is a question that I
 10 think all of our superintendents have heard about
 11 it, we are not having a state assessment this
 12 year and there is a schedule that will happen in
 13 the fall. We have several logistical questions
 14 about that as well as which students would be
 15 those who would be assessed, and as soon as we
 16 understand some information, we will definitely
 17 share it, but at this point the logistics and
 18 those next steps I just don't have since that
 19 decision was made on March 25th.
 20 MR. MUHUMUZA: No. Let me clarify a
 21 little bit. I didn't mean that we were giving

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1 opportunities for testing in the fall, I was
 2 thinking that if they have been postponed by the
 3 state for the spring, I would assume that they
 4 would proceed with graduating.
 5 DR. WILLIAMS: That would be correct, if
 6 in fact they are meeting the credit requirements,
 7 just to make sure they have the necessary credits
 8 in order to graduate.
 9 MR. MUHUMUZA: And would principals --
 10 CHAIRWOMAN SCOTT: Your time, Josh. I'm
 11 sure Dr. Williams can definitely follow up with
 12 emails for any questions. So next is Ms. Causey.
 13 MS. CAUSEY: (Inaudible).
 14 CHAIRWOMAN SCOTT: Excuse me, is your
 15 microphone on? I can't hear you.
 16 MS. CAUSEY: I'm starting over. This is
 17 the document that is on our website related to
 18 parents and students choosing in-person
 19 instruction. Ms. Byers, if you could explain the
 20 timeline of coming to the Board on April 20th and
 21 discussing a plan, what does that mean

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1 specifically about students getting back into the
 2 building and will that table no longer apply?
 3 MS. BYERS: I can't see what you're
 4 holding up, I'm sorry.
 5 DR. ROBERTS: I don't see it either.
 6 MS. BYERS: I can't see anything,
 7 Ms. Causey, so sorry. I just see the Power
 8 Point.
 9 DR. WILLIAMS: So the question is about
 10 as we had given families a window to request to
 11 go from virtual to in person, I think what I
 12 heard the question is -- okay, there we go. So
 13 how does this fit into a plan or proposal coming
 14 up in April to look at additional time for
 15 students?
 16 MS. BYERS: So what we're discussing --
 17 thank you, I couldn't see it at first. What
 18 we're discussing right now is actually using that
 19 process in order to just fold in a parent's
 20 election to go, if it's four days, four days a
 21 week, and so rather than have to go through an

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1 entire new survey process, we already have a
 2 mechanism by school, so that form that I think
 3 you were referencing appears on every school's
 4 website, and so we would just specifically if
 5 we're talking about elementary school, we would
 6 tweak that form for our elementary schools to put
 7 on their websites, so we would use a very similar
 8 process, as opposed to having to come back around
 9 and having to do an entirely new questionnaire.
 10 Because that, the result of that data from that
 11 form goes directly to the school principal and
 12 then our school principals are able to work with
 13 transportation, their teachers, their master
 14 schedulers, whomever they need to in order to
 15 make sure that request can be accommodated.
 16 DR. ROBERTS: You're muted, Ms. Causey.
 17 MS. CAUSEY: How does that relate
 18 exactly to timing and phasing in all students
 19 versus some students?
 20 DR. ROBERTS: So I think if I understand
 21 your question, Ms. Causey, it relates to the

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1 student's, in terms of what you see in that
 2 chart, that chart was designed as a phased-in
 3 approach, so as we were having to phase in we
 4 also had a parallel process which you have in
 5 your hand, to allow parents to change their mind
 6 to come on board, so it's right, so if we use
 7 that process and we build off that process, and
 8 this is what the design team is working on now,
 9 what you're holding in your hand would allow a
 10 continuation now that we have all four phases in.
 11 But it would allow parents to, as Ms. Byers said,
 12 make that decision based on when they would want
 13 their child to come in, if that makes sense.
 14 So we wanted to provide flexibility to
 15 parents to make that decision because some, and
 16 we see it now, some have decided in the past five
 17 weeks, some have said hey, I do want my child in,
 18 some have decided to pull their child out. So
 19 that, what you have in your hand allows that
 20 flexibility for principals in that decision for
 21 all phases, K through 12.

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1 MS. CAUSEY: So all phases would have
 2 the opportunity to do four days in person at the
 3 same time?
 4 DR. ROBERTS: That's not what we're
 5 saying now, we're saying that's what we're
 6 working on now. What we're saying is that
 7 process you have in your hand is what we've
 8 started discussing preliminarily around instead
 9 of creating a new process, that if the system
 10 were to move what you just shared, we have a
 11 process in place to accommodate that, but we're
 12 certainly not saying at this point based on what
 13 we shared earlier and what we're talking about
 14 now that we're moving directly because we have a
 15 lot to consider as we go to that. We're just
 16 saying a process is in place if that's the
 17 direction that, after consultation and discussion
 18 with the Board, to do.
 19 MS. BYERS: And just to respond to your
 20 who question, as we've stated, we are going to
 21 begin with our youngest learners in terms of

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1 expanding to four days a week, we have been
 2 looking at our youngest learners and then our
 3 most academically vulnerable learners.
 4 MS. CAUSEY: Okay, I'm going to shift
 5 gears here. This is Steven Cummings' worst
 6 nightmare, trying to choose between what is
 7 priority but also what is urgent. Relating to
 8 academic achievement, what evaluation has been
 9 done of the MSDE's compilation related to failure
 10 rates, first term and second term?
 11 DR. WILLIAMS: So as a system, beginning
 12 last year and working with our school principals,
 13 is to look at the success of our students and to
 14 look at the data in a disaggregated way not only
 15 on curriculum-based assessments but also our
 16 quarter grades, and then we created more work to
 17 look at certain focus areas. So as a system
 18 there's always been this focus about how to
 19 improve performance of our students, but looking
 20 at each school and what our principals are
 21 seeing, is the fact there could be a variety of

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1 reasons.

2 The fidelity of the curriculum, so you

3 have heard me discuss many times there is the

4 written curriculum, there is the taught

5 curriculum, there's the assessed curriculum,

6 that's been our work. When I insert, that was

7 the work. There was great need to get better

8 outcomes for students, and the team, the central

9 office team and school principals have been

10 wonderful about yes, we have recognized, as

11 Dr. McComas has always shared, the last audit,

12 looking at the written curriculum, now looking at

13 the taught curriculum, which led us to our

14 coordinated support with the instructional core

15 team going in and saying, sitting with the

16 leadership team, principal and leadership team,

17 what do you need, we're seeing something but what

18 are you seeing, and really talking to our schools

19 and working with them. So there's always been

20 the work to try to lessen the number of students

21 who are not receiving a passing score.

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1 But in addition to the work that we're

2 doing, and I shared this in a previous

3 presentation, we see that the relationship

4 between school and home has to be strengthened,

5 and what are the potential barriers with that.

6 And I don't mean just, and I always get myself in

7 trouble when I say this, I don't mean showing up

8 for meetings, but how do we engage our families,

9 not only in the different languages but also

10 looking at the different needs.

11 So there has always been work at the

12 school level which leads right into our school

13 progress plans. Every school has had a progress

14 plan looking at mathematics, looking at English

15 language arts, and there was always the other

16 piece around the climate, whether it's the

17 climate that you just asked about how do we get

18 more students to be successful, how do we get

19 more kids engaged, how do we get more kids

20 active, or to look at how do we lessen certain

21 behaviors in the halls, in the classrooms. And

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1 so the work has been ongoing. We had this extra

2 layer of a challenge dealing with what we're

3 faced with to address the needs of our students.

4 Hence, when meeting with our principals and

5 meeting with our central office is to think

6 differently, what more might you do at the school

7 level that we can support that will help build

8 success in our students, or help to continue that

9 success in our students.

10 Another case that happened this past

11 year, we turned to our principals and said let's

12 look at scheduling for an example. And you know,

13 we have some schools that modified their schedule

14 from a seven-period day to a four-by-four. So

15 we're working collaboratively with our school

16 leadership to help address these issues, but I

17 think we can do what we can, but I also see the

18 power of that partnership with our school

19 communities, with our families to meet the

20 additional needs of our schools.

21 I think it was most telling when you

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1 visit schools and you have conversations with the

2 principal and you hear their stories, when you

3 hear what students are saying to them about what

4 our own students have dealt with for the last

5 year, it's far beyond just the academics, and

6 that is why we're so thankful that our teams have

7 worked real hard to provide that extra touch and

8 support regarding our SEL work.

9 I just want to share that, Ms. Causey,

10 as you raise that question. This has been

11 ongoing work for all of us pre-pandemic and now,

12 and it will continue as we try to build

13 additional support to look at different

14 programming for our students.

15 MS. CAUSEY: Thank you, Dr. Williams,

16 for that response, and as you know and I'll

17 remind everyone else, when the Board hired you,

18 part of the process was analyzing the data to see

19 the gaps, see the disparities, to see the

20 positives and to see the areas for improvement.

21 I was speaking more to -- and I fully worked with

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1 the Compass. Again, that was part of the goals
 2 that the Board had for you and it got done
 3 despite this pandemic. But I was speaking more
 4 to the urgency of the decisions in front of us,
 5 especially as MSDE related attendance with the
 6 same reported failure.

7 DR. WILLIAMS: The challenge is the
 8 pandemic in every community and how it's been
 9 impacting our students and our families. We are
 10 going to continue our focus on getting our
 11 students connected, getting them engaged, getting
 12 them to do well. However, we also have to work
 13 and we have been working with our attendance
 14 committees, our PPWs. And so MSDE provided the
 15 aggregate; I'm looking at each school, all 175
 16 schools and what our principals are doing in
 17 trying to manage, that there are some challenges,
 18 even greater challenges that our students are
 19 facing, and we have to work collaboratively with
 20 our families how best to address these issues.
 21 And so let me just correct something.

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1 The work that I did my first year was to look at
 2 the additional data and to say that we were
 3 operating on a strategic plan that was outdated
 4 and that needed to be addressed. And I want to
 5 thank the staff, our community, our teachers, our
 6 administrators for providing that feedback, and
 7 so when we presented it to the Board I felt it
 8 was a good plan because we not only had internal
 9 input, we also got feedback from the external
 10 partners. And so that plan was developed last
 11 year and then COVID hit, and so we're going to
 12 continue to address why aren't our students
 13 engaged like we did last spring, last summer with
 14 our reengagement focus, the same thing we're
 15 doing now, to try to get to the root. It's
 16 really a root cause analysis looking at what's
 17 causing these outcomes, what are those barriers
 18 and how do we address the barriers. We will do
 19 our part, I know our families will do their part,
 20 I know our school leaders will do their part, but
 21 I think that's going to be an ongoing

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1 conversation looking at each of our schools and
 2 how they have been impacted differently during
 3 this year as we experienced COVID.

4 MS. CAUSEY: Thank you for that
 5 response. I'm going to reserve my time.

6 CHAIRWOMAN SCOTT: Next is Ms. Rowe.

7 MS. ROWE: Hi, yes. Thank you. I have
 8 a couple questions. I'd like to know as we're
 9 looking at the disease metrics and the CDC
 10 guidance, if you could speak to, it looks like
 11 we're in the red and if that's impacting
 12 expanding to four days or expanding in-person
 13 learning at all, or if it's only the six-feet or
 14 three-feet guidance.

15 DR. WILLIAMS: Thank you, Ms. Rowe. Deb
 16 Somerville or Mike Zarchin, do you want to
 17 respond to that?

18 DR. ZARCHIN: Thank you, I'm glad to.
 19 So we are carefully monitoring the metrics.
 20 Right now we are in high transmission. Since
 21 March 16th we have continued to go up in total

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1 cases per 100,000 and the seven-day percent
 2 positivity rate. On the 16th with the positivity
 3 rate we were at 4.9; currently or our latest,
 4 which came out last week, we were at 8.1.

5 Looking at total cases per 100,000, on the 16th
 6 we were at 118, we are currently at 195, so the
 7 next two weeks we believe are going to be very
 8 critical in our next steps what we do with
 9 expanding, looking at where we have been
 10 successful in slowing the spread and our
 11 mitigation practices. We're really, we're taking
 12 a careful approach, we're watching, we're trying
 13 to learn, seeing where we've been successful and
 14 where we need to shore things up. I'll let
 15 Ms. Somerville add from there but we continue to
 16 monitor, it is not stopping what we're doing, but
 17 we want to be careful as we move forward and
 18 expand. Ms. Somerville?

19 MS. SOMERVILLE: Thanks, Dr. Zarchin, I
 20 don't really have much to add. You know, we have
 21 to watch the numbers and they are right now

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1 trending in the wrong direction, and so we have
 2 to be really careful that what we do is really
 3 truly evidence based based on the emergence of
 4 variants and what we are learning about variants,
 5 so I think it's a big picture look and it's a
 6 cautious look, but it's important.

7 MS. ROWE: Okay. And can you tell me,
 8 if Bridge plan has been waived for this year and
 9 a student has not passed a given high school
 10 assessment, can the student still graduate?

11 DR. MCCOMAS: Ms. Rowe, I will attempt
 12 to answer that question. My understanding is if
 13 they have passed the course, so typically
 14 students have to pass the course and then pass
 15 the state assessment, and the state assessment
 16 could be in the form of a normal standardized
 17 test, or they could complete the performance
 18 assessment if they have not been successful on
 19 the standardized test. And with those waivers,
 20 my understanding is a student still has to of
 21 course pass the class.

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1 MS. ROWE: Okay, and has the attendance
 2 standard been waived for graduates as well?

3 DR. MCCOMAS: That I will have to look
 4 at, Ms. Rowe. I'm sorry, I had the testing
 5 pieces on my head. I will look at that and see
 6 if I can find that out for you before -- I just
 7 have to pull up and see what I can research for
 8 you real quick. We do have Ms. Stacy Shack, our
 9 director of assessment, she's on the call and she
 10 certainly can provide clarification regarding
 11 some of the questions that have been asked, so
 12 Ms. Shack, could you jump in?

13 MS. SHACK: Absolutely, thank you. For
 14 our seniors or any student who's going to
 15 graduate in 2020-2021, as long as they, as
 16 Dr. McComas said, as long as they have passed the
 17 course that they will meet the testing
 18 requirement. In terms of attendance, there have
 19 not been any waivers presented to the State Board
 20 of Education regarding attendance requirements.

21 MS. ROWE: Okay. Is it possible for a

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1 student to pass a course and not have adequate
 2 attendance? I mean at what point, so if a
 3 student isn't showing up, can they not pass the
 4 course?

5 DR. JONES: I think that question really
 6 would lie with each individual building and the
 7 classroom teacher's expectations that they have
 8 set for their classroom, and I see Ms. Byers is
 9 here to provide additional clarification
 10 regarding that. There's a state piece in terms
 11 of assessments and what is required, but then
 12 each individual building and each classroom,
 13 those teachers set the rules and expectations.
 14 Ms. Byers?

15 MS. BYERS: I was just going to add in
 16 our grading and reporting procedures, students do
 17 not fail a course due to a given number of
 18 absences.

19 MS. ROWE: Okay. So that's not really
 20 connected then.

21 DR. MCCOMAS: Right. Ms. Rowe, the

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1 grades are really connected to performance on the
 2 standards.

3 DR. JONES: Correct.

4 DR. MCCOMAS: Typically, however, we
 5 know of course if students are not attending,
 6 they're not engaging and working through learning
 7 their skills and their content of the standards,
 8 and so typically they are not able to demonstrate
 9 that they know and can do the requirements of the
 10 standards because they have missed the actual
 11 teaching, learning and practice process.

12 MS. ROWE: Okay. So in regard to
 13 academic achievement, do we have or can we obtain
 14 data on students who go on from BCPS to community
 15 college or four-year colleges and require
 16 remedial math and language courses before they
 17 can proceed with their college coursework?

18 DR. MCCOMAS: I will need to defer that
 19 to Dr. Wheatley-Phillip, I think I just saw her.

20 DR. WHEATLEY-PHILLIP: So thank you so
 21 much, Dr. McComas. And Ms. Rowe, our research

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1 team has really been putting together a study to
 2 take a look at college and career readiness, to
 3 look at those students that actually not only
 4 attend BCPS and participate in different
 5 assessments and then matriculate to the college
 6 level at the community college level in terms of
 7 how the students are performing. We have a great
 8 relationship with them and one of our system
 9 improvement teams has been looking at some of the
 10 data that we collected for students that are
 11 performing at the college level.
 12 So we certainly can circle back. I will
 13 have to check our key report page for our website
 14 because there might be a research report that we
 15 had developed regarding that, but we certainly
 16 can look into that and provide additional
 17 information, because we have had conversations,
 18 we have looked at the data, I just have to see
 19 how we package that information.
 20 DR. WILLIAMS: Let me just also remind
 21 the Board, we looked at several data points and

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1 that got us to our Compass in looking at those
 2 targets at every level, elementary, middle and
 3 high, where we were pushing more students to
 4 reach those targets so when they finish, when
 5 they finish BCPS they're not now moving on into
 6 additional remedial courses at the college level.
 7 And as Dr. Wheatley-Phillip talked about, that's
 8 the work and the data analysis that we are
 9 continuing to explore, which gets right back to
 10 our system improvement team looking at SAT, ACT
 11 and the AccuPlacer, the AccuPlacer assessment
 12 that students will take if going to any of our
 13 two-year or community college, and working as
 14 Dr. Wheatley-Phillip said, a good relationship
 15 with CCBC and really having more conversations
 16 regarding what does that look like for our
 17 students who are finishing our program and
 18 enrolling in CCBC, and answering those questions,
 19 why are they now taking, pardon me, remedial
 20 courses as they're entering into their first year
 21 out of high school. So that's the work, that's

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1 the work that we started, that's the work that we
 2 will continue to explore, because we really want
 3 to unpack why is that happening.
 4 MS. ROWE: So are we also selecting
 5 data -- the majority of our students don't go to
 6 college after they graduate high school, and some
 7 of them are leaving BCPS with different
 8 certifications. Are we exploring outcomes for
 9 those students to see if they're finding
 10 employment with those certifications and are we
 11 looking at -- I guess what I'm interested in,
 12 what, the real effectiveness of our education
 13 system is what happens to the students once they
 14 graduate, are they able to get a job, what kind
 15 of job do they get, are they able to get into
 16 college if they want to, are we studying the
 17 outcomes aside from just college students?
 18 DR. WILLIAMS: Absolutely, Ms. Rowe. A
 19 part of the work and working with Doug Handy and
 20 the team is looking at our CTE programs, that's
 21 what I referenced about the completers, when our

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1 students are finishing all of the courses and the
 2 hours related to that program, and then are they
 3 getting their license after they have completed
 4 and have to sit for that assessment.
 5 The other piece, it's a little tricky
 6 trying to find the data when students leave us
 7 and how are they doing their first year in
 8 college or second year in college. I know I've
 9 been working with Dr. Wheatley-Phillip on that,
 10 how do we have access to see how our students are
 11 doing. So we are looking at college and career
 12 ready not only in terms of getting into a two or
 13 four-year program, but what about our students
 14 who are finishing and they're working, and how do
 15 we gather our data. That's that work that we
 16 started and we will continue to explore that,
 17 because I think your point is well taken, you
 18 know, we have a variety of creative students out
 19 there and they have been working and they want to
 20 continue to work or they want to go into the
 21 military; how do we capture that once they finish

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1 BCPS and we can kind of follow them for a year or
 2 two just to see their success rate. Because I do
 3 have that interest to really look at all of our
 4 students and how they're doing, and also working
 5 with our local colleges to really look at and
 6 support how can we support them in their
 7 graduation rates that once kids finish, that
 8 either they're working, in the military, or
 9 they're starting these two or four-year programs
 10 and they're actually completing those two or
 11 four-year programs. So that's the work around
 12 the CTE and what we're doing about AVID and what
 13 we're doing about the completers and the
 14 licensure and all of that, how do we increase our
 15 numbers. We have good numbers, we've been
 16 analyzing the data, disaggregating the date, but
 17 working with our school staff and our central
 18 office about what else can we do to get better
 19 results.
 20 So I appreciate that. We're not just
 21 looking at college, we're looking at college

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1 and --
 2 MS. ROWE: Will you be sharing that data
 3 with us?
 4 DR. WILLIAMS: So, absolutely, that's
 5 what I referenced about looking at times in which
 6 we can bring back data, available data and say
 7 here's the results, here's what we're working on,
 8 this is where we hit the mark and here's some
 9 areas that we need to improve on, so yes,
 10 absolutely.
 11 MS. ROWE: Okay.
 12 CHAIRWOMAN SCOTT: Thank you for that,
 13 and now it looks like the next is Mr. Kuehn.
 14 MR. KUEHN: Thank you, Ms. Scott. I'm
 15 going to warn everybody I'm going to be as brief
 16 as I can but I'm going to be jumping around on
 17 topics. The first question I have, we haven't
 18 heard anything about tonight so far, is I'm
 19 looking for an update on graduation plans and
 20 specifically has Towson University given us an
 21 answer about our use of the SECU Center for

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1 graduation ceremonies?
 2 DR. WILLIAMS: So Mr. Kuehn, we are
 3 working with the Towson Center as we speak and
 4 once we are able to finalize those plans we will
 5 be happy to share with the Board and then we'll
 6 share with the community. I know there was some
 7 questions about the class of 2021, we had a brief
 8 update today. There are some logistical things
 9 we have to continue to work through, but we will
 10 be happy to provide. And we're working,
 11 Dr. Zarchin, Ken Ferguson, Dr. Amalio Nieves,
 12 they have been working diligently on trying to
 13 get some answers as we speak, and so we will be
 14 happy to provide an update on that.
 15 MR. KUEHN: So if the SECU Center is not
 16 available, are we going to see if there are
 17 stadiums available for our use as large outdoor
 18 venues?
 19 DR. WILLIAMS: We will look at several
 20 alternatives but again, you know, the team came
 21 today and provided some updates and we've just

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1 got a few logistics that we have to work through,
 2 so we'll have something as soon as possible, and
 3 we want to look at some alternatives just in case
 4 that doesn't work, but we will be providing some
 5 updates.
 6 MR. KUEHN: Thank you. Can somebody let
 7 me know how many students have IEPs and 504s?
 8 DR. MCCOMAS: Mr. Kuehn, I don't have
 9 that number right off the cuff tonight. I will
 10 see what I can find out for that number. I think
 11 it runs at approximately, I hesitate to even say
 12 it because I will surely get the number wrong,
 13 Mr. Kuehn. I will see what I can find out in the
 14 next couple of minutes for us.
 15 MR. KUEHN: Thank you, I appreciate
 16 that.
 17 DR. MCCOMAS: Absolutely. It's
 18 approximately 15,700. I'm so sorry, Mr. Kuehn,
 19 to cut you off.
 20 MR. KUEHN: That's all right, I
 21 appreciate that.

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1 CHAIRWOMAN SCOTT: You're muted.
 2 MR. KUEHN: Sorry, I was on mute, thank
 3 you. Based on the presentation earlier, I'm on
 4 to slide 18. It sounds as if we are going to
 5 have very limited data about 2021 in 2021. The
 6 only thing that I'm seeing here are the BCPS
 7 curriculum-based assessment and diagnostic tests
 8 as ways to track what's actually going on. Do we
 9 have that data, and is it being shared and
 10 promulgated throughout the enterprise so
 11 everybody understands where these children are?
 12 DR. WILLIAMS: Let me just say this. In
 13 addition to what we presented we also have the
 14 national data, so I don't want to forget how our
 15 students have done on the PSAT, SAT and the AP
 16 and the IB as well. Dr. McComas, do you want to
 17 add to that?
 18 DR. MCCOMAS: Yes, thank you,
 19 Dr. Williams. So what I would share, Mr. Kuehn
 20 and for everyone, is that our diagnostic tests
 21 are really at the beginning of each unit and they

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1 really are performance opportunities for our
 2 students to demonstrate prerequisite skills and
 3 knowledge that typically they may have had going
 4 into a unit. And what that information does is
 5 really you're looking at student work samples.
 6 It helps our teachers identify what are those
 7 critical skills or content areas that the
 8 students had that may have been interrupted from
 9 last year's pandemic or that are gaps. And so
 10 what that does is the teacher has to continue to
 11 make progress on the current standards while
 12 they're addressing those gaps in real time, so I
 13 think the short of your answer is where we really
 14 see that is at the end of the unit in the
 15 curriculum-based assessments is where we really
 16 are seeing to what extent have we been working on
 17 the standards and the content knowledge and the
 18 student acquisition of that, and that's our real
 19 time working and leading data, if you will, to
 20 help us.
 21 MR. KUEHN: Thank you. With just that

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1 leading data available, are we able to identify
 2 where our children are overall, like what the
 3 deficit is from all of this time remotely and/or,
 4 I mean if they're not coming to school we don't
 5 know what's happening, but are we able to sit
 6 there and say you know, 30 percent of children
 7 are now at a 20 percent deficit?
 8 DR. MCCOMAS: I would say that we'd have
 9 to look at unit by unit by the standards, so it's
 10 not as simple as saying, you know, I can't just
 11 pull and say across the system a certain
 12 percentage of students on a particular standard
 13 where they perform, I'd have to go and look at
 14 those assessments and then consolidate that,
 15 because they rest in the unit assessments.
 16 MR. KUEHN: Thanks. I'll reserve the
 17 rest of my 30 seconds.
 18 DR. MCCOMAS: Okay, thank you,
 19 Mr. Kuehn, I hope I helped a little bit.
 20 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.
 21 It looks like we have a follow-up question from

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1 Ms. Causey.
 2 MS. CAUSEY: Thank you, Madam Chair. I
 3 move that all students have the opportunity to
 4 return to school in-person instruction four days
 5 a week starting April 26th or sooner.
 6 MS. MACK: Second, Mack.
 7 CHAIRWOMAN SCOTT: Could you please put
 8 your motion in the chat?
 9 MS. CAUSEY: Okay.
 10 CHAIRWOMAN SCOTT: So I will restate
 11 Ms. Causey's motion. Ms. Causey moves that all
 12 students have the opportunity to return to school
 13 in-person instruction four days a week starting
 14 April 26th or sooner, and that was seconded by
 15 Ms. Henn. Ms. Causey, would you like to speak to
 16 your motion?
 17 MS. CAUSEY: Yes, thank you, Ms. Scott,
 18 Madam Chair, and I will be brief. We've had a
 19 lot of good discussion, there has been a lot of
 20 good information shared and what, in looking at
 21 the data presented by the Maryland State

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1 Department of Education related to second term
 2 attendance, the rates by race, ethnicity, the
 3 increase in the failure rates and the decreasing
 4 attendance, and the fact that Baltimore County is
 5 so low, and also with the understanding that time
 6 is running out for this school year, and we know
 7 that the mitigation strategies are in place. We
 8 heard from our community superintendents, I've
 9 been to schools, and thank you for that
 10 opportunity, Dr. Williams, to see this all
 11 working. And our staff are brilliant and hard
 12 working, our teachers, they're set up, they're
 13 good to go, they don't need another three weeks
 14 to, you know, they work on the fly. I've heard
 15 from a number and I know others have as well,
 16 that everyone is so grateful to be together in
 17 the buildings, and our children just need to
 18 really get a return to normalcy, and when we've
 19 had losses in the communities, the children come
 20 to school and receive support, so we know that
 21 there's loss, we know that there's struggles with

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1 the pandemic, but they're not going to do better
 2 by having these negative outcomes that we're
 3 seeing and that we're hearing from a wide range
 4 of our stakeholders and the data, the data is
 5 right there. So I just would encourage my board
 6 members to take this step to support the work
 7 that has been done, to make this mitigation work,
 8 to make the transportation we heard was doing a
 9 great job, to support all of that good work with
 10 the increase the students need.

11 CHAIRWOMAN SCOTT: Thank you,
 12 Ms. Causey. And if I could speak to that and
 13 then I'll go to the questions of who have not yet
 14 spoken.

15 I believe that that could be a rather
 16 knee jerk and somewhat dangerous. Dr. Williams,
 17 I am of the impression that you all are working
 18 following CDC guidelines and are bringing our
 19 students back. We have heard from the public
 20 about, you know, wanting to return, and we've
 21 heard from our stakeholders from various groups

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1 and organizations who have spoken about the
 2 hybrid approach and wanting students to, having
 3 the option for the the students to remain
 4 virtual.

5 My question with this motion is that
 6 those that still want to remain virtual and
 7 choose not to return back, would this take that
 8 away from them? Because yes, as we know, there
 9 are certain areas where the numbers of COVID are
 10 lower. However, there's certain parts because we
 11 have a large county, certain parts, certainly in
 12 the area that I'm from where the numbers are
 13 higher. There are areas where it's most rural
 14 and there are lower incidence, but students who
 15 live in areas where they've experienced more
 16 loss, where they've experienced more sickness,
 17 and we're sending them back could have more
 18 detrimental impacts for students in these areas I
 19 feel is dangerous and I feel, I would like to
 20 hear from you, Dr. Williams, as far as what were
 21 some of the suggestions from like Hopkins and

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1 University of Maryland, what do they think of the
 2 approach, the systemic approach that the system
 3 is taking to having our students go back? What
 4 were their suggestions and what do they feel
 5 about how we're approaching it so far?

6 DR. WILLIAMS: Well, let me just
 7 respond. We have been working with our COVID-19
 8 task force, we have been working with the
 9 Department of Health, and we also have been
 10 working with our health advisory, and so I want
 11 to go back and Deb Somerville or Mike Zarchin can
 12 respond quickly, but the CDC guidelines is really
 13 referencing the three feet and in that document
 14 it talks about the younger students, every time
 15 we have conversations. So I would caution the
 16 Board around that motion where it says all
 17 students. As we reported earlier and the design
 18 team talked about, the younger students as well
 19 as students, our vulnerable learners, keep in
 20 mind that the CDC is referencing the younger
 21 students and the three feet at the younger ages

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1 versus the older students' transportation of
 2 course, logistics, but also we have to work with
 3 our staff and families. And so to make that
 4 motion and to say all students, I think that is
 5 something that I would ask the Board to rethink
 6 based on how we have approached this with our
 7 phased in, based on the guidance from the
 8 documents that we're reading from the CDC and
 9 what we reported at the last meeting, what
 10 Dr. Zarchin and Deb Somerville shared about the
 11 high transmission rate. And so I think like the
 12 design team said, we have been looking at how do
 13 we expand additional opportunities for students,
 14 but I would really caution the Board to look at
 15 all students and to what worked well was a phased
 16 in, and I have to say this.

17 Please, we are completely different from
 18 Harford County and Carroll County just by numbers
 19 and demographics, and based on how we have been
 20 impacted by the pandemic, and so the size does
 21 matter.

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1 Again, we recognize we have a lot of
 2 work to do but we have been getting
 3 recommendation and guidance by the health
 4 experts, we have been sharing our plans, we have
 5 been getting their feedback and the phased-in
 6 model has worked. And with what's going on in
 7 our county, as Dr. Zarchin and Deb Somerville
 8 shared, I'm just a little concerned, or a lot of
 9 concern with just looking at all students with a
 10 timeframe.

11 Allow us to work through -- as I shared
 12 earlier, the guidance, the next two weeks are
 13 very critical about what's happening based on
 14 spring break, allowing those two weeks to
 15 transpire, as well as allowing the design team to
 16 work with our school leaders, our unions to move
 17 forward to get more students back is a goal, and
 18 the goal as well as things are looking well in
 19 terms of the pandemic, in terms of the vaccine,
 20 you know, it is our hope that if that's moving
 21 well that the fall will look completely

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1 different, that we would be looking at some sense
 2 of normalcy, as well as other options and
 3 alternatives, but I would just caution the Board
 4 regarding that motion.

5 CHAIRWOMAN SCOTT: Okay, thank you for
 6 that, Dr. Williams. And I would also, I think
 7 that we should be pragmatic and cautious, and
 8 again, we are, you know, the system is working,
 9 they are being pragmatic, and I think that
 10 motions like this are dangerous, because it just
 11 says all students four days a week.

12 So I'm going to go in the order, there
 13 are some questions here, and the order that they
 14 asked.

15 MS. CAUSEY: This was in respect to my
 16 motion.

17 CHAIRWOMAN SCOTT: You already spoke to
 18 your motion and there are questions now for your
 19 motion, so we'll go in the order. The next is
 20 from, questions from Dr. Hager. Dr. Hager, are
 21 you there?

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1 DR. HAGER: Yes. I was actually going
 2 to say something very similar to Dr. Williams,
 3 that the CDC guidance is really just for
 4 elementary schools with the three feet, which
 5 Dr. Williams just said, so I would have trouble
 6 supporting a motion that includes middle and high
 7 schoolers just because of the current guidance,
 8 and it could change, but as of now it really does
 9 focus on elementary schools. And I just would
 10 like to say that I am very hopeful that we can
 11 figure this out for elementary schoolers assuming
 12 the positivity rate does not leap up from spring
 13 break but if everything stays okay, then I'm
 14 hopeful that we won't get in our own way of being
 15 able to do this for the elementary schoolers, so
 16 that is all I wanted to say.

17 CHAIRWOMAN SCOTT: Thank you, Dr. Hager.
 18 Next is Mr. Offerman.

19 MR. OFFERMAN: I have concerns over this
 20 motion for the exact same reasons that Dr. Hager
 21 stated and I don't know how we can in the middle

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1 of this worldwide pandemic make statements or
 2 motions like this without the consideration of
 3 the health experts and health risks, without the
 4 experts that from Baltimore County, State of
 5 Maryland and the CDC saying it's safe. I would
 6 love everybody back, I'd like everybody back
 7 yesterday, but in my mind it has to be safe and I
 8 mean safe for everyone, not just the students,
 9 the students' families because we don't know, you
 10 know, there's still no definitive information of
 11 whether someone can actually carry this back,
 12 okay, to their families. I'm interested in
 13 what's best for all our stakeholders. Thank you.

14 CHAIRWOMAN SCOTT: Thank you. Next is
 15 Ms. Jose.

16 MS. JOSE: Thank you, Ms. Scott.
 17 Dr. Williams answered a lot of my questions. My
 18 question again is, you know, making superlative
 19 statement like our teachers can work on the fly
 20 and they're wishing to go back is not true for
 21 all thousands of teachers. Our metrics are going

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1 up and I'm concerned about our stepping into
 2 operations. Just like we don't tell Dr. Williams
 3 when to close schools for snow days, this is his
 4 expertise and he's got a group of staff that
 5 works with him and I'm going to look for his
 6 recommendations on reopening schools. We all
 7 want schools to reopen, definitely me as a
 8 working mom I want schools to open, but I'm going
 9 to listen to the experts, and I'm going to have a
 10 lot of difficulty supporting this motion at this
 11 juncture. Thank you.

12 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.
 13 Next is Ms. Rowe. Ms. Rowe?

14 MS. ROWE: Hi, yes. I would just want
 15 to say that I really think that we should follow
 16 the data and let health care and infectious
 17 disease professionals do their job. No one on
 18 this Board is more qualified than the CDC to
 19 issue guidance related to infectious disease in
 20 any setting, and we can't allow public pressure
 21 to push us to make unreasonable decisions.

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1 And additionally, we have new variants
 2 hitting us in the spring and the coming weeks,
 3 and no one has a crystal ball. We don't really
 4 know what's going to happen. So to set some kind
 5 of a hard date to have students attending four
 6 days when, you know, we can set that hard date
 7 and then the disease could take a different route
 8 and we could end up having to change it when CDC
 9 issues new guidance that says hold on. No, I
 10 don't know what's going to happen, so I don't
 11 think we need to be issuing mandates at this
 12 point.

13 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.
 14 Next is Mr. Muhumuza. Mr. Muhumuza?

15 MR. MUHUMUZA: Yes. My comments are
 16 similar to other board members. I just am
 17 apprehensive about just after we took this time
 18 to carefully reopen for hybrid and phasing in
 19 each grade slowly, not that slow, but in a more
 20 controlled manner than just bringing everybody
 21 back in that next two weeks, I just don't see how

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1 that's pragmatic at all. Also with that, I know
 2 that they mentioned other school systems have
 3 been doing similar things, but I haven't heard
 4 health experts, county, local, county, state or
 5 federal okaying the four days for all. I know
 6 that they did mention the younger children. So I
 7 haven't seen the data on every student coming
 8 back, so that's my concern. I really would like
 9 our staff and the county officials to work
 10 together to develop a plan and give us
 11 recommendations, and not us making the decision
 12 without knowing fully well what we're voting on.
 13 Thank you.

14 CHAIRWOMAN SCOTT: Thank you,
 15 Mr. Muhumuza. Next is Mr. Kuehn.

16 MR. KUEHN: Thank you. I would like to
 17 make a few comments about this and I want to
 18 start by saying we're literally talking about
 19 reopening schools four days a week in May, and
 20 April 26th is one week before May starts, so I am
 21 not quite sure why everybody is, you know, having

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1 an issue with going one week earlier. The other
 2 thing I want to point out is there are multiple
 3 schools that are open. I live in Towson and
 4 there's a private Catholic elementary school that
 5 has been open the entire year five days a week,
 6 every child that wants to be in school is there,
 7 so it can be done. You have to have the will to
 8 do it, they may have had to send people home and
 9 quarantine some here and there, but we have to
 10 try, and I think that it is the best thing for
 11 children.

12 At this point in time I would have
 13 preferred to take the approach to send kids that
 14 have 504s and IEPs back on the 12th, that would
 15 have been my preference to try to push us to do
 16 something for them now to move things forward,
 17 and perhaps wait and see how that went before
 18 moving to move everybody back to four days and/or
 19 five days, but this is the motion we have right
 20 now, so I plan on supporting it.

21 CHAIRWOMAN SCOTT: Yes, Ms. Causey?

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1 MS. CAUSEY: Thank you, Madam Chair.
 2 I'm going to make an amendment too, that all
 3 elementary school students and students with IEPs
 4 or 504 plans have the opportunity to return to
 5 in-person instruction four days a week starting
 6 April 26th or sooner.

7 CHAIRWOMAN SCOTT: Excuse me,
 8 Ms. Causey, you have two motions in there. I'm
 9 just, I'm a little confused. So there's a first
 10 motion, then you put something up here above,
 11 it's another motion.

12 VICE CHAIR HENN: Madam Chair, may I
 13 comment? This is Ms. Henn.

14 CHAIRWOMAN SCOTT: Hold on, Ms. Henn,
 15 I'm trying to understand Ms. Causey's amendment.
 16 You're amending the first motion that you made?

17 MS. CAUSEY: Yes, ma'am, based on
 18 discussion from board members and comments, and
 19 looking at the data.

20 CHAIRWOMAN SCOTT: Okay.

21 VICE CHAIR HENN: I put the amendment in

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1 the chat, Madam Chair, that's why I was trying to
 2 clarify.

3 CHAIRWOMAN SCOTT: Okay, thank you, now
 4 I see. Thank you, Ms. Henn, for clarifying that,
 5 I appreciate it. So you put it in the chat but
 6 the amendment is being made by Ms. Causey.
 7 Ms. Causey, are you striking language from your
 8 original motion, or you're amending your motion?

9 MS. CAUSEY: Yes, and I'm going to put
 10 it in the chat.

11 CHAIRWOMAN SCOTT: Okay. And now I'm
 12 really confused because the amendment that you
 13 have above that Ms. Henn put in that you stated
 14 below, it looks different, or is it exactly the
 15 same language?

16 MS. CAUSEY: It's exactly the same.

17 CHAIRWOMAN SCOTT: Okay. So basically
 18 you struck out the language from your first
 19 motion and now this is the amended version of the
 20 motion.

21 MS. CAUSEY: Yes, ma'am.

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1 CHAIRWOMAN SCOTT: Okay. Does this
 2 require a second?

3 VICE CHAIR HENN: Second, Henn.

4 CHAIRWOMAN SCOTT: Okay, thank you. So
 5 I will restate it. Ms. Causey moves that all
 6 elementary school students and students with IEP
 7 or 504 plans have the opportunity to return to
 8 in-person instruction four days a week starting
 9 April 26th or sooner, and that was seconded by
 10 Ms. Henn. Okay, so that is the motion as
 11 amended.

12 MS. CAUSEY: So to speak to that, Madam
 13 Chair, if I may?

14 CHAIRWOMAN SCOTT: Yes, please.

15 MS. CAUSEY: When staff was discussing
 16 the timelines they were going to, it sounded very
 17 loose, come to the meeting on April 20th and
 18 discuss the plan. They've done a lot of work and
 19 the schoolhouses have done a lot of work and they
 20 have all the logistics in place, they have the
 21 same link on the high school, I mean on the

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1 school website, you know, they've done it
 2 successfully thus far with the four phases. Our
 3 children need this, this is what we're about is
 4 helping our children and supporting the families
 5 in doing that. And I of course recognize that we
 6 will be following all the CDC, state and local
 7 health guidelines and regulations, but that's
 8 what we have to do. But there are other
 9 districts right around us, Baltimore City, Howard
 10 County that are returning to instruction. So I
 11 understand we're in a pandemic, so is everyone
 12 else in the state of Maryland.

13 And again, the parents will have the
 14 opportunity to decide if there are circumstances
 15 for them that make in person not the best choice,
 16 they have that opportunity.

17 CHAIRWOMAN SCOTT: Thank you,
 18 Ms. Causey, and I want to make sure we process
 19 all the questions in regards to this motion.
 20 Next we have Ms. Pasteur. You're on mute.
 21 MS. PASTEUR: Excuse me, Ms. Scott.

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1 Thank you.

2 CHAIRWOMAN SCOTT: Okay. Next we have
 3 Ms. Henn.

4 VICE CHAIR HENN: I'm good, Ms. Scott,
 5 thank you.

6 CHAIRWOMAN SCOTT: Okay. Next,
 7 Mr. McMillion?

8 MR. MCMILLION: No.

9 CHAIRWOMAN SCOTT: I'm sorry, I thought
 10 I saw your name in there. Okay. Okay, I just
 11 wanted to make sure. Yes, Dr. Williams?

12 DR. WILLIAMS: I want to go back and
 13 just make a comment. First I want to acknowledge
 14 the design team and our unions and our
 15 stakeholders, the work has been challenging and
 16 we have been dealing with all different types of
 17 obstacles and challenges that have been
 18 non-pandemic. I don't want the team to feel that
 19 we've come and presented anything that's loose,
 20 but I also want to say that the design team did
 21 offer to come at the next board meeting and

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1 provide an update following the CDC guidelines
 2 looking at our younger students with the
 3 potential of expanding that, and I would just ask
 4 the Board, allow us to do the work, allow us to
 5 work with our partners, allow us to work with our
 6 health officials to come up with a workable plan.

7 And again, I want to caution that our
 8 staff, as Dr. Roberts, Dr. Jones and Ms. Byers
 9 shared, the work has been working through the
 10 hybrid model with students in front of them as
 11 well as students on line, and we want to make
 12 sure we are providing the ample enough time for
 13 our staff to adjust, our families definitely, but
 14 also the logistics. And I want to go back to
 15 what we shared earlier when we provided the
 16 presentation where we provided some clarity;
 17 allow the design team to come forth and present,
 18 this is what we're thinking about moving forward
 19 and really looking at our younger students, so
 20 that would encompass as it was reported, our
 21 youngest students and our most vulnerable

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1 students. And there was a question about the
 2 numbers of students that are receiving, students
 3 on IEPs or 504s. Allow us to work through the
 4 logistics and present a plan back to the Board
 5 before we move forward with this motion, and
 6 specific data and next points that we have to
 7 look at the logistics component.

8 As much as -- I want to take something
 9 that Mr. Offerman said. As much as I would want
 10 students back in schools every day, the guidance,
 11 we're following the guidance, but again, each
 12 community has been impacted differently and I
 13 just want to make sure we are really thinking
 14 through some of these expectations at 10:40 at
 15 night on a Tuesday. I just want to make sure the
 16 Board is understanding what this means. And the
 17 design team has been working real hard,
 18 Ms. Causey, and our school leaders have been
 19 working real hard, and our teachers, our
 20 paraprofessionals, our building services, our bus
 21 drivers, and to allow us to work through a plan

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1 and present it back to the Board as we have done
 2 all year. I'm just a little cautious about these
 3 timelines not knowing what the next two weeks
 4 will bring as the health officials are saying,
 5 it's, the worry is it's spiking coming from
 6 spring break, so I just want to caution the Board
 7 once again with this motion that's been shared
 8 today. Thank you.

9 CHAIRWOMAN SCOTT: Thank you. It looks
 10 like there was a question from Mr. Offerman?

11 MR. OFFERMAN: Are we just at this point
 12 discussing the -- excuse me -- are we discussing
 13 the amendment?

14 CHAIRWOMAN SCOTT: We're discussing the
 15 motion as amended, yes.

16 MR. OFFERMAN: The motion as amended,
 17 okay.

18 CHAIRWOMAN SCOTT: Yeah, the amendment.

19 MR. OFFERMAN: Because I thought we had
 20 voted on the amendment.

21 CHAIRWOMAN SCOTT: We have not voted on

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1 the amendment.

2 MR. OFFERMAN: Okay, so can someone just
 3 clearly state what the entire motion is now, at
 4 this moment?

5 CHAIRWOMAN SCOTT: At this moment,
 6 because Ms. Causey struck out the previous
 7 language and she moved that all elementary school
 8 students and students with IEPs or 504 plans have
 9 the opportunity to return to in-person
 10 instruction four days a week starting April 26th
 11 or sooner.

12 MR. OFFERMAN: Okay. Well, first of
 13 all, thank you for that. Secondly, again, I'm
 14 going to follow what Dr. Williams has said, okay?
 15 And I understand there are other opinions, but I
 16 don't think Ms. Causey or anyone else knows that
 17 everyone is ready, as she said, is ready to go
 18 back and everything is already in place. That's
 19 not what I'm hearing from Dr. Williams. Thank
 20 you.

21 CHAIRWOMAN SCOTT: Thank you,

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1 Mr. Offerman. Ms. Pasteur, do you have a
 2 question or comment?

3 MS. PASTEUR: Yes, thank you. And I
 4 want to thank Dr. Williams for very clearly
 5 stating that piece, we want to see them back but
 6 we want to do it well. We spent a lot of time
 7 talking about academic achievement and taking
 8 care of our young folks. I know that the end of
 9 April is one week from May, but a week in terms
 10 of planning and safeguarding and putting all of
 11 the pieces, buses, all of that in play, we've had
 12 one day of everybody being back, and I don't see
 13 that as quite enough to assess these things. And
 14 our children, that they have special needs and
 15 our younger ones, they deserve the planning and
 16 the thinking through. And I also want to thank
 17 the design team for the work that they're doing.
 18 Thank you.

19 CHAIRWOMAN SCOTT: Okay. Thank you,
 20 Ms. Pasteur. Are we ready to vote on this? Oh,
 21 we still have more comments? Okay, Ms. Causey,

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1 you have a comment?

2 MS. CAUSEY: Yes, thank you. I
 3 appreciate the work of everyone in the school
 4 system, it truly has been, we've faced as
 5 Baltimore County Public Schools a double crisis
 6 with the ransom attack, that's absolutely true,
 7 but our children should not have to have less
 8 because we are struggling to recover, but we are
 9 recovering.

10 The other thing is, that I would say, is
 11 if things do worsen, then we will have a board
 12 meeting and the superintendent can come to us and
 13 tell us the CDC has said this, the local health
 14 department has said that, the health advisory has
 15 said that and so we can't move forward. And so
 16 there is time, and that date that I put in was
 17 deliberate, to be able to have that board meeting
 18 time to come back if it's not going to work, if
 19 the variants are coming in, the metrics go up and
 20 the CDC gives us additional guidance.

21 But you know, we've been planning and

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1 planning, and it's time, so I think this --

2 CHAIRWOMAN SCOTT: Thank you. It looks

3 like we have a comment from Mr. Kuehn.

4 MR. KUEHN: Thank you, Ms. Scott. I

5 just want to address a few items. We have been

6 planning and preparing for students to return for

7 six to eight months now, and I'm not quite sure,

8 I think what I'm sensing is, you know, there's a

9 lot of question marks with what's happening with

10 the virus and its spread in our community. One

11 of the things that I keep coming back to is my

12 understanding that schools aren't super

13 spreaders, they have spread rates that are much

14 lower than the community that they're in, and I

15 think the positives outweigh the negatives in

16 this, so I'm going to support it.

17 I do understand peoples' hesitancy, but

18 like I said before, there are other schools,

19 other counties that are operating and they're

20 open, and schools across the country that are

21 operating and opening, not just in rural areas

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1 but the entire state of Florida and Texas, so

2 there are significant school systems that are

3 open and operating. And we're not forcing

4 everyone to go back, this is still, you know, a

5 limited population for people to make the

6 decision as to whether or not they want their

7 children to go back for four days. Thank you.

8 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.

9 My only question would be as I read the motion, I

10 mean the amendment, it still says all elementary

11 school students, so it would still take away the

12 option for those who wanted to remain virtual,

13 and if --

14 MS. CAUSEY: Madam Chair, it does not.

15 CHAIRWOMAN SCOTT: Excuse me, I was

16 still speaking. So that is a concern to me, one.

17 And then number two, my issue with that is

18 anything that just says all, as Ms. Causey has

19 said before, not all of our children, all of our

20 children shouldn't have left. Well, not all of

21 our children have left, some children are doing

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1 well and are thriving, as we heard from

2 stakeholders. So I think speaking in absolutes,

3 anytime I see all and all children, we just can't

4 speak like that, and I find that this motion is

5 shortsighted. So now I'm done speaking and so it

6 sounded like there were some people who would

7 like to speak or say something, so I'm looking in

8 the chat now, and was that you, Mr. Kuehn, who

9 has a comment?

10 MR. KUEHN: I do have a comment. I

11 just, I was looking at it and it says they have

12 the opportunity to return to in-person

13 instruction, nowhere does it say all children

14 have to go back. It says all elementary school

15 students and students with IEPs and 504 plans

16 have the opportunity to return to in-person

17 instruction. So unless that's not clear enough

18 language, we need to modify it, because you're

19 saying that you believe all students are to be

20 forced back and I don't believe that, so I just

21 need clarification from someone, because my

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1 interpretation seems to be very different than

2 what you had said.

3 CHAIRWOMAN SCOTT: Okay, and that is

4 why, correct, I don't have clarification on it

5 and that's because the motion is the way it's

6 written and stated, it's wide reaching and

7 ranging, and it's not definitive, which is again,

8 I'm not sure that we should be making such

9 substantive motions at ten o'clock at night, that

10 is also another concern, but okay.

11 Let me make sure, it looks like there is

12 some additional questions. Ms. Henn, did you

13 have a comment or question?

14 VICE CHAIR HENN: Yes, thank you. I was

15 going to make the comment that Mr. Kuehn made,

16 that the motion as amended is crystal clear that

17 it's the opportunity to return, it doesn't

18 restrict it to all students, it doesn't take away

19 the opportunity to stay virtual, it gives all

20 students the option, the opportunity if they

21 elect to return to in-person instruction, so I

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1 don't think any other wording could be more clear
 2 that it's the opportunity to return, it's not
 3 forced return, so I wanted to provide that
 4 clarification. I'm supporting it for that reason
 5 as it is an option and not a mandate, so thank
 6 you.
 7 CHAIRWOMAN SCOTT: Thank you. Next was
 8 Josh Muhumuza.
 9 MR. MUHUMUZA: Yes. I have a quick
 10 question for the parliamentarian. Is it
 11 appropriate to amend an amendment? I apologize,
 12 Madam Chair.
 13 CHAIRWOMAN SCOTT: That's fine.
 14 Mr. Brousaides?
 15 MR. BROUSAIDES: Yes, hello. Yes,
 16 Mr. Muhumuza, there can be two amendments to a
 17 motion, but as I understand it, there is
 18 currently just one amendment to the main motion
 19 at this time.
 20 MR. MUHUMUZA: So you can amend the
 21 amendment, right?

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1 MR. BROUSAIDES: Correct.
 2 MR. MUHUMUZA: I had the following
 3 motion: I move to strike out the language, all
 4 elementary school students, and replace it with
 5 grades pre-K to second grade, and also replace
 6 the language, starting April 26th or sooner, with
 7 the language, starting on a date recommended by
 8 staff.
 9 CHAIRWOMAN SCOTT: Mr. Muhumuza, could
 10 you put that in the chat please?
 11 MR. MUHUMUZA: Yes, give me a second.
 12 CHAIRWOMAN SCOTT: Okay. And
 13 Mr. Brousaides, I just wanted to be clear. So
 14 this is the last amendment to the motion that can
 15 be made, so then next we will process
 16 Mr. Muhumuza's amendment and then after that
 17 process Ms. Causey's amendment, is that the
 18 correct order?
 19 MR. BROUSAIDES: That's correct,
 20 Ms. Scott.
 21 CHAIRWOMAN SCOTT: Okay, thank you.

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1 VICE CHAIR HENN: Madam Chair, can
 2 Mr. Muhumuza put his amendment in the chat?
 3 CHAIRWOMAN SCOTT: Yes, that's what I
 4 asked him.
 5 VICE CHAIR HENN: And I have a question
 6 when it's my turn, thank you.
 7 CHAIRWOMAN SCOTT: Certainly, okay. So
 8 Mr. Muhumuza moved that the grades pre-K through
 9 second grade and -- sorry -- Mr. Muhumuza moved
 10 that grades pre-K through second grade and
 11 students with IEPs or 504 plans have the
 12 opportunity to return to in-person instruction
 13 four days a week starting on a date recommended
 14 by staff. Was there a second to that?
 15 MS. JOSE: Second, Moalie.
 16 CHAIRWOMAN SCOTT: Thank you, that was
 17 seconded by Ms. Jose. Okay. And Mr. Muhumuza,
 18 would you like to speak to your motion?
 19 MR. MUHUMUZA: Yes. The reason why I
 20 felt it was appropriate to do pre-K through
 21 second grade and also keeping the students with

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1 IEPs and 504s is it's similar to the phased
 2 reopening plan, those groups who were in the
 3 first cohort of students to return to hybrid
 4 learning. The reason why I didn't want us to
 5 have a determined date and allow staff to plan is
 6 because we have made the motions for set dates,
 7 and obviously some of the motions I'm talking
 8 about was concerning athletics and that didn't
 9 pass, and when staff was given the opportunity to
 10 evaluate, they actually brought a plan that was a
 11 date earlier than originally proposed by the
 12 Board. So at times we might think we're doing
 13 the right thing in proposing a date, but staff
 14 might work together, come up with plans, consult
 15 with health professionals and actually come up
 16 with better plans than we might have, and that's
 17 why I think it's important to give them ideas,
 18 but also give them the leeway to do their job. I
 19 don't want us to be in operations a lot. Thank
 20 you.
 21 CHAIRWOMAN SCOTT: Thank you,

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1 Mr. Muhumuza. And I'm going in order of how I
 2 see it, so next I had Ms. Henn.
 3 VICE CHAIR HENN: Yes, thank you. And
 4 thank you, Mr. Muhumuza, for offering this
 5 amendment. My concern is that if we don't
 6 specify a date or put parameters on this, then it
 7 leaves it open ended and we could be looking at
 8 fall, we could be looking at 2024. There are no
 9 parameters here so I wouldn't support it for that
 10 reason, I think it's too open ended, but I thank
 11 you for offering it and trying to reach a
 12 compromise with the group. I appreciate it.
 13 Thank you.
 14 CHAIRWOMAN SCOTT: Next is Dr. Hager.
 15 DR. HAGER: Yeah, a question and a
 16 comment. I am not quite sure about the second
 17 grade cutoff, I know you said it was because that
 18 was the first cohort to go back, but there's
 19 nothing in the guidance, the CDC guidance that
 20 would suggest stopping at second grade. But my
 21 bigger issue is similar to Ms. Henn, the

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1 vagueness of it, and frankly I'm willing to wait
 2 until April 20th to hear the scope of the plan
 3 and hoping that they will follow through with the
 4 May four days a week elementary school plan that
 5 we had heard about assuming all the metrics are
 6 in place. So you can respond if you want,
 7 Mr. Muhumuza, or not, but again, I personally am
 8 in the camp of waiting until April 20th to hear
 9 more.
 10 MR. MUHUMUZA: Yes, and the reason why I
 11 thought it was appropriate to stick to a plan
 12 that was similar to the phased reopening is
 13 because I know that it took principals and staff
 14 members a lot of work to plan for students coming
 15 back, whether it's setting up transportation, the
 16 screening of students and people, et cetera, so I
 17 didn't want us to include all elementary
 18 schoolers because everybody knows that
 19 elementary, the elementary school population is
 20 the largest population concerning grade levels,
 21 and so I don't want a huge group of students

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1 coming in when we can easily follow the previous
 2 plan that we had and that worked perfectly.
 3 In terms of the date, the reason I said
 4 to be determined by staff, staff can easily make
 5 a presentation at the board meeting on the 20th
 6 if staff doesn't have a plan. It's not like
 7 we're not going to have another meeting until
 8 August, and we can make a motion at any time.
 9 CHAIRWOMAN SCOTT: That was your time,
 10 Mr. Muhumuza, thank you.
 11 MR. MUHUMUZA: Sorry.
 12 CHAIRWOMAN SCOTT: Next is Ms. Causey.
 13 MS. CAUSEY: Thank you. I just did want
 14 to thank Mr. Muhumuza for offering this in terms
 15 of trying to build consensus, but I don't agree
 16 with it. The Board did vote to approve starting
 17 athletics on a certain date and boards throughout
 18 Maryland have been making these decisions. And
 19 so I would just say, again, that also something
 20 else that I stated earlier is if things happen to
 21 go well and the superintendent wants to add

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1 additional students at any time he's certainly
 2 welcome to do that. I don't want anyone to feel
 3 that we're, by making this motion for a smaller
 4 number of students to come back rather than all
 5 students in all grades, that we're limiting any
 6 students because if the superintendent and staff
 7 feel that additional students can come back
 8 because the vaccines are rolling out faster and
 9 the numbers are getting better, then certainly by
 10 all means, you know, get the communications out
 11 to everyone. So I won't be supporting this
 12 amendment. Thank you.
 13 CHAIRWOMAN SCOTT: Thank you.
 14 Mr. Kuehn?
 15 MR. KUEHN: Thanks, Ms. Scott.
 16 Regarding the amendment, unfortunately this just
 17 seems like the same play we're already in the
 18 same path we're already on, so I'm not going to
 19 be able to support that. I understand the
 20 justification, but again, I don't believe we're
 21 going to see any action unless we set a date and

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1 parameters, and I believe that this is a workable
 2 one without the amendment. Thank you.
 3 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.
 4 Ms. Mack?
 5 MS. MACK: Yes. I have a question for
 6 Dr. Williams and his staff. If on the 20th, in
 7 the next two weeks the metrics improve
 8 dramatically, there is a lot of stability, the
 9 variants are subdued, and a motion is made on the
 10 20th, at what point can we send all kids back to
 11 school four days, how much lead time does your
 12 team need?
 13 DR. WILLIAMS: Design team, would you
 14 give an estimate time?
 15 MS. BYERS: There was two things in your
 16 question, Ms. Mack. Starting with all kids, so
 17 as we have stated, the CDC guidelines for three
 18 feet distinguishes between elementary and
 19 secondary, and really there's two factors for
 20 secondary that are different than elementary.
 21 The first is the transmission rate, because

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1 elementary is three feet regardless of
 2 transmission. Secondary, they do look at
 3 transmission rate.
 4 The other factor for secondary with
 5 three feet has to do whether or not teachers and
 6 students change classes. In all of our middle
 7 and high schools our teachers and our students
 8 change classrooms, so with the secondary level
 9 based on CDC, we have to be at six feet. So
 10 that's for all. So when we are talking about
 11 elementary, we're looking at May, to your point,
 12 if metrics are great and we're not, you know,
 13 variants aren't all over the place, and
 14 consultation with our health experts, things look
 15 good from a safety standpoint, we would look to
 16 bring back students of elementary schools four
 17 days a week.
 18 We do have to work out, there are
 19 operational changes at the elementary schools
 20 when you're going from an A and a B cohort to
 21 combining; essentially when you go to four days a

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1 week, you are combining the A Cohort with the B
 2 Cohort, so you have A/B, and you have C. There
 3 are operational changes in the elementary school
 4 that need to take place that schools would need
 5 time to plan and organize with students, with
 6 their staff rather. For example, three feet is
 7 the classroom recommendation, it is not and
 8 cannot be the cafeteria recommendation because
 9 what the CDC says is if you take your mask down
 10 you have to remain six feet apart. Well when our
 11 children eat, whether that be in the cafeteria or
 12 the classroom, they take their masks down. So
 13 when you're combining cohorts, those are
 14 operational things that schools need time to work
 15 out.
 16 Racquel just, did I see you turn your
 17 camera on, so Dr. Jones, Dr. Roberts?
 18 DR. JONES: I just wanted to thank
 19 Ms. Mack for asking that question. When we talk
 20 about logistics and we just think of things from
 21 a logistical standpoint we do need, and

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1 Dr. Scriven can speak to it because he's got his
 2 camera on too. Transportation does need time to
 3 be able to route and plan routes for the
 4 students, and that can take up to a couple of
 5 weeks. But the public health experts shared with
 6 us that we started today, we brought back our
 7 last phase today, and that we should carefully
 8 monitor and assess over the next two weeks to see
 9 if what we are doing in terms of mitigation is
 10 actually working, to make sure that all of the
 11 pieces of our machine are actually working, and
 12 so we would at least need two weeks at minimum
 13 and then the add-on for transportation.
 14 But I also wanted to add what is of
 15 concern is, as much as we want to, all of us want
 16 to provide all options, the virtual option and
 17 the in-person option for students, if we say all
 18 students with IEPs and 504s, what we're doing is
 19 saying that secretary students with IEPs and 504s
 20 would fall into that category that Ms. Byers just
 21 talked about; that would require a different

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1 level of concern from our health and safety
 2 components of the plan. So that's why we were
 3 trying to follow the CDC guidelines as they stand
 4 to focus on our elementary school students,
 5 because even students with IEPs and 504s still
 6 have the right to be able to travel to classes
 7 and participate in all the activities of all of
 8 our students, so I just wanted to add that as
 9 well. But at a minimum in speaking with our
 10 health advisory group, we were told to monitor
 11 what is working well, today was our first day, to
 12 monitor two weeks to make sure that it goes well
 13 so that we do not regress, that we do not have to
 14 close a school or revert back, but we can
 15 continue to progress forward in a very safe,
 16 deliberate and planned way.

17 MS. MACK: Thank you very much,
 18 Dr. Jones. I appreciate that, so I guess my
 19 question is this. Hearing this entire discussion
 20 tonight where board members stand, what would
 21 prevent us from using the next two weeks to do

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1 all of the things you talked about and prepare to
 2 return to school if it is safe to do so? It's
 3 not throwaway work because at some point kids are
 4 going to return to school for four days, so why
 5 can't we take the next two weeks, work out all
 6 the logistics, and I know hope is not a strategy,
 7 but hope for the best, be prepared after the next
 8 meeting to send our kids back to school if number
 9 one, they want to return, and if number two, it
 10 is truly safe to do so? I mean, why shouldn't we
 11 use those two weeks is what I'm saying.

12 DR. JONES: But Ms. Mack, we're doing
 13 that. Day in day out, during spring break,
 14 weekends, day and night we're constantly thinking
 15 about reopening and meeting about reopening, and
 16 studying the research and staying ahead of it.
 17 We planned earlier today, we're planning
 18 tomorrow, we're planning throughout the week,
 19 there is continual planning. So you're right, we
 20 are planning; it's just very hard to think about
 21 kind of like all the moving parts, but you're

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1 right. For the next two weeks we don't just wait
 2 for board meetings to make presentations, we are
 3 constantly planning the work of the team, meeting
 4 with principals, finding out what's happening out
 5 there, so that's what we plan to do. We plan to
 6 plan, it's just when will that actual date take
 7 place in a safe way.

8 MS. MACK: So if you were planning to
 9 plan, how likely is it that, again, if the
 10 metrics are good, our students are safe, we
 11 haven't had any spikes because of spring break,
 12 there is few variant, if we're planning to plan
 13 and we take the next two weeks to work out the
 14 details, how soon after the meeting could our
 15 students return to school?

16 DR. JONES: I'm going to have
 17 Dr. Scriven answer that question, because that
 18 brings into play some of the logistical pieces.
 19 But again, you're asking some very good
 20 questions, and thank you for asking these
 21 questions. Dr. Scriven?

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1 DR. SCRIVEN: Yes, ma'am, thank you,
 2 Dr. Jones. So Ms. Mack, one thing I -- actually
 3 two points that I really feel compelled to make.
 4 One, we have to look at the ability to continue
 5 to mitigate on buses. One thing that would not
 6 be able to happen is that we would not be able to
 7 continue with the social distancing on buses, so
 8 that's a point that has to be put into this
 9 space, and I don't know if that's something that
 10 has been taken into consideration or not.

11 Secondly, minimally speaking,
 12 transportation would need three weeks. I know
 13 that I'm not still new, but relatively new. One
 14 thing that we always heard about was
 15 transportation, transportation, transportation.
 16 We have not heard as much about transportation
 17 because they have been very strategic to make
 18 sure that they have been intentional around how
 19 they're setting groups and making sure that it's
 20 being done in a safe and orderly manner. We need
 21 that time to make sure that we continue to phase

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1 students in a safe and orderly manner. So
 2 minimally speaking, my entire transportation
 3 staff is saying that they need at least three
 4 weeks to make sure that we can bring students
 5 back, or continue to bring students back in a
 6 safe manner as we've done thus far through this
 7 phased-in process.

8 So those are the two pieces that I
 9 simply wanted to interject to the Board for
 10 further consideration. And I saw that
 11 Dr. Zarchin was on, I wasn't sure if he had
 12 anything that he wanted to add as well.

13 DR. ZARCHIN: Thank you, Dr. Scriven. I
 14 just want to go back to our last meeting and
 15 share some comments from our partners with Johns
 16 Hopkins, Maryland, and one of the leading experts
 17 from the CDC, where we were really praised for a
 18 purposeful but cautious approach where we focused
 19 on learning and quality improvement, so that
 20 quality improvement is not based on a metric that
 21 we see from the CDC, it's based on what we're

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1 seeing as far as spread in schools and what may
 2 cause that.

3 Another piece and a comment that I want
 4 to underscore that really hit me is as we're
 5 moving forward, and there is a plan to move
 6 forward, to add students to the school day
 7 focusing on the younger grades, it is important
 8 that we maintain a purposeful pace so we can
 9 build confidence and trust with our stakeholders.
 10 Moving this forward now, I worry about eroding
 11 trust with folks who may not be on the side of
 12 hey, I'm ready to get back, but folks who are
 13 very concerned. We've got staff members just
 14 this past week who our nurses have had to consult
 15 where they've lost a family member due to COVID.
 16 We're in different places. I think we need to be
 17 respectful of where we all are, maintain a pace
 18 for a return, but a pace that we can learn and
 19 grow from and see where we're being successful
 20 and where we need to change some things.

21 Transportation is a part of that, but

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1 it's also how we go about our day, and
 2 Ms. Somerville mentioned earlier that some of the
 3 elementary schools, the private elementary
 4 schools are being asked to cautiously enter that
 5 three feet of social distancing, and we're also
 6 seeing numbers in private schools go up in the
 7 past few weeks, so I felt like that was important
 8 to share, and wanted to.

9 MS. MACK: No, I appreciate that,
 10 Dr. Zarchin, and I want to be clear in my last 30
 11 seconds that I don't support the motion, but I
 12 don't think we need to waste two more weeks, and
 13 I think we need to be making hard plans that if
 14 this, if this, then this, and maybe if we need
 15 three weeks for the bus, we should presume that
 16 two weeks from now we are going to meet the
 17 metrics and kids are going to be safe and
 18 teachers are going to be safe, so then perhaps we
 19 would only need one more week after that in which
 20 to make this happen.

21 DR. ZARCHIN: Thank you. And I want to

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1 assure you that the next two weeks, it is not
 2 without planning. I can tell you in the next two
 3 weeks we will meet with the experts from Johns
 4 Hopkins and Maryland twice, once this week and
 5 once next week. In the next two weeks we will
 6 have our health services monitoring the spread in
 7 schools, in athletics, after school. This is
 8 critical for us to bring students back safely and
 9 protect our staff and families, so I appreciate
 10 that, that's very helpful. Thank you.

11 MS. MACK: Thank you very much, all of
 12 you.

13 CHAIRWOMAN SCOTT: Thank you, and I'm
 14 going in order. I see here next we have a
 15 question or comment from Ms. Henn.

16 VICE CHAIR HENN: Thank you, Madam
 17 Chair. So Ms. Mack expressed really one of my
 18 concerns. I think the reason the Board is
 19 pushing towards a specific date isn't so much to
 20 force staff into that date, but rather to insure
 21 readiness, and that's my concern as well. When I

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1 hear that we need three weeks from the point at
 2 which we determine it's safe, I have the same
 3 question Ms. Mack does, why aren't we ready to go
 4 when the CDC and our health experts say it's safe
 5 to go, because our kids are missing out on that
 6 time. At what point are we ahead of the curve to
 7 say okay, we're going to turn this with, as
 8 Ms. Mack said, a week's notice to parents and
 9 stakeholders and communicate to them now, this is
 10 our intention, we're going to prepare as if we
 11 are returning on April 26th, and on the 20th if
 12 that's changed and our plans need to change, then
 13 we can respond. But I think the frustration that
 14 you're hearing from board members is that there's
 15 going to be a continued lag behind our
 16 responsiveness, and it's not from lack of work,
 17 we know everyone's working hard, but I'm still
 18 not understanding why there's a need for such
 19 delay and why we can't get ahead of this and be
 20 prepared to move when the metrics say it's safe
 21 to move, again, not to rush the actual return

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1 itself, but to insure that the system is ready to
 2 respond quickly, that we have transportation
 3 lined up, we know we're going to be moving this
 4 direction, so again like Ms. Mack said, it's not
 5 lost work, we're doing the work anyway.
 6 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.
 7 DR. ZARCHIN: There's a piece there that
 8 I feel I need to touch on. The science, the
 9 information has changed over the past year
 10 drastically. Just a couple months ago with these
 11 numbers we would not be in school. Because of
 12 what we've learned not only from our experience,
 13 but nationally and internationally, we're not
 14 talking about shutting things down, we're talking
 15 about carefully bringing more students back, and
 16 we're in a very different place. The work,
 17 because of those changes, just look at the
 18 changes from the governor in the past three
 19 months, and the county. We are learning as we
 20 go. There has been hard work like I've never
 21 seen before from central office staff,

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1 school-based staff, families trying to prepare.
 2 The hard work will continue. The planning will
 3 continue. It's not about two weeks when we're
 4 not doing anything, we are learning so we can
 5 have a safe return. Thank you.
 6 DR. ROBERTS: Dr. Zarchin, if I can just
 7 add to your comments, I'm speaking to a document
 8 Ms. Causey shared with us about an hour ago that
 9 she shared on the camera. That information, and
 10 I don't have the exact date, but I believe that
 11 information, that document, effectively that plan
 12 was shared with the Board in late January or
 13 February, and that plan took us all the way
 14 through to the moment we've hit now, the end of
 15 Phase IV and the reopening of our school system
 16 to K-12.
 17 So in a sense, Ms. Henn, we did do that
 18 and that's what we continue to do. We shared
 19 with you months in advance not knowing what the
 20 metrics would be, certainly continuing to consult
 21 with our health partners, but we did share with

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1 the community a plan months in advance that took
 2 us through April 6th. So all we're suggesting
 3 now is we just started today opening the door to
 4 all of our children. Dr. Zarchin very eloquently
 5 laid out the idea that we need the time based on
 6 what we're hearing from our Hopkins and UMMS
 7 professionals, and we need two weeks to monitor.
 8 But we are still working, so that when we come
 9 back to you on the 20th as Ms. Byers mentioned
 10 earlier, we're presenting now the next phase that
 11 will take us through the next set of pods. So I
 12 think the real work has happened as shared in
 13 that document that was shared earlier to the
 14 communities, and our plan is to do the same thing
 15 when the Board meets in a couple of weeks, to
 16 share kind of the next phase of that opening,
 17 because that real work continues to be done as
 18 Dr. Zarchin mentioned, so I just wanted to offer
 19 that point. Ms. Byers, I don't know if you have
 20 anything you want to add.
 21 MS. BYERS: No. I was just going to --

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1 thank you, Ms. Henn. I think just to echo that,
 2 part of the planning is being evaluated, so it's
 3 one thing to set the plan like we're going to,
 4 you know, here's the transportation route but if
 5 we're not evaluating before we set that, what we
 6 wind up doing is our school-based plans look one
 7 way and then we come back and we said well, we've
 8 evaluated this and we realize that this is a
 9 point of failure and now all of a sudden a
 10 school, you know, some of our larger high
 11 schools, you know, our larger elementary schools
 12 that have a thousand students, and they have to
 13 redo an entire plan. So it's not as simple as
 14 having the plan, it's evaluating what we're doing
 15 now so that when we do make those plans we know
 16 confidently that we can proceed with them in a
 17 safe manner. That's all I was going to add.
 18 CHAIRWOMAN SCOTT: Okay, thank you. So
 19 next it looks like Dr. Hager. You said to skip
 20 you, okay. So the next is Ms. Jose.
 21 MS. JOSE: Ms. Scott, you can skip me.

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1 Ms. Rowe can take the, take my turn.
 2 CHAIRWOMAN SCOTT: Okay, next is
 3 Ms. Rowe.
 4 MS. ROWE: So I'd like to make a motion
 5 to call the vote. Before I do that I'd like to
 6 ask Mr. Brousaides if everyone has used their
 7 time, because there's no point in making that
 8 motion if people have all used their time anyway.
 9 CHAIRWOMAN SCOTT: I do believe everyone
 10 has spoken to the motion, the amendment and the
 11 amendment to amend the amendment. Everyone has
 12 spoken.
 13 MS. ROWE: So are we ready to vote then,
 14 or does it require a motion?
 15 CHAIRWOMAN SCOTT: I feel that we are
 16 ready to vote if everyone else is ready to vote
 17 because I think we've debated it quite heavily,
 18 so if everyone's ready, then yeah, we can take
 19 the vote. Ms. Gover?
 20 MR. BROUSAIDES: Just to be clear, Madam
 21 Chair, we are voting on Mr. Muhumuza's second

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1 amendment.
 2 CHAIRWOMAN SCOTT: Thank you for that.
 3 Yeah, let me, and I'll read it because I know we
 4 have had quite a bit of debate. Okay. So what
 5 we're voting on, thank you for that, Mr.
 6 Brousaides, is Mr. Muhumuza's amendment to
 7 Ms. Causey's motion where he struck the language
 8 and Mr. Muhumuza moves that reads pre-K through
 9 second grade and students with IEPs or 504 plans
 10 have the opportunity to return to in-person
 11 instruction four days a week starting on a date
 12 recommended by staff. And that motion was
 13 seconded by Ms. Jose. So that's what we're
 14 voting on is Mr. Muhumuza's amendment. Okay.
 15 Ms. Gover, please?
 16 MS. GOVER: Ms. Rowe?
 17 MS. ROWE: Yes.
 18 MS. GOVER: Ms. Causey?
 19 MS. CAUSEY: No.
 20 MS. GOVER: Ms. Mack?
 21 MS. MACK: No.

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1 MS. GOVER: Mr. McMillion?
 2 MR. MCMILLION: No.
 3 MS. GOVER: Ms. Jose?
 4 MS. JOSE: Yes.
 5 MS. GOVER: Ms. Henn?
 6 VICE CHAIR HENN: No.
 7 MS. GOVER: Mr. Muhumuza?
 8 MR. MUHUMUZA: Yes.
 9 MS. GOVER: Mr. Offerman?
 10 MR. OFFERMAN: Yes.
 11 MS. GOVER: Ms. Pasteur?
 12 MS. PASTEUR: Abstain.
 13 MS. GOVER: Mr. Kuehn?
 14 MR. KUEHN: No.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: No.
 17 MS. GOVER: Ms. Scott?
 18 CHAIRWOMAN SCOTT: No.
 19 MS. GOVER: In favor is four.
 20 CHAIRWOMAN SCOTT: Okay, so
 21 Mr. Muhumuza's amendment did not pass. And then

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1 now we go back up to Ms. Causey's amendment. I
 2 need to -- okay, and I'm going to restate it
 3 because I want to make sure. Ms. Causey moved
 4 that all elementary school students and students
 5 with IEPs or 504 plans have the opportunity to
 6 return to in-person instruction four days a week
 7 starting April 26th or sooner, and that was
 8 seconded by Ms. Henn, I believe. Okay. All
 9 right, so now we're voting on that amendment.
 10 MS. GOVER: Ms. Rowe?
 11 MS. ROWE: No.
 12 MS. GOVER: Ms. Causey?
 13 MS. CAUSEY: Yes.
 14 MS. GOVER: Ms. Mack?
 15 MS. MACK: No.
 16 MS. GOVER: Mr. McMillion?
 17 MR. MCMILLION: Yes.
 18 MS. GOVER: Ms. Jose?
 19 MS. JOSE: No.
 20 MS. GOVER: Ms. Henn?
 21 VICE CHAIR HENN: Yes.

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1 MS. GOVER: Mr. Muhumuza?
 2 MR. MUHUMUZA: Abstain.
 3 MS. GOVER: Mr. Offerman?
 4 MR. OFFERMAN: No.
 5 MS. GOVER: Ms. Pasteur?
 6 MS. PASTEUR: No.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Dr. Hager?
 10 DR. HAGER: No.
 11 MS. GOVER: Ms. Scott?
 12 CHAIRWOMAN SCOTT: No.
 13 MS. GOVER: In favor is four.
 14 CHAIRWOMAN SCOTT: Okay, so that
 15 amendment did not pass. And so now do we need to
 16 process the original motion? I believe so.
 17 MR. BROUSAIDES: Yes, Madam Chair.
 18 CHAIRWOMAN SCOTT: Thank you. I'm going
 19 back up here, so Ms. Causey's original motion
 20 was, Ms. Causey moved that all students have the
 21 opportunity to return to school in-person

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1 instruction four days a week starting April 26th
 2 or sooner, and that was seconded I believe by
 3 Ms. Henn, okay. So now we will take a rollcall
 4 vote on that.
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: No.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: No.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: No.
 15 MS. GOVER: Ms. Henn?
 16 VICE CHAIR HENN: Yes.
 17 MS. GOVER: Mr. Muhumuza?
 18 MR. MUHUMUZA: Abstain.
 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: No.
 6 MS. GOVER: Ms. Scott?
 7 CHAIRWOMAN SCOTT: No.
 8 MS. GOVER: In favor is four.
 9 CHAIRWOMAN SCOTT: Okay, so that motion
 10 does not pass. Okay. And I want to make sure I
 11 get to everybody here, I'm going back down.
 12 Okay, Ms. Jose, you have a motion?
 13 MS. JOSE: Yes, thank you, Ms. Scott. I
 14 move to postpone agenda items L, M, O, P and Q to
 15 the April 20th meeting.
 16 MS. ROWE: Second, Ms. Rowe.
 17 CHAIRWOMAN SCOTT: The motion was made
 18 and seconded. Ms. Jose, could you please put
 19 that in the chat? Thank you, it is quite late.
 20 Okay, so Ms. Jose moved to postpone agenda Items
 21 L M, O, P and Q to the April 20th meeting, and it

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1 was seconded by Ms., I believe by, I heard two
 2 voices, Ms. Rowe and Ms. Henn?
 3 MS. ROWE: Yes.
 4 CHAIRWOMAN SCOTT: I'm sorry, was that
 5 Ms. Rowe?
 6 MS. ROWE: Yes.
 7 CHAIRWOMAN SCOTT: Okay, thank you
 8 sorry. It's a little late, so I wanted to make
 9 sure I was getting the right name.
 10 VICE CHAIR HENN: Madam Chair.
 11 CHAIRWOMAN SCOTT: I'm sorry, was that
 12 Mrs. Henn? Were you the second or, I thought
 13 Ms. Rowe was.
 14 VICE CHAIR HENN: I was, we both
 15 seconded it, but I would like to offer an
 16 amendment to add Item N.
 17 CHAIRWOMAN SCOTT: So add -- I'm sorry,
 18 you want to make an amendment to add Item N?
 19 VICE CHAIR HENN: Yes, N as in Nancy.
 20 MS. CAUSEY: Second, Causey.
 21 VICE CHAIR HENN: And may I speak to my

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1 amendment?
 2 CHAIRWOMAN SCOTT: Just so I can
 3 understand, that your emotion, or excuse me,
 4 you're moving to add item N as in Nancy to the
 5 next board meeting, so could you put that in the
 6 chat please? I just want to make sure that it's
 7 clear.
 8 VICE CHAIR HENN: Sure, and I would like
 9 to speak to my amendment if I may.
 10 CHAIRWOMAN SCOTT: Yes, please. I think
 11 that would be very helpful.
 12 VICE CHAIR HENN: Thank you. So there
 13 are 24 contracts under Item N for consideration
 14 and in the interest of time, and also the
 15 building and contracts committee was unable to
 16 complete its work going through all 24, I believe
 17 we got through 15, so the remaining contracts are
 18 being heard by not only the committee but the
 19 full board without a recommendation from the
 20 committee. I would suggest moving Item N to the
 21 next board meeting for consideration, considering

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1 it's almost 11:30 at night. Thank you.
 2 CHAIRWOMAN SCOTT: Thank you. So the
 3 amendment was made by Ms. Henn, seconded by
 4 Ms. Causey, and Ms. Henn spoke to her amendment.
 5 It looks like there was a comment from
 6 Ms. Causey.
 7 MS. JOSE: Actually, Ms. Scott, I had a
 8 comment before, prior to Ms. Causey.
 9 CHAIRWOMAN SCOTT: Oh, I'm sorry if I
 10 didn't see that. Yes, Ms. Jose?
 11 MS. JOSE: The specific reason I did not
 12 add Item N was the building and contracts that
 13 have to be approved, there are several time
 14 sensitive contracts in there, including roof
 15 replacements, and we could not process it because
 16 there was a lot of questions that committee
 17 members did not send in advance. These are
 18 capital projects that need to be done in a timely
 19 manner because they have to be awarded, they have
 20 to go to the purchasing office, and if we don't
 21 implement it, if we push it to April or May, they

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1 will not be implemented in time, there's a couple
 2 of roof replacements and AC for gyms that have to
 3 be done. So after having spoken to staff, I
 4 think it is imperative that the Board does the
 5 work of the Board and does not hinder the
 6 progress of these contracts, so I will not be
 7 supporting moving item agenda N, because we've
 8 discussed the three hours on reopening, so it's
 9 only apt that we do the work of the Board. Thank
 10 you.
 11 CHAIRWOMAN SCOTT: Yes, thank you,
 12 Ms. Jose. Next, Ms. Causey?
 13 MS. CAUSEY: I'll let Mr. Kuehn go first
 14 and then I'll go after him if that's okay, Madam
 15 Chair.
 16 CHAIRWOMAN SCOTT: I want to make sure I
 17 was getting these in order. Was Mr. Kuehn next?
 18 Mr. Kuehn?
 19 MR. KUEHN: Yes, thank you. I would
 20 perhaps modify Ms. Jose's request if there are
 21 specific items. I think she's talking about roof

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1 replacement, there's two of those, and pavement
 2 and some AC unit repair, I think there are a
 3 total of four contracts she's referring to. I
 4 think we could easily process those without too
 5 much discussion, but I'm concerned that the other
 6 ones need more focus, so if we could just do 21
 7 through 24, I think that might meet Ms. Jose's
 8 idea and we would be able to quickly process it.
 9 CHAIRWOMAN SCOTT: I just wanted to
 10 understand. I'm sorry, I was just confused.
 11 Mr. Kuehn, you said that we could easily process
 12 21 through 24, and then move the rest forward to
 13 the April 20th board meeting, did I understand
 14 that correctly?
 15 MR. KUEHN: That's what I believe. I
 16 will let Ms. Jose reply or even have staff
 17 reply --
 18 CHAIRWOMAN SCOTT: Okay.
 19 MR. KUEHN: -- to see if the time
 20 sensitivity of those would meet the need.
 21 CHAIRWOMAN SCOTT: Ms. Jose?

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1 MS. JOSE: If I may respond?
 2 CHAIRWOMAN SCOTT: Yes, thank you.
 3 MS. JOSE: Items 1 through 15 come
 4 recommended from the committee, we have gone
 5 through it, and items 16 through 24 will need to
 6 be approved by the full Board. I would like to
 7 move forward on one through 15 and critical
 8 contracts between 16 and 24, but to make that
 9 determination is going to be up to Mr. Dixit to
 10 pull some of those contracts that are critical
 11 for award and for implementation, so others are
 12 time sensitive that would have to be done before
 13 fall hits, before they have to be done in the
 14 summer, so if Mr. Dixit is available, but I would
 15 like to process this motion first if possible and
 16 then work on the nuances of agenda Item N after
 17 that.
 18 VICE CHAIR HENN: And Madam Chair, I
 19 would like to amend my amendment if I may, to
 20 specify that agenda Item N-9 through 12 be
 21 postponed, which would allow us to process 1

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1 through 8 and 13 through 24. I think we could
 2 process through those quickly. 9 through 12 will
 3 require further discussions by the Board. If
 4 those are not time sensitive, I would like to
 5 specify that in my amendment.
 6 CHAIRMAN SCOTT: Because I want to make
 7 sure we are processing ones that are time
 8 sensitive. Is Mr. Dixit available, and I don't
 9 mean to skip over you, Ms. Causey, I just want to
 10 make sure we have an understanding. Is Mr. Dixit
 11 available, is he still on the call?
 12 MR. DIXIT: Yes, ma'am, I'm still here.
 13 CHAIRWOMAN SCOTT: Okay. Could you just
 14 confirm based on the motion of what, and the
 15 amendment, so that we can process this properly,
 16 which of the contracts are time sensitive that
 17 need to be processed like tonight and which can
 18 wait until our next board meeting on the 20th.
 19 MR. DIXIT: So let me thank correct
 20 Mr. Kuehn and Ms. Jose for considering the urgent
 21 nature of these contracts. The five contracts

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1 that we would request the Board to approve
 2 tonight are 17, which is the modification to
 3 temporary lease, 21, 22, and two more would be
 4 right after that, 23 and 24.
 5 CHAIRWOMAN SCOTT: Okay. Ms. Causey?
 6 Thank you, Mr. Dixit.
 7 MS. CAUSEY: Thank you, Madam Chair, and
 8 thank you, Mr. Dixit. I was going to suggest
 9 that the chair of building and contracts work
 10 with the board officers and Dr. Williams and
 11 staff to identify the time limits, and perhaps
 12 call one meeting that just deals with those
 13 contracts. As was mentioned at the last meeting,
 14 and even earlier tonight, it's 11:30 at night and
 15 we certainly don't want to make a rush to
 16 decisions, because I wouldn't be prepared to
 17 vote, and I tried to listen in to most of the
 18 building and contracts committee meeting. And I
 19 would not be prepared to vote on, you know,
 20 anywhere close to the number, but if Mr. Dixit
 21 were, and I believe this was consistent with

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1 Mr. Kuehn and the chair from new contracts to do
 2 those five. Did Ms. Henn make a specific motion?
 3 CHAIRWOMAN SCOTT: Ms. Jose made the
 4 motion, and it was to postpone Items L, M, O, P
 5 and Q to the April 20th meeting. And then it was
 6 moved and seconded, and then Ms. Henn amended the
 7 motion and she added, she said I move to postpone
 8 agenda Items L, M, N, O, P and Q to the
 9 April 20th meeting.
 10 MS. CAUSEY: Was there a second for
 11 Ms. Henn's amendment?
 12 VICE CHAIR HENN: No, there was not.
 13 Madam Chair, I would like to withdraw my
 14 amendment, and move to postpone agenda Items L,
 15 M, N-9 through 12, O, P and Q.
 16 CHAIRWOMAN SCOTT: I thought Ms. Causey
 17 was the second on Ms. Henn's amendment. Could
 18 you put that -- so that's the second amendment to
 19 the motion, so could you put that in the chat,
 20 because there's a lot.
 21 VICE CHAIR HENN: It is, Madam Chair.

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1 CHAIRWOMAN SCOTT: Just so we can --
 2 it's --
 3 VICE CHAIR HENN: It's in the chat.
 4 MS. JOSE: Ms. Henn -- Ms. Scott, if I
 5 can ask real quick? Are you saying that we would
 6 push items N-1 through 8, and 13 through 24
 7 today?
 8 VICE CHAIR HENN: Yes, Ms. Jose.
 9 MS. JOSE: But only those three
 10 contracts, or I guess four contracts would move
 11 to the next meeting?
 12 VICE CHAIR HENN: Correct.
 13 MS. JOSE: And could Mr. Sarris clarify
 14 that N-9, 10, 11 and 12 are not time sensitive?
 15 MR. SARRIS: Yes, this is Mr. Sarris,
 16 and I don't see a problem with moving 9 through
 17 12 over to the April 20th board meeting.
 18 MS. JOSE: Okay, I will second
 19 Ms. Henn's motion then.
 20 CHAIRWOMAN SCOTT: Yes, Ms. Causey?
 21 MS. CAUSEY: Mr. Dixit had explained

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1 that for this evening, what was urgent and
 2 important was 17, 21, 22, 23 and 24, and I don't
 3 know why we would continue to try and process 21
 4 contracts when Mr. Dixit has stated that he
 5 really only needed five tonight. It's 11:34, we
 6 have a board member that's already said that
 7 they're going to be unavailable after midnight.
 8 I just don't think that that's appropriate.
 9 CHAIRWOMAN SCOTT: Those ones that we're
 10 speaking of processing, are those coming
 11 recommend dead from the committee?
 12 MS. JOSE: Yes, Ms. Scott, they are
 13 coming recommended from the committee. And 1
 14 through 15 actually is recommended by the
 15 committee.
 16 CHAIRWOMAN SCOTT: So we would be
 17 processing N-9 through 12 -- excuse me, we would
 18 be processing, excuse me -- we would be
 19 postponing N-9 through 12 to the next board
 20 meeting, and so we would be processing the
 21 remaining, the reminder would be processed today,

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1 so that would be 1 to 8 and then 13 to 24, and
 2 those were already processed during the building
 3 and contracts committee?
 4 MS. JOSE: No. 16 to 24 were not
 5 processed by the committee, it's going to be done
 6 by the Board, which should be easy. They're
 7 capital projects, they already have RFPs issued,
 8 Mr. Dixit could run through those pretty quickly.
 9 They're all operation and maintenance capital
 10 projects.
 11 CHAIRWOMAN SCOTT: Okay, if that's the
 12 recommendation coming from the committee, then I
 13 guess we could take a vote on the amendment and
 14 then on the motion. Oh, it looks like there's a
 15 question or comment from Ms. Causey, from
 16 Dr. Hager. Yes, go ahead, Ms. Causey.
 17 MS. CAUSEY: So to clarify, they are not
 18 recommended by the committee from contracts 16
 19 through 24, not, they were not addressed at all
 20 in the building and contracts committee this
 21 afternoon, so to process all of those properly,

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1 prudently is going to take a considerable amount
 2 of time, so I will not be supporting that
 3 amendment. And then if the original amendment
 4 fails we can start over again, but that's, I
 5 don't agree with that and I just don't think it's
 6 prudent. That's all I'll say.

7 CHAIRWOMAN SCOTT: Thank you,
 8 Ms. Causey. Next is, it looks like Dr. Hager had
 9 a question or a comment, and then Ms. Henn.

10 DR. HAGER: No, 21 contracts feels like
 11 a lot for a lot of different reasons at this time
 12 of night when Mr. Dixit clearly said five were
 13 urgent. I just don't understand, that's all.

14 MS. JOSE: Ms. Scott, if I may respond?
 15 CHAIRWOMAN SCOTT: First Ms. Henn and
 16 then you, Ms. Jose.

17 MS. JOSE: Okay.

18 VICE CHAIR HENN: I defer to Ms. Jose.

19 CHAIRWOMAN SCOTT: Yes, Ms. Jose?
 20 MS. JOSE: Thank you, Ms. Henn. To
 21 clarify to, a lot of the work is done on the

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1 committee, in the committee, so when we're
 2 recommended from the committee to answer your
 3 question, Dr. Hager, contracts N-1 through N-15
 4 come recommended from the committee, so there's
 5 no extra processing you have to do, and you ask
 6 questions that have been answered. All board
 7 members get and opportunity to ask questions of
 8 those contracts are put in advance. As far as
 9 contracts N-16 through 24, both of those are
 10 standard RFP contracts that they shoot out to
 11 multiple vendors and the lowest response vendor
 12 was chosen. It has been reviewed by committee
 13 members, it's just not been processed, we have to
 14 get approval from the Board for it because we ran
 15 out of time since closed session was starting.

16 So to answer your question, no, they are
 17 not complex contracts, those are standard RFPs
 18 that have been issued out and they are time
 19 sensitive, and so in the interest of time, I'm
 20 going to ask the Board to move the previous
 21 question and process Ms. Henn's amendment.

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1 VICE CHAIR HENN: Second.

2 CHAIRWOMAN SCOTT: Okay, so the question
 3 has been moved and seconded. Ms. Gover, could we
 4 take a vote on moving the question please?

5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: No.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: 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: Yes.
 8 MS. GOVER: In favor is 11.
 9 CHAIRWOMAN SCOTT: Okay, so that was to
 10 move the question. Next is on the amendment to
 11 the motion and I'll read the amendment again.
 12 Ms. Henn moved to postpone agenda Items L, M, N-9
 13 through 12, O, P and Q to the April 20th meeting,
 14 and it was seconded by Ms. Jose. So if we could
 15 take a rollcall vote on that?

16 MS. GOVER: Ms. Rowe?
 17 MS. ROWE: Yes.
 18 MS. GOVER: Ms. Causey?
 19 MS. CAUSEY: No.
 20 MS. GOVER: Ms. Mack?
 21 MS. MACK: Abstain.

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1 MS. GOVER: Mr. McMillion?
 2 MR. MCMILLION: Yes.
 3 MS. GOVER: Ms. Jose?
 4 MS. JOSE: 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?
 10 MR. OFFERMAN: Yes.
 11 MS. GOVER: Ms. Pasteur?
 12 MS. PASTEUR: Yes.
 13 MS. GOVER: Mr. Kuehn?
 14 MR. KUEHN: No.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Abstain.
 17 MS. GOVER: Ms. Scott?
 18 CHAIRWOMAN SCOTT: Yes.
 19 MS. GOVER: In favor is eight.
 20 CHAIRWOMAN SCOTT: Okay, and then now
 21 the, we will do the original motion as amended.

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1 (Background noise.)
 2 So the original motion as amended, the
 3 original motion as amended is moving to postpone
 4 agenda Items L, M, N-9 through 12, O, P and Q to
 5 the April 20th meeting. May we have a rollcall
 6 vote please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Excuse me. Madam Chair, I
 11 don't think that's the correct motion as amended,
 12 I think the amendment is further down in the
 13 chat.
 14 CHAIRWOMAN SCOTT: We are, the amendment
 15 passed, so now I'm doing the motion as amended.
 16 MS. CAUSEY: Yes, so I think you didn't
 17 repeat the amendment.
 18 CHAIRWOMAN SCOTT: Yeah, I did repeat
 19 the amendment. Mr. Brousaides, could you weigh
 20 in, because I thought I did repeat the amendment,
 21 I just read the motion as amended.

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1 MR. BROUSAIDES: The amendment --
 2 CHAIRWOMAN SCOTT: The amendment passed.
 3 MR. BROUSAIDES: Yes, it passed, and
 4 that dealt with 9 through 12, and now the main
 5 motion deals with L, M, N-9 through 12, O, P and
 6 Q being postponed.
 7 CHAIRWOMAN SCOTT: Okay. So now I read
 8 the original motion as presented from Ms. Jose.
 9 MR. BROUSAIDES: Right, with that
 10 amendment dealing with the certain contracts from
 11 Item N.
 12 CHAIRWOMAN SCOTT: And 9 through 12,
 13 okay, that's what I thought I just read.
 14 MS. CAUSEY: Thank you, Madam Chair,
 15 there was the other numbers that were, that's
 16 going by. Thank you.
 17 CHAIRWOMAN SCOTT: Okay. I can read it
 18 again, because I thought that's what I did, so
 19 the motion was to move to postpone agenda Items
 20 L, N, N-9 through 12, O, P and Q to the
 21 April 20th meeting. Ms Gover?

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

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1 DR. HAGER: Yes.

2 MS. GOVER: Ms. Scott?

3 CHAIRWOMAN SCOTT: Yes.

4 MS. GOVER: In favor is ten.

5 CHAIRWOMAN SCOTT: If favor is ten so

6 the motion carries. So the other items will be

7 moved to the April 20th meeting, and then we are

8 then going to process -- let me make sure I'm

9 right, okay, so now we're going to do the

10 building and contracts, so the next item on the

11 agenda is contract awards and for that I call on

12 Ms. Jose, chair of the building and contracts

13 committee.

14 MS. JOSE: Thank you, Ms. Scott.

15 Earlier this afternoon the building and contracts

16 committee met and we reviewed approved contracts,

17 so I'm going to move that the Board approve

18 contracts N-1 through N-8 and N-13 through N-15

19 as recommended by the building and contracts

20 committee. No second is needed as it comes

21 recommended from the committee.

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1 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.

2 Do I have a -- Ms. Jose just made a motion and it

3 doesn't require a second. Is there any

4 discussion? Okay. May I have a rollcall vote

5 please?

6 MS. GOVER: Ms. Jose, could you just

7 repeat the contract numbers again?

8 MS. JOSE: Yes, I will be happy to. N-1

9 through N-8, and N-13 through N-15, as

10 recommended by the committee.

11 MS. GOVER: Thank you. Ms. Rowe?

12 MS. ROWE: Yes.

13 MS. GOVER: Ms. Causey? Ms. Mack?

14 MS. MACK: Abstain.

15 MS. GOVER: Mr. McMillion?

16 MR. MCMILLION: Yes.

17 MS. GOVER: Ms. Jose?

18 MS. JOSE: Yes.

19 MS. GOVER: Ms. Henn?

20 VICE CHAIR HENN: Yes.

21 MS. GOVER: Mr. Muhumuza? Mr. Muhumuza?

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1 Mr. Offerman?

2 MR. OFFERMAN: Yes.

3 MS. GOVER: Ms. Pasteur?

4 MS. PASTEUR: Yes.

5 MS. GOVER: Mr. Kuehn?

6 MR. KUEHN: Yes.

7 MS. GOVER: Dr. Hager?

8 DR. HAGER: Sorry, abstain.

9 MS. GOVER: Ms. Scott?

10 CHAIRWOMAN SCOTT: Yes.

11 MS. GOVER: In favor is eight.

12 CHAIRWOMAN SCOTT: Thank you, Ms. Gover,

13 so the motion carries. Okay.

14 MS. JOSE: Ms. Scott?

15 CHAIRWOMAN SCOTT: Yes, Ms. Jose.

16 MS. JOSE: We still have to process

17 contracts N-16 through 24 and for that I would

18 like to call upon Mr. Dixit. My apologies for

19 the late hour, but if you could go through those

20 contracts so the Board could approve them.

21 MR. DIXIT: Good evening, and thank you

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1 very much for considering these contracts. In

2 the interest of time I will move fast.

3 Contract JBO-702-217 is, it's just a

4 consent to assignment, meaning a change of name

5 of the company. The Board has already approved

6 the contract on December 22nd, 2020. The

7 contract is with, the name change is from Cannon

8 Design to Canton Washington, one of the

9 architecture companies.

10 If there are no questions, I will move

11 to the next contract.

12 CHAIRWOMAN SCOTT: I don't see any

13 questions, so yes, Mr. Dixit, you're doing 16

14 through 24?

15 MR. DIXIT: That's right.

16 CHAIRWOMAN SCOTT: Yes, you can go to

17 the next one.

18 MR. DIXIT: So 17 is contract

19 MWE-803-17A, and for a little bit of background

20 for the Board since some of you may not know

21 about it, this is for renewal of lease space for

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1 Rosedale Center that houses a program for kids
 2 from grades six through 12. The lease space has
 3 been there for about five years. The Board had
 4 originally approved it in 2016 for five years and
 5 this request is for extending that lease for the
 6 next three years. We have worked with an
 7 independent agent to get the best cost for the
 8 lease and the lease amount is in the contract
 9 here, is four million, the new modification
 10 amount is \$1,100,000.

11 CHAIRWOMAN SCOTT: Questions? It looks
 12 like Ms. Causey has a question? Oh,
 13 Mr. McMillion, I apologize. A question, yes?

14 MR. MCMILLION: Mr. Dixit, I was hung up
 15 on the word temporary in that phrase, because a
 16 lease has a contract to begin with, so it's a
 17 little bit redundant to me. Could you explain
 18 that for me please?

19 MR. DIXIT: You are right, we can
 20 eliminate the word temporarily, because the lease
 21 is for a period of three years, and after three

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1 years we may have a lease or we may not have, we
 2 haven't determined the future of that lease after
 3 three years.

4 MR. MCMILLION: Thank you.

5 MR. DIXIT: Any other questions? If
 6 not, I'll move on to the next one.

7 CHAIRWOMAN SCOTT: It looks like
 8 Ms. Causey had a question.

9 MS. CAUSEY: Thank you, Madam Chair.
 10 Mr. Dixit, so I was on the board when this
 11 original contract came through for a temporary
 12 home for our students at the Rosedale Alternative
 13 Center. Can you explain the circumstances and
 14 the arrangements of why those students were moved
 15 into this space to begin with briefly?

16 MR. DIXIT: Well, the old space did not
 17 meet the educational requirements, so when we
 18 leased the building we designed it, improved it
 19 to meet the educational requirements for that
 20 program, and in the meantime while we moved kids
 21 to the new leased space the old building was used

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1 to accommodate elementary schools that were under
 2 construction. So for the first couple of years
 3 we housed kids from Victory Villa Elementary
 4 School, then for the next two years we housed
 5 kids from Colgate Elementary School, and for the
 6 next two years it's going to be accommodating
 7 kids from Red House Run Elementary School, so
 8 really we got two rents here, we were able to use
 9 that old building as swing space, saving or a
 10 course avoiding waiting for construction for the
 11 new schools, and during that time we provided a
 12 better space for the Rosedale Center students.

13 MS. CAUSEY: And how many students are
 14 in the Rosedale Alternative Center?

15 MR. DIXIT: The number fluctuates but
 16 they have been in the range of 65 to 75 students,
 17 and they may fluctuate.

18 MS. CAUSEY: And what were the
 19 improvements in the educational environment from
 20 Rosedale Elementary School to this new space?

21 MR. DIXIT: So when the space was

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1 leased, even before leasing the space we looked
 2 at the program, we worked with curriculum and
 3 instruction and provided spaces that met the
 4 requirements of the program. The older building
 5 did not have at that time those spaces.

6 MS. CAUSEY: So do they have a gym or an
 7 area for exercise?

8 MR. DIXIT: Yes, they do.

9 MS. CAUSEY: So it's a gym or --

10 MR. DIXIT: I don't know the exact type
 11 of space, but it's a facility for athletic
 12 programs.

13 MS. CAUSEY: Okay. And so, what is the
 14 annual per student cost to continue this?

15 MR. DIXIT: All that I have here is the
 16 leased amount. I don't have per student costs,
 17 but if you take that total cost and divide that
 18 by 75 kids, and I can do that using my calculator
 19 if you want me to, the lease cost per year is
 20 about a million dollars I believe, because the
 21 last contract was for \$4.588 million for a period

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1 of five years, so it comes to a little bit less,
 2 it comes to like 900,000, and then divide by 75,
 3 that's the annual cost per student.

4 MS. CAUSEY: Well, I would like our
 5 Rosedale Alternative to have all of the space and
 6 the appropriate space that they need. They're
 7 students where the staff is working very hard to
 8 help them through situations to achieve the
 9 highest academic outcomes that they can, but that
 10 seems like a very expensive model.

11 MR. DIXIT: Well, I'm not sure about
 12 that, because in order to prepare that space we
 13 already put in there about a couple million
 14 dollars that was included in the price of the
 15 original lease, so for the next three years we
 16 get a facility that has already been fixed or
 17 constructed based on the requirement and we don't
 18 pay for that because we have already paid in the
 19 last five years, so that statement is not based
 20 on facts as I know it.

21 MS. CAUSEY: So what was the investment,

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1 because you're saying there's a sunk cost, is
 2 that correct, and so by the sunk cost already
 3 being there, the per annum is lower currently.

4 MR. DIXIT: That's true.

5 MS. CAUSEY: Okay. So what was the sunk
 6 cost?

7 MR. DIXIT: I don't have all the details
 8 here but the numbers that I gave you, that \$4.5
 9 million for five years included the cost, which
 10 is, which included about \$3 million in
 11 construction, so now we don't have to pay that
 12 additional amount in renewing the lease for three
 13 years.

14 MS. CAUSEY: Okay, thank you.

15 CHAIRWOMAN SCOTT: It looks like there's
 16 another question, I'm sorry, Mr. Dixit, from
 17 Mr. Kuehn.

18 MR. KUEHN: Yes, thank you. Just so I'm
 19 clear, because I got a little confused with the
 20 75 students and the million dollars. Didn't you
 21 say this was already used for swing pace?

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1 MR. DIXIT: No, the old facility was,
 2 they were there, so the old Rosedale Center,
 3 students were moved from there to this new leased
 4 space, and the old building is being effectively
 5 utilized as swing space for construction of new
 6 elementary schools.

7 MR. KUEHN: Okay, all right. Thank you.
 8 I thought that this space was being used for
 9 both, the swing space and the 75 students I
 10 believe you were talking about. All right. And
 11 is this modification a amount of \$1.1 million,
 12 that takes us for the next three years, \$1
 13 million for the next three years?

14 MR. DIXIT: That's right.

15 MR. KUEHN: Okay, thanks, that makes the
 16 math a little bit better.

17 MS. CAUSEY: Mr. Dixit, I just have one
 18 other question. So was there also sunk costs in
 19 making improvements to Rosedale Elementary School
 20 to bring it up to the program requirements for
 21 the elementary school students?

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1 MR. DIXIT: There was some operating
 2 budget expenditures, which is normal wear and
 3 tear of the building. The old Rosedale Center is
 4 an old building and it does require maintenance
 5 costs to maintain it, but it was not a large
 6 amount of money.

7 MS. CAUSEY: But it has air
 8 conditioning, correct? It was one of the --

9 MR. DIXIT: It had window air
 10 conditioning units which were left there. We did
 11 not install central air conditioning there.

12 MS. CAUSEY: Okay, thank you.

13 MR. DIXIT: Okay. The next Item 18, may
 14 I move to the next item, Madam Chair?

15 CHAIRWOMAN SCOTT: Yes, please.

16 MR. DIXIT: So the next Item 18,
 17 JMI-613-17, and this is again a consent to
 18 assignment, the name of the company is being
 19 changed from Hickory International to All Roads
 20 Pagoda and there is no additional funding needed
 21 there.

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1 CHAIRWOMAN SCOTT: Okay. And next you
 2 can go to 18. I'm -- excuse me, 19.
 3 MR. DIXIT: Item 19 is CWA-102-21, and
 4 this is for pest management services, it's a new
 5 contract which is going to improve the quality of
 6 pest management and the lowest bidder at a cost
 7 875,000 for five years.
 8 CHAIRWOMAN SCOTT: Thank you, if you
 9 could go to 20 please?
 10 MR. DIXIT: 20 is contract CWA-110-21,
 11 it's a contract for snow removal that we only use
 12 when our in house forces are not available, and
 13 it's a contract with a limit of \$500,000 for a
 14 five-year period.
 15 CHAIRWOMAN SCOTT: Thank you. 21?
 16 MR. DIXIT: 21 is CWA-108-21, and this
 17 is one of the roof replacement projects already
 18 approved by the Board as part of the capital
 19 improvement program. The contract amount is
 20 1,306,348, to Simpson of Maryland, Incorporated.
 21 There were eight bidders and it's good

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1 competition, and the price is within the budget.
 2 CHAIRWOMAN SCOTT: Thank you, if we
 3 could go to 22?
 4 MR. DIXIT: 22 is ASI-808-21, it's for a
 5 roof replacement math at Holabird Middle School.
 6 The school urgently needs this roof, and that's
 7 part of the reason we wanted this contract to be
 8 approved tonight, and it's part of the
 9 board-approved capital improvement program. The
 10 contract amount is 2,522,088, there were 11
 11 bidders, and the price is within the budget.
 12 CHAIRWOMAN SCOTT: Thank you, if we
 13 could go to 23?
 14 MR. DIXIT: 23 is JME-517-21, it's for
 15 Inwood Bus Facility pavement overlay, it needs
 16 replacement, the cost is \$189,420, the contractor
 17 is M.T. Bailey Company.
 18 CHAIRWOMAN SCOTT: Thank you, and the
 19 last one, 24?
 20 MR. DIXIT: 24 is ASI-810-21, it's for
 21 the air conditioning unit replacement in the gym

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1 and locker room at Western Technology, the lowest
 2 bidder is \$693,000, there were six bidders, good
 3 competition, and your approval is requested.
 4 CHAIRWOMAN SCOTT: Thank you for that.
 5 It looks like there's a motion in the chat from
 6 Ms. Jose.
 7 MS. JOSE: Thank you, Ms. Scott. I'm
 8 going to ask board approval for contracts N-16 to
 9 N-24.
 10 MR. MCMILLION: Second, Rod McMillion.
 11 CHAIRWOMAN SCOTT: So the motion was
 12 made -- thank you for that. So the motion was
 13 made by Ms. Jose to approve contracts N-16
 14 through N-24, and it was seconded I believe first
 15 by Mr. McMillion, and it looks like there's a
 16 question from Ms. Causey to the motion.
 17 MS. CAUSEY: Thank you, Madam Chair. I
 18 would like to separate out number 16. Is that
 19 possible?
 20 CHAIRWOMAN SCOTT: So because the motion
 21 was made, then you would need to change the

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1 motion; is that correct, Mr. Brousaides?
 2 Ms. Jose made a motion to approve contracts N-16
 3 through 24, it was seconded by Mr. McMillion.
 4 Ms. Causey would like to separate out N-16 but
 5 the motion has already been made, so would she
 6 then need to strike the language with an
 7 amendment or something?
 8 MR. BROUSAIDES: Yes, it would be to
 9 amend the motion to remove 16 from this motion,
 10 and 16 could be taken up afterwards.
 11 CHAIRWOMAN SCOTT: Okay. So is that
 12 what you would like to do, Ms. Causey?
 13 MS. CAUSEY: Thank you, Madam Chair and
 14 Mr. Brousaides. I would just like to make a
 15 motion to separate N-16 from this motion and have
 16 it be taken up after.
 17 CHAIRWOMAN SCOTT: Could you put that
 18 motion in chat, because I -- yes, just so I
 19 understand it, because it looks like you're
 20 wanting to separate out N-16 from this motion, so
 21 you would then strike this, N-16, you would

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1 change the motion by amending it, and then is
 2 your, are you wanting N-16 to go to the 20th or
 3 are you wanting to process it further tonight?
 4 MS. CAUSEY: I'm going to type it in.
 5 CHAIRWOMAN SCOTT: Okay, thank you.
 6 MS. CAUSEY: It should be there, thank
 7 you.
 8 MR. BROUSAIDES: Madam Chair, I believe
 9 I misspoke. This would not be in the nature of
 10 an amendment, it would be a motion to divide the
 11 question.
 12 CHAIRWOMAN SCOTT: Okay. So Ms. Causey
 13 is asking -- okay, so she's just removing N-16,
 14 so dividing the question, so then N-16 would then
 15 go to the 20th? No? Okay, it would just be
 16 voted on next, okay.
 17 MS. CAUSEY: So Madam Chair --
 18 MR. BROUSAIDES: And it's not debatable.
 19 MS. CAUSEY: It's just a motion to
 20 divide the question with 16-N separate.
 21 CHAIRWOMAN SCOTT: Okay, Mr. Brousaides,

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1 what's the appropriate way to process this?
 2 Would we then vote on the motion made by Ms. Jose
 3 or once the question is divided, how are we
 4 processing this?
 5 MR. BROUSAIDES: We would vote on the
 6 motion to divide by Ms. Causey.
 7 CHAIRWOMAN SCOTT: So we have to vote on
 8 the motion to divide with N-16 as separate. I
 9 don't believe I said that correctly. Or was that
 10 correct? Oh, we don't need to vote on it.
 11 MR. BROUSAIDES: Yes, you do need to
 12 vote on dividing the question, a majority vote.
 13 CHAIRWOMAN SCOTT: Okay. So we do need
 14 to vote on -- thank you, and I'm sorry. Thank
 15 you, everyone, for hanging in with us, sorry.
 16 Okay.
 17 MS. HOWIE: So Madam Chair, our past
 18 practice has been simply to divide upon request
 19 of a member, that has been the practice of the
 20 Board, obviously the Board can change its
 21 practice, but it has not in the past been

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1 something that we've subjected to vote.
 2 CHAIRWOMAN SCOTT: Okay. So then that
 3 what I guess I'm trying to figure out. So if we
 4 just divide upon request, we remove 16, then
 5 Ms. Jose's motion is for N-17 up through N-24, so
 6 then would she then need to restate her motion?
 7 MS. HOWIE: No, ma'am, that's not
 8 necessary, you just vote on them separately.
 9 CHAIRWOMAN SCOTT: Vote on the division
 10 of the question?
 11 MS. HOWIE: No, you vote on the question
 12 separately, so you would vote on every item
 13 except the one that was separated by Mrs. Causey.
 14 CHAIRWOMAN SCOTT: Okay. I guess I'm
 15 asking that because Ms. Jose just put a motion in
 16 there to approve the contracts, so we need to
 17 vote on Ms. Jose's motion.
 18 MS. HOWIE: With the exception of what
 19 Ms. Causey has asked be separated out.
 20 CHAIRWOMAN SCOTT: Okay, so then the
 21 motion now is that the Board would, Ms. Jose's

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1 motion is to approve contracts N-17 through N-24,
 2 since N-16 is separated out?
 3 MS. HOWIE: That is correct.
 4 CHAIRWOMAN SCOTT: Okay. So then, let
 5 me restate that. Ms. Jose's motion would change
 6 to approve items N-17 through N-24, and it was
 7 seconded by Mr. McMillion. Okay. Ms. Gover, if
 8 we could take a rollcall vote on that please?
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. GOVER: Ms. Causey?
 12 MS. CAUSEY: Yes.
 13 MS. GOVER: Ms. Mack? Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Ms. Jose?
 16 MS. JOSE: 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: Yes.

8 MS. GOVER: Thank you.

9 CHAIRWOMAN SCOTT: Okay. Thank you, so

10 the motion passes, so N-16 was separated out,

11 okay. And did we want to have further

12 discussion, were there any questions for N-16,

13 Ms. Causey?

14 MS. CAUSEY: No, I'm just going to not

15 vote on that item.

16 CHAIRWOMAN SCOTT: Okay. So then, do I

17 have a motion to approve item N-16?

18 MR. OFFERMAN: So moved, Offerman.

19 CHAIRWOMAN SCOTT: Is there a second?

20 MS. JOSE: Second, Moalie.

21 CHAIRWOMAN SCOTT: Thank you. It looks

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1 like there was, a motion to approve N-16 was made

2 and seconded. If we could do a rollcall vote

3 please, Ms. Gover?

4 MS. GOVER: Ms. Rowe?

5 MS. ROWE: Yes.

6 MS. GOVER: Ms. Causey?

7 MS. CAUSEY: I'm not voting on this.

8 CHAIRWOMAN SCOTT: Abstain?

9 MS. CAUSEY: Yes.

10 MS. GOVER: Ms. Mack? Mr. McMillion?

11 MR. MCMILLION: Yes.

12 MS. GOVER: Ms. Jose?

13 MS. JOSE: Yes.

14 MS. GOVER: Mr. Muhumuza?

15 MR. MUHUMUZA: Yes.

16 MS. GOVER: Mr. Offerman?

17 MR. OFFERMAN: Yes.

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: Yes.

5 MS. GOVER: Thank you.

6 CHAIRWOMAN SCOTT: So we've voted to

7 move items to the next board meeting and that

8 is -- hold on, so I'm just checking something.

9 Okay, so we still have R, S and T.

10 The next item on the agenda are

11 information items, which include the Baltimore

12 County Public Schools professional efficiency

13 review; The Compass, Our Pathway to Excellence

14 winter 2021 presentation and executive summary;

15 revised 20-21 school calendar; Southeast Area

16 Education Advisory Council meeting minutes of

17 February 22nd, 2021; Superintendent's Rule 1600,

18 community relations; public charter schools

19 update on key legislation 2021.

20 Next is agenda item -- the next item on

21 the agenda is consideration of agenda items for

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1 future board meetings. Board members, please

2 note that items provided at past meetings have

3 been received and are being reviewed, so if we

4 could just go around the room, Ms. Rowe?

5 MS. ROWE: Yes. I'm concerned that

6 there are multiple items that are being passed

7 through the Office of Internal Audit Committee

8 and there hasn't been any communication about

9 when those will appear on the general agenda.

10 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.

11 Next is Ms. Causey?

12 MS. CAUSEY: I would like to see

13 academic achievement added to the next board

14 meeting, as well as other issues that I've

15 already requested previously, and I would also

16 like to see on the agenda the plan for students

17 coming in to school at four days a week. The

18 staff had said they need three weeks for

19 transportation, which didn't make sense to me

20 because the table that's listed on the website

21 indicates two weeks for parents to change the

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1 choices to in person, so I would have people go
 2 to the website and look at the table, parents
 3 that are interested in in person, because they
 4 have made improvements to the instructional model
 5 and the mitigation procedures and protocols are
 6 working well as we heard this evening. Because,
 7 just because the Board didn't vote to start on
 8 the 26th doesn't mean that the staff can't be
 9 working on it, because if they are not working on
 10 the plan and actually starting the plan by
 11 offering the option of four days to the parents,
 12 then if they come to the April 20th meeting and
 13 then it takes three weeks from there, and then as
 14 the information item, the calendar, the revised
 15 calendar that's in the information, which I would
 16 have liked to discuss because it has to do with
 17 moving the graduation dates up and it's unknown
 18 how long the seniors have, seniors that may be
 19 struggling, to graduate. But in any case, so I'm
 20 looking for a plan to be on the agenda for the
 21 next meeting.

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1 CHAIRWOMAN SCOTT: Thank you. Thank
 2 you, Ms. Causey. Ms. Mack? Mr. McMillion?
 3 MR. MCMILLION: Yes, I would like to
 4 repeat what Ms. Rowe said, there's two charters
 5 and also the quarterly report of the internal
 6 audit that need to get on the agenda, so thank
 7 you.
 8 CHAIRWOMAN SCOTT: Thank you,
 9 Mr. McMillion. Next, Ms. Jose?
 10 MS. JOSE: No, nothing at this time,
 11 Ms. Scott, thank you.
 12 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.
 13 Ms. Henn? Okay. Mr. Muhumuza?
 14 MR. MUHUMUZA: I don't have any agenda
 15 items, I just look forward to an update on
 16 graduation and end of year activities for
 17 seniors. Thank you.
 18 CHAIRWOMAN SCOTT: Thank you,
 19 Mr. Muhumuza. Mr. Offerman?
 20 MR. OFFERMAN: No thank you.
 21 CHAIRWOMAN SCOTT: Thank you.

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1 Ms. Pasteur?
 2 MS. PASTEUR: No thank you.
 3 CHAIRWOMAN SCOTT: Thank you, and
 4 Mr. Kuehn, but I think he's off, all right.
 5 Dr. Hager?
 6 DR. HAGER: Nothing to add.
 7 CHAIRWOMAN SCOTT: Thank you, and I
 8 don't have an agenda item to add, but I thank
 9 everyone for their time and I appreciate hearing
 10 what agenda items board members would like to
 11 have for consideration.
 12 And the next, the last item on the
 13 agenda is announcement. The Board's next hybrid
 14 meeting will be held on Tuesday, April 20th, 2021
 15 at 6:30 p.m.
 16 Thank you for joining us tonight and the
 17 meeting is now adjourned.
 18 (Meeting adjourned.)
 19
 20
 21

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1 STATE OF MARYLAND.
 2 BALTIMORE COUNTY: SS
 3
 4 I, Paul A. Gasparotti, a Notary Public in and
 5 for the State of Maryland, Baltimore County, do
 6 hereby certify that the foregoing is a true and
 7 accurate transcription of the recording to the
 8 best of my ability.
 9 I further certify that I am not of counsel to
 10 any of the parties nor in any way interested in
 11 the outcome of these proceedings.
 12 As witness, my hand and notarial seal this
 13 15th day of April, 2021.
 14
 15
 16 _____
 17 Paul A. Gasparotti
 18
 19
 20
 21

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