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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

VIRTUAL MEETING

MAY 18, 2021

CONDUCTED REMOTELY VIA MICROSOFT TEAMS

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2 **BOARD MEMBERS:**

3 **Makeda Scott, Board Chair**

4 **Julie Henn, Vice Chari**

5 **Erin Hager**

6 **Moalie Jose**

7 **Russell T. Kuehn**

8 **Lisa Mack**

9 **Rodney McMillion**

10 **Joshua Muhumuza, Student Member**

11 **John Offerman**

12 **Cheryl Pasteur**

13 **Lily Rowe**

14 **Makeda Scott**

15 **Kathleen Causey**

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1 **PROCEEDINGS**

2 **CHAIR SCOTT:** Good evening. This is Chairwoman

3 **Makeda Scott.** We apologize for the delay of our Board of

4 **Education meeting for tonight's meeting.** We were running

5 **into some technical difficulties, which took a little bit**

6 **of time to get resolved. So, we thank you all for your**

7 **patience. But I wanted to let everyone know why there was**

8 **a delay in the meeting.**

9 **So again, good evening, this is Chairwoman Scott and**

10 **I now call to order the meeting of the Board of Education**

11 **of Baltimore County for Tuesday, May 18 2021. I invite you**

12 **to recite the Pledge of Allegiance to the flag, and we**

13 **will have a moment of silence in recognition of those who**

14 **have served education in Baltimore County. Mr. Muhumuza,**

15 **would you please lead us in the Pledge of Allegiance?**

16 **MR. MUHUMUZA:** I pledge allegiance to the flag of

17 **the United States of America and to the republic for which**

18 **it stands, one nation, under God, indivisible, with**

19 **liberty and justice for all.**

20 **CHAIR SCOTT:** Thank you, Mr. Muhumuza.

21 **Baltimore County Schools and offices are currently**

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1 closed to the public in order to maintain the health and
 2 safety of our students and staff. In accordance with the
 3 Board of Education amended resolution approved at the
 4 October 13 2020 board meeting in the event of a medical or
 5 health emergency related to COVID-19, the board chair in
 6 consultation with the vice chair and the superintendent
 7 may declare that a board meeting or a board committee
 8 meeting be held remotely in its entirety. Without the
 9 physical presence of board members, or in a hybrid manner,
 10 with only some individual board members participating
 11 remotely subject to the establishment of a mechanism that
 12 would allow each board member the opportunity to fully
 13 participate in the meeting despite not being physically
 14 present, and that will allow the public to also remotely
 15 attend those portions of the meeting that are open
 16 pursuant to the Maryland Open Meetings Act by being able
 17 to listen and or view those portions of the meeting. As a
 18 result, tonight's hybrid Board of Education meeting is
 19 being held both virtually and in person by board members
 20 and broadcasted through Microsoft Teams live and BCPS TV,
 21 Comcast XFINITY channel 73, files channel 34. In order to

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1 efficiently conduct this meeting, all voting items this
 2 evening will be done by a roll call vote. Board members
 3 will say their names when making and seconding motion as
 4 applicable, as well as when requesting discussion on an
 5 agenda item.
 6 The first item on the agenda is a consideration of
 7 the May 18th agenda. Dr. Williams, are there any additions
 8 or changes to tonight's agenda?
 9 DR. WILLIAMS: I'm not aware of any changes or
 10 additions to tonight's agenda.
 11 CHAIR SCOTT: Thank you, Dr. Williams. Okay, so
 12 Hearing none, the agenda stands as presented. Is there any
 13 discussion? Miss Gilbert, may I have a roll call vote
 14 please. Oh, excuse me, Ms. Causey has a question?
 15 MS. CAUSEY: Good evening, Madam Chair. Are you
 16 able to hear me okay?
 17 CHAIR SCOTT: I am. Yes.
 18 MS. CAUSEY: Thank you. This is Ms. Causey. Yes, I
 19 just wanted to ask a question to understand the rationale
 20 and process for changing the start of the Open Meeting
 21 from the published time of 6:30 to 5:30.

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1 CHAIR SCOTT: Yes, so the open meeting started
 2 at 5:30 because we have a packed agenda, as well as our
 3 closed session will also conclude at the end of this
 4 meeting. So that was the rationale so that we could
 5 process our agenda and process our business meeting, as
 6 well as meeting the needs of everyone and making sure that
 7 we have a well-run meeting.
 8 MS. CAUSEY: Is that something that's agreed to
 9 in the agenda setting meeting by the board officers?
 10 CHAIR SCOTT: Yes.
 11 MR. KUEHN: Is there a question?
 12 MS. CAUSEY: Yes. Miss Scott, I have a question, and
 13 I was wondering, would you be able to or be amenable to
 14 switch the public comment and the new business so that we
 15 could hear the comments, the public comments on the board
 16 policies before we discussed the new board policies? So G
 17 and F, just switching them? It's just a request. I don't
 18 know if we need an actual motion to change it. But I just
 19 was wondering if we could switch the order.
 20 CHAIR SCOTT: Switch the order of G and F.
 21 MR. KUEHN: Yes, that way the public can comment on

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1 the policies Before we discuss them.
 2 CHAIR SCOTT: Well, this is first reader so it would
 3 not -- and several board members have
 4 MR. KUEHN: Okay then. Then I'll just never
 5 mind. Thank you very much.
 6 CHAIR SCOTT: Okay. Thank you. Are there
 7 additional questions? Okay, so the agenda stands as
 8 presented. Earlier this evening, the board met in closed
 9 session pursuant to the Open Meetings Act for the
 10 following reasons: to 1) discuss the appointment
 11 employment assignment, promotion, discipline, demotion,
 12 compensation, removal, resignation or performance
 13 evaluation of appointees, employees, or officials over
 14 whom it has jurisdiction, or any other personal matter
 15 that affects one or more specific individuals and
 16 non-collective bargaining, negotiations, or consider
 17 matters that relate to the negotiations. The minutes of
 18 the closed session and informational summary can be found
 19 on board docs under this board meeting agenda date.
 20 The next item on the agenda is personnel matters.
 21 And for that I call on Ms. Lowry.

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1 MS. LOWRY: Good evening, Chairwoman Scott,
 2 Vice Chairwoman Henn, Superintendent Williams, and members
 3 of the board. I would like the board's consent for the
 4 following personnel matters: retirements, resignations,
 5 deceased recognition of service.
 6 CHAIR SCOTT: Thank you, Miss Lowry. Do I have a
 7 motion to approve the personnel matters as presented in
 8 exhibits D-1 through D-3.
 9 MS. HENN: So moved.
 10 MS. MACK: Second. Mack.
 11 CHAIR SCOTT: Thank you, it was moved by Miss
 12 Henn and seconded by Miss Mack. Thank you. Any discussion?
 13 Miss Gover, may have a roll call vote please.
 14 MS. ROWE: Yes.
 15 MS. CAUSEY: Abstain.
 16 MS. MACK: Yes.
 17 MR. McMILLION: Yes.
 18 MS. GOVER: Ms. Jose? Ms. Jose?
 19 MS. HENN: Yes.
 20 MR. MUHUMUZA: Yes.
 21 MR. OFFERMAN: Yes.

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1 MS. PASTEUR: Yes.
 2 MR. KUEHN: Yes.
 3 DR. HAGER: Yes.
 4 CHAIR SCOTT: Yes.
 5 MS. GOVER: Thank you.
 6 CHAIR SCOTT: The next item on the agenda is
 7 administrative appointments. And for that I call on Dr.
 8 Williams.
 9 DR. WILLIAMS: Madam Chair and members of the
 10 board, I'm bringing forward the following administrative
 11 appointments for your approval. Director in the Department
 12 of Special Education, Executive Director of the Department
 13 of Equity and Cultural Proficiency, Principal of Hillcrest
 14 Elementary School and principal of Perry Hall Elementary
 15 School.
 16 CHAIR SCOTT: Do I have a motion to approve the
 17 administrative appointments as presented in exhibit E-1?
 18 MS. MACK: So moved, Mack.
 19 MR. OFFERMAN: Second
 20 CHAIR SCOTT: Do I have a second? Okay. It was
 21 moved by Miss Mack seconded by Mr. Offerman. Okay Any

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1 discussion? Miss Gover may have a roll call vote please
 2 MS. ROWE: Yes.
 3 MS. CAUSEY: <inaudible>
 4 MS. MACK: Yes.
 5 MR. McMILLION: Yes.
 6 MS. JOSE: <inaudible>
 7 MS. HENN: Yes.
 8 MR. MUHUMUZA: Yes.
 9 MR. OFFERMAN: Yes.
 10 MS. PASTEUR: Yes.
 11 MR. KUEHN: Yes.
 12 DR. HAGER: Yes.
 13 CHAIR SCOTT: Yes.
 14 MS. GOVER: Thank you.
 15 CHAIR SCOTT: Motion carries.
 16 MS. CAUSEY: Madam Chair Scott. This is Miss
 17 Causey. I had a technical issue, but I am voting
 18 affirmative for this motion. Thank you.
 19 MS. GOVER: Thank you.
 20 DR. WILLIAMS: So our first recommended
 21 appointment is for the director in the Department of

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1 Special Education. Kanya J. Bailey. She brings to us over
 2 23 years of service in Baltimore County. Currently, she's
 3 the coordinator of placement in the Office of Special
 4 Education, Compliance and Placement.
 5 Unidentified: Kanya Bailey just got promoted to
 6 the Director of Special Education.
 7 CHAIR SCOTT: Sorry, that must have been some
 8 feedback.
 9 DR. WILLIAMS: Continuing on, she served as a
 10 supervisor in Compliance. And prior to that she served as
 11 a teacher resource in the Department of Special Ed, as
 12 well as a teacher special ed and self-contained at Summit
 13 Park Elementary. So congratulations, Miss Bailey.
 14 Our next recommended appointment is Douglas H.
 15 Handy, Executive Director in the Department of Equity and
 16 Cultural Proficiency. He brings to us 13 years of
 17 experience in Baltimore County. Currently, he's The
 18 Director of Office of Career and Technical Education and
 19 Fine Arts. He serves at the Coordinator in Career and
 20 Technical Education. Prior to that he served as a
 21 Supervisor of Technology Education and Manufacturing,

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1 engineering technology programs. He has had prior
 2 experience at the Maryland State Department of Education,
 3 Howard County Public Schools, W. H. Gore and Associates
 4 and Wellman Incorporated Fibers Division. Congratulations,
 5 Mr. Handy.
 6 The next recommended appointment is Maria A. Ramos
 7 principal at Hillcrest elementary school. She brings to us
 8 over 11 years of service in Baltimore County. Currently,
 9 she's the acting principal at Hillcrest. She served as
 10 assistant principal at Hillcrest Elementary. Prior to that
 11 experience, she was a stat teacher at Chatsworth, as well
 12 as a classroom teacher at Chatsworth and Logan Elementary.
 13 Congratulation, Miss Ramos.
 14 And our last candidate is Miss Ranessa Ann Thompson,
 15 Principal of Perry Hall Elementary School. She brings 25
 16 years of service in Baltimore County. Currently, she
 17 serves as the assistant principal at Glenmar Elementary.
 18 She served as assistant principal at Perry Hall
 19 Elementary. She also served as assistant principal at
 20 Westchester Elementary, as well as Woodhome and she served
 21 as a classroom teacher, health elementary and was a part

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1 of their SPINE leader in 2004.
 2 So congratulations to all of our appointments this
 3 evening. I would like to acknowledge the staff IN the
 4 Office of Human Resources, curriculum and instruction,
 5 organizational effectiveness and the division of school
 6 support and achievement and other offices for their
 7 efforts when there are vacancies at the School of central
 8 office level. Again, this is the season where we typically
 9 see an increased number of vacancies. And I'd like to
 10 thank our staff for their hard work during this process.
 11 It is my goal to fill all school based leadership
 12 positions by June so these new teams will have the
 13 sufficient time to prepare for the new school year, and
 14 participate in professional development opportunities
 15 throughout the summer months. There may be a few
 16 exceptions that come to the board in July. But I wanted to
 17 express my gratitude for this incredible work. Thank you,
 18 Madam Chair.
 19 CHAIR SCOTT: Thank you so much, Dr. Williams,
 20 and congratulations to everybody.
 21 So, again, I wanted to give an update, we've been

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1 having some technical difficulties again, and we greatly
 2 apologize for that. And thank you for your patience with
 3 us. So for public comment, I just wanted to say all public
 4 commenters, please check your emails for a revised meeting
 5 number and call in information. So if you signed up for
 6 public comment, even if you've received an email with that
 7 information, a revised email has been sent to you with
 8 meeting number and call in information. So that will be
 9 coming up shortly. But I wanted to make sure that I put
 10 that out there. So you're signed up for public comment,
 11 please check your email for a revised number.
 12 The next item on the agenda is the report on board
 13 policies. Members of the Board, the Policy Review
 14 Committee asked that the board accept this report of the
 15 committee's recommendation to amend the following board
 16 policies: Policy 100 equity, policy 3800 land use planning
 17 and zoning activities, policy 4011 professional learning,
 18 policy 5210 grading and reporting, policy 5600 students
 19 responsibilities and rights. These recommendations are
 20 presented to you on tonight's agenda as Exhibit F. They
 21 are also presented for public comment prior to the final

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1 vote. Do I have a motion to accept the recommendation of
 2 the board's policy review committee?
 3 MR. OFFERMAN: So moved. Offerman.
 4 CHAIR SCOTT: Thank you. No second is needed
 5 since the recommendation comes from the committee. Is
 6 there any discussion? DR. HAGER:
 7 DR. HAGER: Sorry, I was just wondering if you could
 8 discuss 5210 separately?
 9 CHAIR SCOTT: Yes, you can. 5210 grading and
 10 reporting. Yes. You had questions about that?
 11 DR. HAGER: Yeah, I didn't know -- to jump in now.
 12 Is that okay?
 13 CHAIR SCOTT: Yes, you can ask your question
 14 now.
 15 DR. HAGER: Thank you. So this policy, it looks like
 16 the main changes I tried to pull up the old policy as
 17 well -- is the adding of assigned minor major assignments,
 18 which I guess is in part this new verbiage that we use in
 19 our online learning. And, but also discussions, and so I
 20 didn't know if there was a rationale for adding graded
 21 discussions or if this meant -- was meant to be the kind

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1 of online forum discussions that happen where people type
 2 it in, it's easy to apply a rubric. I just wanted to know
 3 a little bit more kind of information about the different
 4 additions to the policy on practice minor and major
 5 assignments and discussions specifically.

6 CHAIR SCOTT: Yes. Dr. Williams. Is there stuff
 7 on hand? I guess Dr. McComas, or whoever you would choose
 8 to answer that.

9 DR. WILLIAMS: Thank you, Dr. Boswell McComas.
 10 Dr. McComas: Yes. Good evening. I'm sorry. Dr.
 11 Hager. Could you repeat your question? Sure.

12 DR. HAGER: I tried to compare the old policy and
 13 the new policy. And I imagine your answer is going to be
 14 that it has a lot to do with how what we call things now
 15 with virtual learning. But it specifically mentions the
 16 addition of minor and major assignments and discussions.
 17 And so I know it's difficult to grade a class discussion.
 18 Did you mean kind of typed discussions like in a
 19 discussion forum? Or, you know, basically, I was hoping
 20 you could expand a little bit upon what where the
 21 additions came from to how things will be graded?

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1 Dr. McComas: Absolutely. So I'm actually going
 2 to invite Miss Shay to join us, and Miss Shay has been
 3 working with our grading and reporting committee
 4 throughout this semester, to revisit and revise, you know,
 5 review the policy is all just part of their process. And
 6 so she's had the most direct engagement with their entire
 7 committee around that. So Miss Shay?

8 Ms. Shay: Sure. Good evening. Thank you,
 9 Dr. McComas. And thank you, Dr. Hager for the question.
 10 You are going down the exact right path that a lot of the
 11 discussion with the committee did stem from reflecting
 12 many of the 21st century instructional practices that
 13 we've adopted. But it also reflects in many of our --
 14 especially in some of our high school seminar courses, we
 15 use strategies such as Socratic seminar, philosophical
 16 chairs, and some other especially in our AP classes and
 17 some of our advanced coursework where there are specific
 18 discussion rubrics, as well as the speaking and listening
 19 standards. And so part of what the committee also felt was
 20 important is that we're broadening the concept of grading
 21 to go beyond the traditional test to really reflect

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1 multiple ways that we offer our students for demonstrating
 2 their knowledge and understanding.

3 DR. HAGER: And practices will also be graded?
 4 Ms. Shay: So part of what the, it depends on
 5 the content. So in some cases, that was reflecting
 6 specific demonstration of practices modeled in different
 7 contents, so in dance or some of the more technical
 8 subject. But it also was about giving feedback to
 9 students. It's not trying to change that the practice
 10 category in the grading manual would be graded. But rather
 11 just describing that sometimes what we're giving students
 12 feedback on or what they're demonstrating is actually a
 13 practice rather than a traditional assessment that can be
 14 captured on paper pencil.

15 DR. HAGER: More like a skill, perhaps?
 16 Ms. Shay: More like a skill or just
 17 demonstrating the ability to reflect the standards through
 18 a performance based option.

19 DR. HAGER: I don't want to hold up the policy from
 20 moving forward, because it makes a lot of sense. But I
 21 don't know, that would be difficult to add a few

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1 additional definitions of those things that made a lot of
 2 sense the way you described it.

3 Ms. Shay: Sure. I can absolutely take that
 4 back to clarify that language.

5 DR. HAGER: Yeah, I mean, you know, the students get
 6 a practice grade for things, but they're not counted
 7 towards their grade. You know, just things like that would
 8 hate to be confusing.

9 Ms. Shay: Yep, you were right. We used the
 10 term practice to also reflect a category that is not
 11 graded, so I can see how that would warrant further
 12 clarification. Thank you. I appreciate the feedback. Thank
 13 you.

14 DR. HAGER: Sure.
 15 Ms. Shay: Thank you, Dr. Hager.

16 CHAIR SCOTT: Yes, thank you staff for those
 17 interesting bit of information. Miss Causey? Miss Causey,
 18 are you there?

19 MS. CAUSEY: Yes, thank you, Madam Chair. So in
 20 the policy review committee when this came up, and we've
 21 discussed policy 5210 a couple different times, but most

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1 recently in the fall, and there were expressed by a number
 2 of board members concerns about grading and reporting
 3 around the procedures, because the policy itself is very
 4 high level and general and the Grading and Reporting
 5 Procedures Manual, I think it's 58, 59 pages, is really
 6 where the rubber hits the road for our children and in
 7 evaluating how they show what they know. And that we can
 8 be confident in their achievement or if there are areas
 9 where they need support that that would be provided timely
 10 by the by the teachers. So if I think it would be helpful
 11 for the board to receive the former Grading and Reporting
 12 Procedures Manual and then they -- I understand, if you
 13 could explain the draft additions that are being
 14 considered.

15 Ms. McComas: Yeah, so Miss Causey again I'm gonna
 16 invite Miss Shay as she's been working with the committee
 17 working through the Procedures Manual keeping in mind that
 18 the manual is our way of operationalizing our policy. So
 19 Ms. Shay, if you would like to share some of the
 20 discussion at the committees?
 21 Ms. Shay: Sure. Thank you for the

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1 opportunity, Dr. McComas. Ms. Causey, you're exactly right
 2 that the policy language in fact, when the grading
 3 committee came back together, we really reflected on how
 4 strong we felt the policy language was. But we also
 5 acknowledged that a lot of the clarification and further
 6 professional learning lived in the Procedures Manual. And
 7 so the way the grading and reporting steering committee
 8 has been operating, is that each time we come together, we
 9 tackled two of the grading practices at a time. And when
 10 we approach each grading practice, we identify what's
 11 working well, that should be kept, what warrants changing,
 12 and then what type of clarification or professional
 13 learning or communication we need to support that. So
 14 we're approaching each of the guiding practices in that
 15 Procedures Manual in that same vein. So we actually have
 16 another meeting this week, where we are still working
 17 through those grading practices, our original timeline, we
 18 had hoped to have our final recommendations ready for the
 19 summer so that we could begin in August with professional
 20 learning. We're gonna see how far we get on Thursday. But
 21 of course, like with everything else, some of our

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1 processes have been slowed as we make a lot of other
 2 adjustments, but that's the trajectory of the work. So as
 3 Dr. McComas said, we meet with the Grading and Reporting
 4 Steering Committee, which is comprised of a variety of
 5 stakeholders. It includes teachers, administrators,
 6 community stakeholders, students, as well as parents and
 7 then executive staff. And so that is the approach and I
 8 certainly can defer to Dr. McComas about next steps of
 9 bringing that forward through Dr. McComas and Dr.
 10 Williams.

11 Dr. McComas: Okay. And thank you for that
 12 explanation. Specifically, in in policy review, one of the
 13 concerns, and I'll express this as my concern, is that
 14 there are some of the grading practices where our students
 15 are not given high expectations to complete work timely,
 16 to study really aggressively for the first test, because
 17 they have a chance of a redo. And so part of the issue
 18 is, is the implementation faithful to the policy in terms
 19 of what is allowing our children to achieve, and what is
 20 the board's mission, vision and goal around our students'
 21 achievement, and I have concerns that many of the grading

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1 practices could be improved along those lines. So, again,
 2 I think it would be helpful for the full board to receive
 3 the current manual, and then the draft manual, but also
 4 has there been evaluation of how the grading and reporting
 5 then aligns with students' results on testing. So does
 6 that grade of an A reflect a passing grade on Advanced
 7 Placement Test? Does the grade of an A reflect on reading
 8 on grade level at third grade? So has there been basically
 9 an evaluation of the effectiveness of the implementation
 10 of the grading policy?

11 Ms. Shay: So I can speak to the first part.

12 DR. WILLIAMS: Ms. Shay, let me just stop. I
 13 think this these are good questions that we can take back
 14 to the committee. It was good hearing these questions for
 15 the first time. I will be careful about looking at grades
 16 and comparing it to any type of national assessment or
 17 state assessment. But I think what we'll do, since you are
 18 going to have a meeting on this week, and probably a
 19 future meeting to just raise these questions with the
 20 stakeholder group.
 21 Ms. Shay: Okay, thank you.

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1 Dr. McComas: Thank you. Okay. And I want to
 2 make sure we get to everyone also, I would remind board
 3 members, please make your questions germane to the policy
 4 that we're actually discussing. So, next is Mr. Muhumuza.
 5 MR. MUHUMUZA: Yes. My questions/comments
 6 are for policy 56 series. Can you hear me now? My comments
 7 would be on policy 5600. And we had a discussion in PRC. I
 8 think even Miss Pasteur chimed in, and my concerns was
 9 about, under the policy statement, Part B, the board
 10 recognize, says the need to provide students with
 11 information regarding their rights and responsibilities.
 12 And I was kind of concerned based on my knowledge from
 13 schools and talking to other students, that at times,
 14 administrators, teachers don't give students this
 15 information or remind them of these rights. I know that
 16 they do a presentation in the beginning of the school
 17 year. But my concern is, if a student is being
 18 disciplined, or there's something that concerns their
 19 rights later on in the school year, and the only
 20 notification they received was in the beginning of the
 21 school year, I didn't think that was adequate enough, and

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1 I don't think -- I didn't believe that was really
 2 implemented the policy. And I know Dr. Nieves, and Miss
 3 Howie chimed in, they talked about how in each step of
 4 whether a kid is being punished, or they're appealing
 5 their decision, there are some times notified, or they
 6 might use the signature that was used in the presentation
 7 earlier on to show that that kid received a notification
 8 of their rights, but I didn't think that was adequate
 9 enough. So my question to Dr. Nieves is, apart from --
 10 actually, I think that will be Dr. Williams and Dr.
 11 Nieves. In terms of the implementation of the policy, can
 12 you tell us at what steps are students notified of their
 13 rights? Are there other events where those rights are
 14 being read to the students apart from that presentation
 15 that was given? And how do we adequately note those
 16 somewhere like -- is there somewhere it's recorded that
 17 the student was notified of these rights, so and so, so
 18 that we know a student is not going through like some type
 19 of suspension or something without them even knowing they
 20 have an option to appeal or go to another office?
 21 DR. WILLIAMS: So I don't know if Dr. Nieves is

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1 on the line, but it sounds like you want to ensure that
 2 students are aware of their responsibilities and rights,
 3 and how do we make sure that that is happening at every at
 4 every level?
 5 MR. MUHUMUZA: Yeah.
 6 DR. WILLIAMS: So it sounds more that that's a
 7 question we can take back to our chief, Dr. Zarchin and
 8 our school's community superintendents to look at what
 9 process that we have in place to ensure that usually at
 10 the beginning of the year, that is when schools are
 11 sharing information and making sure that students are
 12 aware. But it sounds like how do we confirm or document
 13 that that is happening?
 14 MR. MUHUMUZA: Yeah.
 15 DR. WILLIAMS: Okay.
 16 MR. MUHUMUZA: And actually, I was kind of like,
 17 in the discussion, I didn't feel that was adequate enough,
 18 just because I use the example let's say, a kid, it's the
 19 beginning of the school year, and let's say they're an
 20 athlete, and they get the presentation. If I'm a kid, I'm
 21 not really paying attention to that. Or I'm gonna probably

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1 remember those rights later on in the school year when
 2 let's say I'm facing some type of suspension or I want to
 3 appeal some type of decision. And the only notification
 4 the rights -- if the only notification of my rights, is
 5 this one presentation at the beginning of the school year,
 6 I didn't feel that was adequate enough. And my concern
 7 was, is does the county or the individual schools provide
 8 -- notify the students of their rights, apart from that
 9 occasion in the beginning of the school year? And are we
 10 tracking that? Thank you.
 11 DR. WILLIAMS: Thank you. We'll follow up. At
 12 this point, Dr. Nieves, anything you want to add, or Dr.
 13 Zarchin?
 14 MR. MUHUMUZA: Yeah, an email is fine if
 15 you don't have the information now.
 16 DR. WILLIAMS: Okay.
 17 MR. MUHUMUZA: Thank you.
 18 Dr. Zarchin: So I can share that we spend a
 19 great deal of time not only working on the rights and
 20 responsibilities, but making sure that they're conveyed in
 21 the Student Handbook every year. The past few years, we

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1 have worked very hard to update the handbook so it
 2 addresses the needs of students and staff in addressing
 3 concerns as they come up and providing clear expectations.
 4 When there are individual concerns about a student, if he
 5 or she does not have that understanding, we can certainly
 6 follow up with the individual school. But for the most
 7 part, our push is really to get that out in the beginning
 8 of the year; make sure the handbook is a quality handbook
 9 so students have it whether it's a hard copy or online,
 10 but we will follow up specifically to address any concerns
 11 about communication. Thank you.
 12 MR. MUHUMUZA: And just one more quick.
 13 Dr. McComas: I think you're out of time, but go
 14 ahead.
 15 MR. MUHUMUZA: I know that handbook is there and
 16 I have access to mine. My only concern is, we know that
 17 every student is not reading the handbook or reading for
 18 information that is provided. I think if we're talking
 19 about rights and responsibility and making sure that every
 20 student's informed of their rights, I think we can go a
 21 step further and being proactive, whether if a kid is

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1 meeting the principal about something, I think it might be
 2 good for that principal to notify them of their rights, or
 3 what they can do the next step or if it's the community
 4 superintendent, or the superintendent's designee, I think
 5 reiterating those rights is important. That's what I was
 6 looking for. That's my only comment. Thank you.
 7 Dr. McComas: All right. Thank you, Mr.
 8 Muhumuza. Next, we have Mr. Kuehn.
 9 MR. KUEHN: Thank you. I have a quick question
 10 regarding policy 5210. Under Standards, Section 3, Part D,
 11 it says "To ensure educational equity, an equity lens
 12 shall be required for the implementation of creating
 13 procedures." Can someone explain what that means regarding
 14 grading procedures and just kind of so I can understand
 15 the framework of how that's going to be applied?
 16 DR. WILLIAMS: Ms. Shay, Dr. Boswell McComas?
 17 Ms. Shay: Dr. McComas, do you want me to go
 18 first? Or would you like to go first?
 19 Dr. McComas: You can go ahead. It took me a
 20 minute to get to my microphone.
 21 Ms. Shay: So thank you for the question. Mr.

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1 Kuehn. And we have talked a lot about this in the grading
 2 and reporting steering committee. The intent of that
 3 being in the standards is to be explicit in referencing
 4 policy 0100 in all of our other policies, so we try,
 5 wherever possible to make explicit connections, and part
 6 of the definition of educational equity, just like in our
 7 policy 0100, it talks about disproportionate outcomes
 8 based on race and other student groups is unacceptable. So
 9 too do we have to apply that equity lens when thinking
 10 about grading opportunities. And so in practice, when we
 11 look at our grading and reporting Procedures Manual, it's
 12 important that we're not taking an equal mindset where
 13 everything has to be the same, but really using an equity
 14 lens, in which we think about the disproportionate
 15 outcomes and how we're working to close those gaps in
 16 achievement. And so this could include culturally
 17 responsive grading practices, where we provide explicit
 18 training for our educators on how to utilize cultural
 19 reference of our students as assets, thinking about
 20 linguistic differences for English learners, and how that
 21 plays a role in our grading practices. And there's a

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1 number of others. I don't want to belabor the time, but
 2 other specific examples in the grading manual, where we
 3 will actually go from theory to practice to live out those
 4 expectations cited in our equity policy regarding grading.
 5
 6 MR. KUEHN: So, I'm sorry, just a follow on just so
 7 I'm clear that that the details and the procedures you're
 8 talking about will be laid out clearly in the procedures
 9 for teachers to follow?
 10 Ms. Shay: Yes. So as Miss Causey mentioned, our
 11 Grading and Reporting Procedures Manual is where the
 12 rubber meets the road. So it's where we have very explicit
 13 references to implementation. And that's where the
 14 majority of the work of the grading and reporting steering
 15 committee lives, both in clarifying those procedures from
 16 implementation, but the committee is also working on
 17 identifying the professional learning required for
 18 educators to build that consistency, but also in providing
 19 communication for students so that they understand how to
 20 advocate for those rights and procedures to be implemented
 21 consistently and for parents and families as well.

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1 MR. KUEHN: Okay, well, I look forward to seeing
 2 that document as you modify it.
 3 Ms. Shay: Sure. We are working hard on it.
 4 CHAIR SCOTT: Thank you. Next is Miss Mack.
 5 MS. MACK: Yes. Thank you, Miss Scott. I
 6 think this question is for Dr. McComas, or Miss Shay. Is
 7 your grading and procedures team looking at the lowest
 8 score, the efficacy of using lowest score and its impact
 9 on outcomes?
 10 Ms. Shay: Yeah. Okay, I just want to be
 11 respectful.
 12 So, we have talked consistently about the lowest
 13 score. Again, most of what has come up in the steering
 14 committee is in the misapplication or misinterpretation,
 15 so the discussion has not yet -- we have not engaged in
 16 that steering committee on any type of analysis as you
 17 referenced efficacy, but what we have talked about is the
 18 importance of clarifying the expectation. Part of that
 19 connects to the idea of the 50 point grading scale. And
 20 what the committee talked about was trying to make more
 21 explicit, the use of the LS and what its intention is

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1 around creating those evenly distributed grading ranges in
 2 the 50 point scale, as opposed to some of the common
 3 misperception about students don't have to do anything and
 4 get a 50 is some of the narrative that we've displaced. So
 5 while we have not done any type of correlation study or
 6 anything like that, we have talked about how that is an
 7 often cited area of the Procedures Manual that requires
 8 further clarification and training.
 9 MS. MACK: Miss Shay, thank you for that
 10 information. I would just like to say, and I don't know if
 11 you have a stakeholder on your team from the community
 12 college or the college world, but many students whom I
 13 encountered over the years I taught reference the lowest
 14 score when I did not allow them to redo work that had a
 15 very clear date on it. And I provided dates way ahead of
 16 time. So I do believe we build an expectation in students
 17 that this is going to be accepted in the real world and in
 18 college, and it's not. So I just thought I'd throw that
 19 out there.
 20 Ms. Shay: I appreciate the feedback.
 21 MS. MACK: Thank you. Sure.

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1 CHAIR SCOTT: Thank you. Next we have Miss
 2 Pasteur.
 3 MS. PASTEUR: Thank you Miss Scott. I just
 4 wanted to point out going back to policy 5600. Dr.
 5 Zarchin, you'll recall that Dr. Nieves did grasp what Mr.
 6 Muhumuza and I were saying. And he said, and I quote, the
 7 fidelity that there needed to be some assurances that
 8 there would be fidelity to the policy in terms of making
 9 sure that all schools were, in fact, doing the handbook
 10 talk, doing the showing the video, etc. and that it was
 11 the students were reminded along the journey. So he did
 12 make a note of that, and we certainly appreciate that.
 13 Thank you.
 14 Dr. Zarchin: We'll be watching for it. Thank
 15 you very much.
 16 MS. PASTEUR: Thank you.
 17 CHAIR SCOTT: Thank you. And it looks like we
 18 have a follow up question from Ms. Causey?
 19 MS. CAUSEY: Yes, thank you, Madam Chair.
 20
 21 So policy 5210. In it's in line 15. "The board

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1 believes that grades are an essential way to communicate
 2 student progress; as such, grading and reporting practices
 3 shall include meaningful feedback on student achievement.
 4 And the board further believes that grades should be
 5 aligned to the content and based on a body of evidence."
 6 What we have heard is concerns that there is not equity
 7 and that there's not meaning when students -- to dovetail
 8 with the low score -- when students receive a 50 when
 9 their work on it did not achieve a 50. Or if there is an
 10 issue with not turning in work, even though they're given
 11 additional opportunities, because that provides insight
 12 into the student. Maybe it's a motivation issue, maybe
 13 it's a mental health issue, maybe it's frustration with a
 14 learning disorder. And so to give a 50 when that is not
 15 necessarily what the student has achieved or mastered on
 16 an assignment or a test is not equity, and it's not
 17 meaningful. So I would be very interested as a board
 18 member to understand from staff an explanation of the
 19 rationale of why that low score has meaning. But also I
 20 would like to understand what is the current practice with
 21 low score. Is every school on a 50 to 100 grading scale?

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1 Dr. McComas: So Ms. Causey, I'll add comment,
 2 and then I'll have Miss Shay join in. So one of the key
 3 pieces to understanding the lowest score is understanding
 4 the traditional as Miss Shay mentioned earlier, the equal
 5 increments of scores when you start with a 50% lowest
 6 score as opposed to the traditional increments that many
 7 of us are used to. Many of us grew up where you could get
 8 a zero all the way up to a 60. So 60% out of 100 chance of
 9 failing versus an equal increment. And so, Ms. Shay, I'll
 10 hand it over to you because again, I know you work much
 11 more closely with the committee around the implementation
 12 of this as well as the work around ongoing refinements or
 13 procedures.
 14 Ms. Shay: Sure, so you're exactly right, Dr.
 15 McComas. The intention of the low score -- and I think one
 16 of the first areas I would start with is that people often
 17 talk about understanding the difference between 100 point
 18 scale and a 50 point scale because of the desire to have
 19 those equal increments that Dr. McComas shared. What I
 20 think is unclear, maybe for some people is that some might
 21 think a 50 point scale is from zero to 50. But what

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1 instead is the 50 point scale is from 50 to 100. So it's
 2 still, I think, if we had the scale be from zero to 50,
 3 people might have an easier time to understand it, because
 4 they'd still have a zero and they would understand that
 5 the highest score is 50. What I think is unclear is that
 6 the 50 point scale actually lives from 50 to 100. And I
 7 think that is the part that we didn't do enough to clarify
 8 at the outset, and was part of when I mentioned the
 9 professional learning that we really need to clarify. To
 10 your other question about it is not universal. It is a
 11 school based decision in the Grading Procedures Manual. It
 12 outlines what's a system decision, what's a school based
 13 leadership team decision, and then what's also a teacher
 14 level decision. And so the grading scale is at the school
 15 level, we do ask schools to have consistency so that
 16 students don't have different grading scales in math and
 17 science and social studies. But to answer your other
 18 question, it is not universal. I don't have in front of me
 19 the breakdown. I certainly can work to get that for
 20 probably for the next school year, as schools are making
 21 those decisions, if that would be helpful.

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1 Dr. McComas: Thank you for that. And my
 2 impetus, and I would like to hear all of the answers that
 3 my fellow board members are asking before we vote on the
 4 policy when it comes up, because again, the board's role
 5 is to ensure that the policies support academic
 6 achievement and support the board's goals, missions and
 7 visions. And I'm not sure that this policy as it's
 8 implemented, is achieving that.
 9 MR. OFFERMAN: This is Mr. Offerman. I'm calling
 10 for the orders of the day.
 11 CHAIR SCOTT: Okay, Mr. Offerman has called for
 12 the orders of the day.
 13 Unidentified: Wait, are we calling the orders of
 14 the day?
 15 MS. ROWE: I'd just like to point that out.
 16 CHAIR SCOTT: I'm sorry, say again?
 17 MS. ROWE: This board has a custom of doing
 18 the agenda items in order and habitually ignoring the
 19 clock, which means we are following the orders of the day
 20 CHAIR SCOTT: Okay, so no. Orders of the day
 21 is a privilege motion, which means that we move on to the

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1 next agenda item. So Mr. Offerman, that's a privilege
 2 MS. ROWE: Point of order.
 3 CHAIR SCOTT: Excuse me.
 4 MS. ROWE: And that is not how you decide --
 5 CHAIR SCOTT: Excuse me, excuse me, Miss Rowe.
 6 Ms. Rowe, you've not been properly recognized. And you're
 7 speaking over me. The orders of the day have been called.
 8 MS. ROWE: You are skipping the rules
 9 improperly.
 10 CHAIR SCOTT: Excuse me, Ms. Rowe, If you need a
 11 lesson in Robert's Rules, you raise a point of order. And
 12 then you wait to be recognized. You do not raise a point
 13 of order, and then start yelling and disrupting this
 14 meeting. This is a business meeting and we follow Robert's
 15 Rules. Now, Mr. Offerman called for the orders of the day.
 16 And the orders of the day would require us to move on to
 17 the next agenda item. Now my one question for legal is Mr.
 18 Offerman called for orders of the day. Does that mean
 19 that we would do a roll call vote or we just move on to
 20 the next agenda item?
 21 MR. BROUSAIDES: Hello, Miss Scott, Eric Brousaides

<p style="text-align: right;">Page 42</p> <p>1 here. You would move on to the next agenda item unless 2 the board by a two- thirds vote decides to continue with 3 the current agenda item. 4 CHAIR SCOTT: Okay, because we still have not 5 done the roll call vote to move through the policy review. 6 So then we would move on to the next agenda item. All 7 right. Our next agenda item is public comment. 8 MS. CAUSEY: Madame Chair, Ms. Causey. 9 I'm going to make a motion to overturn the orders of the 10 day. 11 CHAIR SCOTT: Okay, so your motion is to 12 overturn the orders of the day. Is there a second? 13 MS. HENN: Second Miss Henn. 14 CHAIR SCOTT: Okay, may we take a roll call vote 15 Miss Gover, please to overturn the orders of the day. And 16 again explanation for that for those who may not 17 understand, if you are choosing to stay on policy and 18 review and continue on that, then you would vote in favor 19 of Miss Causey's motion to overturn the orders of the day. 20 If you would like to move on and process our meeting, then 21 you would vote no. Miss Gover, could you do a roll call</p>	<p style="text-align: right;">Page 44</p> <p>1 phone. Registration was open to the public one week prior 2 to tonight's board meeting, and was closed at 3 p.m. 3 yesterday for anyone wishing to speak at this evening's 4 meeting. Board practice limits to 10 the number of 5 speakers at a regularly scheduled board meeting. Speakers 6 were selected randomly using an electronic selection 7 process from all registrations received within the 8 designated timeframe. Each speaker is allowed three 9 minutes to address the board. Of course, if fewer than 10 10 registrants are received, all who registered will be 11 permitted to speak. 12 While we encourage public input on policy programs 13 and practices within the purview of this board, and this 14 school system, this is not the proper forum to address 15 specific student or employee matters, or to comment on 16 matters that do not relate to public education in 17 Baltimore County. We encourage everyone to utilize 18 existing dispute resolution processes as appropriate. I 19 remind everyone that inappropriate personal remarks or 20 other behavior that disrupts or interferes with the 21 conduct of this meeting are out of order. I ask speakers</p>
<p style="text-align: right;">Page 43</p> <p>1 vote please? 2 MS. ROWE: Yes. 3 MS. CAUSEY: Yes. 4 MS. MACK: Yes. 5 MR. McMILLION: No. 6 MS. JOSE: No. 7 MS. HENN: Yes. 8 MR. MUHUMUZA: No. 9 MR. OFFERMAN: No. 10 MS. PASTEUR: No. 11 MR. KUEHN: Yes. 12 DR. HAGER: Yes. 13 CHAIR SCOTT: No. Required two-thirds. Did not have 14 two-thirds so we move on. Our next item is public comment. 15 This is one of the opportunities the board provides to hear 16 the views and receive the advice of community members. The 17 members of the board appreciate hearing from interested 18 citizens. As appropriate, we will refer your concerns to 19 the superintendent for follow up by his staff. The Board 20 of Education will conduct the public comment portion of 21 the meeting by allowing those registered to call in by</p>	<p style="text-align: right;">Page 45</p> <p>1 to observe the three minute limit and conclude remarks 2 when time has expired and you hear the tone. The call 3 will be ended and it could be turned off if a speaker 4 addresses specific student or employee matters or is 5 commenting on matters that not related to public education 6 in Baltimore County. If not selected, the public may 7 submit their comments to the board members via email. At 8 boe@bcps.org. More information is provided 9 Excuse me, I would ask for everyone to put their 10 phones or everything on mute. And if everybody put their 11 -- we're getting a lot of feedback, so if everyone could 12 please mute themselves. 13 More information is provided on the board's website 14 at bcps.org under Board of Education, Participation by the 15 Public. 16 So I now call on our stakeholder group leaders to 17 speak, and it looks like our first speaker is Miss Cindy 18 Sexton from Tabco. Miss Sexton? 19 MS. GOVER: I don't see her on. Just Mr. Bassler's 20 on. 21 CHAIR SCOTT: Okay, so it looks like our next</p>

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1 speaker is Mr. David Bassler from AFSCME. Mr. Baster if
 2 you're there, you can go ahead.
 3 MR. BASSLER: Yes, ma'am. Thank you. Good
 4 evening. Chairperson Scott, Vice Chair Henn,
 5 Superintendent Williams. Ladies and gentlemen
 6 CHAIR SCOTT: Can I ask again, for everyone to
 7 please mute themselves? I apologize Mr. Bassler. Could
 8 everybody please mute themselves? Thank you. Mr. Bassler,
 9 please go ahead.
 10 MR. BASSLER: I am Steve Bassler, officer local
 11 434 member. AFSCME local 434 executive board at large
 12 member and AFSCME Council 67 Executive Board Member as
 13 well as past president of local 434. I've been asked by
 14 our president Brian Epps and authorized by AFSCME Local
 15 434 Executive Board to speak to you this evening.
 16 I come to you this evening and make certain you are
 17 aware of the current plight of our employees. Currently,
 18 too many of the AFSCME representative positions are
 19 vacant. This state is unacceptable, and creates a hardship
 20 on those folks that are working to do jobs necessary to
 21 support the work in the classrooms of Baltimore County

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1 Public Schools. In the past, I've addressed your
 2 predecessors on the shortcomings of our system that have
 3 created this current state for our system. The additions
 4 of contractors to supplement the work of AFSCME is not
 5 acceptable to us on many counts. Some of those reasons are
 6 cited in the document prepared for the Board of Education
 7 by its own audit department. Document SP 2015 002 says
 8 some things about using contractors affects the social
 9 wellbeing of the community, the employer loses effective
 10 control of the domain. Other negative effects are
 11 effective loss of the economic support of the community by
 12 having these positions vacant, diminish the community
 13 economic engine. Other points it cites -- increased costs
 14 and diminished service by continued outsourcing There is
 15 no doubt that the salaries offered to our employee are not
 16 competitive, even with those offered the employees of our
 17 funding sources in Baltimore County government. You do
 18 have the power to correct these inadequacies. There is no
 19 doubt that the excellent programs attract excellent
 20 employees. Our own policy that directed human resources,
 21 create a system that encouraged create employment for

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1 AFSCME did just that. Increase efficiency, eliminate the
 2 excess middle management position, use those savings to
 3 fund competitive salaries for the folks doing the labor,
 4 providing the service. I've said it before. I'm telling
 5 you again, here and now, in the middle of for most of you
 6 in the middle of your terms to help us help the students
 7 and staff of Baltimore County Public Schools. Thank you
 8 for your time.
 9 CHAIR SCOTT: Thank you, it looks like Miss
 10 Sexton has joined us. so Miss Cindy Sexton from TABCO. If
 11 you're there, you can go ahead.
 12 Ms. Sexton: Thank you. Good evening,
 13 Chairwoman Scott, Vice Chair Henn, Dr. Williams and
 14 members of the board. Concurrent instruction like much
 15 else this year has been a challenge. TABCO members are
 16 grateful for the work that was done by Mr. Corns and his
 17 team to get the firewalls in place and Google Meets back
 18 to full capacity. That has made a huge difference in
 19 educators being able to reach all their students in a more
 20 equitable way. One concern that does remain is the need
 21 for working projectors or projection devices in all

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1 classrooms. This is the one topic we will be bringing to
 2 the table. This is one of the topics we will be bringing
 3 to the table when the collaborative work group from the
 4 worktable settlement starts meeting. We are hopeful that
 5 by identifying problems and working together towards
 6 solutions, we can continue to provide the best instruction
 7 for our students. As you have heard me say for almost two
 8 years now, the most important factor in student success
 9 and achievement is a quality educator. We know there is a
 10 national educator shortage and that many career educators,
 11 especially the early ones are not staying in the
 12 profession. We also know that in BCPS, we need more
 13 educators of color and male educators. There are millions
 14 of dollars coming to BCPS from Cares 1, 2 and ARP. Our
 15 students must be first when decisions are made about where
 16 and how to spend this money. And I will once again implore
 17 you to have TABCO at the table for those conversations. We
 18 need to attract and retain quality educators. It's easy in
 19 our society to get distracted by stuff, but we can't take
 20 the stuff with us. What we do take with us our memories
 21 and the relationships we have made. We need time and

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1 people for our students to develop those relationships,
 2 which research has proven again and again leads to student
 3 success. Let's make sure we invest in our people, our
 4 educator, the boots on the ground working with our
 5 students. TABCO stands at the ready to work with BCPS and
 6 to make this happen. Our students deserve nothing less.
 7 Thank you.
 8 CHAIR SCOTT: Thank you, Miss Sexton. And next
 9 is general public comment and our first speaker is Miss
 10 Erica Ma.
 11 MS. MA: Hello, am I there now?
 12 CHAIR SCOTT: Yep, Miss Ma, you can go ahead.
 13 MS. MA: Okay, yes, you can hear me, I just want
 14 to make sure I didn't hit the mute button.
 15 I'm an elementary school teacher in our county and I
 16 wanted to tell you how hard work to rule is for teachers.
 17 I hated leaving parents and students hanging even if they
 18 were contacting me at 9 p.m. at night. I hated putting off
 19 extra context, special lessons, extra care for my
 20 students. I hated trying to prioritize duties and
 21 responsibilities for what to fit into my contract a day

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1 and leaving things hanging that would benefit my students.
 2 Not that we're not as much of a priority as priority A. I
 3 hated rushing in and trying to set up because those 15
 4 minutes are simply not enough time to set up for the day.
 5 I hated packing up with the kids and leaving on time but
 6 leaving work behind. Most of all, I hated knowing that the
 7 only tool left in our teacher toolbox was this -- to do
 8 work to rule, because we had nothing more else we could
 9 do. But after a few days, I realized I loved drinking
 10 coffee while it was still hot. I enjoyed eating my lunch,
 11 all of it. I enjoyed making it home to pick up my own
 12 children from practices and activities after school and
 13 perhaps do a little bit of personal activities for myself.
 14 I love that my back didn't hurt and my eyes didn't blur
 15 from sitting in front of my computer for hours after
 16 school at night and over the weekend. And what I loved
 17 most was the solidarity of teachers and parents in
 18 accepting that this is what we had to do to get the
 19 attention of BCPS for all that we've been dealing with
 20 this year. And I want to thank you parents, especially so
 21 very much for your support during these weeks. No teacher

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1 wanted to work to rule. And now that's over, I'm here to
 2 tell you that the work continues. We received
 3 acknowledgement that we could not work when the internet
 4 was out and we'll receive those 100 minutes. But we still
 5 need to work on the acknowledgement that we don't have
 6 enough planning time ever, even with perfect internet. We
 7 received information about our compromised data, but many
 8 of us are still waiting for back pay, lane changes and
 9 reimbursements left from November's ransomware. Teachers
 10 and students do have better access to the internet in
 11 school and with an earlier timeline. But we still need
 12 projectors, working boards, access to programs and
 13 applications and other technology fixes in schools. And
 14 the buildings themselves still need to be addressed.
 15 Overcrowding, dated HVAC systems with buildings literally
 16 falling down. And even brand new buildings with leaks and
 17 broken heat and AC. Our staffing is protected. But what
 18 will the system do to retain teachers in the future,
 19 especially ones with fewer than five years' experience?
 20 They are our future and we need them to stay. We want them
 21 to -- we need them to want to stay. And apparently we're

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1 going to continue our best through hybrid learning for the
 2 rest of this year and look to next year for improvements.
 3 But will BCPS learn lessons to bring to the future of
 4 virtual learning BCPS. Will you ask teachers who actually
 5 did the teaching and take their real classroom experiences
 6 about what will work best and what will flop? Will you
 7 bring in experts with experience and knowledge to create a
 8 better program? And will you support those students who
 9 choose this option to the best ability of BCPS? These are
 10 all the questions we still have. And while we continue to
 11 teach our students with time well beyond our contract, we
 12 also continue to fight for what we need to do best for our
 13 students. There's still more work to do. There's more work
 14 for you to do, BCPS. Thank you.
 15 CHAIR SCOTT: Thank you. Looks like our next
 16 speaker is Miss Amy Adams.
 17 MS. ADAMS: Hello, can you hear me?
 18 CHAIR SCOTT: Yes, we can. Please go ahead.
 19 MS. ADAMS: Okay, thank you. Good evening, Dr.
 20 Williams, Chair Scott and Board of Education members. Last
 21 June BCPS sent out a survey to parents, students and

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1 teachers. Most of the respondents voted for in person or
 2 hybrid learning. Why then did BCPS announce a fully
 3 virtual start to the school year? In August Governor Hogan
 4 and State Superintendent Salmon stated that Maryland
 5 public school children should get back into schools. Why
 6 did BCPS not alter the fully virtual plan? In the fall of
 7 2020 metrics were at the acceptable level for over a
 8 month. Again, why didn't BCPS alter the fully virtual
 9 plan? Some board members did start to push to bring
 10 students back. Unfortunately by the time this plan
 11 started to be implemented, the metrics were trending
 12 upward and plans were halted. January 29 came and went.
 13 The third quarter started with no attempt to bring
 14 students back into school. In February metrics were again
 15 at good levels and some board members pushed to start
 16 athletics. I and so many families and student athletes are
 17 grateful that despite some hesitation, the kids were able
 18 to have modified fall and spring seasons. But why still no
 19 corresponding plan for in person learning? In January
 20 Governor Hogan and the State Superintendent stated that
 21 all Maryland public schools should open by March 1st. BCPS

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1 did start to bring back less than 10% of students on March
 2 1 and rolled out the other phases over six weeks. The
 3 greatest number of students did not return until the week
 4 of April 6 for two days. At the last board meeting on May
 5 4th I and other parents asked you to proactively plan to
 6 bring back all secondary students by May 17th, with other
 7 targeted students. Metrics have been dropping since
 8 mid-April. Baltimore County has been in the orange zone
 9 of community transmission for over a week, according to
 10 the CDC. Why didn't BCPS plan for this? I'm requesting
 11 that you bring back all secondary kids as soon as
 12 possible. We closed to flatten the curve. It's flat.
 13 Please open up. I want to point out that the resistance to
 14 bring back secondary students was tied to the
 15 recommendation of six feet distancing. But BCPS does not
 16 follow the CDC guidelines related to sports. Sports have
 17 been running for two months mixing cohorts daily, mixing
 18 schools for games, all the while Baltimore County was in
 19 the highest level of community transmission. The BCPS
 20 COVID data has been dropping over the last three weeks.
 21 Last week there were no outbreaks in schools. Zero. Thank

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1 you to Miss Henn, Ms. Causey, Mr. Kuehn, Mr. McMillion,
 2 and Ms. Mack for trying to get our kids into school this
 3 year. We as a community need to continue to evolve and
 4 offer our children the very best. Each and every Baltimore
 5 County child deserves a quality education and the data
 6 from this past year shows that despite teachers and
 7 students best efforts, it's been a woefully inadequate
 8 year of education for BCPS students. So many kids and
 9 staff seem to be disengaged. My high school child had one
 10 day of in person school last week and three of her four
 11 teachers were absent. So substitutes were in the room. But
 12 the kids did asynchronous work. Yesterday, my seventh
 13 grader had two out of four teachers absent and a day of
 14 more asynchronous work. There are still five weeks left
 15 of the year. We need to be doing everything we can to
 16 support these kids over the next few weeks. I look forward
 17 to discussion tonight about the remainder of this year,
 18 unmasking the kids outdoors and the details about next
 19 fall. Thank you.
 20 CHAIR SCOTT: Thank you. Looks like next We have
 21 Carol Videll. Ms. Videll, if you're there, you can go

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1 ahead.
 2 MS. VIDELL: Hi, thank you. Can you hear me?
 3 CHAIR SCOTT: Yes, we can. Please go ahead.
 4 MS. VIDELL: Thank you. Good evening, Dr.
 5 Williams, Chair Scott and members of the board. At the
 6 last board meeting the decision to allow families who want
 7 to return to full time instruction was left to school
 8 principals based on capacity. This was assuming we were
 9 using the 6 feet distance that CDC recommended for
 10 communities in the red zone. The board did not vote on
 11 what would happen if the metrics went down, even though
 12 they were falling rapidly, and we entered the orange zone
 13 just four days after the meeting. In the next few days, we
 14 will be in the yellow zone. Today we take notice of the
 15 updated mitigation strategies at BCPS, including 6 feet
 16 distance or no outdoor masking. This makes more sense and
 17 I commend the administration for the notice. Now we need
 18 to open schools for every student who wishes to return to
 19 full time in person instruction. While I'm lucky to have
 20 principals who have worked diligently to bring my two kids
 21 back for this week, many other principals are hesitant

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1 without direction from the district. We have a majority of
 2 children attending school only two days a week. Some board
 3 members argue that it is too late in the year to return
 4 off to them. It is not. The metrics are excellent.
 5 Teachers and many high schoolers are vaccinated. Studies
 6 have shown schools have lowered COVID transmission rates
 7 in the community pre vaccination and as our own schools
 8 have shown after opening them, and in Baltimore County,
 9 where a 2% positivity rate and seven new cases per 100,000
 10 a day. With Maryland high vaccination rates, there's no
 11 worries about numbers reversing. The pandemic is dying.
 12 but vaccines protect against the variants and there's no
 13 reason for students not to have a choice to go back full
 14 time. Why is it that any adult can go whether vaccinated
 15 or not without masks to exercise at the YMCA in Baltimore
 16 County but if students can't go back to class full time.
 17 You cannot keep ignoring the risks related to losing
 18 in-person days. The Maryland State Education report is
 19 disheartening. BCPS kept children in full virtual learning
 20 -- no hybrid, no in person. No exceptions for children
 21 with IEPs. No kindergarteners who are getting only 10

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1 hours a day of synchronous learning and no extracurricular
 2 activities for an entire year. During that time, all
 3 buildings were closed, but had 100% safety protocols in
 4 place cleaning supplies max for teachers and students and
 5 100% of staff trained on mitigation strategies, all of
 6 them working from home. We have the lowest rate of
 7 attendance in the state with 25% of students not
 8 attending, much higher among minorities. Virtual learning
 9 with never equitable. The only way to re-engage our
 10 communities and regain trust is to follow the data and
 11 fully open schools now. We have been listening to the
 12 meetings waiting for some action and are worried about
 13 your decision making. We are among the last in the country
 14 to reopen. Seniors have had a year and a quarter erased
 15 from their economic lives. Families need to get back to
 16 work as society opens up and school attendance provides
 17 structure, purpose and facilitation of opportunities for
 18 children especially necessary for those suffering from
 19 mental health problems and school absenteeism. Every day
 20 of in person school counts. We need the board to make a
 21 motion tonight to allow all students who choose to attend

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1 school in person from week to week to be able to do so
 2 this week. And please do not allow this to ever happen
 3 again in our district. Thank you.
 4 CHAIR SCOTT: Thank you. Our next speaker is
 5 Miss Dianna Bergman. Miss Bergman, if you're there, you
 6 may go ahead.
 7 MS. BERGMAN: Good evening, Madam Chair and
 8 Superintendent Dr. Williams. A huge congratulations to
 9 Miss Kanya Bailey.
 10 Now, I don't have deep pockets to hire planes to fly
 11 a toxic message over Baltimore County. But I do have the
 12 opportunity to share a more positive message of
 13 appreciation-- appreciation for our principals, our
 14 assistant principals and all our educators. Tonight the
 15 board is going to hear the report on the multi-year
 16 improvement plan for all school. It will be presented
 17 tonight, long hours since July of active community members
 18 that are actively spreading that positive message that
 19 deep feeling of really caring about each community and
 20 participating and providing solutions for how Baltimore
 21 County looks 10 years from now, five years from now, for

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1 the future of Baltimore County. So tonight, I just want to
 2 share some appreciation. As challenging as this year has
 3 been, I want to say thank you to every single person that
 4 has made it through this year and continues to thrive. So
 5 thank you very much.
 6 CHAIR SCOTT: Thank you Miss Bergman. Next it
 7 looks like we have Ms. Jen Reedholm. Ms. Reedholm, if
 8 you're there you can go ahead.
 9 MS. REEDHOLM: Can you hear me?
 10 CHAIR SCOTT: Yes, we can. Please go ahead.
 11 MS. REEDHOLM: Thank you. Good evening. I would
 12 like to speak tonight about extended school year option or
 13 ESY for students who are on IEPs who are also advanced
 14 academic classes formerly called GT. Many students in
 15 Baltimore County are considered twice exceptional or 2E.
 16 However, they're not readily recognized by special
 17 education or classroom teachers. 2E students are described
 18 as being gifted or having a high IQ and having great
 19 potential for higher achievements. However, they also
 20 exhibit learning disabilities. students with autism,
 21 dyslexia, or ADHD, to name a few may be brilliant in areas

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1 such as math, science, music, art, etc., and can be highly
 2 creative and amazing problem solvers, but they're not able
 3 to reach their potential due to underlying learning
 4 disabilities that may not be adequately addressed. 2E
 5 students are often underserved in BCPS because frequently
 6 BCPS is trying to fit all students who happen to have a
 7 disability into one category. That simply does not work
 8 for all. These students almost always qualify for the ESY
 9 program. Unfortunately, that program does not accommodate
 10 2E students because the classes are often remedial in
 11 nature and don't challenge these students in a way they
 12 need to be. ESY also only offers reading and math but
 13 those are important subjects, science and other subjects
 14 should also be offered. 2E students are often in advanced
 15 classes during the year so placing them in remedial
 16 classes, which are far below their intellect, is a
 17 disservice and waste of time and money for teachers,
 18 students and their parents. 2E students do need ESY
 19 because these students can easily lose skills over the
 20 summer due to their personal and unique challenges.
 21 However, they should not be placed backwards -- instead

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1 rather be prepared for the upcoming school year. Last
 2 year, my seventh grade son took high school math during
 3 school year but was placed in remedial math for ESY
 4 because that was literally the only option. He needed to
 5 keep the math skills he just learned fresh, but instead he
 6 was relearning what he received in fifth grade as a rising
 7 eighth grader. Two years behind where he was makes no
 8 sense and is a disservice. I would really like BCPS to
 9 reevaluate its ESY program so it's properly serving and
 10 addressing 2E students. If you've never heard of the term
 11 2E or twice exceptional, I encourage anyone to look it up,
 12 you'll find a wealth of information about how school
 13 systems like BCPS do not and oftentimes won't recognize
 14 that a child could be both extremely intelligent, and also
 15 exhibit learning disabilities. I truly hope that there
 16 could be changes made to the ESY program. And finally,
 17 will someone on the board please make a motion to return
 18 students? All of them? This week? We're in the orange
 19 zone. It's time. Thank you.
 20 CHAIR SCOTT: Thank you. Next is Darren Badillo.
 21 MR. BADILLO: Hello, can you hear me?

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1 CHAIR SCOTT: Yes, we can.
 2 MR. BADILLO: Can you hear me?
 3 CHAIR SCOTT: Yes, we can hear you.
 4 MR. BADILLO: Okay, thank you. My name is Darren
 5 Badillo, the father of two children who attend BCPS. My
 6 son Alexander has an IEP. And Virtual Learning was a
 7 struggle not only for my son, but for my wife, who had to
 8 work a full time job and had to be a full time teacher as
 9 many as well, as my son as a kindergarten cannot navigate
 10 by himself. He really struggled. And so did my wife. And I
 11 as a dad am so upset at our school system, who is letting
 12 him down. I'm glad he's back in school for four days. And
 13 ever since he has gone back in the building he has been
 14 thriving. But we as parents should expect their kids to
 15 have the same if not a better education than we had, not
 16 worse. You let our kids down. We have had private and
 17 Christian schools open for five days a week in Baltimore
 18 County for months. And I just have a few questions for the
 19 board. Why are we not open five days a week? When is
 20 leadership going to address the mental health issues
 21 caused by the stresses of virtual learning? Who is going

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1 to step up and admit that virtual learning was a failure?
 2 How are you going to compensate for your failure? Who
 3 should get the blame for the poor planning and processes
 4 that were put in place, not only frustrating parents and
 5 students, but teachers as well? Why is not one leader on
 6 the board questioning why the teacher union was advising
 7 the CDC on what language to use in the guidelines to open
 8 our schools? Are you really fighting for our children or
 9 just collecting a check? When you can go shopping, go to a
 10 bar, go to a strip cover unmasked now in Baltimore County,
 11 but there are still kids in middle school and high school
 12 that have not returned to in person learning. With all the
 13 money coming in, why can't we have class for our kids
 14 who've worked so hard to graduate and you took that from
 15 them. Shame on you. You let our children down. You still
 16 have a chance to make a difference. You can have a
 17 positive effect and impact on their life. Open the schools
 18 now. All the schools in Baltimore County should provide
 19 options to parents and students who you let down. And some
 20 of you really want to make a difference. I hear it. Some
 21 of you on the board really care for our children. Some of

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1 you have your own special interests and are trying to
 2 please. I hope the ones who really want to fight for our
 3 kids speak up and have the loudest voice. You are our only
 4 hope for now and for the next elections. And we asked the
 5 board questions for over a year. And then we compile
 6 snippets of a video showing the poor professionalism
 7 displayed by the board, and we're called racist for
 8 showing the video? Then we question your leadership and
 9 you're saying you're gonna have us investigated? And you
 10 did. Shame on you. You owe us an apology, Chairman Makeda
 11 Scott.

12 CHAIR SCOTT: Thank you. Next we have Mr. Bill
 13 Adams. Mr. Adams, if you are there, you may go ahead.

14 MR. ADAMS: Hey, good evening. I've registered
 15 several times to speak, and never been selected before. So
 16 I'm very happy for the first opportunity I have to speak.
 17 And I'm also very sad, because I'm afraid it's way too
 18 late. So what I'm telling you is coming from a person who
 19 is a huge, huge proponent of public school, I have three
 20 kids, all were in public school, two of the three will not
 21 be anymore. And that's directly a result of the lack of

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1 transparency, and I'll even say respect that this school
 2 system has given to parents and kids. I'm an advocate of
 3 in person learning. And I'm really sorry that the school
 4 year is nearly over, but I hope there is still
 5 opportunity. In person learning is more effective.
 6 There's not an argument there. I don't think from anyone.
 7 And I believe it should be a parental choice. This board
 8 has basically locked out the majority of kids from in
 9 person learning for over a year. I don't feel that's
 10 acceptable. I've watched other school boards across the
 11 country overrule their health department, literally while
 12 the health department's on the same video call, and they
 13 vote in favor of sending the kids to school. And the
 14 school systems across the country are our size, they ride
 15 the same damn bus. And they have the same challenges or
 16 worse challenges with COVID. It makes no sense to me. I've
 17 asked the question 50 times and no one will answer it. Why
 18 can a parallel district in another state that has a higher
 19 COVID rate, kids ride the same bus and they have the same
 20 facilities, send their kids school when we cannot. School
 21 should be open for those who wish to attend. The CDC says

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1 schools should be open. MSDE says schools should be open.
 2 World Health Organization says schools should be open. My
 3 own school administrators from the schools my daughters
 4 attend confirmed they have teachers who want to teach in
 5 person, they have students who want to attend in person.
 6 And both MSDE and the school administration in my child's
 7 school have said this administration is the only reason
 8 we're not bringing more kids back faster. That's flat out
 9 not acceptable to me. It's also shocking that they would
 10 go ahead and point the finger at the superintendent and
 11 the administration. So my final ask as a BCPS customer is
 12 for someone to coherently, literally coherently in the
 13 English language list for me what data was used, or what
 14 criteria was used to allow some students back into school,
 15 while others were not offered the opportunity. I hear a
 16 bunch of talk all the time. I got a big email that says
 17 we're using data dashboard constantly monitor. I get an
 18 email from my high school that I received today at 11:54
 19 a.m. It says only students with IEP 504 or ESAW are
 20 allowed back four days a week. So tell me what the
 21 challenge is. Tell me what the data is.

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1 CHAIR SCOTT: Thank you. That's time. Thank you.
 2 Next is public comment on policies. And our first speaker
 3 for Policy 0100 Equity is Miss Diana Bergman. You can go
 4 ahead Miss Bergman.

5 MS. BERGMAN: Hi. I really like this policy. I
 6 think every educator in these in our BCPS family should
 7 also be included in the philosophy of equity. I've had the
 8 privilege to work for BCPS in the past across the county
 9 and many times I witnessed unjust access to professional
 10 development and education advancement for BCPS team
 11 members. BCPS is supposed to be an equal opportunity
 12 employer and the board should consider adding educators to
 13 the board's philosophy of policy 0100. Thank you.

14 CHAIR SCOTT: Thank you Miss Bergman. And next
 15 for Policy 010100 Equity, we have Miss Megan Hughes.

16 MS. HUGHES: Hello, can you hear me?
 17 CHAIR SCOTT: Yes we can. Please go ahead.
 18 MS. HUGHES: Thank you. Hello, my name is Megan
 19 Hughes, mother of three BCPS students. Today I wanted to
 20 address under Standard Section O, which reads: "Provide
 21 the access and opportunity for all students to read

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1 successfully on grade level by the end of grade 2. Due to
 2 COVID, the last records in the Maryland report card are
 3 from 2019. They begin MCAT testing in third grade which is
 4 a close reflection of where they were in second grade.
 5 Baltimore County ranked 17th out of 24 counties for
 6 English language arts proficiency for third grade. Only
 7 37.3% are proficient in ELA. When you break it down by
 8 race, it is 56.7% for Asian Americans 50.5 for white
 9 Americans 24.9 for Hispanic Americans and 24.3% for
 10 African Americans. When you look at the data source from
 11 far which can show economic disparities, there's still a
 12 larger gap with Asian Americans at 43%. But the gap
 13 decreases with white Americans, African Americans,
 14 Hispanic Americans with 25, 20 and 19.9% proficiency
 15 respectively. To me that shows that there's a disparity
 16 between the different races, the larger disparity seems to
 17 come from economic status. I don't have all the info, but
 18 I'm trying to understand, we need to increase literacy in
 19 Baltimore County schools. That needs to be a number one
 20 priority. The perpetuation of illiteracy leads to heavy
 21 and often tragic consequences via lower earning, poor

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1 health, and higher rates of incarceration, according to
 2 the Kinsey Companies, the economic impact of the
 3 achievement gap in American schools. So what can BCPS do?
 4 I reached out to someone who was a huge advocate for
 5 reading intervention, specifically dyslexia to help
 6 understand some of the issues. We discussed curriculum,
 7 cognitive studies, even technical things like --
 8 CHAIR SCOTT: Excuse me, ma'am, excuse me. This
 9 is Chair Scott, you're not speaking to the policy. That's
 10 just general comment. This is time to speak specifically
 11 to the policy, not public comment. So any questions or
 12 concerns that you have need to be related to policy 0100?
 13 MS. HUGHES: Oh, I was just trying to speak to
 14 the part about specifically that reading successfully on
 15 grade level. So I was trying to talk a little bit of data
 16 and just my concerns with that and hoping that we could,
 17 you know, find ways to help that.
 18 CHAIR SCOTT: Okay, do you have any additions or
 19 changes to the policy?
 20 MS. HUGHES: I guess, I guess no. I was just
 21 trying to talk on it. Because that was what my concern

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1 just when I was looking at the data, so I don't, I just
 2 was hoping maybe there was ways -- I was specifically
 3 wanting to talk about ways that it could be implemented.
 4 But if I'm doing that wrong, I just wanted to you know,
 5 address it because it was a concern of mine.
 6 CHAIR SCOTT: Okay. You can continue.
 7 MS. HUGHES: I don't want to do it wrong, but I
 8 didn't know that I was doing it wrong.
 9 CHAIR SCOTT: No worries. You can continue. You
 10 have a minute 30 seconds left.
 11 MS. HUGHES: Okay, sorry. I basically wanted to
 12 say, phonics has been proven over and over again, to be
 13 the gold standard for teaching reading, it was a great
 14 decision to bring the phonics based open courses, students
 15 in grades K through 3. However, the more whole language
 16 curriculum of wonders is still being used for reading
 17 comprehension. And the problem with mixing the curriculums
 18 is that at one part of the day, they're learning to use
 19 their phonics skills and rules to sound out words and
 20 their decodable books to go with those phonics rules.
 21 However, in the other part of the day, they are reading

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1 material with words, they may not know how to decode yet,
 2 and will use poor reading strategies like guessing to
 3 figure out the word. I found that this was actually called
 4 pre-cuing or MSB method, which stands for meaning
 5 structural visual context clues to figure out the word. I
 6 never had a name for it before, but realize that this is
 7 the way my oldest daughter had been taught in another
 8 school system and it hurt her reading over the years. I'm
 9 not sure if teachers within BCPS are teaching cueing. The
 10 question is, do you know what the teachers are teaching?
 11 With open court being newer and albeit, it may be
 12 intimidating for some teachers to use, are you providing
 13 the professional development for the teachers to
 14 successfully implement it into the classrooms? What about
 15 the students that are new to it in second or third grade
 16 and didn't receive some of the foundational lessons in
 17 kindergarten first. How are you dealing with that? This
 18 is a huge area of interest for me as I saw the struggles
 19 my oldest went through and how reading impacted her
 20 spelling and writing as well. Three minutes is not enough
 21 time to really go into all the details I would like, but

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1 bottom line is BCPS needs to make literacy a priority,
 2 phonics is the evidence based approach that works. And
 3 lastly, teachers need to be given the professional develop
 4 to help them successfully implement open courts into their
 5 classrooms. Sorry, if I did that wrong.
 6 CHAIR SCOTT: No worries, thank you.
 7 And it looks like next is public comment on policy
 8 3800 Land use Planning and Zoning Activities. And our
 9 first speaker is Miss Diana Bergman.
 10 MS. BERGMAN: Good evening regarding policy
 11 3800, non- instructional service planning. I would like to
 12 draw your attention to or set standards. And in the spirit
 13 of having transparency and building trust with the public,
 14 I think that the land that Baltimore County uses for land
 15 use planning and zoning activities, there's land that's
 16 also land bank owned by the board. I think that
 17 information should be also provided to the public, it
 18 should be accessible to the public. The policy goes over
 19 providing it to the county and state officials with
 20 accurate data. But I think it will benefit our whole
 21 county as a whole to have that information to be able to

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1 identify where that land is, in some kind of dashboard
 2 that people could track. So it should be included in this
 3 policy that this information will be friendly, easy access
 4 available for parents and community members and for the
 5 for the regular public to access this information. Thank
 6 you.
 7 CHAIR SCOTT: Thank you. Next it looks like we
 8 have Miss Sharon Serif. Ms. Serif, if you're there, you
 9 can go ahead.
 10 MS. SERIF: Thank you. Can you hear me okay?
 11 CHAIR SCOTT: Yes, we can. Thank you Please go
 12 ahead. Okay.
 13 MS. SERIF: Thank you. Concerning policy 3800. My
 14 biggest gripe is actually that is very difficult to
 15 understand this policy. I don't understand how one can
 16 determine that a building is overcrowded when you're
 17 looking at something like 115% capacity. And I think that
 18 the public needs to be given more information about that,
 19 so that they can understand when a building is overcrowded
 20 versus when it's not, and how class sizes are determined,
 21 how many staff is determined. It just to me who a person

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1 who has been trying to get involved in that, because I had
 2 kids in the system that have been through education in a
 3 crowded building. It's important for parents to really
 4 understand that and it's, it's very difficult to get that
 5 information. So that's what I wanted to say about this
 6 particular policy. Thank you.
 7 CHAIR SCOTT: Thank you, Ms. Serif. Next we have
 8 policy 4011 Professional Learning. And our first speaker
 9 is Miss Diana Bergman. Miss Bergman Are you there?
 10 MS. BERGMAN: Policies 4011. This policy has
 11 been -- we've been waiting for this policy for a really
 12 long time. This is a policy that provides educational
 13 equity for every student has access to the opportunities
 14 and resources and education that they need so they aren't
 15 limited academically whatsoever, so it doesn't hurt a
 16 student's self-esteem. Instead, it maximizes their
 17 academic success. We've been needed this language for a
 18 really long time; students nowadays, they learn so
 19 differently, they are so gifted, they learn quicker, and
 20 they can multitask in ways that in the past previous
 21 generations haven't been able to learn as quickly. So this

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1 is very important to make sure that we include this
 2 language in the professional learning. So we could
 3 prioritize academic achievement for all our students, and
 4 that they could show for example, different ways and
 5 demonstrate different ways on how they gain skills and
 6 knowledge and express that. So thank you so much for this
 7 policy, and then you added language, I appreciate it.
 8 CHAIR SCOTT: Thank you. And next, we have Miss
 9 Sharon Serif. Ms. Serif, if you're there you can go ahead.
 10 MS. SERIF: I'm still here. Okay. Concerning
 11 professional learning for staff and employees. I want to
 12 commend Jen Reedhome for raising the issue of the twice
 13 exceptional child, because that is something -- that is a
 14 topic that staff really, really needs to learn about. And
 15 getting that knowledge out there has been a really
 16 difficult item since my dealings with Baltimore County for
 17 close to 20 years. We need to have our teachers educated,
 18 we need to give them those opportunities. We need to
 19 require those opportunities, other than having them learn
 20 on the job, because they're not going to understand unless
 21 they've had their own personal experience, what a twice

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1 exceptional child is what it's like to teach a child with
 2 autism in the general education classroom. And if we talk
 3 about equity and least restrictive environment is very,
 4 very important to make sure that our teachers have that
 5 opportunity and our staff has the opportunity to get that
 6 professional development so they can teach and provide a
 7 higher level of learning to all of our students. That's
 8 what I wanted to say.

9 CHAIR SCOTT: Thank you. Okay. And next policy
 10 is policy 5210, grading and reporting. And for that we
 11 have Miss Diana Bergman.

12 MS. BERGMAN: Good evening. Regarding policy
 13 5210, I believe that limiting students to share their
 14 knowledge can slowly break down their confidence. And like
 15 I had shared earlier, when it comes to learning all the
 16 things we've learned in this exceptional year, our virtual
 17 learners, we were able to discover they learned so
 18 differently, our audio learners that do a better job
 19 expressing the skills and the knowledge that they've
 20 learned for their minor and major assignments doesn't have
 21 to come in traditional written form. You'll be amazed to

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1 hear our secondary students how they're able to articulate
 2 the knowledge that they have learned that they've been
 3 exposed to by our educators. I think children should
 4 receive the credit. We want to be able to measure children
 5 on how they learn and grow as individuals, instead of
 6 giving them their traditional ABCD, that letter grade does
 7 absolutely nothing. It just creates like a stigma, a
 8 stigma of negative, like pressure, and anxiety. Our kids
 9 are very bright, they learn very different. And sometimes
 10 when they have the opportunity to express in discussion,
 11 those details, you can actually see how much they blossom
 12 and grow. So I'm in support of the new language added. And
 13 I'm also in support on seeking to define that language a
 14 little bit for those virtual learners to make sure that
 15 every effort that they do to share what they've learned,
 16 is properly graded and measured. To show what unique
 17 students and amazing students they are. Thank you.

18 CHAIR SCOTT: Thank you. Next we have Miss
 19 Sharon Serif.

20 MS. SERIF: Good evening. I want to kind of echo
 21 what Miss Bergman said. We have learned that students do

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1 learn differently, this year, especially. Having been a
 2 special educator and a special ed advocate for 20 years,
 3 that's what I've seen. And I am very, very happy to see
 4 BCPS step up and finally put into their grading policy.
 5 language that looks at alternative ways of demonstrating
 6 one's skillset, one's knowledge and ability and their
 7 understanding of a subject. This is something that I try
 8 to get into a lot of IEPs. And people don't understand
 9 that that is a logical way of doing things for kids with
 10 disabilities, kids who are twice exceptional, kids who are
 11 gifted. So I'm very glad to see this kind of policy going
 12 into the grading. I do want to make a note though, that we
 13 do need to have more consistency across the school system
 14 as far as the grading policy is concerned and not have it
 15 by teacher, by subject, by building. That doesn't work for
 16 everybody and it is very confusing to students, it is very
 17 confusing to parents. And it is extremely negative to
 18 those students who have IEPs because they need that
 19 consistency and that structure, and not having it creates
 20 a very, very negative impact on them. I also want to make
 21 a note that when we are grading students that we need to

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1 take into consideration, what are they really learning? Do
 2 they really understand something? And how well they
 3 understand it, because just giving them a letter grade of
 4 a B and then passing them on doesn't show that they have a
 5 good enough knowledge and understanding of the subject
 6 matter. So that's something that I think we need to take
 7 into consideration as well. Thank you.

8 CHAIR SCOTT: Thank you. Next is policy 5600.
 9 Students responsibilities and rights. And again, we have
 10 Miss Diana Bergman.

11 MS. BERGMAN: So, regarding policy 5600, I have
 12 an idea. How about we include an explanation of the
 13 process students have in the handbook. They'll file for
 14 either a due process, mediation, or information on the
 15 appeal process, similar to how we have in our Maryland
 16 parent procedural rights. It explains options and
 17 processes that the parents have the right to do. If we're
 18 going to have our students take responsibility and rights
 19 and be aware of them, we should also be transparent and
 20 provide them some direction, and some information on what
 21 rights they have, whether it is a disciplinary action,

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1 that they have the right to appeal it, work on repair that
 2 relationship, or that misunderstanding, or even if it
 3 comes down to contesting an assignment, sometimes teachers
 4 will have assignments, and the student was trying to
 5 explain in their own unique way of what that assignment
 6 and maybe the students felt they didn't receive an
 7 accurate grade. And they should be able to have a process
 8 that they're aware of, and know of to be able to, to
 9 appeal that or just simply mediate that disagreement. It
 10 just makes things fair. You know, we want to encourage our
 11 students, not only to take responsibilities and know their
 12 rights, but we want to also educate them on how to resolve
 13 conflicts, whether is a due process hearing, or a
 14 mediation agreement, or just an appeal process. I mean,
 15 we're asking a lot for our students, when they sign up,
 16 you know, I'm just going to tell on myself here for a
 17 minute. But every time the Student Handbook came, well, my
 18 older students, let me tell you, I tell them, don't sign
 19 it, don't sign it, because it used to be used against them
 20 if they came to a conflict with one of their educators. By
 21 not providing that signature, it gave an opportunity to

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1 have an appeal process to resolve the conflict. So I think
 2 that should be included. We're not asking for too much.
 3 But there are procedures for responsibilities and rights,
 4 we could take the time to explain that. So a student knows
 5 their rights, and what options they have, they either
 6 accept, you know what the conclusion was, or they could
 7 mediate it, or appeal it, whatever the case is, that
 8 should be laid out, completely transparent, and that will
 9 improve the relationship between students and educator in
 10 the long term. So thank you very much.
 11 CHAIR SCOTT: Thank you, and next for Policy
 12 5600, we have Miss Sharon Serif.
 13 MS. SERIF: Thank you. And again, I want to echo
 14 what Miss Bergman just said. I'm also a parent who is
 15 guilty of telling her children not to sign the booklet,
 16 partially because as Miss Bergman said, you need to have a
 17 way of negotiating and working out things. But also, I
 18 didn't like the idea that the school just sent home the
 19 handbook, and said that I should explain it and then I
 20 should sign it. It should be something that is gone over.
 21 And the students should make sure that they understand

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1 these policies, even in the elementary school, we
 2 shouldn't just send it home and say to the parent here,
 3 sign this, that you acknowledge it. So that's something
 4 that I think needs to go on in as far as this policy is
 5 concerned. And I think it needs to be very clear and very
 6 transparent and very detailed. So that the students
 7 understand their rights so that students understand what
 8 their recourse is if they do something wrong. And that it
 9 should be something that parents and students should be
 10 able to understand and see in detail before they are
 11 signing something. Thank you.
 12 CHAIR SCOTT: Thank you. And that includes
 13 concludes rather our comments for policy. The next item on
 14 the agenda is action taken in closed session and for that
 15 I call on Miss Bresler.
 16 MS. BRESLER: I have no report from closed
 17 session for this evening.
 18 CHAIR SCOTT: Okay. Thank you Miss Bresler. The
 19 next item on the agenda is the reopening of schools and
 20 for that I call on Dr. Williams.
 21 DR. WILLIAMS: So good evening, Chairwoman Scott,

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1 Vice Chair Henn and members of the Board of Education.
 2 Tonight, my team and I will be providing reopening update,
 3 focus on our ongoing efforts to recover and rebuild. This
 4 is the work that will continue during the next several
 5 months as we plan for a full time return to in person
 6 learning this fall.
 7 Next slide, please. We are pleased to share more
 8 updates regarding our thinking and planning with you this
 9 evening as we look forward to a new school year. As you
 10 know, our focus is on recovery and rebuilding while we
 11 work towards healing. With each passing day more people
 12 are vaccinated, restrictions are relaxed, and we're
 13 getting closer to having all students engaged in full
 14 time, five days per week instruction. We said we will
 15 follow the science, we're following this science and we're
 16 seeing more positive signs that we are moving towards a
 17 new day. I want to again thank you for your candor. During
 18 these last few months, we continue to use your feedback,
 19 thoughts, and considerations in planning our next steps.
 20 Staff members will share key components of our current
 21 work including updates on technology for day expansion,

<p style="text-align: right;">Page 86</p> <p>1 health and safety mitigation. Fall return to in person 2 learning and next year's Virtual Learning options for 3 families. Our hope is that you will see and hear our 4 commitment to Team BCPS. Next slide. 5 DR. SCRIVEN: On May 10, Baltimore County 6 Public Schools was able to go green or implement our new 7 and improved updated firewalls. Additionally, on Monday, 8 May 10, all of our elementary students were able to 9 receive a Google Meet access, those both face to face, in 10 person, and those students who remained virtual. On May 11 11, all middle school students were given access to Google 12 Meets from the school in person face to face. And on May 13 14, Friday, all high school students were given Google 14 Meet access in school, face to face. We've been running at 15 an average of 19 to 22 gigabits out of our 40 gigabit 16 availability. And we have had no intermittent 17 interruptions to our internet services, since the go live 18 date of Monday, May 10. Next slide, please. Dr. Zarchin? 19 DR. ZARCHIN: Thank you, Dr. Scriven. At this 20 time I will share the updated health and safety mitigation 21 strategies. Indoors, masks are required to be worn in all</p>	<p style="text-align: right;">Page 88</p> <p>1 Somerville coordinator of Office of Health Services. 2 MS. SOMMERVILLE: Thank you, Dr. Zarchin. 3 Beginning on May 10, and continuing through June 16, BCPS 4 will be offering COVID vaccines to students and their 5 families at 19 schools. We are very thrilled with the 6 partnership with our Baltimore County Department of Health 7 and have seen great interest in these clinics. I expect 8 that by the end of the clinics, we will have vaccinated 9 over 2000 persons at the school based clinics. Staff who 10 have not been vaccinated have been encouraged to consider 11 getting their vaccines either in our clinics or in clinics 12 that are available in the community. Many of our clinics 13 are available now on a walk in basis. Family members can 14 also get their vaccine at our school clinics, and are also 15 being connected with resources in our community. Again, 16 the vaccine is widely available, and we are very 17 encouraged by the interest of our community in getting 18 their COVID vaccines. I now like to turn it over to Dr. 19 George Roberts. 20 DR. JONES: Thank you, Miss Sommerville. I'll 21 actually take it. I'll actually take it from here. Good</p>
<p style="text-align: right;">Page 87</p> <p>1 BCPS offices and schools. Governor Hogan's executive order 2 released Friday continues to require masks to be worn on 3 school buses and in schools. The CDC guidelines released 4 last Thursday, that relaxed masking recommendations were 5 directed towards vaccinated individuals only. Outdoors. 6 unmasked individuals should maintain physical distancing 7 of at least three feet or to the greatest extent possible. 8 Mask wearing continues to be recommended for all persons 9 who have not been vaccinated. Next slide please. 10 Baltimore County is in the orange zone for COVID 11 transmission, meaning that COVID rates are substantial but 12 no longer high. While rates are in the orange zone adults 13 in BCPS schools and offices are expected to continue to 14 follow six foot physical distancing. Students in 15 classrooms should be distanced from other students as much 16 as possible, and at least three feet. Six foot physical 17 distancing is recommended for students during meals, music 18 and physical education class. Also when they are in common 19 areas of the school, like auditoriums and main entrance 20 ways. 21 For the next slide, I would like to welcome Miss</p>	<p style="text-align: right;">Page 89</p> <p>1 evening, everyone. As of Friday, we had the following 2 number -- I'm sorry as of as of this day, our four day 3 expansion update is consisting of elementary schools and 4 secondary schools. In preparation for the fall return to 5 five days full time face to face instruction, school 6 leadership teams are excited to welcome as many students 7 as safely possible for the remainder of this school year. 8 Elementary and public separate day schools, as you all 9 know, have returned and or invited those choosing to 10 return to four days of in person instruction. And we're 11 very excited about that. As of last week, we had the 12 following numbers of students participating in face to 13 face instruction. At our elementary and public separate 14 day schools. 27,095 students are enrolled in face to face 15 or in person learning and that's for four days. At the 16 secondary level, there's a combined enrollment of 19,667 17 students participating in face to face instruction. This 18 number includes students attending two days and students 19 who attend four days of in person learning. Secondary 20 schools are already engaging in outreach efforts to invite 21 as many students as possible. At the high school level</p>

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1 principals are anticipating seniors leaving May 21. And
 2 congratulations to all of our seniors. This will create
 3 additional opportunities for students and schools will be
 4 able to work with families to provide updates. At the
 5 middle school level, while they don't have students
 6 leaving, they are creating waitlists in some of our
 7 schools and processes that will continue to invite more
 8 students as other families choose to opt out and/or
 9 mitigation guidance changes. We will also explore options
 10 for bringing back additional middle school students on May
 11 24. The goal is to have as many students as possible,
 12 safely take part in four days a week of in person
 13 instruction, as is feasible. We encourage all families to
 14 contact their child's schools directly with any additional
 15 questions. And now I'll turn it over to Dr. Roberts. Dr.
 16 Roberts?
 17 DR. ROBERTS: Thank you Dr. Jones. So next
 18 slide, please. As we continue our extended learning
 19 opportunities and engagement, we've seen that over 8000
 20 BCPS students have participated and engaged in the
 21 extended learning opportunities. 66% of those students opt

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1 in a Saturday program with 32% in the after school
 2 program. Students opportunities include students with
 3 individualized education programs, English learners, CTE
 4 students, student athletes, students in need of Saturday
 5 functions for students were not passing due to benefit
 6 from social emotional learning supports. In alignment with
 7 the state mandate, and our own <inaudible> students back
 8 for full time in person learning five days a week we
 9 return this fall to in learning. School leadership teams
 10 will collaborate to develop the summer reengagement plans
 11 to strengthen school connectedness in preparation for the
 12 fall. They will also share similar learning opportunities.
 13 <inaudible> also best learning opportunities for select
 14 staff in preparation for the fall <inaudible> We will
 15 continue to follow the science, implement recommended
 16 mitigation strategies in collaboration with the CDC MSDE,
 17 Baltimore County Department of Health guidelines and
 18 explore options to expand COVID-19 testing in schools. So
 19 at this time, we'll turn it over to Mrs. Byers to
 20 continue. Ms. Byers?
 21 MS. BYERS: Thank you, Dr. Roberts and good evening.

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1 So how are we preparing our teachers to be able to engage
 2 in this work? Well, professional development will be the
 3 focus as we try to meet the needs of our school
 4 communities. The Education Resource strategies recommends
 5 five power strategies to inform practice, one of which
 6 addresses the use of empowering and adaptable instruction.
 7 This includes our students and teachers working with an
 8 empowering curriculum that is aligned to rigorous
 9 standards, scaffolds learning over time, and that infuses
 10 social emotional learning, and students cultural
 11 backgrounds, interests, and lived experiences. It also
 12 means that educators are able to provide flexible just in
 13 time support to our students, based on their particular
 14 learning needs, at various points in time. Additionally,
 15 students will engage in regular formal and informal
 16 assessments that are standards aligned, and are used to
 17 inform future instruction and student groupings. Our
 18 teachers will need to have sufficient time for content
 19 focused collaboration led by instructional experts, where
 20 they prepare and adjust their instructional plans to meet
 21 the needs of all of our students. Additionally, there will

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1 need to be sufficient time for shared student focused
 2 collaboration among all of the adults, who are supporting
 3 our students, both academically and socially emotionally,
 4 teachers will need to receive ongoing feedback and support
 5 that will help them improve their instructional techniques
 6 through frequent observation and coaching cycles. And
 7 finally, it will be important that all of our teacher
 8 teams have regular access to instructional expertise in a
 9 job embedded professional learning structure. This could
 10 include team meetings and coaching cycles. Next slide,
 11 please. And at this time, I believe I'm turning things
 12 over to Dr. McComas.
 13 DR. McCOMAS: Yes, good evening. So I will pick up
 14 and I just want to reiterate before I get into our virtual
 15 learning program that our goal and intent is to have all
 16 of our students return to five days in person instruction
 17 next year. However, we do recognize there are families who
 18 may not yet be ready to make that step, to take that step.
 19 And so as a result, we have developed our virtual learning
 20 program as a complementary program for those families
 21 until they are ready to return to in person instruction

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1 next school year. What you have on the screen in front of
 2 you is our very initial preliminary interest data. As all
 3 of you know, about two weeks ago, we sent out a high level
 4 interest survey, which was essentially a show of hands who
 5 may be interested in a virtual program for their child for
 6 next fall. If you look at the chart reading from the left
 7 to the right, the blue bar on the left represents the data
 8 for kindergarten all the way over to the far right, the
 9 green bar represents data for our rising 12th graders. In
 10 total, we had 6592 responses to the initial survey. And
 11 you can see how that breaks out across the grade levels.
 12 And so again, I just want to reiterate our intent around
 13 our Virtual Learning Program is our last leg of
 14 responsiveness to the global pandemic, so that families
 15 can return to in person instruction as they are ready to
 16 do so. If I could go on to the next slide, I'd like to
 17 continue unpacking what our Virtual Learning Program is
 18 and what it is not. To help everyone as we continue to
 19 move forward and respond to the needs of our community, I
 20 want to be clear that our virtual learning program for
 21 next fall is a complimentary program. It is not a separate

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1 school in which students would stay in it grade by grade
 2 year after year. It is directly built in response to
 3 supporting families about returning to in person
 4 instructions safely. Our Virtual Learning Program for next
 5 year will be run and organized as a centralized model.
 6 This is different than what we have experienced this past
 7 year. And I think Miss Rowe last time asked some questions
 8 about this. So what we experienced this past fall was what
 9 I would call a school based model. So our students
 10 received virtual instruction from their school teachers,
 11 just as they would have the same teachers if they were in
 12 person -- that was a school based model. Ours will be a
 13 centralized model and so we will have a central staffing
 14 of teachers who are fully dedicated to the program for
 15 next fall. Again, these dedicated teachers will only be
 16 teaching virtually and they will only be teaching to
 17 students who are in the virtual learning program, as
 18 opposed to what our families are experiencing right now,
 19 which we would refer to as concurrent teaching where
 20 teachers have some students in person, and they
 21 simultaneously have students who are virtual. And so I

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1 just wanted to clarify that because I know that was an
 2 important question that many people may have because we
 3 have evolved phase by phase through this entire journey
 4 over the last 16 months together as a community. And
 5 lastly, it's important to understand that because our goal
 6 is ultimately for our students to return to in person five
 7 day instruction, our students will be co enrolled with
 8 their typical school, their primary school or their home
 9 school of enrollment. Because ultimately, again, we want
 10 our students to return to in person five day instruction
 11 next year, as quickly as our families are confident and
 12 comfortable to do so. Keeping in mind as our students are
 13 co enrolled with their home school, they will have
 14 opportunities to access athletics, extracurriculars, food
 15 services, and related services through their home school.
 16 And lastly, the one last thing I want to make sure that
 17 people understand, especially for those who have older
 18 students, who perhaps have done some of the Maryland
 19 virtual online programs, Virtual Learning next year is not
 20 an independent self-paced course, that students would just
 21 work themselves through without any teacher support. So I

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1 just wanted to be upfront with everyone about what it is
 2 and what its intent is, and to clarify what it is not for
 3 everyone. So I hope that I was able to help. If we could
 4 move on to the next slide, please.
 5 Here are some additional important informations for
 6 our families who may still be considering our virtual
 7 learning program. We recognize that the time between our
 8 initial interest form and now that exciting news around
 9 the vaccine going down to students as young as 12 have
 10 come out. And so we recognize that families are still
 11 discerning and making informed decisions for their
 12 children. Starting tomorrow, at noon, we will be releasing
 13 Parent Information video on our website, which will have a
 14 lot of resources for parents to look at, and make
 15 thoughtful decisions for their child. We will also open
 16 air enrollment or registration process that will be on the
 17 website and that will open tomorrow as well. I'm sorry,
 18 that will open on the 19th. And it will actually run all
 19 the way through to the Memorial Day weekend. May 19, which
 20 is tomorrow, we will also run parent information sessions.
 21 We will have an English session in the afternoon we will

<p style="text-align: right;">Page 98</p> <p>1 offer a Spanish session and we will also later in the 2 evening offer a Spanish and multi lingual Parent 3 Information Session. And there's also on our website, a 4 BLP BCPS email in which you can submit questions and our 5 team will be happy to get back to you. And then 6 ultimately, once we have our students enrolled or 7 registered in this process, we will be communicating with 8 our families who choose this throughout the summer and we 9 will have support and onboarding sessions in August to 10 make sure that all of our back to school processes are in 11 place, and people are prepared for our Virtual Learning 12 Program. Next slide please. Thank you. 13 Lastly, I just want to make sure that for our 14 faculty members in the community who may be considering 15 teaching in our virtual learning program, we provided 16 information sessions last week, and those applications are 17 currently posted and available for teachers who may be 18 interested in serving in our virtual learning program. And 19 additionally, we provided information to our school 20 administration last week for any of the school 21 administrators who would be interested in considering</p>	<p style="text-align: right;">Page 100</p> <p>1 Williams, I appreciate and thank you and your staff for 2 this presentation, especially regarding the opening of the 3 four days, and how you and the community supes and the 4 directors, and all going to work with fidelity and 5 integrity to open as many of our secondary schools as 6 possible, I am happy to hear that. I know that as an 7 English teacher, there are probably people think I can't 8 read a chart or graph. But I really can. And I start my 9 days by looking at the metrics and following the pattern 10 to make sure we're not doing a start and stop. And so I am 11 so comfortable that about where we are, I've even looked 12 at the areas that had the zip codes that had high numbers 13 when this first started. Today, Dr. Williams and I 14 attended our first graduation. So seniors are pretty much 15 out of the buildings in the high schools, which means 16 there's more room for them to navigate in the halls and 17 common areas. And also there will be some teachers now who 18 were senior teachers who I know will be open to supporting 19 their colleagues as needed. So I'm thanking you, I don't 20 see a need for a motion. I don't see any need for any new 21 days, you have named the tune. I'm happy in my what</p>
<p style="text-align: right;">Page 99</p> <p>1 leadership roles within our virtual learning program for 2 next year. And as this concludes my portion, I'll hand it 3 right back over to Superintendent Dr. Williams. And if we 4 could go to the next slide. Thank you. 5 DR. WILLIAMS: So thank you team for providing an 6 update. We will continue to update the board, our 7 community, and team BCPS about our fall reopening plans 8 and BCPS virtual learning. We will also share any 9 additional information that we receive from our Maryland 10 Health Department, our state superintendent and/or 11 Maryland State Department of Education, including our 12 local health department and a Health Advisory Group. So 13 tonight, we would gather any questions or any comments 14 that our board members would like to make. I will turn it 15 back over to Chairwoman Scott for any comments and the 16 design team. Again, if there are questions, please keep 17 your responses brief. And we can always follow up with 18 greater detail if necessary. Thank you. 19 CHAIR SCOTT: Thank you Dr. Williams. Looks like we 20 have our first question from Miss Pasteur. 21 MS. PASTEUR: Yes. Thank you, Miss Scott. Dr.</p>	<p style="text-align: right;">Page 101</p> <p>1 position to that end. And I look forward to seeing how you 2 and your staff will negotiate the how so we can get our 3 students in to see as a barometer to what the fall will 4 look like, as well as more about what the needs of our 5 children are. Thank you for this presentation. And I'm 6 leaving this with the knowledge that you have the fidelity 7 and the integrity to get as many of our children back for 8 this last month for four days as possible. Thank you. 9 CHAIR SCOTT: Thank you. Next Mr. Offerman? 10 MR. OFFERMAN: Yes, my question is do we need any 11 special state approval for our plan for virtual for next 12 year? 13 DR. WILLIAMS: So first, let me thank Miss 14 Pasteur for your comments. And thank you Mr. Offerman for 15 your question. We do have to share our plan with Maryland 16 State Department of Education and I'm going to ask Dr. 17 Bosman McComas to share an update about that process. 18 Dr. McComas: Yes, thank you, Mr. Offerman. And 19 I do want to assure everyone that our team actually has 20 been, in fact working hand in hand with the office in 21 MSDE. That is the team that will review plan submit by</p>

<p style="text-align: right;">Page 102</p> <p>1 LEA's and that our plan is really very well aligned and 2 identical to in many ways very similar to the surrounding 3 LEAs and LEAs across the state. So what essentially, Mr. 4 Offerman, to get to the heart of your question, if a 5 school system is requesting to create a separate virtual 6 school that has a separate virtual school ID number, that 7 is something that under COMAR needs to be approved. What 8 we are doing and many of the LEAs are doing are submitting 9 our plans for review and feedback because we all want to 10 make sure that plans are strong plans for those students 11 whose families choose this as an option. And so we will be 12 submitting, as Dr. Williams indicated, and we look forward 13 to any feedback that MSDE provides us. And again, I just 14 lastly would like to assure you that my team and I have 15 been in ongoing conversation with the office that reviews 16 these plans. So I hope that answered the question.</p> <p>17 MR. OFFERMAN: Yes, thank you.</p> <p>18 CHAIR SCOTT: Thank you. Next is Miss Rowe</p> <p>19 MS. ROWE: Yes. So I have questions about how the 20 staffing for the virtual school will be funded. And I also 21 would like to know if this is considered a temporary</p>	<p style="text-align: right;">Page 104</p> <p>1 indicate what is sort of their driving factor to be 2 interested in a virtual learning program. By and large, 3 the majority of parents indicated they were interested in 4 the Virtual Learning Program potentially, as a function of 5 health concerns either perhaps for their child or someone 6 in their household. However, there was a portion of their 7 responses that indicate they felt that their child thrived 8 or did better in a virtual format. And so we're looking at 9 this really, as a step one step two process, we know 10 fundamentally, our purpose right now is to provide a 11 response to the conditions of the pandemic, as and so our 12 program for next year is not a separate school with a 13 separate ID number. And we are looking at it as 14 fundamentally a temporary response. However, we do want to 15 next year, dig deeper and understand more the families who 16 feel that this is something they might be interested in a 17 sort of a permanent pathway, we'd like to unpack that more 18 with the families who are interested, we'd like to see how 19 that is actually working for our students. And then we 20 would explore constructing that proposal. And that would 21 be an example of requesting a virtual school, that would</p>
<p style="text-align: right;">Page 103</p> <p>1 Virtual School Program, or if this will transition into an 2 alternative for people who would like to homeschool? 3 Dr. McComas: Yes. So Dr. Williams, if it's 4 okay, I'll go ahead and jump in. 5 DR. WILLIAMS: Yes, go ahead. 6 Dr. McComas: Sorry. Yes, so Miss Rowe, let me 7 just tackle the first part, and then I'll get into the 8 second part. So the first part is we are fundamentally 9 looking at using our CARES grant, which is intended Of 10 course to support school systems as we work through and 11 respond to the pandemic and recovering from the pandemic. 12 So we are fundamentally funding the positions through the 13 cares resources. There may be some materials as we get 14 deeper into packaging materials and making sure students 15 have everything. There may be some materials that have 16 already been operationally funded and are part of our 17 inventory already. And so that could be a combination. 18 19 To get to your second question around, is this 20 temporary? Or how long term will this be? We did, as you 21 may know, in our interests form, we ask families to</p>	<p style="text-align: right;">Page 105</p> <p>1 have to go to the State Board for approval. And so that 2 would be more of a long term initiative as a school 3 system. Many of you and I'll just add, just to round this 4 out, many of you may be familiar that we have already had 5 at the secondary level for a number of years an E Learning 6 Program, which is fundamentally a virtual instruction 7 program. But that has been really in place for our 8 students who are designated, they're under the 9 superintendent designees, and they are co enrolled with 10 their home schools. And they ultimately again, the goal is 11 for them to return to their home school and in person 12 instruction, and they graduate from their home school. So 13 we do not have a separate virtual school with a school 14 number that students would matriculate and eventually 15 graduate from. So that being said, Miss Rowe, it's a yes 16 and a yes, it's a yes, right now, it's temporary in 17 response to the pandemic. But we will use next year to 18 understand more deeply for families with students at 19 younger grades, as well as older grades. What is the real 20 community interest? And does that seem to in fact, be a 21 viable pathway for our students to be successful?</p>

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1 MS. ROWE: Okay, can you also tell me if the
 2 curriculum for the Virtual Learning will be aligned with
 3 the same as what children are getting on that grade level
 4 in the regular schools? Will it be more rigorous, less
 5 rigorous? Will there be GT, individualized IEP stuff? Like
 6 is there going to be getting the same opportunities?
 7 MS. ROWE: Yes, so it is the same grade level
 8 standards that are aligned with the Maryland College and
 9 Career Readiness Standards, it is the same curriculum, it
 10 is not a separate curriculum. And to that end, Miss Rowe,
 11 yes, students that are registered for gifted and talented
 12 or advanced placement courses, that to the greatest extent
 13 possible will be available, I will say upfront that not
 14 every single course at the upper levels will be available,
 15 for example, choreography is one example that comes to
 16 mind that is not transferable to the virtual learning
 17 program with this idea that this is really in response to
 18 the pandemic. As students with IEPs, this is really
 19 something as is always the case with IEPs, we want to make
 20 sure that we have the IEP team have a meaningful
 21 conversation, we need to make sure that this is really

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1 part of the continuum of services. And I want to make sure
 2 that I am using the proper language because, again, IEP
 3 plans are individualized and that really needs to be
 4 thoughtfully looked to make sure that this would be the
 5 right setting for a student in the least restrictive
 6 environment. And then also for our English learners, they
 7 will have access and resources in a virtual learning
 8 program as well.
 9 CHAIR SCOTT: Okay, thank you, next it looks
 10 like we have Miss Mack.
 11 MS. MACK: Thank you, Miss Scott. I have four
 12 questions. And Dr. McComas since you're on the screen,
 13 pending permission from MSDE, Do we expect the VLP to be a
 14 full year offering, a first semester offering or something
 15 else?
 16 Ms. McComas: Great question. We are asking
 17 families to make a yearlong commitment because it is a
 18 staffing, we need to make sure that we have the resources
 19 in place. However, we will work with families as they are
 20 ready to return to their home school, we will have a
 21 process in place to help facilitate that. I suspect and

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1 this is just my own personal thought that there may be
 2 families who once their child has the opportunity to be
 3 vaccinated, maybe more comfortable and ready to return.
 4 And we want to get our students back in in person learning
 5 as quickly and efficiently as possible. So we will have
 6 that process, although we are right now asking families to
 7 make the yearlong commitment, because it really helps us
 8 in the planning process. But we certainly as families are
 9 ready, we will facilitate them returning to their home
 10 school.
 11 MS. MACK: That leads me to my next question.
 12 Teachers and administrators have been telling me that
 13 probably the most disruptive part of our current Virtual
 14 Learning setup is the fact that students have signed up
 15 for one thing, maybe coming into school, and then they
 16 stay home or they've signed up to stay home and they come
 17 into school. When a family signs up for VLP and they have
 18 not like filled out the paperwork or whatever to come back
 19 because their child got vaccinated or family members are
 20 vaccinated -- are we going to allow them to come back and
 21 forth at their own discretion? How are we going to

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1 mitigate the impact of that disruption?
 2
 3 DR. WILLIAMS: So Miss Mack, let me respond.
 4 Ms. McComas: So we are asking, again, families,
 5 it's really not a today I choose virtual tomorrow I chose
 6 in person, it's really that's part of making the
 7 commitment is that we want to make sure that our students
 8 have a stable environment. And I think just to your point,
 9 it's disruption for students is instability, right. And so
 10 and it's also disruptive for our practitioners who are
 11 really trying to pay attention to our children and what
 12 they need. And so that's really, the intent here is to
 13 make the commitment to be virtual until you are ready to
 14 come back and be committed to in person.
 15 MS. MACK: Thank you. My next question is, could
 16 one teacher in a specific grade, have students in his or
 17 her class for more than one school based on the numbers
 18 how they come in at a grade level?
 19 Dr. McComas: Yes, great question. Yes, because
 20 it is a centralized model, we will be building the
 21 schedule once we actually have families and enrollments

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1 and can look at grade level groupings. It is true if I
 2 were a virtual teacher and I were teaching third grade, I
 3 may have third graders from a wide variety of home schools
 4 in the virtual classroom together.

5 MS. MACK: And then my last question is, if
 6 teachers choose VLP, will they be able to return to their
 7 school of origin?

8 Dr. McComas: Great question. So we are using --
 9 we are anchoring everything to the greatest extent
 10 possible in our traditional BCPS processes. And so
 11 teachers who apply to the virtual learning program are
 12 applying as voluntary transfers. So just as if they were
 13 applying to become an English resource teacher or
 14 consulting teacher, this is something they're choosing to
 15 apply to. And then at the end of that they would then need
 16 to apply elsewhere. So there is not a guarantee that
 17 you're going to go back to the school of your previous
 18 assignment.

19 MS. MACK: Thank you for the presentation. And
 20 thank you for answering my questions.

21 Ms. McComas: My pleasure. Miss Mack, take care.

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1
 2 CHAIR SCOTT: Next is Dr. Hager.

3
 4 DR. HAGER: Yes, I wanted to circle back to Dr.
 5 Jones. His comments on slide five, I heard you say that
 6 when mitigation guidance changes that we may revisit
 7 inviting other children back into middle and high schools.
 8 And I also heard May 24. And then I missed the middle. So
 9 could you explain exactly what's going to happen on May
 10 24?

11 Dr. Jones: Sure, so what I shared about May 24, is
 12 that we will explore options for bringing back additional
 13 middle school students on May 24. Prior to that, I talked
 14 about the fact that our seniors last day is May 21.
 15 However, middle schoolers are not leaving. They are still
 16 in in process and still in school, but on May 24, we would
 17 be talking about exploring those exploring those options.
 18 And then in terms of mitigation, and your question around
 19 that, I basically shared that at the middle school level,
 20 they're creating waitlist or processes to continue to
 21 invite more students as other families choose to opt out

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1 and/or mitigation changes, guidance changes. So that end
 2 or means as we know, the CDC guidelines are constantly
 3 changing. We know that families are constantly making
 4 decisions, and we just want to weigh all of those options
 5 -- and one could come before the other. Mitigation
 6 guidance change could happen as early as tomorrow versus
 7 someone opting out and capacity being a way by which other
 8 students can come. So we're looking at all of the factors
 9 and taking all of them into consideration. And not
 10 necessarily ordering one over the other, but taking them
 11 all into consideration. So that we are able to, as we
 12 stated, allows students and families who are in need of or
 13 want to experience face to face instruction to be able to
 14 do so. And that was at the middle school level. Does that
 15 help clarify a little bit?

16 DR. HAGER: It does, because we also heard I think
 17 it was Mr. Roberts say that we were in the orange zone.
 18 And that's a tough -- so that we have two metrics that we
 19 go on. And one, the main metric most people refer to as
 20 the percent positivity. And as of May 11, we were at 3.2%,
 21 which is blue and blue is best, we can't get better than

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1 blue. And the other metric is in the orange zone, but
 2 certainly trending downwards, and really close to hitting
 3 our benchmark 50 cases per 100,000. And so I'm just a
 4 little bit concerned about the vague language around, you
 5 know, revisiting things on May 24, given that we only have
 6 about a month left at that point. And I think most people
 7 know I was against reopening four days a week for everyone
 8 when our when our rates were higher, but they're about as
 9 good as -- they're good and better than I ever imagined
 10 they'd be at this point. And so I'm considering making a
 11 motion to be honest, to reopen sooner, because I'm a
 12 little bit worried about the vague language to be honest.

13 Dr. Jones: And thank you for sharing that. And
 14 actually, before you do that, I just wanted to just
 15 clarify that your commentary was kind of around metrics.
 16 What I was sharing was more about mitigation. And so there
 17 is a difference there. But I totally understand your
 18 point. And your point is well taken. Thank you for the
 19 opportunity to respond.

20 DR. HAGER: Yeah, and you know, and I know we don't
 21 cohort but we you know, once you hit a certain point, then

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1 you can be within three feet in middle and high school.
 2 And so that's, you know, and that's the current guidance.
 3 And like you said, it does change often. So I'm going to
 4 wait for the rest of my time.
 5 CHAIR SCOTT: Next is MR. McMILLION:
 6 MR. McMILLION: Great. Dr. McComas, or the next
 7 school year 21-22, will virtual instructions be saved
 8 electronically. So students and families can refer back to
 9 respective lessons.
 10 Dr. McComas: Thank you, MR. McMILLION: Our VLP
 11 teachers will be using Schoology just as our in person
 12 classroom teachers use Schoology. And so resources will be
 13 available there that's all incorporate with our gradebook
 14 and our curriculum archive. I think I answered your
 15 question.
 16 MR. McMILLION: Well, I'm not -- I don't
 17 mean to be mean, but I don't understand that.
 18 Dr. McComas: That's okay.
 19 MR. McMILLION: If a child or a parent woke
 20 up at 2:00 in the morning and wanted to go back to a
 21 lesson, could they go on to Schoology or whatever format

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1 and find that lesson? And maybe they need remediation?
 2 Will those lessons be electronically saved?
 3 Dr. McComas: So no, Mr. McMillion, we are not
 4 videotaping our lessons. They will be live in person
 5 lessons. Teachers sometimes do choose to videotape parts
 6 of lessons that students can go back and rewatch and, like
 7 narrated PowerPoint, for example, might be a resource that
 8 a teacher has available, but day in and day out lessons
 9 will not be videotaped and archived in like an archive of
 10 that nature.
 11 MR. McMILLION: Okay, thank you.
 12 Dr. McComas: Thank you.
 13 CHAIR SCOTT: Okay, next, it looks like it's Ms.
 14 Henn.
 15 MS. HENN: Thank you, Madam Chair. Good evening,
 16 Dr. McComas. I have two questions. My first is, will or in
 17 person instruction that's disrupted for any reason. For
 18 instance, weather related closures. Will Virtual Learning
 19 be an option for
 20 those students?
 21 Dr. McComas: So our virtual learning -- Thank

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1 you. Miss Henn -- our virtual learning program will follow
 2 just the same calendar as our brick and mortar BCPS
 3 program will do; so if there is an inclement weather, for
 4 example, and school is closed for our in person students
 5 that would also be closed for our virtual learning program
 6 for that day. But as is always the case, students would
 7 always be able to access Schoology if they have
 8 independent assignments that they want to work through.
 9 That would always be accessible, but if it's a closed day
 10 for the brick and mortar system, it would be a closed day
 11 for VLP.
 12 Ms. Henn: So can you share a little bit more about
 13 the rationale for that decision? My concern is if we have
 14 a choice between more instructional hours and less, we
 15 would want to aim for more and give our kids as much
 16 instructional time as possible. And given that all current
 17 teachers have had experience this past year teaching
 18 virtually, my hope would be that we would opt for more
 19 hours. And that since Virtual Learning would not need to
 20 be canceled for weather we could extend the same
 21 opportunity to our in person students.

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1 Dr. McComas: So I certainly understand your
 2 point Miss Henn. And I would say, if we as a system move
 3 to inclement weather days being Virtual Learning days for
 4 the entire system, then that would apply, but I defer, I
 5 think I hear Dr. Williams. So forgive me, Dr. Williams.
 6 DR. WILLIAMS: Ms. Henn, I think you're asking
 7 some good questions. I made a comment about following up
 8 with the state superintendent and the state board. I think
 9 those are some questions many other district systems are
 10 exploring the virtual learning and I think we will be able
 11 to provide some updates once we hear from our state
 12 superintendent.
 13 MS. HENN: Thank you, Dr. Williams. And thank
 14 you, Dr. McComas. My second question, shifting gears, and
 15 I don't know if anyone on the call has this data. But do
 16 we know our current middle and high school in person
 17 attendance numbers, in terms of average percentages?
 18 Dr. Roberts: So Ms. Henn, that information is
 19 -- I apologize, I apologize for earlier. I think I was
 20 breaking up and my video was breaking up. So that
 21 information is being collected this week by our schools.

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1 And under the direction of Dr. Williams, we can certainly
 2 provide an update.
 3 MS. HENN: Thank you, Dr. Robert. Can anyone
 4 provide a ballpark? I have information that's anecdotal,
 5 which I don't want to base any decisions on. So if someone
 6 on staff could speak to a ballpark number even.
 7 Dr. Roberts: Again, Ms. Henn, I think our
 8 information from Ms. Byers and Dr. Jones is similar to
 9 yours is anecdotal. We've been visiting schools this week,
 10 yesterday. And today, we're just speaking to our
 11 principals about, again, how many kids are coming, how
 12 many are four days and how many are coming of those kids.
 13 So similar to you at this point it's anecdotal. So that's
 14 why we didn't want to share specific data as we want to
 15 wait till we can get some firmer numbers as we get to the
 16 end of the week.
 17 MS. HENN: Thank you. Let me reframe my
 18 question then based on what I do know, and that is certain
 19 high schools and families are reporting in person
 20 attendance numbers of single digits. In a lot of cases,
 21 five or fewer students in a class. And I'm wondering with

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1 those types of attendance numbers, again, to the to Dr.
 2 Hager's point, and the numbers are dropping in the right
 3 direction, why we can't extend the opportunity for all
 4 students to return to four days, especially with seniors
 5 leaving at the high school level. And Dr. Dunn shared that
 6 the plan for the 28th is to extend that to middle schools.
 7 But if we have such low attendance, why can't we extend
 8 that offer to all students who want to return to four days
 9 now? Thank you.
 10 DR. WILLIAMS: So thank you, Miss Henn. I think
 11 what was shared -- you're right that knowing that seniors
 12 their last day is May 21 is opening up more space at the
 13 high school level. But at the middle school, there were
 14 still some questions and as Dr. Jones said, looking at a
 15 week from now what those numbers may look like and working
 16 and having our principals work with their communities to
 17 continue to invite more students but I understand your
 18 point. Thank you.
 19 MS. HENN: Okay, with that, I'd like to make the
 20 motion that we allow all students the opportunity to
 21 return to four days of in person instruction.

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1 CHAIR SCOTT: Point of information.
 2 <inaudible> Miss Causey
 3 Okay, let's motion <inaudible> . And I'll put that
 4 motion in the chat.
 5 CHAIR SCOTT: Okay, point of information,
 6 though. Miss Bresler? Can someone who voted in favor of
 7 the motion make the same motion?
 8 MS. BRESLER: Again? I'm not sure I understand
 9 the question.
 10 CHAIR SCOTT: So it's a motion for
 11 reconsideration. So that was the same motion that was made
 12 by Mr. McMillion at the last session.
 13 MS. BRESLER: A motion for consideration can be
 14 made by anyone who voted on the prevailing side.
 15 CHAIR SCOTT: So the prevailing as opposed.
 16 MS. BRESLER: No, the prevailing is yeah, the
 17 prevailing in this case, I assume was opposed. Yeah.
 18 CHAIR SCOTT: That's correct. And Ms. Henn voted
 19 in favor of it. So
 20 MS. BRESLER: The prevailing side was the was
 21 the side that voted against.

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1 CHAIR SCOTT: Yes. So Ms. Henn voted in favor
 2 of it. So then can she make that motion at this meeting?
 3 MS. BRESLER: She cannot make a motion to
 4 reconsider.
 5 CHAIR SCOTT: Okay.
 6 MS. HENN: Madam Chair, my motion is
 7 different than Mr. McMillion's.
 8 CHAIR SCOTT: It looks like it's the same zombie
 9 motion. You move that all students have Ms. Henn moved
 10 that all students have the opportunity to return to four
 11 days in person instruction, effective May 24. That
 12 basically is the same motion that Mr. McMillion made.
 13 MS. BRESLER: Basically, it's not the same. So
 14 the rule does not apply.
 15 CHAIR SCOTT: Miss Bresler, I would ask you to
 16 weigh in on that because as I see it, that rule does
 17 apply.
 18 MS. BRESLER: Well, I think if it's a if it's a
 19 different date, it may be different for four people, and
 20 I'm not sure that it.
 21 CHAIR SCOTT: I'm sorry, you went out, Ms.

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1 Bresler. You went out, Miss Bresler, I couldn't hear you.
 2 MS. BRESLER: Sorry. I'm sorry. Um, I think if
 3 there's a different date, or there wasn't a date, and now
 4 there is a date, I think that that may be make a
 5 difference for voters. And therefore I think it's,
 6 although it's a slight difference, it's a different
 7 motion.
 8 CHAIR SCOTT: Okay. Just getting an inquiry on
 9 that because, as I understand it, the effect would be the
 10 same. So therefore, it's the same motion. Did you have a
 11 date on yours, Mr. McMillion? When you make your motion?
 12 MR. McMILLION: I'm pretty sure it was I'd have
 13 to go back and look up and check <inaudible> I think it
 14 was May 17th.
 15 CHAIR SCOTT: Okay.
 16 MS. HENN: Madam Chair, I'll withdraw. Dr.
 17 Hager voted against it and is willing to make the motion.
 18 MS. GOVER: Lily said it first in the chat.
 19 MS. BRESLER: Either way, it doesn't matter. We
 20 can either one do it. I voted. I voted with the
 21 prevailing.

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1 CHAIR SCOTT: Excuse me. Point of order. Ms.
 2 Henn, you can't withdraw it because I stated it. So it's
 3 now the -- it's the property of the assembly. But also it
 4 wasn't a motion.
 5 MS. GOVER: It was seconded so it was probably.
 6 CHAIR SCOTT: Yeah, it was. It was moved and
 7 seconded. So it's the property of the assembly now. So
 8 then we would need to take a roll call vote on the motion.
 9
 10 Unidentified: Well, I'm sorry, was the motion
 11 declared out of order?
 12 CHAIR SCOTT: No. Ms. Bresler said -- I thought
 13 it was out of order because to me it looks like a zombie
 14 motion. But what Ms. Bresler said was that because it has
 15 a different date on it May 24, then that makes it a
 16 different motion. Slightly different, as she said, but a
 17 different motion.
 18 MS. CAUSEY: So, Madam, madam chair, I have a
 19 point of inquiry to the line of question. Thank you. Miss
 20 Bresler, as we know, with the pandemic and the discussion
 21 of reopening of schools, there are factors that are

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1 changing every week, essentially. So the motion at this
 2 time is different intrinsically than the motion at a
 3 different time because of the mitigating factors that were
 4 just shared with us this evening. In terms of the lowering
 5 transmission rate, the lowering positivity rate, the
 6 additional students that are leaving the buildings
 7 CHAIR SCOTT: I'm sorry, excuse me
 8 MS. CAUSEY: -- thereby providing additional
 9 capacity for student learning. So I would just want that
 10 to be supportive of this is a distinct motion.
 11 CHAIR SCOTT: Thank you. Were there any
 12 additional questions of Ms. Gover?
 13 DR. WILLIAMS: I have a comment, I just want to
 14 make. Just keep in mind that the team was talking about
 15 the difference between high school and middle school
 16 students. And we do want to welcome more students to come
 17 back. I'm just a little concerned about the capacity at
 18 our middle schools, as Dr. Jones reported that high
 19 schools, we have seniors leaving, of course that's opening
 20 up more space, but middle school students if there's space
 21 and we can continue with the mitigation strategies. I just

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1 wanted to raise that with the full board. Low concern
 2 about the middle school scenario.
 3 CHAIR SCOTT: Yes. Mr. Muhumuza?
 4 MR. MUHUMUZA: I move to amend the motion to
 5 delete the words 'all students' and to be replaced with
 6 'all high school students'
 7 CHAIR SCOTT: I'm sorry, Mr. Muhumuza, we are
 8 having some trouble hearing you. Could you repeat that
 9 again?
 10 MR. MUHUMUZA: I said I move to amend the motion
 11 to delete the words 'all students' and to be replaced with
 12 'all high school students'.
 13 CHAIR SCOTT: Okay, so Mr. Muhumuza made an
 14 amendment to delete the word 'all students' and replace
 15 that with 'all high school students'. Is that correct?
 16 MR. OFFERMAN: Second. Offerman
 17 CHAIR SCOTT: And it was seconded by Mr. Offerman.
 18 MS. CAUSEY: Madam Chair, I would like to speak
 19 to the amendment. This is Ms. Causey.
 20 CHAIR SCOTT: Well I'm sorry, Ms. Causey, we
 21 have some other --excuse me, point of order. We have some

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1 other board members who are in line and would like to
 2 speak. It looks like Miss Pasteur?
 3 MS. CAUSEY: Excuse me, madam chair. I actually
 4 was in the chat having a question regarding the motion
 5 before Mr. Muhumuza made his amendment. So
 6 CHAIR SCOTT: So you have a question regarding
 7 the motion. Now we're discussing the amendment. Is your
 8 question germane to the amendment?
 9 MS. CAUSEY: Yes, it is.
 10 CHAIR SCOTT: Okay, so I wanted to make sure
 11 that we had an opportunity to hear from all board members
 12 and not just certain board members. So we have not yet
 13 heard from Miss Pasteur. So I wanted to make sure that she
 14 had an opportunity to ask the question or speak to the
 15 amendment.
 16 MS. CAUSEY: Thank you, Madam Chair. And
 17 certainly I appreciate that. I have not yet had an
 18 opportunity to speak to this agenda item. And
 19 CHAIR SCOTT: Excuse me, Ms. Causey
 20 MS. CAUSEY: And Ms. Henn has not had the
 21 opportunity to

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1 CHAIR SCOTT: Point of order, Miss Causey.
 2 Excuse me you're out of order , you're out of order, Ms.
 3 Causey.
 4 CHAIR SCOTT: <inaudible> Miss Pasture go first.
 5 CHAIR SCOTT: Ms. Causey, excuse me. You're out
 6 of order. Miss Pasteur, do you have a comment to the
 7 amendment?
 8 MS. PASTEUR: Yeah, actually I, yeah.
 9 CHAIR SCOTT: Please go ahead.
 10 MS. PASTEUR: Now because I was going -- I
 11 wanted another a piece to the amendment. But it's too late
 12 now. Mr. Muhumuza already made it. I'm fine, thank you.
 13 MR. MUHUMUZA: <inaudible> amend it <inaudible>
 14 twice.
 15 CHAIR SCOTT: Excuse me. I'm sorry.
 16 MR. MUHUMUZA: Point of inquiry, I think can't
 17 you be amend it twice?
 18 CHAIR SCOTT: She can, but she chose not to.
 19 MR. MUHUMUZA: Okay. Thank you.
 20 MS. PASTEUR: Well, now. I mean, we were so --
 21 you were so embroiled there with Ms. Causey

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1 CHAIR SCOTT: Do you have an amendment, Ms.
 2 Pasteur?
 3 MS. PASTEUR: Because what I wanted to ask with
 4 us what Mr. Muhumuza said, but to put in the codicil or
 5 the piece that says, and middle schools as the metrics
 6 allow not the metrics, the metrics and population allow,
 7 so we would address both of the issues that the
 8 superintendent raised.
 9 CHAIR SCOTT: So are you wanting to add an
 10 amendment?
 11 MS. PASTEUR: Yeah, if I may, yes.
 12 CHAIR SCOTT: Yes, you can add a second
 13 amendment.
 14 MS. PASTEUR: I'll put it in the -- I'll put it
 15 in the chat.
 16 CHAIR SCOTT: Okay.
 17 MS. PASTEUR: Okay, Yes if you could put that in
 18 there and say it so that it can be properly stated. And
 19 then
 20 MS. PASTEUR: Thank you. Yes, I will certainly
 21 do that. It's taking me a moment because people keep

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1 popping up and I can't see what I'm typing.
 2 CHAIR SCOTT: Okay, so this is a second amendment to
 3 Mr. Muhumuza's amendment to Ms. Henn's original motion.
 4 Okay. So Miss Pasteur made amendment that all high school
 5 students and middle school students as appropriate by
 6 numbers of students. Is there a second?
 7 MR. MUHUMUZA: Second.
 8 CHAIR SCOTT: Mr. Muhumuza seconded the
 9 amendment. Okay. Thank you. And again, I want to make sure
 10 that we were getting to everyone. There's a lot of
 11 questions regarding the amendment and it looks like we --
 12 and I want to make sure that we're hearing from all board
 13 members. So it looks like we've not heard from Miss Jose.
 14 And you have a question to the amendment?
 15 MS. JOSE: Yes, Miss Scott, thank you. The
 16 amendment that Miss Pasteur brings is essentially opening
 17 all high and my middle school kids. And my question to Dr.
 18 Williams, there are certain schools, middle schools,
 19 especially the school that my son goes to Perry Hall
 20 Middle, which is severely overcrowded. Miss Harris aware
 21 of that even on a regular day with two-day schooling. They

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1 are overcrowded. How are we going to account for those
 2 schools, middle schools that overcrowded and, not just
 3 Perry Hall, there's several other schools in the system
 4 that have an overcrowding problem that do not have
 5 functioning bathrooms in the building that the cafeterias
 6 are crowded and, while I understand the metrics look good
 7 and there's only four weeks left, how will the system
 8 accommodate those students when they come in and we are
 9 over capacity?
 10 DR. WILLIAMS: So thank you, Ms. Jose, and I'll
 11 ask Dr. Zarchin to add any additional information. We
 12 would be looking at the common areas, as you indicated,
 13 the cafeteria where students, the entrance, all of the
 14 media center library, but we will work with the schools to
 15 accommodate the request and keep the distance. I believe
 16 we can now look at three feet. Dr. Zarchin, do you want
 17 to add anything to this?
 18 Dr. Zarchin: Yes, that's correct. At this point,
 19 we're at three feet. We are quickly approaching the
 20 yellow, moderate transmission area. And in the way we're
 21 trending, it's possible that we could be in the blue or low

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1 transmission area before too long. The last four weeks,
 2 we've had a steady decline in numbers, which has been great
 3 to see. So we are trending in a very positive direction.
 4 We're at three feet. Again, the exception is in when
 5 students are eating and in common areas. But the big
 6 challenge right now is student lunches, breakfast, when
 7 they are eating, you know, that poses a little bit of a
 8 challenge in some schools. We've talked about this. It
 9 can be done. In other schools, it is a challenge because
 10 of the numbers. And that's why we worked as a group to work
 11 through the principals to get to this point. I think we're
 12 working in the same direction. It just gives us a little
 13 leverage for schools who have larger numbers.
 14 MS. JOSE: Just a follow up question, Ms. Scott.
 15 So, this Motion, when does this open schools? Is it next
 16 week? Or is it immediately?
 17 CHAIR SCOTT: The Motion says May 24th.
 18 MS. JOSE: May 24th. And Dr. Williams, is that
 19 Motion something that the system of the principals will be
 20 working with? Is that something they're aware of that will
 21 be happening? Is that enough time for them to get ready.

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1 DR. WILLIAMS: So they are not aware of a specific
 2 date. As you heard earlier, there's a lot of logistics
 3 with the transportation and grouping or schedules. And so
 4 I think if there is a specific date, as indicated, May
 5 24th, I would just say, folks just have to be flexible
 6 with the schools to work out whether it's actually on that
 7 date, or several days later. The point is trying to bring
 8 more students back. We want to, we want to do that, but we
 9 want to make sure our principals have the means to plan
 10 and coordinate with transportation, food and nutrition,
 11 all those things that are very important in addition to
 12 the classroom teachers and knowing who's coming back. So
 13 it's hard for me to say that they can do it. But I think
 14 if we look at every scenario, and our executive directors
 15 and community superintendents support our principals.
 16 There's, we just need a little bit of grace to try to do
 17 that knowing who's, who wants to come back, and just how
 18 to plan accordingly. So I don't know if we can actually
 19 meet the May 24th, but that would be a good start. But I
 20 would say we may need time because there may be
 21 circumstances as you describe, Miss Jose, that we would

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1 just have to look at individually with our school and our
 2 school leaders.
 3 MS. JOSE: Thank you, Dr. Williams. So does this
 4 Motion then take that into consideration? Would principals
 5 be autonomous to make that decision that they are
 6 overcapacity and they could not bring everybody back?
 7 MS. PASTEUR: My Motion does that. It says by
 8 numbers of students.
 9 MS. JOSE: So some schools then could decide not to
 10 bring students back because they don't have the capacity
 11 or the spacing. Okay, thank you.
 12 CHAIR SCOTT: Thank you. Next is Miss Causey.
 13 MS. CAUSEY: Thank you, Madam Chair. Earlier in the
 14 presentation, Dr. Jones provided numbers - 27,000
 15 elementary schools and 19,667 students middle school
 16 two-day and four-day and high schools. What is the
 17 breakout between middle school and high schools?
 18 CHAIR SCOTT: Thank you Miss Causey. I don't have
 19 that information, but we can work through Dr. Williams to
 20 get that information. I just had that overall number.
 21 MS. CAUSEY: Okay. So you don't have any numbers

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1 to present to us to say that it's not a fabulous idea to
 2 allow middle school students to come back and high school
 3 students to come back. My other question was what is the
 4 option for students to bring a towel for instance and go
 5 outside and sit and eat their lunches?
 6 CHAIR SCOTT: I'm sorry, point of order, Miss
 7 Causey, are you, these are questions to the amendment.
 8 That's not germane to the amendment at hand. Now do you
 9 have a -
 10 MS. CAUSEY: - Actually it is germane because it is
 11 -
 12 CHAIR SCOTT: - It is not -
 13 MS. CAUSEY: - Exactly to the numbers.
 14 CHAIR SCOTT: - Eating outside on a towel is not
 15 germane to the amendment at hand that we are discussing.
 16 Do you have a question germane to the amendment.
 17 MS. CAUSEY: It is germane to the amendment because
 18 what we're trying to decide is -
 19 CHAIR SCOTT: - Okay, Ms. Causey, I'm not going back
 20 and forth. Next is Dr. Hager. Do you have a question?
 21 MS. CAUSEY: Trying to decide whether it's all

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1 students or whether it's middle school and high school -
 2 CHAIR SCOTT: - Okay. Thank you Ms. Causey. Dr.
 3 Hager -
 4 MS. CAUSEY: - So my question today and I don't
 5 appreciate being -
 6 CHAIR SCOTT: - Ms. Causey, you are out of order.
 7 Once again, I remind you, you're out of order, once again.
 8 Dr. Hager, do you have a question to the amendment?
 9 DR. HAGER: Um, yes. Well, I originally had a
 10 comment and Dr. Williams just actually answered my comment
 11 for me, which is that we are approximately at three feet
 12 now and we've been operating at a six foot distance in
 13 middle and high schools. So there will be a lot more
 14 space. And I'm a little bit concerned about both of the
 15 amendments, because I worry that they'll take time to
 16 generate the numbers. And the calculations needed to kind
 17 of determine what the numbers are. Not all middle schools
 18 have weightless, only some do. And so I feel like instead
 19 of taking all that time for more preparation, when we only
 20 have four weeks of school left, the time should better be
 21 spent seeing who would like to come back, finding out what

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1 those numbers are and putting the operation into play as
 2 opposed to doing the math and continuing to do it that
 3 way. So that's my own opinion. And that's why I would not
 4 support the amendments, but I do support the original
 5 motion.
 6 MS. CAUSEY: Madam Chair, I move to question on the
 7 amendment. Miss Causey.
 8 MR. MUHUMUZA: Point of order. Point of order,
 9 MS. CAUSEY: I call second before the point of
 10 order, Madam Chair, in case you didn't hear me.
 11 MR. MUHUMUZA: I can still interrupt a point of
 12 order, I believe. I said I believe a point of order can
 13 still interrupt. But anyway, I don't believe that Miss
 14 Causey received the floor appropriately to make that
 15 motion.
 16 I believe to move the question. I believe they have
 17 to get recognized by the chair then make that with the
 18 question.
 19 CHAIR SCOTT: Submit the question. Ms. -
 20 Oh, I'm sorry. I didn't have my microphone on. I believe
 21 that Mr. Muhumuza raised the question, Miss Bresler if you

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1 could weigh in on that. He said that he does not believe
 2 Miss Causey was properly recognized to move the question.
 3 MS. BRESLER: It appeared to me that that you had
 4 moved on to another speaker.
 5 MR. MUHUMUZA: Thank you.
 6 CHAIR SCOTT: Okay.
 7 MS. BRESLER: She was not recognized at that point
 8 in time.
 9 CHAIR SCOTT: Okay so she was not properly
 10 recognized to move the question. So we can go ahead and
 11 take a vote on the two amendments. The first being
 12 starting backwards would be Miss Pasteur's Amendment,
 13 which was Miss Pasteur's Amendment, which was moved and
 14 seconded by Mr. Muhumuza. All high school students and
 15 middle school students as appropriate by numbers, but by
 16 numbers of students. Miss Gover, if we could take a roll
 17 call vote, please.
 18 Miss Gover: Ms. Rowe?
 19 MS. ROWE: No.
 20 Miss Causey: No.
 21 MS. MACK: No.

<p style="text-align: right;">Page 138</p> <p>1 MR. McMILLION: Yes.</p> <p>2 MS. JOSE: Yes.</p> <p>3 MS. HENN: No.</p> <p>4 MR. MUHUMUZA: Yes.</p> <p>5 MS. GOVER: Mr. Offerman?</p> <p>6 MR. OFFERMAN: Yes.</p> <p>7 MS. PASTEUR: Yes.</p> <p>8 MR. KUEHN: No.</p> <p>9 DR. HAGER: No.</p> <p>10 CHAIR SCOTT: Yes.</p> <p>11 MS. GOVER: Favor six.</p> <p>12 CHAIR SCOTT: Okay, so Ms. Pasteur's amendment did</p> <p>13 not go forward. So then the second part would be to</p> <p>14 process Mr. Muhumuza's amendment where he added all high</p> <p>15 school students to Miss Henn's motion. If we could take a</p> <p>16 roll call vote on that please.</p> <p>17 MS. GOVER: Ms. Rowe?</p> <p>18 MS. ROWE: No.</p> <p>19 MS. GOVER: Miss Causey?</p> <p>20 MS. CAUSEY: No.</p> <p>21 MS. GOVER: Miss Mack?</p>	<p style="text-align: right;">Page 140</p> <p>1 that one did not pass. And now we could do a roll call</p> <p>2 vote please on the original motion from Miss Henn, where</p> <p>3 she moved that all students have the opportunity to return</p> <p>4 to four-day in-person instruction effective May 24th.</p> <p>5 MS. GOVER: Ms. Rowe?</p> <p>6 MS. ROWE: Yes.</p> <p>7 MS. CAUSEY: Yes.</p> <p>8 MS. MACK: Yes.</p> <p>9 MR. McMILLION: Yes.</p> <p>10 MS. JOSE: No.</p> <p>11 MS. HENN: Yes.</p> <p>12 MR. MUHUMUZA: Yes.</p> <p>13 MR. OFFERMAN: No.</p> <p>14 MS. PASTEUR: Yes.</p> <p>15 MS. GOVER: Mr. Kuehn?</p> <p>16 MR. KUEHN: Yes.</p> <p>17 DR. HAGER: Yes.</p> <p>18 CHAIR SCOTT: No.</p> <p>19 MS. GOVER: Favor is nine.</p> <p>20 CHAIR SCOTT: Okay, so that Motion passes. Sorry.</p> <p>21 The next item on the agenda is unfinished business</p>
<p style="text-align: right;">Page 139</p> <p>1 MS. MACK: No.</p> <p>2 MS. GOVER: Mr. McMillion?</p> <p>3 MR. McMILLION: Yes.</p> <p>4 MS. GOVER: Miss Jose?</p> <p>5 MS. JOSE: Yes.</p> <p>6 MS. GOVER: Miss Henn?</p> <p>7 MS. HENN: No.</p> <p>8 MS. GOVER: Mr. Muhumuza?</p> <p>9 MR. MUHUMUZA: Yes.</p> <p>10 MS. GOVER: Mr. Offerman?</p> <p>11 MR. OFFERMAN: Yes.</p> <p>12 MS. GOVER: Miss Pasteur?</p> <p>13 MS. PASTEUR: Yes.</p> <p>14 MS. GOVER: Mr. Kuehn?</p> <p>15 MR. KUEHN: No.</p> <p>16 MS. GOVER: DR. HAGER:</p> <p>17 DR. HAGER: No.</p> <p>18 MS. GOVER: Miss Scott?</p> <p>19 CHAIR SCOTT: Yes.</p> <p>20 MS. GOVER: Favor six.</p> <p>21 CHAIR SCOTT: Okay, so that one, oops, sorry. So</p>	<p style="text-align: right;">Page 141</p> <p>1 consideration for policies. Members of the Board, the</p> <p>2 Policy Review Committee asked that the Board accept the</p> <p>3 Committee's recommendation to amend the following Board</p> <p>4 policies: Policy 1270, parent and family engagement;</p> <p>5 Policy 4004 evaluations. These recommendations are</p> <p>6 presented to you on tonight's agenda as Exhibit J. And</p> <p>7 this is the final reading. Do I have a motion to accept</p> <p>8 the recommendation of the Board's Policy Review Committee?</p> <p>9 MS. CAUSEY: Excuse me, Madam Chair point of order</p> <p>10 -</p> <p>11 CHAIR SCOTT: - Excuse me? Excuse me. Ms. Causey,</p> <p>12 yes, excuse me. We were in the middle of, it was moved,</p> <p>13 and we were in the middle of a motion to accept the</p> <p>14 Board's Policy Review Committee and a second isn't needed</p> <p>15 since the recommendation comes from the Committee. So</p> <p>16 we've moved on now to another agenda item. So is there any</p> <p>17 discussion --</p> <p>18 MS. CAUSEY: I had put in the chat quite a while</p> <p>19 ago that I wanted to speak to the reopening agenda item</p> <p>20 and then -</p> <p>21 CHAIR SCOTT: - Excuse me, Miss Causey we had</p>

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1 already voted on the motion and we had moved forward.
 2 Excuse me, Miss Causey, you continue to be out of order.
 3 Excuse me. We've now moved on to another agenda item. We
 4 cannot go back to another agenda item when we have moved
 5 on. So if there's any discussion -
 6 MS. CAUSEY: - I'd like to request -
 7 CHAIR SCOTT: - on the Board's Policy Review
 8 Committee, then we can go ahead -
 9 MS. CAUSEY: - you have not been able to speak to
 10 Agenda -
 11 CHAIR SCOTT: - Miss Causey, excuse me. Is it your
 12 purpose to hold this Committee hostage, this assembly
 13 hostage through endless debate? Do you recognize that this
 14 is a business meeting of the Board of Education so that we
 15 can process the business of the people at hand and process
 16 BCPS business? We have items to attend to. So I'll ask you
 17 again. Is it your purpose to hold this assembly hostage
 18 through endless debate?
 19 MS. CAUSEY: Madam Chair, it's my purpose to follow
 20 the processes.
 21 CHAIR SCOTT: Okay, and the process is that you

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1 must be recognized by the chair for the point of order.
 2 This is most unproductive -
 3 MS. CAUSEY: - reopening of schools -
 4 CHAIR SCOTT: - Ms. Causey, I'm asking you would
 5 you let us move forward with this -
 6 MS. CAUSEY: - teachers and I've been on this Board
 7 for almost six years. I'm well aware that we have business
 8 meetings; I'm well aware -
 9 CHAIR SCOTT: - Miss Causey, excuse me again,
 10 you've remained out of order -
 11 MS. CAUSEY: - to be the chair -
 12 CHAIR SCOTT: - you remain out of order and if you
 13 continue to disrupt this meeting -
 14 MS. CAUSEY: - And I'm asking for Miss Bresler to
 15 provide guidance on returning to an agenda item where
 16 there was unfinished business -
 17 CHAIR SCOTT: - Ms. Causey we've already moved on to
 18 the next agenda item. And it's already been moved. And
 19 we're moving on. A second is not needed because it comes
 20 from the Committee. Are there any members here who have
 21 any questions about Policy and Review Committee, and the

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1 items that just came for Policy 1270 or Policy 400, which
 2 is the agenda item that we are on?
 3 MS. CAUSEY: Madam Chair, I have comments about the
 4 policies. If there's no one else that has put in the chat.
 5 CHAIR SCOTT: Yes, Miss Causey, you may go ahead
 6 with your comments about policies.
 7 MS. CAUSEY: Thank you. It is my, it is my
 8 intention that Policy 1270 is not ready to be approved.
 9 There are no reporting requirements in it. There is no
 10 governance and oversight in terms of the Board
 11 understanding that it's being implemented effectively.
 12 There are no specific feedback loops for parents; there
 13 are no feedback loops for Board members. We have heard
 14 many parents and teachers make it clear that communication
 15 is not clear, inclusive, respectful, effective to support
 16 our students' academic achievement, responsive, timely,
 17 transparent. There's a whole host of comments that we
 18 heard just tonight and as we heard from one of our
 19 teachers so eloquently, they did the work to rule because
 20 that was the only tool left in their toolbox. And it
 21 should be in Board policy, that there are other tools

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1 available to both our parents and our teachers and also
 2 our students for this policy to be effective. And it's
 3 not.
 4 CHAIR SCOTT: Any other questions? Miss Jose?
 5 MS. JOSE: Yes, just a quick question, Miss Scott.
 6 This comes recommended from the PRC Committee, which Miss
 7 Causey is also a part of, correct?
 8 CHAIR SCOTT: That is correct.
 9 MS. JOSE: This is brought up in committee before
 10 it came to the full Board all of these concerns so that
 11 the assembly is not held hostage to the work of the
 12 committee. So my concern is, are we doing the work of the
 13 Committee on the Board?
 14 CHAIR SCOTT: That seems to be the pattern and I
 15 will remind Board members that Committees are open for
 16 Board members to attend and ask questions, but it seems
 17 that Board members are intent on doing the work of the
 18 Committee during the full Board session, which delays our
 19 business meetings.
 20 MS. CAUSEY: Madam Chair, I'd like to respond.
 21 CHAIR SCOTT: Excuse me. No. Excuse me. No. We

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1 are going in order. We're going in order. Miss Rowe, you
 2 have a comment, please go ahead.
 3 MS. ROWE: I agree with Miss Causey's comments. And
 4 as individuals, such as myself, who were removed from the
 5 Committee, we can't obviously vote on the Committee to
 6 make changes, therefore, we must do the work of the
 7 Committee and the full Board, if we wish to have any voice
 8 at all, so in good conscience for the people who elected
 9 me, I will not be voting in favor of this policy because I
 10 believe it needs to go back to Committee.
 11 CHAIR SCOTT: All right. Miss Grover, may we take
 12 a roll call vote, please.
 13 MS. GOVER: Restate the motion please.
 14 CHAIR SCOTT: Yes. The motion was on the policy
 15 1270 parent and family engagement; Policy 4004
 16 evaluations. These recommendations are presented to you on
 17 tonight's agenda as Exhibit J. And so I ask do I have a
 18 motion to accept the recommendation of the Board's Policy
 19 Review Committee.
 20 MR. MUHUMUZA: So move.
 21 CHAIR SCOTT: Yes, it's moved. Miss Jose moved it.

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1 Thank you. Yes, I was just repeating it for those who did
 2 not hear and no second is needed since the recommendation
 3 comes from the Committee, we've had discussion, so now may
 4 we take a roll call vote please, Miss Kovar.
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: No.
 7 MS. CAUSEY: No.
 8 MS. MACK: [no answer]
 9 MR. McMILLION: No.
 10 MS. JOSE: Yes.
 11 MS. HENN: No.
 12 MR. MUHUMUZA: Yes.
 13 MR. OFFERMAN: Yes.
 14 MS. PASTEUR: Yes.
 15 MR. KUEHN: No.
 16 DR. HAGER: Yes.
 17 CHAIR SCOTT: Yes.
 18 MS. GOVER: Favor of six.
 19 CHAIR SCOTT: Okay, so it did not pass. Miss
 20 Bresler, I wanted to see and presumably these will go back
 21 to Committee.

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1 MS. BRESLER: I believe so. Yep. And it will come
 2 back to the Board. Okay, thank you. Okay, the next item on
 3 the agenda is the FY 2021 special revenue, supplemental
 4 appropriation of grant awards and for that I call on Dr.
 5 Scriven and Mr. Sarris.
 6 Dr. Scriven: Yes. Good evening, Madam Chair, Vice
 7 Chair Dr. Williams and members of the Board. Tonight, we
 8 have with us Mr. Sarris and Mr. Tantleff, as we are
 9 seeking your approval for FY 2021 special revenue
 10 supplemental appropriation of grant awards. Mr. Sarris and
 11 Mr. Tantleff will walk you through this proposal. We took
 12 the liberty to forward an extensive executive summary, as
 13 this is something which is not precedent. I don't think,
 14 it's 2008, I believe, when the last special supplemental
 15 appropriation came before Board, so we wanted you to have
 16 some additional context for the significance of this
 17 request. So at this time, Mr. Sarris and Mr. Tantleff I'll
 18 yield the floor to the two of you. Thank you.
 19 Mr. Sarris: Thanks, Dr. Scriven, and I believe
 20 Mr. Tantleff is going to go through the summary and I'll
 21 be available as well for questions.

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1 Mr. Tantleff: Thank you. Good evening. Each year,
 2 the budget is amended when funds are transferred between
 3 MSDE activities. The categories established by MSDE each
 4 represent an appropriation of funds for specific purposes.
 5 Legislative bodies must appropriate or authorize the use
 6 of funds by law. Infrequently, unanticipated revenues are
 7 provided often by the federal government to local
 8 education agencies. This occurred during the 2008
 9 financial crisis when our funds were provided to sustain
 10 LEAs when tax revenues eroded. Another such event, the
 11 global pandemic brought about extraordinary federal action
 12 by two administrations to provide four separate grants of
 13 additional funding to state and local agencies. As we've
 14 discussed throughout the year, Cares Act revenues today
 15 total over \$150 million dollars. These funds were not
 16 known or anticipated on March 1, 2020 when the FYI 2021
 17 budget was forwarded to the county executive. The first
 18 grant award was made June 26, 2020, and three successive
 19 grants followed through the summer and fall of 2020. The
 20 FY 2021 budget must now be amended to reflect the
 21 availability and use of these funds. The special revenue

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1 budget has always included an allowance of approximately
 2 \$5 million for and undesignated grants that may be awarded
 3 to the upcoming year. This process has worked well. During
 4 FY 2021 of the above-referenced emergent federal grants
 5 awarded in response to the global pandemic exceeded the
 6 value of undesignated grant awards. To comply with
 7 accepted governmental accounting principles and state and
 8 local regulations, it's necessary to amend the FY 2021
 9 adopted special revenue budget to reflect these grant
 10 awards. The last special revenues supplement supplemental
 11 budget appropriation was presented in 2015 to appropriate
 12 a larger than anticipated Title One grant award. In
 13 operating budgets, supplemental appropriation special
 14 revenue grant funds in the amount of \$54,529,564.00 is
 15 attached for approval by the Board of Ed. This supplement
 16 includes funds for the following grants awarded after the
 17 FY 2021 budget was finalized. As to our Cares One, the
 18 Coronavirus Relief Fund Technology Grant, the Coronavirus
 19 Tutoring Grant, the Governor's Emergency Relief or Gears
 20 Fund, the Governor's Office of Rural Broadband, the
 21 Blueprint Concentration of Poverty Grant, the Baltimore

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1 County Workforce Innovation Opportunity Grant, there was
 2 excess money from the infants and toddlers Blueprint
 3 Grant, the Special Education Pass-through Grant was more
 4 than planned, Title One Carryover funds and, finally, a
 5 small award from the Main Risk Management Grant. That's in
 6 summary what we're presenting tonight, and we will now be
 7 happy to take any questions you may have.
 8 CHAIR SCOTT: Thank you. May I have a motion to
 9 accept the Fiscal Year 2021 Special Revenue Supplemental
 10 Appropriation -
 11 MS. ROWE: Madam Chair, I have questions I could
 12 put in chat.
 13 CHAIR SCOTT: Yes, I thought though we'd do
 14 discussion after we make a motion and then discuss it.
 15 Would that be correct?
 16 MS. ROWE: I believe we've done it a number of
 17 different ways, but whatever your preference.
 18 CHAIR SCOTT: Well, we would like to do it the
 19 correct way. So I will start over again. May I have a
 20 motion to accept the Fiscal Year 2021 Special Revenue
 21 Supplemental Appropriation of Grant Awards as presented in

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1 Exhibit K?
 2 MR. MUHUMUZA: So moved.
 3 CHAIR SCOTT: Thank you. Do I have a second?
 4 MS. PASTEUR: Second Pasteur
 5 CHAIR SCOTT: Thank you. Now, is there any
 6 discussion? Ms. Rowe?
 7 MS. ROWE: Yes. Can you explain the budget process
 8 and, because it sounds like have we spent this grant money
 9 already and now we're going back and editing the budget?
 10 Mr. Tantleff: Ms. Rowe these grant awards came in
 11 during the year. These are primarily driven by the
 12 Cares-related Coronavirus grants, which I think of all the
 13 Board has been briefed on all of them, so you are correct
 14 in that most of these grant funds for this year that we're
 15 requesting tonight have been spent, or are planned to be
 16 spent in the remaining months of the year.
 17 MS. ROWE: Okay, thank you.
 18 CHAIR SCOTT: Next is Miss Causey.
 19 MS. CAUSEY: Thank you. When was this document
 20 attached to Board docs and the Board gets it as sometimes
 21 gets documents as executive content that the public does

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1 not see until after the meeting. When was this attached to
 2 Board docs, and is it only executive or is it also public?
 3 Mr. Tantleff: Ms. Gover would need to comment on
 4 what day they got uploaded.
 5 MS. GOVER: This document was included when it was
 6 published and it is in public content.
 7 MS. CAUSEY: Okay, thank you. And what day was it
 8 published?
 9 MS. GOVER: I believe it was May 13th.
 10 MS. CAUSEY: Okay, thank you. And so there is
 11 additional pandemic-related funding that's also coming in?
 12 Mr. Tantleff: Yes. We, are you talking about the
 13 what we call the Cares-three or the American Recovery Act
 14 funds, Miss Causey?
 15 MS. CAUSEY: Yes.
 16 Mr. Tantleff: Yes. We've not received an
 17 application for that yet, but we expect the application
 18 will be received in the next few weeks. And our
 19 understanding is once you receive it, we'll have about a
 20 month to turn it in probably in early summer, but that's
 21 unknown at this time.

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1 MS. CAUSEY: So to dovetail with this Ms. Rowe, all
 2 of these monies have already been spent in these
 3 categories?
 4 Mr. Tantleff: The ones in front of you, not the
 5 Cares three grant that you're referring to, but the ones
 6 presented tonight either have been spent, encumbered or
 7 what we expect to spend this much money by the end of the
 8 year.
 9 MS. CAUSEY: Okay, so there's no distinction on
 10 here between what's already spent between what is
 11 encumbered and between what is yet to spend, is that
 12 correct? Mr. Tantleff: Yes.
 13 MS. CAUSEY: So, how are we to know the timing and
 14 the specifics of, you know, where the money is going and
 15 when?
 16 Mr. Sarris: This is Mr. Sarris, and I would just
 17 like to respond. The Board has received separate reports
 18 in the weekly update about the amount of expenditures, and
 19 I will just refresh everyone's memory. Approximately \$9
 20 million dollars, I think 9.3 million, is the last report
 21 we provided of the Cares One or [Esser] Grant has been

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1 spent this year. I will also note that about 4.5 million
 2 of it was spent last year in FY 20 and, as well as about
 3 2.2 million from the Coronavirus Relief Technology Fund
 4 was spent in FY 20, and so that's why you see different
 5 amounts listed here in the summary from the full grant
 6 award. Both of the CRF technology and tutoring grants came
 7 to us the end of July and had to be spent by December
 8 31st, and we did accomplish that in both cases. So those
 9 two CRF grants are fully spent. The Esser grant is not
 10 fully spent, less than half, and most of the remaining
 11 items here have not been fully spent, but will be by year
 12 end.
 13 MS. CAUSEY: Thank you for that explanation. Just
 14 quickly on the line for MDBE, there's 88 million
 15 supplemental appropriation. I had asked to attend a
 16 legislative update, professional development at MABE
 17 coming up next week that cost \$75, and I was told that the
 18 Board budget is all spent, so I'm curious what that excuse
 19 me 88,560.
 20 Mr. Sarris: Right. Well, I don't, as you know,
 21 almost all of the conference and travel budget was set

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1 aside this year to provide the employees with a 1% COLA
 2 that was not fully funded by County Council, so I expect
 3 that very little travel was done throughout the system,
 4 but as to the specific budget and the Board, under the
 5 Board, I can't comment, other than we have severely
 6 restricted travel by Board, by Superintendent directive
 7 because of the pandemic.
 8 MS. CAUSEY: So who would know the status of that?
 9
 10 Mr. Sarris: We can look that up and provide that
 11 information to the superintendent as well as Miss Gover.
 12 MS. CAUSEY: Okay. I'll reserve my time if I have
 13 any left. Thank you.
 14 CHAIR SCOTT: Next is Mr. Kuehn.
 15 MR. KUEHN: Thank you. I appreciate Mr. Sarris
 16 sharing your interjection there. One of the questions I
 17 have, I feel as if we've talked about these funds before
 18 and this isn't, just so I'm clear Mr. Tantleff, this isn't
 19 new information, correct? It's just saying here, this is
 20 where we spent this money in this fiscal year that we've
 21 received.

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1 Mr. Tantleff: Correct, Mr. Kuehn. What's, and the
 2 only thing driving this conversation is because we got
 3 such an extraordinary amount of revenue due to the
 4 Coronavirus pandemic, so because of that you've been
 5 informed about these expenditures as Mr. Sarris just
 6 mentioned, but we didn't have enough spending, we didn't
 7 appropriate enough money in the adopted budget to cover
 8 all of these funds. As I mentioned, we normally have \$3 to
 9 \$5 million dollars of special revenue funds that are set
 10 aside for if we get new grants, but obviously the
 11 magnitude of the grants we received this year dwarfed
 12 that. So you've seen the spending, but we're simply, it's
 13 an administrative request to just tie the revenue to the
 14 grants that we've been awarded.
 15 MR. KUEHN: Okay. And then I do have a question
 16 about a specific grant, the Governor's Office of Rural
 17 Broadband. There's \$750,000 sitting there. And my question
 18 for the school system is how are we going to spend the
 19 money to provide broadband access to people in rural parts
 20 of the county? Wouldn't the county take the lead on that
 21 activity.

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1 Mr. Tantleff: Yes, what we have primarily done,
 2 Mr. Kuehn, is to provide several thousand hotspots and the
 3 county -
 4 MR. KUEHN: - and I was aware about the, I'm sorry
 5 to interject, but I'm more than aware about the hotspots.
 6 When I hear rural broadband, that is a very different, you
 7 know, it's broadband access in rural areas, and that's why
 8 I'm, that's why I'm asking the question, because I, you
 9 know, I don't see the two kind of, you know, being the
 10 same.
 11 Mr. Tantleff: Yeah, and I think the full name of
 12 the grant is urban and rural broadband, but, nonetheless,
 13 there is the county government has, has its own larger
 14 fund, along with the state, that will work with major
 15 service providers like Comcast and others, Verizon, to
 16 really build out the network infrastructure so that we
 17 don't rely on, just on hotspots, but given the small
 18 amounts that we were given, we were encouraged to use it
 19 in that way, because of the very limited timeframe about
 20 three months that we had, on this particular grant.
 21 Dr. Scriven: And Mr. Sarris, Mr. Kuehn, just so I

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1 can interject, I just want Mr. Corns just to hop in
 2 because it's a great question, and I want a little more
 3 clarity given, so Mr. Corns?
 4 Mr. Corns: Thank you, Dr. Scriven. So, Mr. Kuehn,
 5 you're absolutely right, it was through the Governor's
 6 Office of Rural broadband. The Office has actually been
 7 renamed now to just Broadband, but the grant itself was
 8 designed for underserved students, both in rural and urban
 9 situations, and so we worked to provide the most flexible
 10 solution being the hotspots. That we put out a recent
 11 announcement through the county government using grant
 12 money, and roughly to 2.2, I believe, \$2.2 million dollars
 13 to put infrastructure in the ground, particularly in the
 14 north of the county, which is really the purview of the
 15 county laying fiber to homes that don't have it, so not
 16 having the infrastructural capabilities of the county, we
 17 opted for a more flexible solution. Also leveraging some
 18 things like Comcast essentials had an extended offer where
 19 families could receive broadband for about \$9.00, if they
 20 were already a customer. We partnered with the county for
 21 that as well. So that that grant did come in with a longer

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1 name than just rural broadband, and we used it across the
 2 district for the betterment of any student that asked for
 3 access to broadband.
 4 MR. KUEHN: Okay, thank you. I appreciate that.
 5 And, and, and, you know, I want to just take a moment to
 6 thank you guys for continuing to answer the same questions
 7 again, and again. I feel like we see a lot of this
 8 information in multiple formats, and I know that at the
 9 Budget Committee, we discussed some of this money, and
 10 that there was the single audit that talked about the
 11 money in 2020, that we had, like four days or less than a
 12 month, and like \$4 million dollars to account for so
 13 understanding fiscal years, understanding when the money
 14 arrived, how it had to be spent, it takes a lot of
 15 explanation and is significant sums of money, so I
 16 appreciate the clarification you're providing because this
 17 is challenging to understand, and we've been trying to pay
 18 as much attention as we can. So I can understand that the
 19 public might be confused when they see this and, you know,
 20 we're talking about adding \$54 million dollars and there's
 21 just over a month left in our fiscal year, right, so it's,

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1 it's challenging. Thank you.
 2 Dr. Tantleff: Thank you.
 3 CHAIR SCOTT: Thank you. DR. HAGER:
 4 DR. HAGER: Yes, I have a very specific question
 5 about the line item for the Cares Act around tutoring, and
 6 so it sounds like this money has been spent this year, so
 7 it spent about \$13 million dollars on tutoring services.
 8 And I know that a big focus of the Cares Act has been on
 9 kind of decreasing those learning gaps that we know will
 10 happen or are happening because of the pandemic. Can
 11 anyone talk a little bit more about how that specifically
 12 that \$13 million dollars was spent and what sort of
 13 outcomes evaluation was attached to that?
 14 Mr. Tantleff: Dr. McComas, did you want to speak
 15 to that?
 16 Dr. McComas: I'm sorry, which particular grant
 17 again, DR. HAGER:
 18 Mr. Tantleff: The tutoring grant from the fall?
 19 Dr. McComas: Oh, yes. Thank you. I'm sorry. I was
 20 getting lost in which grants we were talking about. So
 21 yes, Dr. Hager, we were able to with that resource this

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1 past fall, provide extended day tutoring services, and
 2 actually that program remarkably allowed us even to
 3 provide during day-tutoring services. All of it was
 4 virtual at that point. In addition, we were able to buy
 5 resources to support material resources that we were then
 6 able to help distribute out to families to support their
 7 students, related to special education, related to
 8 literacy, related to, I believe, some mathematics
 9 manipulatives and resources as well. So we were able to
 10 use that in a variety of ways in that fall semester.

11 DR. HAGER: That's great. It's just a lot of money.
 12 And will we ever see a full breakdown of kind of how that
 13 was spent? I know you mentioned a lot of different ways.
 14 And, you know, if we knew that investing \$13 million
 15 dollars in tutoring was going to be an effective strategy,
 16 then that could be money we set aside in the future, so
 17 kind of understanding how the effectiveness of those
 18 approaches I think is really important.

19 Mr. Sarris: Dr. Hager, this is Mr. Sarris. I just
 20 wanted to give you, I can give you a general summary, and
 21 certainly, we'll have a full detailed report, but we spent

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1 about 1.5 million during the professional development to
 2 prepare teachers for the, what then was a very new, online
 3 environment and to develop the curriculum we purchased. We
 4 spent about four and a half million, well, excuse me, 5
 5 million on teacher and tutor salaries, and the balance,
 6 which I think, let's see, five, six and a half, the
 7 remaining \$6 million, \$6.3 million was spent on actual
 8 instructional materials, which were specifically adapted
 9 to the virtual environment, so that's a rough idea.

10 DR. HAGER: Thank you.
 11 CHAIR SCOTT: Thank you. Next is Ms. Causey.
 12 MS. CAUSEY: Thank you. There was a comment about
 13 some amount remains to be spent. What dollar value is
 14 that?
 15 Mr. Tantleff: The tutoring grant has been spent.
 16 MS. CAUSEY: Out of the entire dollar.
 17 Dr. Scriven: Yeah, what Miss Causey is
 18 referencing, so out of the Total Cares, One Cares to, what
 19 is the dollar amount still outstanding, unencumbered at
 20 this time?
 21 Mr. Tantleff: Is that? Well, for Cares, I can tell

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1 you, you know, roughly Cares One, as of about a month ago,
 2 we had spent 14.3 out of the 23.7 total. And for Cares
 3 Two, we just submitted our application, so we are waiting
 4 to hear back on that, but we don't plan to start spending
 5 that until July 1.

6 Mr. Sarris: And I can then -
 7 MS. CAUSEY: - Go ahead.
 8 Mr. Sarris: Yeah, just want to add that really the
 9 balance of Cares One is going, as you may know, we spent
 10 four and a half million dollars last year to support the
 11 Food and Nutrition Fund balance, and of the remaining 9.3
 12 million I believe that we have will also go to Food and
 13 Nutrition Services. When the pandemic began, the fund had
 14 about \$17 million dollars, and that's what we used to
 15 replace equipment by vehicles, make improvements to
 16 cafeterias, and that fund was essentially entirely used.
 17 And so we are hoping that we will be able to build the
 18 resource back up so that we can continue to support the
 19 operations and the meal pricing of the Food and Nutrition
 20 Fund as it has historically been managed.
 21 MS. CAUSEY: Thank you. We absolutely want to

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1 support the Office of food nutrition. Will any of this
 2 limit our funding of the 15 minutes for paying teachers
 3 and educators 15 minutes a day for the next two years?
 4 Mr. Tantleff: The 15 minute initiative, Miss
 5 Causey, is in the Cares Esser Two Application that we
 6 submitted. We have proposed to fully fund that initiative
 7 for two years in that grant application.

8 MS. CAUSEY: Thank you and is any of this money
 9 used to support HVAC improvements in the school for COVID
 10 mitigation. I'm especially looking at Campfield Elementary
 11 School or, excuse me, preschool, where we were sent an
 12 email about that school around HVAC.
 13 Mr. Tantleff: Not in the Cares Two Application.
 14 There's no HVAC funding.
 15 Mr. Sarris: Mrs. Causey, that's something that as
 16 the full implementation of the extended instructional day,
 17 it became apparent that we would have to shift the HVAC
 18 work to our plan for Cares Three. So nothing in, there was
 19 about a million dollars in Cares One to do some of the
 20 initial work to provide signage and reroute traffic and
 21 get schools ready back in August of 2020 when we thought

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1 schools might open, but nothing else for HVAC yet, but
 2 that is the plan for Cares Three.
 3 MS. CAUSEY: Okay, because that's a big concern
 4 when we're told that HVAC is ready and our little people
 5 are getting overheated. Thank you.
 6 Mr. Sarris: You're welcome.
 7 CHAIR SCOTT: Yes, next is Miss Mack.
 8 MS. MACK: Thank you, Miss Scott. I have a question
 9 about the broadband. You said it was the \$750,000 was
 10 spent predominantly on hotspots. Is that a correct
 11 statement?
 12 Mr. Sarris: Correct. And we also used about a
 13 million dollars of the Gears Grant for that same expanse.
 14 MS. MACK: To whom did we contract to provide the
 15 hotspots?
 16 Mr. Sarris: We worked with a company by the name
 17 of Kajeet.
 18 MS. MACK: They were the provider or they
 19 represented the provider.
 20 Mr. Sarris: I think they were the hardware and Mr.
 21 Corns would have to tell me who the actual service

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1 provider was.
 2 Mr. Corns: Miss Mack, Kajeet is a, it provides the
 3 service of the hotspots and the way that we procure the
 4 bundles of data, and we had multiple choices in which we
 5 would ask for both Verizon and AT&T hotspots, depending on
 6 where coverage was best utilized. For example, we found
 7 some areas of the county where Verizon hotspots were just
 8 not able to have as strong of a signal as AT&T, so we
 9 requested a mixed bag of both.
 10 MS. MACK: I guess my question is a general
 11 question about a lot of this. So because this exceeds the
 12 amount of money for a contract, what were was this brought
 13 to the Board on a contract?
 14 Mr. Sarris: We only used existing available
 15 contracts and spending authority for all of these items.
 16 So I don't, I can't recall that any of these required any
 17 contract amendments.
 18 MS. MACK: So for each one of these, the dollar
 19 spent there is some type of contract?
 20 Mr. Sarris: Yes. So for instance, on the
 21 Technology Grant, you know, we had contracts in place for

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1 Chromebooks and on the Tutoring Grant we had contracts in
 2 place for instructional materials. It may cause us to
 3 bring them back to the Board sooner than we had planned in
 4 the future, but there was there were no short-term
 5 concerns about finding contracts.
 6 MS. MACK: Thank you. My next question is about the
 7 \$667,629 related to the carryover the Blueprint
 8 Concentration of Poverty Grant. In the May 7th weekly
 9 update, Dr. Williams provided a list of schools that will
 10 receive resources through this grant. Is this additional
 11 monies added to that grant so we would potentially have
 12 the opportunity to add more schools to get the resources?
 13 What specifically is this as it relates to that list of
 14 schools?
 15 Mr. Tantleff: Miss Mack the concentration of
 16 Poverty Grant because of when it was awarded hiring,
 17 hiring time, etc., in FYI 2020, the carryover amount
 18 represents dollars that we didn't spend in FYI 2020 and we
 19 asked MSDE if we could spend them in FY 2021.
 20 Those funds, it's sort of a first in first out, so we
 21 utilized and will extend all those funds by year end. But

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1 by the same token, we will have some FY 2021 funds that
 2 were thus able to carry over. For some of the same reasons
 3 we, there was uncertainty in the grant, the hiring
 4 timelines, so we'll be able to carry over those funds and
 5 spend them next year. Now, the grant itself is going from
 6 funding 10 schools to 21 schools next year. And so the
 7 grant will expand appropriately to fund those additional
 8 11 schools. Plus the team will be able to reallocate any
 9 carryover funds that are approved.
 10 MS. MACK: Thank you.
 11 Mr. Tantleff: You're welcome.
 12 CHAIR SCOTT: Next looks like there's a question
 13 from Miss Jose.
 14 MS. JOSE: Thank you, Miss Scott. Actually, a
 15 lot of my questions were asked by the members of the
 16 board. So I just wanted to give a quick thank you to Mr.
 17 Tantleff and Mr. Sarris, Mr. Corns and Dr. Scrivens for
 18 explaining this quite succinctly. You know, school budgets
 19 are hard to understand even for a person that does
 20 budgets. Thank you for making it so clear. Thanks.
 21 Mr. Sarris: And I'd also just like to note

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1 that Mr. Tantleff worked just over the past few weeks with
 2 the county executive staff to anticipate and build into
 3 the FY 22 budget, the future grants that, we now we have a
 4 good enough idea about what we're getting. And we've made
 5 some estimates about what we will spend in FY 22. And FYI,
 6 23. And, and so we worked with the county much later into
 7 this process than we typically would, so that we will not
 8 -- our plan is to not have to do a supplemental
 9 appropriation next year because we had enough data to make
 10 some reliable estimates. And the county was able to add
 11 these to their budget after we forwarded it initially to
 12 the county executive.

13 MS. JOSE: Thank you, Miss Scott. I would like to
 14 call the previous question please.

15 CHAIR SCOTT: Miss Jose called the question. Is
 16 there a second?

17 MR. OFFERMAN: Second. Offerman.

18 CHAIR SCOTT: All right, Miss Grover, if we could
 19 vote on calling of the question please.

20 MS. ROWE: Abstain

21 MS. CAUSEY: [no response]

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1 MS. MACK: Yes.

2 MR. McMILLION: Yes.

3 MS. JOSE: Yes.

4 MS. HENN: I didn't <inaudible> ask my
 5 question. No.

6 MR. OFFERMAN: Yes.

7 MS. PASTEUR: Yes.

8 MR. KUEHN: Yes.

9 DR. HAGER: Yes.

10 CHAIR SCOTT: No.

11 MS. GOVER: Favor is 8.

12 CHAIR SCOTT: Thank you. Okay. So the question
 13 was called and passed. Now may we have a roll call vote to
 14 accept the fiscal year 2021 special revenue supplemental
 15 appropriation of grant awards as presented in Exhibit K.
 16 So if we could have a roll call vote on that please.

17 MS. ROWE: Recuse

18 MS. CAUSEY: [no response]

19 MS. MACK: Abstain.

20 MR. McMILLION: Yes.

21 MS. JOSE: Yes.

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1 MS. HENN: Abstain.

2 MR. OFFERMAN: Yes.

3 MS. PASTEUR: Yes.

4 MR. KUEHN: Abstain.

5 DR. HAGER: Yes.

6 CHAIR SCOTT: Yes.

7 MS. GOVER: Favor is 6.

8 CHAIR SCOTT: Okay. That's right. So the student
 9 member cannot vote so it passes. Thank you.

10 Okay, the next item on the agenda is the report on
 11 the multi-year improvement plan for all schools. And for
 12 that I call on Dr. Scriven and Mr. Dixit.

13 Dr. Scriven: Yes, good evening. Once again,
 14 Madam Chair, Vice Chair Henn, Dr. Williams and members of
 15 the board. Today will be our presentation on My iPass
 16 overview draft for phase two. And I'd like to yield the
 17 floor to Mr. Dixit who will introduce our guest Paul Mills
 18 from Cannon Design. Mr. Dixit?

19 Mr. Dixit: Thank you, Dr. Scriven and good
 20 evening Chair Scott, Vice Chair Henn, Superintendent Dr.
 21 Williams and members of the board.

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1 So tonight, our consultant Cannon Design will
 2 provide another update on the progress of my iPass. And
 3 before I yield the screen to him, for the ease of
 4 understanding and continuity of the process, I'd like to
 5 give you a quick recap of the work that has been done. So
 6 the contract was awarded in March of 2020. Phase One
 7 recommendations for high school were presented to the
 8 Board in the meeting of September 29. And then
 9 incorporated, the key recommendations, in our state
 10 request in September 20 that board approved. Throughout
 11 the development process, community interaction has been an
 12 integral part of the plan. And we continue with the same
 13 culture for phase two. As a matter of fact, we are trying
 14 to enhance that. We are for phase two we are including
 15 recommendations for elementary and middle schools.
 16 Additional outreach and participation has been achieved by
 17 creation of focus group and stakeholder advisory
 18 committees, a total of six focus group and focus groups
 19 summits and five stakeholder advisory committee meeting
 20 have already taken place. And some of you have been part
 21 of it. And we really appreciate it. Two virtual community

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1 forums on my IPass have taken place, and another one is
 2 scheduled for May 27. And then get into a deeper dive to
 3 explore elementary and middle school options. Two surveys
 4 were conducted for Phase One, and two more will be done
 5 for phase two. From July through November 2020 BCPS
 6 website had been active. And since June 21 or January 21
 7 BCG website has been active. And the new BCPS web page
 8 has linked to BCG website. The first presentation of phase
 9 two was presented to you in the meeting of March 23.
 10 Tonight is the second presentation on the elementary and
 11 middle school part of the recommendations. It will be
 12 followed by final presentation later this year. So what I
 13 do see are the options there have been floated as a result
 14 of community interaction. And some of them were created by
 15 the consultant. After that process is completed Cannon
 16 Design is going to analyze and the most viable options
 17 will be included in the final plan that you'll see. As
 18 part of this process, community interaction and
 19 participation has been constant and continuous. Today's
 20 presentation has been shared with the county executive,
 21 county council and you are on the same day and will

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1 continue to follow this, keep you informed. This will
 2 conclude my part of the remarks. And I'll have ball Mills,
 3 Senior Vice President of Cannon Design, and I believe he
 4 has Dr. David Lever with him and he's going to give you an
 5 update. So with this Mr. Mills the screen is yours.
 6 MR. MILLS: Thank you Pete and good evening, Madam
 7 Chair Scott, Vice Chair Henn, Dr. Williams and members of
 8 the board, it's a privilege to have the opportunity to
 9 speak to you again wanted to introduce Dr. David Lever who
 10 is sub consultant to the Cannon Design team, a very
 11 valuable member of the team who will be addressing aspects
 12 of this presentation as we move forward. When I last spoke
 13 with you in March, we were talking about data. Tonight's
 14 key word moves on from data into options. There's a quick
 15 agenda, we're going to get through in the interest of time
 16 quickly, a quick progress update of where we are - Pete
 17 pretty much set the table of what's been transpiring and
 18 about what the road ahead looks like. We'll speak a bit
 19 about general assumptions around what these options mean.
 20 And then we'll go into a summary level presentation of the
 21 entire county, what these options look like, in these

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1 planning clusters that we've devised. So where are we in
 2 this process? I mentioned earlier, the term draft options,
 3 very intentional use of words, as part of the draft. This
 4 isn't the final plan. This isn't our final
 5 recommendations, which are coming to you later in the
 6 summer. This is a checkpoint in with you to brief you on
 7 the progress that we've done and share with you what will
 8 give you an appreciation for the sorts of outcomes that
 9 are likely to be coming through the recommendations. But
 10 as Pete mentioned, this process was designed with
 11 transparency and inclusive participation of the community
 12 with authentic engagement, such that we have this
 13 timeframe to get these ideas out in front of community and
 14 elicit best ideas that are brought forward. Phase One
 15 mentioned earlier there was the high school interim
 16 recommendations that coincided with your CIP last year.
 17 And when we were with you in March , we presented the
 18 findings of all the assessments right? Those three pillars
 19 of capacity utilization, facility condition, as well as
 20 educational adequacy and equity, along with the large
 21 estimate of around \$4 billion worth of assessed need.

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1 We're at this critical stage of facility options
 2 development, which really a critical stage of factfinding.
 3 We as professionals do this sort of work, and we could
 4 work independently, and look at all the data and render
 5 some recommendations. However, working with Baltimore
 6 County, Baltimore County Public Schools, we developed this
 7 process that is more inclusive, so that we're actually
 8 working with internal and external professionals and
 9 stakeholders, students, parents, families, teachers,
 10 administrators, etc. to weigh in on these options, because
 11 these are critical decisions that have large dollar values
 12 associated with it. As Pete mentioned, on May 27, is a big
 13 date. That's where these draft options that you're seeing
 14 an early draft of tonight will be presented to the
 15 community in a workshop forum where they can work in small
 16 group discussion. And to kick off a two week survey where
 17 their inferences and opinions relative to all these
 18 options and the economic tradeoffs that they imply. Our
 19 presentation will come to you mid-summer timeframe. That
 20 will include our final recommendations for this work, and
 21 now there will be some probable wordsmithing on reports,

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1 etc. And the likelihood there the final report itself in
 2 written form would come later in the fall coinciding with
 3 your ongoing CIP activities.
 4 So a little bit of context around the stakeholder
 5 engagement piece that was there. Pete mentioned the focus
 6 groups summit. And you'll recall from our last
 7 presentation, we showed you the results from the three
 8 pillars, as we call them of facility assessments that were
 9 done, those were focused around educational adequacy and
 10 equity, our short name for it being the equity survey, the
 11 facilities condition, assessment, or facilities pillar,
 12 and then the capacity utilization study, which we call
 13 capacity. Each of those was advised with a steering
 14 committee or a focus group centered on those specific
 15 areas. And they were comprised of internal and external
 16 stakeholders. We united those three focus groups into one
 17 body we call the focus groups summit, hence the genesis of
 18 the name. But this by and large is representative of folks
 19 whose day job is to work in the best interest of students.
 20 Working with Dr. Williams is a team that extended
 21 stakeholders also involved there on 40 people as part of

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1 this committee, working in workshops, to come up with the
 2 draft options that are going to be presented to you
 3 tonight. Their role really was to act in the best interest
 4 of all students as part of this to understand the data,
 5 provide the vision and goals for where we're taking this
 6 as well as to help draft those facility options we're
 7 going to present to you. Finally we're going to after the
 8 community engagement, reconvene the focus group summit to
 9 make sure that all options that are being reviewed and
 10 analyzed and understood. Go through appropriate vetting
 11 with all stakeholders so that we can get the best advice
 12 we can from your internal stakeholders and leadership on
 13 the prioritization and guidance for our recommendations.
 14 However, at the end of the day, we've got a professional
 15 job to do and we will provide you that unbiased, impartial
 16 third party professional recommendation for capital outlay
 17 over the next 10 years
 18 So this, this committee has worked six workshops so
 19 far, around three to four hours apiece sifting through a
 20 lot of data and working through 170 campuses, if you could
 21 imagine the amount of effort would take to think through

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1 all the different options and alternatives in the best
 2 interest of students in your portfolio. As a counterpart
 3 committee, to this a partner, to the focus groups on that
 4 there's the stakeholder Advisory Committee, this, we had
 5 very intentionally assembled committee, over 50 members
 6 throughout that was representative of the diversity of
 7 Baltimore County Public Schools. It represented the
 8 geographical diversity, ethnic diversity, age diversity,
 9 relationship to the school system, as well as interest in
 10 and all facets of special services and needs that you
 11 provide to your populations as comprised of students,
 12 parents, teachers, and community members. So their role is
 13 subtly different. And you can imagine folks whose job is
 14 to work with the school system all the time. And of
 15 course, everyone wears many hats. But the availability of
 16 the community at large to participate in long daytime
 17 activities of workshops will be difficult. So we used
 18 evening activities. And we set up parallel rules that were
 19 complimentary, and really represented a dialogue between
 20 the community and the school system. So the SAC's role is
 21 to represent the interests of the community, to review the

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1 data and reports that are generated that we shared with
 2 you before. And there were specific members that
 3 volunteered to be able to work during the daytime, and
 4 observe and participate in the options development
 5 workshops. This level of transparency is a hallmark of the
 6 way we like to do business so that they as opposed to me
 7 as a consultant or staff members can report back to their
 8 peers on the SAC, and share the activities they
 9 participated in witnessed as part of the process. They
 10 have provided a lot of insights and commentary into the
 11 draft options you're going to see. And in the reporting,
 12 we have methods of documenting such that we use different
 13 color fonts. And there's a distinction between some of the
 14 comments and annotations that are part of it, as well as
 15 in some cases, some alternative options that were lifted
 16 up by this legal Advisory Committee for us to consider as
 17 we form our final decisions. They've also put in about
 18 five different workshops are around four hours, three to
 19 four hours a piece. And this group has worked late in the
 20 evenings going through all this working in the best
 21 interest of students. And I tell you some of my favorite

<p style="text-align: right;">Page 182</p> <p>1 work that I do in my job, and seeing witnessing the 2 passion that people put into this type of work, looking at 3 long range for the best interests of students is very 4 inspiring. 5 Pete mentioned also the community forums, so we've 6 had a kickoff meeting to explain that we're going into so 7 no one was caught unaware. We had another meeting where we 8 had small group activities around the decision making 9 criteria, there was a survey as part of it as well, but a 10 lot of small group discussion for folks to engage and talk 11 through some of the issues that we're dealing with. We're 12 going to reconvene the community on the 27th in a way that 13 they can see these draft reports, again, work in small 14 groups, see presentations about these options in a way 15 that's approachable and accessible to folks. The survey 16 will be left open, and it's an instructional way that 17 gauges relative support or lack thereof for certain 18 options. But it's not just an opportunity to say I like 19 this, I don't like that it's really more about 20 understanding the strategic challenges that you as a 21 board. that the school system and the county has to deal</p>	<p style="text-align: right;">Page 184</p> <p>1 the school system. We also look at data parameters, an 2 example of that would be the APFO, cut off of 115% 3 utilization. And we have to take that seriously, because 4 of its impacts on housing and finance and the growth of 5 the county. We take into account institutional knowledge 6 with knowledge that has been acquired by the staff of 7 Baltimore County Public Schools, about specific schools, 8 buildings, grounds, subsurface conditions, traffic and 9 transportation questions, all of those issues that are 10 begging for experience. We look at geography, we're 11 considering what is the best location for a school 12 program? And is it feasible in that best location, 13 according to the geography of the area, are there 14 barriers, but also, we look at the geography of a specific 15 site, might find a location, which is the best for an 16 addition for capacity purposes. But it turns out that the 17 site itself doesn't have a configuration, or a size or a 18 typography that really allows for that addition, we have 19 to look elsewhere. Capital budget is obviously a major 20 constraining factor, there's only so much money, but we 21 know how it has to be spread among multiple needs. We are,</p>
<p style="text-align: right;">Page 183</p> <p>1 with relative to balancing all the needs that are out 2 there with the available resources. So there will be this 3 time committed as well. So there's a lot of investment 4 here that goes beyond working with staff and working with 5 consultants. There's then a highly engaged body of people 6 that are working in the through the mind test process, and 7 I turn it over to David. 8 Mr. Lever: Thank you, Paul. I'd like to talk about 9 how we translate the information that's been gathered into 10 actual projects, how we take the options that you'll be 11 seeing later on this evening and turn it into an actual 12 capital plan. The three pillars here has developed an 13 immense amount of information this transmission of data 14 there And then, to that we've added the community input 15 that Paul was just mentioning. All of this comes together 16 in the decision making process. And we've listed here nine 17 of the critical factors that go into the decision making 18 process. We've listed educational program first. That's 19 the mission of the school system, and educational programs 20 should take the highest stake in developing the various 21 options. So we want to fulfill the educational mission of</p>	<p style="text-align: right;">Page 185</p> <p>1 of course, interested in what the state will be able to 2 provide and the eligibility of projects, we want to 3 maximize the state participation in all projects. And 4 we're also looking at operational budget, what are the 5 long term implications of the projects that we propose? 6 Will they increase the maintenance burden, the operational 7 burden? Or will they relieve it? The timing of need, the 8 urgency of a project, and particularly of the educational 9 program that it houses has to be a factor in terms of how 10 we prioritize projects. And then there are what we call 11 the legacy projects, which we'll speak to a bit more 12 later. These are projects that are already in the 13 pipeline, have already received county funding, and are 14 going to go forward. We don't necessarily know the date, 15 but we're taking them as an accepted fact. And then, of 16 course, community input, what are the preferences? What 17 are the needs of the community? But also, how can we 18 address benefits for the community, at the same time that 19 we're providing benefits for school children. So there's a 20 range of options that are developed, and we've listed them 21 over here on the right hand side, ranging from more or</p>

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1 less least expensive to most expensive. There's nothing
 2 exact about this at this stage of things. But this is a
 3 general indication that if you start with non-capital
 4 solutions, like redistricting, and then program
 5 enhancements like magnet programs to hopefully induce
 6 voluntary redistricting to relieve overcapacity questions,
 7 those are the least expensive options. Working with
 8 existing buildings, capital maintenance might be as simple
 9 as simply the upgrade of a number of rooftop units. It
 10 could be much more elaborate, it could be an entire HVAC
 11 system, electrical lighting that needs to be replaced. And
 12 then renovation can range from fairly targeted scope, all
 13 the way up to full renovation. And then new construction,
 14 Additions for capacity, Additions for programmatic
 15 purposes, replacement of a school with possible expansion
 16 of capacity, and then new school to relieve overcrowding,
 17 and to provide programs. So these are the kinds of ranges
 18 that we talked about. Now, these are not mutually
 19 exclusive categories. If you're adding an addition to a
 20 school, you probably are going to be doing some
 21 redistricting. If you're doing a renovation on the school

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1 to meet adequacy issues, it's very likely that you might
 2 have to do an addition, in some cases, because the
 3 existing school doesn't allow for that program fees to be
 4 found within the existing footprint. And so these are the
 5 kinds of factors that go into the decision making process.
 6 I'll hand it back to Paul at this point.
 7 MR. MILLS: He mentioned draft options and I'm going
 8 to spend the balance of this presentation going through
 9 what those draft options are and what they look like
 10 specifically around the county. So I've got these icons
 11 here with some basic descriptions on them. They're pretty
 12 self-explanatory by and large, but if you can imagine
 13 we're talking about a very high summary level in state for
 14 a campus. What happens there. We're not talking about
 15 getting into all of the architecture and engineering
 16 involved beyond a pulling of just general description of
 17 when we're thinking of 170 campuses at one time. This is
 18 the big picture strategy of how we address all of those
 19 condition, educational adequacy, equity, and capacity
 20 needs that are out there. All of these were developed in
 21 consideration of your economic, educational goals

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1 facility. Data, as David mentioned earlier and available
 2 resources. That one point to make, you know, as we go
 3 through and look at the clusters of schools, we won't
 4 always name each and every school within those clusters.
 5 But please take to heart what each and every school that's
 6 part of this capital program is not left behind. To the
 7 contrary, it is subject at the very minimum, to a
 8 prioritized renovation and enhancement project. Now,
 9 remember, last time, we're talking about the big \$4
 10 billion worth of need, the budgets that were assigned,
 11 were defined by that facility condition assessment was
 12 done consistently across your portfolio. But it did not
 13 just look at what's broken, or what's going to break over
 14 the next planning horizon here based on the age and focus
 15 systems, but rather, what's missing. What is the gap
 16 between what you have today and some of your older
 17 buildings compared to what you would build new today, and
 18 budgets to close that gap, and bring in some of those new
 19 21st century amenities to schools, that can be very
 20 transformative at the end of the day. We spoke to the
 21 process how was developed in different roles in the focus

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1 groups on that stakeholder Advisory Committee
 2 participating in the process. But these will be presented
 3 to the community at large in a way that has a survey that
 4 can measure and engage their input into this process. This
 5 survey will be disaggregated by people that volunteer,
 6 what schools they have particular interests in, as well as
 7 any other identification type parameters, so that we can
 8 look at things through the lens of parity, equity and
 9 proportionality to the school system as part of it. It's
 10 common practice for us.
 11 So as we're going through and looking at 170
 12 campuses all at one time, in order to analyze and devise
 13 some portfolio enhancements and changes improvements, we
 14 had to break things down to a manageable number that we
 15 could focus on it any given time, we use the term and it's
 16 our own lexicon, it's not an official organizational
 17 function of BCPS, or anything, it's really our way of
 18 speaking, planning ease to each other, we broke down more
 19 or less in alignment with your planning areas or five
 20 planning areas into what we call planning clusters.
 21 They're smaller groups of proximate schools, typically at

<p style="text-align: right;">Page 190</p> <p>1 the same grade level. So that we've looked in terms of 2 analyzing perhaps there are some of those low costs, no 3 cost solutions that Dave was alluding to, and explore out 4 from there. Now, these weren't hardline boundaries, we 5 didn't just contain ourselves to those we did look beyond 6 and see if there were opportunities around them. But it 7 was our first cut for initial planning analysis. So 8 they're closely aligned with your five planning areas, 9 Southwest, Northwest, Central, northeast, southeast, and 10 that's the way we're going to walk around the county and 11 present the options to you. There were a couple of areas, 12 particularly in high growth areas, the boundary between 13 northeast and central, where we did create clusters that 14 actually spanned across there, both in terms of elementary 15 schools as well as middle schools, Sparrows Point being 16 having some unique circumstances, by its geographical 17 uniqueness. And we'll speak a little bit later about the 18 options about some of the equity issues that we dealt with 19 there. We treated them as their own self-contained 20 elementary, middle and high school portfolio, and did some 21 planning within that area together.</p>	<p style="text-align: right;">Page 192</p> <p>1 work in existing schools, and there's a range of 2 renovation options. As I talked about a few minutes ago, 3 one of the points that I think we need to make is that a 4 full renovation can deliver a school which is as good as a 5 replacement school or a new facility. I've seen this often 6 in my career. And it depends on how much is invested into 7 the school. And that will depend partly on what we find 8 for the facility condition assessment, the adequacy, 9 questions, and issues that have to be corrected. But we 10 had one of the SAC meetings a community member who spoke 11 enthusiastically about Pikesville High School. And she 12 made a comment that if you visited it, you wouldn't know 13 that you weren't in a renovated school. And I think that 14 is witnessed by many schools that I have seen myself and 15 that have been involved with. So we're going to be in 16 renovation, we're going to be proposing much more than 17 just correcting building conditions just fixing things. 18 We're also going to be proposing ways to enhance and 19 support the educational program and also to provide 20 benefits to the community. So Paul used the word 21 transformative. School itself takes on a transformative</p>
<p style="text-align: right;">Page 191</p> <p>1 Now, save the best part for last. But I know you 2 might be thinking, Hey, we're talking elementary schools, 3 middle schools, high schools, you have other vital 4 programs that exist in your portfolio that serve a very 5 important service to your community. And that's your 6 handful of schools countywide that offer special education 7 services in a focused single site location, as well as 8 alternative education programs that are out there. These 9 don't fit into a cookie cutter approach and not to say 10 that we're doing cookie cutter anywhere but it's quite a 11 bit different and more specialized and nuanced than 12 comparing elementary schools and normalizing some outcomes 13 for those middle schools, etc. So we're working we have an 14 ongoing dialogue with BCPS leadership about how to address 15 the specific needs of those and what we don't tonight have 16 draft options for you for those programs. That work is 17 ongoing. And please rest assured that the iPass pass is 18 indeed addressing these. And those programs are receiving 19 or calling that VIP touch. David? 20 Mr. Lever: Yes as Paul has mentioned that 21 renovation will be a large component of the program, say</p>	<p style="text-align: right;">Page 193</p> <p>1 character, through very strategic investments into 2 renovation of spaces, ranging from just a few spaces all 3 the way up to the entire school depending on the needs. 4 Obviously, capital budget is a major constraining factor 5 here, we can only do so much. And the money has to be 6 spread out across many, many needs across the county. Our 7 projects will provide general direction about the scope of 8 work that needs to be done in the school, detailed 9 examination for architectural engineering studies wouldn't 10 be needed for most cases, to determine the actual scope 11 and that will go much deeper into the details of existing 12 conditions, what needs to be done to correct deficiencies. 13 For larger projects, community engagement will be an 14 important aspect of it. To work out the educational 15 program, and also to work out some of the design issues. 16 But you can see here with the arrows here, educational 17 adequacy and equity framework, the range of issues that's 18 being addressed from the educational programs, safety and 19 security, technology and furniture up to operational 20 utility. And the images below that show some examples of 21 the kinds of things that could be done -- on site infant</p>

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1 daycare development program, supports for homeless
 2 students, food pantry, school and community garden. These
 3 are the types of enhancements that can be achieved, while
 4 a school is being addressed to correct building
 5 deficiencies, and other types of adequacy issues. So
 6 renovation can be a major platform for improving across
 7 the board all of the schools.

8 Next slide. Another factor that we looked at is the
 9 legacy projects I mentioned before. These are the projects
 10 that are already in the pipeline they've already received
 11 full funding from the county for architectural and or for
 12 construction expenditures. The projects are listed here.
 13 And these are presented in the same order of priority that
 14 they appear in your capital improvement program. So we're
 15 working under the assumption that all of these projects
 16 are in various stages of implementation. Now, all of his
 17 projects will receive state funding, and all will be fully
 18 implemented, we can't have any assurance about the date
 19 when they'll receive state funding, because that's really
 20 out of everybody's control depends on the state. The scope
 21 for these projects are largely set by what is in the

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1 capital program, but there'll be a great deal of fine
 2 tuning in terms of square footage of the number of
 3 students they'll support as they go through the process.
 4 The total cost to implement these projects is estimated at
 5 about \$240 million. And we're taking that into account
 6 when we look at the total budget envelope -- what's
 7 available, what projects to be available, which includes
 8 the funding that will come from the Built to Learn Act, we
 9 have to take account of the \$240 million that will be
 10 needed to carry out these projects that have been
 11 committed to. The balance of the funding will be
 12 considered for the deficiencies that we find across the
 13 county, capacity, building condition, and then educational
 14 adequacy, inequity. Paul, back to you.

15 MR. MILLS: All right. So now we're going to get
 16 specific. To kind of set the table, I'll give you the
 17 broad description of what a draft option is, and very
 18 intentionally, we went through that explanation of those
 19 enhancement projects and such. You know, people have
 20 expectations of, Hey, we have architects here, they're
 21 ready to roll out with the plan is, and they don't see a

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1 lot of drawings and specifics about discrete areas of
 2 buildings and those sorts of things. It's really just to
 3 convey, this accounted for at a much more detailed level.
 4 And that's future tense in terms of implementation.
 5 So there's documentation very detailed, you've seen
 6 our assessment reports and findings, we've got these
 7 distilled in a way that was consumable for planning
 8 committees. And a way we can document all of the draft
 9 options as they were originally conceived, and annotated
 10 evolves an attitude throughout the process. But this
 11 evening in the interest of time, and giving you a sense of
 12 what's coming down the pike, as a courtesy, before we go
 13 to the community, we're going to show you this first slide
 14 here for each of your planning areas without outlines a
 15 slate of options that address the schools in the area, but
 16 rest assured behind them, and next time we're presenting
 17 to you, you're going to see all the detail behind all of
 18 the data assumptions, in terms of needs, etc., as well as
 19 details about those options that were considered. And you
 20 won't just look at it as an end state report. But rather,
 21 by looking at the annotations, and the way we've dealt

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1 with it, you'll understand the process that got us there.

2 Starting in the southwest, working at what, six,
 3 seven o'clock, we're gonna work our way around the county,
 4 in a clockwise fashion. So you're going to see the similar
 5 format the presentation, I'll start a little bit slow on
 6 the first level, just so we can get a rhythm going. And
 7 we're going to quickly get through them in the interest of
 8 time. What you'll see is a cluster map that will show a
 9 group of clusters that we're going to be looking at, as
 10 well as all the schools that are on there, but they're
 11 denoted by colors. You'll note that every school has a
 12 little pie chart located where it is. And it's really a
 13 data infographic based on our capacity utilization
 14 findings from our analysis. The gray wedges, usually
 15 almost the fourth slice of pie is filled capacity, so
 16 imagine it being the capacity of the school and however
 17 full it gets with the students that are projected to
 18 attend it. The dated projection here we're using for
 19 planning purposes, again, is the 2026 school year. Where
 20 you have a blue wedge on it, that's where there is
 21 surplus. So you imagine the full capacity, then there's a

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1 little extra capacity that isn't utilized. For an example,
 2 if you had a school that was designed for 1000 students,
 3 there were 800 students projected to attend there it would
 4 be 80% utilize that projection point. And that 200
 5 additional surplus capacity would be illustrated by that
 6 blue wedge. The red wedge, as you could imagine, is the
 7 opposite, right? That's where you have beyond the capacity
 8 that you have in enroll projection, which means crowding,
 9 it means shortage of capacity, and it's something to be
 10 addressed. So presuming that the assessment is already
 11 accounted for all schools receiving a prioritized
 12 renovation enhancement type project, at bare minimum at
 13 the end state, what can we do to resolve capacity. So that
 14 was the challenge working with the focus group summit SAC
 15 liaisons that attended and then working through the SAC,
 16 we went through and understood all of the data around it,
 17 starting down here, and we had these alphanumeric codings,
 18 we could keep all of these clusters straight to Southwest
 19 elementary group one, you can see the names of the schools
 20 down here, but it's on this furthest edge of the county.
 21 So in this area, we have, you can kind of see what

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1 the needs are, you see several blue edges around the area,
 2 a couple of schools with red, but it' by and large,
 3 predominantly, in an under enrolled scenario, which has a
 4 net hole, if you add up all that student projection and
 5 add up all the capacity divided out you're gonna be less
 6 than 100%. So there is surplus in the area. But because
 7 you do have some schools that are overcrowded, projected,
 8 one option A put forward was you don't need to spend major
 9 capital on it. Let's take care of all those educational
 10 adequacy and equity do those repairs from condition
 11 standpoint, and look at a redistricting scenario to
 12 balance that capacity utilization. Option A. Option B
 13 would be you know what the capacity over utilization isn't
 14 to such an extreme to the point that perhaps the community
 15 prefers not to go through those pains will just carry on,
 16 and maybe the next cycle of crowding gets much worse, you
 17 can deal with it, and taking care of the buildings, but
 18 not undergo capacity utilization. Now, another option,
 19 option C would be, you know what we don't want to do
 20 districting. But we also don't want to be crowded. So
 21 we're gonna have to dig into our pocket a little bit, and

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1 find some money for additions. So that would be option C,
 2 that's put forward. Now, as you can see, we have kind of a
 3 Yelp style, you know, how expensive is your meal type
 4 annotation here, and it's just so we can really focus on
 5 the relativity of the scale of costs of these projects. So
 6 you have <inaudible> we're out of it, just deal with it,
 7 or let's build our way out of it. Now, a point about that
 8 there are tradeoffs. The state looks at the sort of
 9 analysis that we do, and they look at the adjacent surplus
 10 capacities that exists in the system. And if it can be
 11 resolved through policy decision like a redistricting,
 12 then it is possible they will reject funding from the
 13 state to fund that additional capacity. What does that
 14 mean? It doesn't mean we can't do it, as Baltimore County,
 15 it just means that it's on Baltimore County's budgets
 16 solely to deliver that that sort of work. What does that
 17 mean? Well, it's a tradeoff, it just means there's less to
 18 go around, to do other priorities that are necessary that
 19 are out there. These are the sorts of things that as
 20 planners we need to grapple with, and we want to inform
 21 the community with so they can provide us some feedback

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1 and help us develop the right strategy for moving forward.
 2 Now moving deeper into the options here, at Arbutus
 3 Elementary School getting replaced at a larger size so
 4 that you'd have more capacity in within the boundary. So
 5 it's a lot more expensive than doing even little additions
 6 at the schools to accomplish the same end. Now, obviously,
 7 it has some great impact, because you have a new school in
 8 the system, which would be a wonderful amenity for that
 9 one site. Now, there was another interesting option that
 10 was put forward, option E. And that would be that Arbutus
 11 and Halethorpe, which are in relative close proximity to
 12 each other and on the smaller size of the elementary
 13 schools within your system, that perhaps would if they
 14 were built one new school but much bigger in a way that
 15 can accommodate those school communities. And a whole new
 16 legacy could be created for both of those communities
 17 together. And what does the net effect of that do? Well,
 18 it does create some efficiencies operationally, which
 19 results in more operational budget that can be reinvested
 20 back in the classroom. It also means that there's a
 21 surplus property there. That means a school that could be

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1 used for a higher and better use that perhaps might serve
 2 another educational purpose, providing services to the
 3 community, or even become an asset that can be used for
 4 leveraging into solving other capacity solution or
 5 problems that are out there as well.

6 So that's kind of an example of one slate of
 7 scenarios that are out there. And it's emblematic of
 8 several cases that you're going to see as I go through, so
 9 I might reference back to this one a few times in the
 10 interest of time, of how we would address kind of an
 11 imbalance of capacity utilization.

12 So I'm gonna start to pick up the pace and work our
 13 way around. Looking at Southwest elementary group 2, you
 14 can see the names of the schools that are on there. And
 15 you can see the relative projected capacity utilization
 16 profiles of them. Again, this is year 2026, school year,
 17 projected so some of these schools that look to have a lot
 18 of red, they do the project to have some growth between
 19 today and then. So it might not feel quite as bad as
 20 looking, but it's coming. So in this case, if you were to
 21 add up all the net here, there's actually a shortage of

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1 about 200 seats at the elementary level. So boundary
 2 adjustments won't solve all of that, within that cluster.
 3 So we looked at scenarios with at the minimum some level
 4 of additions involved. So option A would have Woodbridge
 5 would be subject to additions. While Woodbridge it was the
 6 site that seemed most appropriate for it given the size of
 7 the school, we in general wanted to boost up the sizes of
 8 those smaller schools to get on parity with the other
 9 schools. And the site could accommodate that additional
 10 construction, and the core facilities there were such that
 11 it can accommodate a larger population of the school
 12 without further renovation work. Option B was similar, but
 13 maybe a smaller addition in Woodbridge and another
 14 addition Featherbed. In both of these cases, it would
 15 require some redistricting as part of it. Option C that
 16 was put forward was an interesting one, and it touches
 17 into the middle school levels. But the net effect would be
 18 that Southwest Academy Middle School, which is in that
 19 general area, with swap sites with Johnnycake, and the end
 20 result would be Johnnycake gets to occupy the larger
 21 building that Southwest Academy is in but renovated and

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1 given an extensive renovation in a way that's relevant for
 2 an elementary program. Speaking to some of those
 3 transformative outcomes that Dave was talking about. And
 4 meanwhile, the Johnnycake site will be repurposed with new
 5 construction for a larger Middle School. So you'll see
 6 that option in both elementary and middle. Option D was
 7 replacing Featherbed outright. Another scenario similar to
 8 the Arbutus, which is digging deeper into the pocket to
 9 come up with some solutions for that particular area.

10 So moving Southwest, looking at the middle schools
 11 in high schools, you'll see a pattern here -- I put these
 12 usually both on the same slide. The Option A middle school
 13 redistricting can resolve what you've got there, the state
 14 would look at it, you have surplus capacities at the same
 15 time shortage of capacities at neighboring schools. So an
 16 option could be option A was to restrict our way out of
 17 it, just like we looked at on the other one. Another one
 18 is, you know what, we can just deal with it, let's take
 19 care of buildings where they are, but we're not going to
 20 expand the capacity of the schools. Or another one that
 21 was put forward was that Johnnycake and Southwest Academy

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1 swap. So options A, B and C. At the high school level,
 2 remember we're talking about those legacy projects and
 3 Lansdowne High School is in the pipeline for complete
 4 replacement, very expensive project that resolves by and
 5 large, the high school capacity utilization across the
 6 entire cluster. Assuming that there is redistricting
 7 that's on the heels of it.

8 Option D would be you know what we want that new
 9 high school but we don't want to do any redistricting. So
 10 we'll require some additions, where we have some crowding
 11 at Atonsville in the projected future. Another one that
 12 was lifted up, and the participants who offered up this
 13 idea, really knew that this was an aspirational sort of
 14 goal and with fidelity to our process. We want to document
 15 all the ideas and honor all the ideas that are lifted
 16 forward in good faith for this so that it can be under
 17 consideration in the permanent record of it. At the end of
 18 the day that we will as consultants have to make hard
 19 decisions about available resources, equity, etc. So
 20 things like creating a new Arbutus high school while maybe
 21 the next masterplan might be a valid sort of solution.

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1 It's an idea that's being proffered out and the net
 2 benefit there is in addition to crowding, relief, it does
 3 align the feeder patterns so that you don't have as middle
 4 schools that are splitting in as many directions.
 5 As a note if I failed to mention it earlier, where
 6 you see this blue font. That's where the SAC offered up
 7 alternative options that came after the fact. And again,
 8 in the interest of transparency and fidelity to this
 9 inclusive process. They're documented here and are under
 10 consideration.
 11 Okay, moving forward to the northwest. Looking at
 12 elementary schools first. We looked at three clusters of
 13 schools within this geography. As you can see within the
 14 map here. In northwest cluster E1, there's really one
 15 option that was put forward and that's because you have
 16 legacy projects there of Bedford and Summit Park on the
 17 pipeline to be replaced, as well as additions at Scotts
 18 Branch elementary school. And the committees looked at
 19 this, and you know what, the planning pretty much has been
 20 done years ago. And it's a matter of just implementation
 21 at this point. So no alternative options are put forward,

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1 is documented as such. That's the resolution for Northwest
 2 E1. Northwest E2 similarly. Deer Park Elementary School
 3 is in the pipeline to be replaced. With a place or that
 4 school and redistricting get balanced and rolled up
 5 through that area as well without alternative options put
 6 forward by the committees.
 7 Now up in the Northwest, E3, that's when we get
 8 further out north towards Franklin area. When you look at
 9 the net effect of the crowding, as well as some of the
 10 underutilization, you're still short, about 225 seats in
 11 that area. Now, the good news is that today you're not
 12 feeling it because you have 1990s modular construction
 13 additions that were built. And I don't know if you
 14 remember from our presentation in March, we took care of
 15 the fact that those were not built to today's standards
 16 for permanent constructions. We discounted the state rated
 17 capacities by those values within those buildings,
 18 presuming they're not around for the long haul, that they
 19 ought to be replaced with permanent construction. So you
 20 see shortages at those three schools. So option A is to
 21 replace those facilities with proper long term additions

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1 that could house some exciting new amenities for different
 2 program improvements etc. within the area, with some
 3 redistricting, and then we make good on that cluster. Now
 4 another one would be, you know what if instead of building
 5 three additions at those schools, maybe we look at the
 6 next elementary school in the area, and we looked all
 7 around the different known sites and stuff, that's a real
 8 challenge, we don't have a site that stood out as an
 9 obvious place to do it. But we do want to put the notion
 10 out there of perhaps a longer term solution would be
 11 constructing new relief elementary school in the area as
 12 opposed to additions. The challenge there being land, as
 13 well as the fact that 225 seats short, is not quite an
 14 entire elementary school. So you might be overbuilding for
 15 the short term. Middle schools and high schools within the
 16 area, either surplus capacity at both levels to the point
 17 where redistricting is a low cost solution, presuming of
 18 course, the equity and educational adequacy enhancements,
 19 those transferred outcomes are given to those schools as
 20 well. Or if the tolerance to redistricting is lower than
 21 tolerance to just want to cost that perhaps just not going

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1 -- foregoing a redistricting would be option B, similar to
 2 the one we looked at before. Or In addition, again, which
 3 might be challenged by the state and would be completely
 4 on the county to find at the high school level. Looking at
 5 the same scenario, among them, only <inaudible> high
 6 school does have projected over utilization to a point but
 7 it could be resolved through redistricting, and balancing
 8 enrollment there. There was a [SAC] generated option as
 9 well, let's just like with the middle schools, but if
 10 there were additions put on the slate there, knowing that
 11 there are some fiscal challenges as part of it, but
 12 they're under consideration.
 13 Moving to Central, elementary schools in central.
 14 Now a quick visual scan of the page here and you see a lot
 15 of red and large wedges of red within your elementary
 16 schools in Central. So it's clear, you've got crowding in
 17 these areas, you have small sites, you have small schools
 18 that are crowded, challenging to renovate on, add to etc.
 19 This was a real tough planning exercise to go through. We
 20 broke this down actually, including the proximity of the
 21 Northeast, in this particular cluster here, we broke it

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1 down into five different clusters that are laid out in
 2 front of you. Let's work from left to right here.
 3 Carolina and Jackson. We have some projected
 4 overutilization at these campuses, likely some additions.
 5 So it's either an addition, or it was put forward. Let's
 6 look for the long haul and replace Carolina as an
 7 alternative, more expensive solution to moderate additions
 8 to resolve it. When you look at cluster E1, this is this
 9 Western side here, that stretches up north along the major
 10 highway there in 83. And there's several permutations of
 11 additions, there's no way to get out of this without any
 12 sort of program enhancements, are teleporting kids other
 13 places, there's no boundary solution towards this, it has
 14 to be some additions and growth. We looked at alternatives
 15 for reconstruction, new sites, etc., extremely challenging
 16 in that dense area. To accomplish. So you see a series of
 17 additions that we did sanity checks on the sites and it
 18 doesn't make sense they could be expanded, and
 19 consideration of the core facilities there that you'll see
 20 options A, B, C, etc. Going through there as alternatives.
 21 There were some opportunities for replacement that were

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1 put forward as well. In cluster CE3, that's going way up
 2 north towards Pennsylvania, right? These are the more
 3 rural schools that are out there. You have some capacity
 4 over utilization, and you have long distances, difficult
 5 to boundary, you see these lines here. And you think,
 6 yeah, there's a lot of land in between, but there's not a
 7 lot of kids in between in the land. So finding solutions
 8 that are solely redistricting are really difficult due to
 9 the geography. And so there's probably some additions as
 10 part of it, in option A, and then an option where there's
 11 larger additions without redistricting as option B, and
 12 then kind of not necessarily tear down and replace. It's a
 13 historic building at fifth district, but perhaps taking
 14 that smaller school and rebuilding it in a historically
 15 appropriate way, and reconstructing that site larger for
 16 the long haul as a premium cost solution for that cluster.
 17 Looking up and down York road, here in the middle in
 18 green. Again, a lot of red is just crowding out up and
 19 down the way and similar circumstances that we had in the
 20 previous cluster over there. So we're looking at
 21 additions, or replacements, etc. And there's a couple of

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1 interesting nuances on this particular one I wanted to
 2 signal out. First, the idea of looking at consolidation
 3 consolidations of schools, basically rebuilding to two of
 4 three schools in a way that you would accommodate three
 5 schools communities, with two new larger buildings, with
 6 redistricting, among them, creating that surplus site that
 7 can be used for other educational purposes, community
 8 purposes, over leveraging into perhaps other financial
 9 streams, that can be accommodated for resolving some of
 10 your other capacity issues that are in the area. Another
 11 aspect of this cluster is looking at the Kronwall Valley
 12 elementary site, which, as many of you are aware, is does
 13 have a neighborhood boundary for a walkable neighborhood
 14 school, but it does have a very robust magnet program. And
 15 the notion is we need more capacity. What if that site
 16 were targeted for some additions to not only expand the
 17 capacity of the school but to expand and broaden the
 18 access to that popular magnet program that could service
 19 several of these areas in the area of bringing in more
 20 diversity of program offerings, access to magnet programs,
 21 as well as the diversity of the school populations

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1 associated with them. So couple of these options have
 2 those nuances and we're coupling in there the notion of
 3 just additions, maybe a consolidation or expanding a
 4 magnet program and you can see the permutations among all
 5 those options. In CNE E1, referring to Central northeast
 6 elementary 1, that's this area here, we have a balance of
 7 underutilization, as we get closer to the county line and
 8 over utilization nearby. There's still not sufficient
 9 surplus to accommodate the shortages. So there is some new
 10 construction required in that area. We looked at additions
 11 at Hartford Hills, or even replacing Hartford Hills as
 12 options A and B. Option C was a SAC generated idea that
 13 was very interesting looking at the White Oak site that
 14 used to be an elementary school currently houses some
 15 vital programs for the area, administratively community
 16 service wise, as well as some special education
 17 programming that's very vital to the program. And someone
 18 who knows those campuses and those programs will offer up
 19 the notion you know, what if we right size and built a
 20 specialized two suit state of the art facility for those
 21 vital programs, and then free up that site in a way that

<p style="text-align: right;">Page 214</p> <p>1 could become -- restore it to an elementary school and 2 reduce some of the capacity hits that are out there. 3 interesting idea that was put forward, we'd like to 4 document those in different colors so that you understand 5 the genesis of this as we move forward. 6 Middle schools and high schools within central. We 7 have the Pine Grove Middle School edition, which is a 8 legacy project. And it is technically right on the border 9 with northeast. And we looked at as a way, potentially 10 with option A to resolve crowding within the area with 11 redistricting. Option B would be to go a little bit beyond 12 that similar to some of the other areas of premium option 13 where some further additions at Cockeysville could help 14 reduce the extent and the domino effect of redistricting 15 as part of it. So we have a SAC generated option D. At 16 the high schools, as consistent with our recommendations 17 last fall, when we looked at the impact you have on 18 capacity utilization in the area. We put forward our 19 initial recommendations for expansion of Delaney, Loch 20 Raven, and Towson with classroom additions, core facility 21 additions and renovations to accommodate larger programs.</p>	<p style="text-align: right;">Page 216</p> <p>1 there's already work in motion in terms of which schools 2 are results. And hence the clustering that we've done 3 here. There's no alternative option presented. Within NE3, 4 this is an area where by and large, there is surplus 5 capacity of most of the schools, there's a sliver of over 6 utilization, I think, to assume of like 20 kids or so at 7 Orem's projected. And we looked at an option that you could 8 do some redistricting to balance it out there, or if 9 because of its more moderate scale of over utilization, 10 that might be just, you know, we're taking care of our 11 buildings as is. 12 Middle schools and high schools within northeast, as 13 you know, there is a capital project on the legacy list 14 for a new middle school that's underway. And that is 15 Option A to resolve the Northeast capacity utilization 16 with that. It was put forward and lifted up by SAC member 17 who had a particular interest in and familiarity with the 18 programs for some of your special schools that are out 19 there, that upon completion of the Northeast Middle 20 School, there would be surplus capacity within the region 21 at the middle school level, in that your current Golden</p>
<p style="text-align: right;">Page 215</p> <p>1 And the SAC also generated an alternative option in there 2 that's quite expensive. But certainly for the facility or 3 process we're documenting and giving it due consideration 4 for replacement of Delaney and historic reconstruction of 5 Towson High School. 6 Moving on to northeast with three elementary school 7 clusters here, northeast 1, as you can see, here's one 8 remote one with Kingsville as well as a grouping of 9 schools here and we looked at -- we definitely need some 10 additions to accommodate crowding here and it's really a 11 pick or choose where it most likely makes sense. We're 12 looking at it architecturally but we do want to get some 13 sentiment of the people affected by these as well. So it's 14 included being put forward the 7X addition option was 15 generated as alternative by the SAC. Within NE2, this is 16 blue area here. You can see the list of schools. This is 17 the one that is being relieved by the new legacy 18 elementary school project on Ridge Road that is in your 19 capital pipeline. The planning has already done, the 20 notion of it, and Red House Run also being replaced -- 21 another legacy project. Resolves capacity utilization and</p>	<p style="text-align: right;">Page 217</p> <p>1 Ring Middle School site, which ranks rather low on the 2 condition and adequacy scores are out there potentially 3 could be repurposed for a higher and better use, and is 4 lifted up that perhaps it could be something like a 5 special school is out there, that is offered as an 6 alternative option. 7 At the high school level, consistent with our 8 recommendations from last fall, Overly Parkville Perry 9 Hall have an option A for additions to expand those 10 schools, in a couple of cases, it has some core facility 11 expansions as well, so that we're not creating unintended 12 consequences with requisite redistricting to balance them 13 out. At the time, we also put forward as hey, this is 14 going to require a bit more due diligence, and in terms of 15 looking for land, as well as analyzing existing parcels of 16 land that are there, now in the county's purview, and most 17 importantly, to consider the people that are impacted by 18 these long range decisions, and get opinions on the 19 viability of a new high school, that could be perhaps 20 master planned in a way that it opens at a certain 21 capacity and grows through the years as the population</p>

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1 grows. As part of it, it's much more expensive sort of
 2 solution, strategically might make sense for the long
 3 haul. But as we promised last year, when we presented
 4 these that through the balance of the Maya Pass process,
 5 we would fulfill the due diligence with your community. So
 6 hence <inaudible> promises here

7 Southeast. At the elementary school level, we're
 8 going to start at the East and work our way back in
 9 towards the city. Within this cluster here of four
 10 schools, every single school is comfy, no crowding
 11 happening there, it's really about preserving, taking care
 12 of the assets you have, and providing educational
 13 enhancements, equity enhancements to those schools.

14 Southeast Cluster E2. You have a bit of imbalance.
 15 You see some red and blue here. Deep Creek is one of those
 16 schools with the 1990s modular additions, we discounted
 17 that capacity, which shows on paper that it's crowded, and
 18 it's inequitable. So we're planning for the long haul,
 19 taking care of that by replacing that with addition. So
 20 that's option A. The SAC did put forward and more
 21 expensive premium option would be let's not just replace

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1 the 1990s addition and renovate the school, let's just
 2 take it all down and rebuild the whole campus. A lot more
 3 investment involved in that sort of solution. But the
 4 option is documented

5 In cluster SE E3, this is getting towards the
 6 Dundalk area here, there are a lot of options that are on
 7 the table. And let me just kind of give you a real quick
 8 picture of the way. There's strategies around the notion
 9 that you can probably boundary your way out of it with
 10 redistricting at the elementary school level. We do have a
 11 unique scenario here. The grade configuration that is
 12 unique and one could describe as inequitable compared to
 13 the rest of the county and that's at the Holabird Middle
 14 School adjacent to the Norwood elementary school campus
 15 that operate in a K-3 elementary school with 4-8 at the
 16 middle school campus. And as part of the design thinking
 17 through long term solutions, was lifted up that no, let's
 18 look at solutions that actually restore that to a typical
 19 K-5 elementary school, 6-8 middle School. So there's some
 20 of these options that have permutations about that in
 21 there. There's different flavors of additions, etc., along

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1 with premium solution that accomplishes that grade
 2 reconfiguration, as well as the replacement of Grange as
 3 listed.

4 So looking at middle schools, high schools, at the
 5 southeast area, as well as looking at the Sparrows Point
 6 area that, as I mentioned before, we're going to look at
 7 composite. With the middle school levels, there was
 8 surplus capacity, particularly if we're wanting to free up
 9 space at Holabird from that elementary school option. It's
 10 really not a capacity issue at all, there might be surplus
 11 capacity for bringing in new exciting programs, and
 12 finding ways to alleviate some of the crowding that's in
 13 other adjacent areas. But really, it's about taking care
 14 of your assets, if that's within that cluster.

15 Your high schools consistent with our
 16 recommendations before there is crowding within the area.
 17 And Kendall, one of those masterplan schools is an area
 18 for expansion, and Patapsco, as recommended last year in
 19 our interim recommendations, getting some relief quickly
 20 to these schools as well as put forward and there's no
 21 alternatives to that offered up.

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1 Now, we're getting to Sparrows Point, which is a
 2 complicated one. Geographically very unique. It's kind of
 3 the end of the line of a peninsula. So geographically
 4 difficult to boundary to, transportation challenges exist.
 5 And the one unique situation there similar to Holabird
 6 Middle School scenario, you have your Sparrows Point
 7 Middle School and Sparrows Point High School that occupy
 8 the same campus. Now they're distinct schools, they have
 9 their own leadership, their own cultures, etc. And there's
 10 clearly some potential for silver linings. But there also
 11 exists some challenges on the social emotional learning
 12 scale, relative to having the proximity of students
 13 ranging from 12 years old, up to 18 year old on the same
 14 campus, and finding solutions that might remove that
 15 scenario, or something that because of high interest both
 16 within the focus groups on it as well as the SAC. So when
 17 we look at options, A through D, it's really about how do
 18 we address that crowding that exists at the high school,
 19 middle school site, and are there opportunities to get the
 20 middle schoolers to their own site. So option A is kind of
 21 status quo, but grow. It's just going to keep growing and

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1 it's a tight site, crowded with challenging, but
 2 technically feasible -- would take some a lot of rigor to
 3 design a solution for that it can be done, and it's at a
 4 lower cost, probably path of least resistance. But if
 5 you're looking strategically for the long haul, and trying
 6 to cure inequities that exists within the county, we
 7 wanted to look at other options such as option B, in which
 8 case, there's a new Sparrows Point that's built on the
 9 Chesapeake Terrace. So you have two elementary schools
 10 near Edgemere real close to the high school, middle
 11 school site. And forgive, there's two labels here, but
 12 Chesapeake terrace is down here a little bit further down
 13 the line on the peninsula. Option B, and C are the same
 14 idea but just opposite locations. One of these sites
 15 Edgemere, and Chesapeake becomes the new home of the
 16 middle school in one option, or the other one becomes the
 17 home of the new middle school. And what does that mean?
 18 The other site becomes the home of a new combined
 19 consolidated elementary school that will be large,
 20 to the tune of maybe around 800 students, which is a large
 21 elementary school, even by new construction standards. So

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1 that was lifted up as a challenge as part of it. So that's
 2 B and C. Option D was we need to find some other land
 3 perhaps. You can leave the elementary schools the way
 4 they are, find a new home for the middle school, move them
 5 out. At the end state of any of these scenarios except for
 6 option A, it will result in once vacated, the campus would
 7 be master planned and reconstructed in a way that services
 8 solely expanded and now with breathing room Sparrows Point
 9 High School for the long haul. Another benefit there is
 10 perhaps it could alleviate the extent and magnitude of
 11 additions. Depending on timing, though could be a
 12 challenge here with Patapsco and <inaudible> neighboring
 13 by.
 14 I pray I was not on mute this whole time and I know
 15 that it's getting late in the evening but try to get
 16 quickly and give you an appreciation of the sorts of
 17 design thinking and options that your dedicated team of
 18 staff and community volunteers who participate in this
 19 process have lifted forward. Next step is part of it as
 20 mentioned earlier, we're going to the community to share
 21 these ideas publicly out there, as well as conduct a

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1 survey that helps them understand nuances, give us an
 2 appreciation for preferences, not just in light of yet I
 3 want the high dollar ticket item but also through the lens
 4 of limited resources and tradeoffs. Appreciate your time.
 5 CHAIR SCOTT: Okay, thank you very much for
 6 that. So now we have some questions from board members. It
 7 looks like first is Miss Henn.
 8 MS. HENN: Thank you, Madam Chair. I'll defer to
 9 Miss Jose, and if we could return at the end for my
 10 questions.
 11 CHAIR SCOTT: Okay, so you're saying you want
 12 Miss Jones to go ahead, and then you want to go at the
 13 end?
 14 MS. HENN: I'll go at the end if you don't
 15 mind.
 16 CHAIR SCOTT: Okay, sure. Miss Jose. You can go
 17 ahead.
 18 MS. HENN: Ms. Scott, actually, I'm gonna
 19 hold on. Thank you.
 20 CHAIR SCOTT: Okay, all right. DR. HAGER:
 21 DR. HAGER: My question is very, it's very

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1 easy. So I just have a request. First of all, I loved your
 2 presentation, I thought it was so thorough, I loved
 3 hearing about your process. I will keep this in my back
 4 pocket for when we have to make hard decisions down the
 5 road, because you've provided such great information. So
 6 thank you for that.
 7 In the document, would it be possible to add a star
 8 or something for the funded projects so that we know kind
 9 of the location of where the legacy projects are located?
 10 And if they're new, the general, again, the location, but
 11 also what the legacy projects are in that mapping document
 12 that you showed? Could you could you do this?
 13 Unidentified: That's a tremendous idea. We'll
 14 do that right away.
 15 DR. HAGER: Thank you. I was trying to go back and
 16 forth, and I was getting myself confused.
 17 And then I was really intrigued by the central
 18 location and how it was so densely populated, and also so
 19 overcrowded. How often in cases like that, is it just the
 20 circumstance of a bubble? I always think about Carroll
 21 County and how they built all those schools. And then, you

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1 know, the children grew up and the people stayed, and you
 2 know, even then they ended up not having an overcrowding
 3 situation anymore. It was just because it's so many
 4 schools that are overcrowded in such a small place.
 5 Unidentified: And there are circumstances -- we
 6 do this around the country with the school systems like
 7 yours, but there is no sign in your projection that it's
 8 letting up. You can with confidence, and in the best
 9 interest of students we need to deal with our capacity.
 10 DR. HAGER: No, that makes sense. I just -- it was
 11 you know, so many in such a small place. So those are my
 12 only two questions. Thank you.
 13 CHAIR SCOTT: Thank you. Next, it looks like
 14 it's Mr. McMillion.
 15 MR. McMILLION: Great. My first question is
 16 for Mr. Pete. Mr. Pete, how much money is set aside for a
 17 feasibility study for a new southeast area high school?
 18 And I think it's in the 22/23 capital budget. How much
 19 money is that? Mr. Pete?
 20 MR. PETE: I can hear you. I don't have the
 21 amount in front of me. I believe it's \$500,000. But I can

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1 double check that number.
 2 MR. McMILLION: I was just -- and I didn't
 3 mean to be rude to you, Mr. Pete.
 4 MR. PETE: No, you're not you have. You have
 5 always asked good questions.
 6 MR. McMILLION: My time's ticking so that's why I
 7 was concerned.
 8 Now, Mr. Mill, you got \$500,000 set aside for a new
 9 Southeast area high school feasibility study. You
 10 mentioned Dundalk and Patapsco additions. And then you
 11 talk about a new Sparrows Point Middle School
 12 possibility. So how does that feasibility study money play
 13 in to that to look at this.
 14 Mr. Mill: So feasibility study is a term
 15 that is loosely used. What we are really doing in the
 16 southeast area, the \$500,000, is to look and explore
 17 options and sites in more detail. So this is more of a
 18 site analysis than a feasibility study. So that's one
 19 thing I wanted you to know. The second thing is that the
 20 option that we have for Dundalk High School, which is an
 21 addition there, that has nothing to do with this

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1 feasibility study. Southeast area study is mainly to take
 2 care of the issues in the Sparrows Point area, and see if
 3 there's any solution, other than what this plan is
 4 indicating are going into all of the options of this plan
 5 that they are including. So this has nothing to do with
 6 the Dundalk addition, but it may have something to do with
 7 the Patapsco addition. Okay.
 8 MR. McMILLION: And I'd like to say this.
 9 You called that money, a new Southeast area high school.
 10 Now whether you stuck feasibility into it or not, but new
 11 Southeast area High School is what you said for the
 12 \$500,000. Now, the whole Southeast area, you've got
 13 Dundalk that's projected to be 650 students over in 2026,
 14 you got Patapsco, that's going to be over that needs an
 15 addition, you got Sparrows Point middle and high school
 16 that's in a critical situation. And then you talk about
 17 new Southeast area high school feasibility study or lack
 18 of feasibility study. So what I'm saying is, how much did
 19 Mr. Mills look at like the North Point Government Center,
 20 and looking at a new high school that would take -- do a
 21 boundary change that would move Dundalk -- take some of

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1 those kids at Dundalk, some of those kids at Patapsco and
 2 then and also involve the Sparrows Point situation. You
 3 might be able to cure a couple of different problems with
 4 a major High School not excluding Sparrows Point Middle
 5 School.
 6 MR. PETE: So I think you are going in the
 7 right direction. And that's the purpose of those funding
 8 is to look at what are the different options that are
 9 acceptable to community that are viable, and that are cost
 10 effective, and that deliver the education, pro educational
 11 program to the majority of the students. So those are the
 12 parts -- some of the key parts of that study. So it has
 13 nothing to do with the addition to the Dundalk High
 14 School. But the rest of it, we still have students that we
 15 need to take care of, and what are the best option. So you
 16 might want to say that some of the students from Sparrows
 17 Point could be moved to a space different than that
 18 Peninsula, but the community may not want it, it may not
 19 be the most viable solution. And that's where we need to
 20 spend that money and come up with the most viable
 21 solution. And, Paul, if you want to add anything to it,

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1 feel free to do it.

2 MR. MILLS: Peter, I think you addressed it well,

3 and Board Member McMillion, I like the way you're thinking

4 about this trying to find your multi -- taking care of

5 multiple birds with one stone as part of that. And that's

6 the sort of the feasibility sort of work is kind of the

7 consequence after doing this sort of strategy. Big picture

8 facilities master plan is next kind of getting right into

9 pre implementation of the work.

10 MR. McMILLION: Okay, I've got 30 seconds

11 left. Mr. Mills. I brought up the North Point Government

12 Center property back months ago when you did the high

13 school thing. Have you looked at that?

14 MR. MILLS: Yes, we did look at that for potential

15 uses. And we've engaged the county in conversations about

16 what programs and services are currently housed on the

17 site. And it's kind of ongoing work in the notion of,

18 though it could be a potential solution to some of the

19 capacity notions that are out there.

20 MR. PETE: So let me add to that. Paul, let me try

21 to add to that. I think that is one of the item that's

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1 going to be part of that study. Number one, what is the

2 work required in that building? So the building analysis

3 of that? How can we most effectively use that building?

4 Should we build a new middle school? Can we build a new

5 high school? Should we get students from the Sparrows

6 Point to solve that issue? We don't know. So is it there's

7 a deeper dive needed to see if that building is available?

8 What do we do with that building? Should we renovate it,

9 build a new school? If we build a new school, what do we

10 use it for? And all of that has to be studied, and you

11 will be part of that conversation.

12 MR. McMILLION: Gentlemen, thank you very

13 much for answering my questions. And Mr. Mills I think

14 your company did an excellent job on this entire

15 presentation. Thank you.

16 CHAIR SCOTT: Thank you. Next is Miss Mack.

17 MS. MACK: Thank you, Miss Scott. I have a

18 quick question Mr. Mills about one of the elementary

19 schools in the southwest. Woodbridge elementary school.

20 Talks about, I believe, an addition on Woodbridge.

21 Woodbridge is one of the few schools in Baltimore County

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1 that is an open classrooms school, there's no walls. When

2 you look at a school like that, when you think about

3 renovations, is that something that you would address?

4 MR. MILLS: Absolutely

5 MS. MACK: Or just leave it alone and just

6 build the addition?

7 MR. MILLS: No, it's one of those -- Last time we

8 spoke to you we took a few inequities that were lifted up

9 through our dialogues and we added that to our analysis.

10 So we looked at there were oh gosh, there are about eight

11 or so schools around the county that have those 1970s open

12 plan schools, and we've accommodated them both in terms of

13 those metrics that benchmark the schools in terms of the

14 need, that they kind of got dinged. So they were showing

15 up as higher needs at those schools. On top of that, as

16 well, you know, remember the big \$4 billion now, there

17 are budgets in there to gut reno those spaces in a way

18 that converts them into what you would build today.

19 MS. MACK: Okay, thank you. And I think my

20 next question for Mr. Dixit. Mr. Dixit, is the Lansdowne

21 feasibility study complete?

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1 Mr. Dixit: So you're talking about Lansdowne High

2 School?

3 MS. MACK: Lansdowne high school. Yes. Let me

4 clarify.

5 Mr. Dixit: Lansdowne High School, there is no

6 feasibility study needed, because we will have already

7 decided that we are going to build a new high school.

8 MS. MACK: But maybe I'm using the wrong

9 term. Is it the survey -- the land survey?

10 Mr. Dixit: Yeah, we are in the early stages of the

11 design for Lansdowne High School. County has fully funded

12 that high school and Cannon Design considered it as a

13 legacy project. So now the question is, when do we get

14 construction funds for it? It is under design?

15 MS. MACK: And when do we expect it to the design

16 to be completed? T

17 Mr. Dixit: The design, we are expecting it to be

18 completed by the end of this year, or early part of the

19 next year.

20 MS. MACK: And then my next question was,

21 what are the next steps? But I think you answered that by

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1 saying you're waiting to get confirmation on the funding.
 2 Mr. Dixit: Yes and we anticipate county to fund it
 3 in the next bond cycle. But we don't know when the state
 4 funds will come for that project. Okay, all right. Thank
 5 you, Mr. Dixit.
 6 CHAIR SCOTT: Yes, thank you. Next is Miss
 7 Jose.
 8 MS. JOSE: Thank you, Miss Scott. First of
 9 all, thank you, Mr. Mills, Mr. Dixit, for this
 10 presentation. I know it's been quite an exhaustive
 11 process. And you guys have done a great job with making it
 12 very inclusive of stakeholders in the community
 13 engagement, which is very hard when you're doing a
 14 multi-year study like that. We always have to look at
 15 schools holistically and not in silos of
 16 Southwest or Northwest, always look at it holistically.
 17 And this is the first time the county is doing something
 18 like this. So it's exciting, but I love the data
 19 infographics that you showed with all of the GIS attribute
 20 table attached to it. When you're talking about
 21 redistricting, where is that data or recommendations

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1 coming for redistricting, because our school construction
 2 funding is often overlooked. And it is an issue of equity.
 3 And they also redefine residential patterns in the system,
 4 in the district. And in addition to also segregation, and
 5 that is an issue in Baltimore County as well, we have to
 6 work towards desegregating our schools, that's the
 7 elephant in the room. And I will say that. So that's why
 8 this study is so important. And to get an independent
 9 study done by somebody like your firm that's doing it. So
 10 if you could talk about how you're getting the
 11 redistricting data, or where you're aggregating all of
 12 that granular data to come up with a bigger picture.
 13 MR. MILLS: Absolutely. So we have all the students
 14 geocoded by address, so we know where the students are, by
 15 grade, by socio economic background, free and reduced
 16 lunch, etc., all those attributes for the students. We
 17 have the boundaries of where your attendance comes from.
 18 If you live within these boundaries, you go to the XYZ
 19 elementary, middle and high school, etc., right? And we're
 20 able to analyze through the GIS system by looking at some
 21 either natural boundaries, with waterways, mountains, and

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1 those sorts of things, as well as manmade boundaries, such
 2 as major highways and things where you really don't want
 3 children to be forced to cross those lines. And we look at
 4 logical chunks of space. Now, doing a boundary process is
 5 a process unto itself. And you guys do this routinely. And
 6 you have a great dedicated staff that does that all the
 7 time. What we do at this preliminary strategy stage, is
 8 make sure that when we put an option forward that says,
 9 redistrict in this area, that it's feasible. So we do you
 10 know, walk and chunk and make sure that it can be done.
 11 But that knowing that in faith your professional staff
 12 will carry forward with that work, and engage the
 13 community in that process. Did I address your question,
 14 Board Member Jose?
 15 MS. JOSE: Part of kind of and I'm gonna read
 16 that, and your GIS data you're getting from Baltimore
 17 County planning open GIS source data. Whereas
 18 MR. MILLS: We have, of course, confidentiality we
 19 have to do with privacy of students and those sorts of
 20 things. So it's all anonymous. But we do have that
 21 information for critical planning. And while we did have a

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1 lot of engagement, we also respected what we could show on
 2 screen in our 2D world we're working in here. But we, as
 3 professionals spend a lot of time analyzing all that data
 4 and I have one team member that does nothing but GIS.
 5 MS. JOSE: All right. Well, thank you for
 6 answering those questions. And good luck. Thank you.
 7 CHAIR SCOTT: Thank you. Next, Miss Henn.
 8 MS. HENN: Thank you. First of all, let me
 9 begin by thanking you, Mr. Mills. Dr. Lieber if he's
 10 still on the call, Mr. Dixit. I've been amazingly
 11 impressed by the work so far, in just everything I've
 12 seen that's been done. So thank you. Thank you. Thank
 13 you. And thank you for the outstanding presentation
 14 tonight. I had a couple of questions regarding the
 15 Northeast Middle School corridor. And I appreciate the
 16 group thinking outside the box in the community,
 17 providing the feedback around Golden Ring Middle. That's
 18 been a question of much concern in the community. And the
 19 potential relief provided to Perry Hall Middle of the
 20 construction of the new northeast middle. And the concern
 21 is that the new school will not provide adequate capacity

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1 for the area and that Perry Hall Middle will remain
 2 overcrowded at its continued growth rate. We'd be back
 3 where we started. And that relief of their overcrowding
 4 is long overdue. So I'm curious as to whether any other
 5 options for Golden Ring middle were considered. If a
 6 hybrid approach of redistricting and repurposing Golden
 7 Ring Middle was talked about, or any comments, you have
 8 to share on that.

9 MR. MILLS: Absolutely. So the original option was,
 10 and looking at the enrollment projections, we're looking
 11 at the 2026 timeframe, which is about the time you would
 12 be opening that new middle school, probably at that point
 13 in time to you will be refreshing in my eyes to at that
 14 point to see where things lie. But your projection here
 15 are that you would at that point, have surplus,
 16 sufficient surplus capacity, that school such as Golden
 17 Ring, perhaps be repurposed. And of course with trade up
 18 scenarios for all the affected students. And option B
 19 does look at redistricting. As one of the components of
 20 you know, just by definition, when you're changing the
 21 use of the site that would no longer serve as a middle

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1 school, we're gonna have to do something with the
 2 boundaries.

3 MS. HENN: Okay, do you know the approximate
 4 cost, the necessary improvements to Golden Ring to bring
 5 it up to par?

6 MR. MILLS: I don't have that at my fingertips. But
 7 you have a hefty price tag, it is among the more highly
 8 impacted of your schools.

9 Mr. Dixit: We don't know at this time. But if
 10 that option is pursued, we'll do a detailed analysis. And
 11 there's one more piece of information I wanted to share
 12 here, Ms. Henn, that we also have Pine Grove middle
 13 school and renovations to that school as part of the
 14 board approved capital program. And that's going to
 15 provide additional seats, and hopefully some relief to
 16 Perry Hall Middle School.

17 MS. HENN: Thank you, Mr. Dixit? Yes, that
 18 was factored in to the original available seats for Perry
 19 Hall Middle, which would bring it just about to capacity.
 20 And the concern is that with the growth in the region,
 21 which always seems to be underestimated, that Perry Hall

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1 middle would be back to not as overcrowded as is now but
 2 certainly that the problem would perpetuate. So that's
 3 the concern. Originally, the board was told that the
 4 costs were prohibitive to remodel Golden Ring or do the
 5 necessary improvements to Golden Ring middle which is why
 6 the plan was to close; however absorbing those additional
 7 seats needed in the new middle school-- Pine Grove I
 8 understand the expansion will relieve capacity at
 9 Ridgely Middle I believe so there weren't many seats left
 10 for Perry Hall Middle and I want whatever solution we
 11 land upon --

12 CHAIR SCOTT: I'm sorry, that's the 30 second
 13 timer

14 MS. HENN: -- adequate relief.

15 CHAIR SCOTT: Was that the 30 second timer, Ms.
 16 Bresler?

17 MS. BRESLER: No, but time expired.

18 CHAIR SCOTT: Okay, if you could make a chime or
 19 sound or something so that members can know when their
 20 time Was expired.

21 MS. BRESLER: Okay, I thought I was told to put

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1 notes in the chat box, but I can certainly do a sound.

2 CHAIR SCOTT: Or you could put -- in the chat
 3 box you could put 'time'.

4 MS. BRESLER: Yeah, I have been putting 30
 5 seconds in the chat box.

6 CHAIR SCOTT: Okay, but we didn't know when her
 7 30 seconds was up. So just that's all. Thank you.

8 MS. BRESLER: Is that doable? Is that workable?
 9 I chime in when the time is expired after the 30 seconds
 10 is gone.

11 CHAIR SCOTT: Yes, that would be helpful.

12 MS. BRESLER: I thought this what you all had
 13 been doing.

14 CHAIR SCOTT: That is what we had been doing? Thank
 15 you. Next is Miss Pasteur. Miss Pasteur?

16 MS. PASTEUR: Oh, I'm sorry, I didn't --. Thank
 17 you. First, Mr. Mills, thank you so much. I've watched you
 18 put your forehead in your hand oh so many times you have
 19 the patience of Job. Really. Thank you for just embracing
 20 everyone's suggestions. Mr. Dixit, thank you as well. I
 21 want to go back to Miss Mack's question. She was talking

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1 about Woodbridge. That has that open space. And you noted
 2 that they are several schools. So this is my question,
 3 because I really didn't remember ever having this as a
 4 point of discussion. And that's about those schools. So I
 5 want to speak specifically about Randallstown. But it
 6 might impact other schools as well. So unlike some of the
 7 others walls were put in, but when the walls were put in,
 8 nothing was done in terms of the air and the heating in
 9 that school. So in a case like that, would that be on the
 10 list to be considered as a renovation to remove those
 11 temporary walls, and to go in and fix the whole heating
 12 and air system so and then put into walls so that they
 13 have what they have now, so to speak. But now you don't
 14 have summer in the winter and winter in the summer. Is
 15 that in thinking process here?
 16 MR. MILLS: Thank you, board member Pasteur and
 17 you're referring to Randallstown Elementary?
 18 MS. PASTEUR: High school.
 19 MR. MILLS: High school. I'll have to check with our
 20 team on the facility assessment and make sure that was
 21 captured. With the walls in place, it might be something

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1 that might not been thought, but thanks for lifting that
 2 up. We'll make sure that's accounted for.
 3 MS. PASTEUR: Yeah, because they have very
 4 temporary walls at that. Thank you.
 5 CHAIR SCOTT: Thank you. Next is Miss Causey. Miss
 6 Causey?
 7 MS. CAUSEY: Good evening. First, I want to say
 8 thank you, to Mr. Mills for the presentation and all of
 9 your team. I also want to thank all of the community
 10 members and staff that have been engaged in this process.
 11 I appreciate the number of board members and parent
 12 advocates and elected officials who've had a similar focus
 13 on equitable facilities countywide. So it's really great
 14 to see the whole thing, the whole picture, all around the
 15 school system and to understand what incredible needs
 16 there are. I am also grateful that there are board members
 17 and again elected officials who have the focus on
 18 accepting nothing less than what's appropriate, what's
 19 safe for students, what achieves education mission, what's
 20 equitable, what's fiscally prudent and timely in the
 21 replacement of Lansdowne High School and so I am very glad

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1 to see Delaney high school with its option for replacement
 2 and Towson as a historic reconstruction. If you wouldn't
 3 mind going back to that slide because I actually didn't
 4 see the building of Towson. And if you could take a minute
 5 to talk about historic restrict reconstruction, and what
 6 does that mean?
 7 MR. MILLS: Sure, give us a slide and reshare screen
 8 here. One of us will see each other. Alright, so option B,
 9 again, was offered up by the stakeholder Advisory
 10 Committee. And the notion was that Delaney would be
 11 subject to a phased reconstruction of its site, as well as
 12 Towson, which has historic implications as part of it.
 13 Clearly it's kind of an iconic building within the
 14 community there and preserving its facade to some extent
 15 would probably be or potentially be an outcome as part. It
 16 could be gut renovation redo type thing, but the notion
 17 of, you know, a premium option for resolving the capacity
 18 in the area by rebuilding those sites larger as opposed to
 19 incrementally adding to them. So that was the extent of
 20 the option that was put forward. Did that answer your
 21 question?

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1 MS. CAUSEY: Yes, thank you. And there have
 2 been other examples, for instance, Dundalk elementary
 3 school, there were components that were repurposed in the
 4 new school, to remain the heritage. And to your point
 5 about renovations for Pikesville High School, you
 6 mentioned \$51 million for renovation. State rated capacity
 7 is now 1107 students, and currently there's only 874. So
 8 if, with proportionality, an amount to do a renovation for
 9 Delaney would be over \$100 million and for Towson would be
 10 approaching \$200 million. So that's where you really do
 11 the cost benefit of the fiscal prudence of doing a
 12 replacement rather than a renovation. And also in terms of
 13 the -- until the feasibility study is required for that,
 14 and does that feasibility study, I would hope would
 15 include the costs of the swing space that would be
 16 necessary. If one was going to consider renovation, which
 17 I personally will not consider, because I've worked
 18 through all of the options, considerations, all of the
 19 mechanical, electrical, all of the facility ratings, and
 20 so forth. So anyway, I'm glad to see that and I'm glad to
 21 see the entire county.

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1 CHAIR SCOTT: Okay, that was time Ms. Causey.
 2 Thank you. Next is Mr. Kuehn.
 3 MR. KUEHN: Thank you. I know the hour is late, so
 4 I'll try to be as short as possible. Thank you, Mr. Mills
 5 for your presentation. It has been --it's a lot of
 6 material. But I would like to go back, if we can, to Mr.
 7 McMillion's questions. And I want to talk about Sparrows
 8 Point Middle School/High School. And really where we're
 9 going to end up with this, because I think either way, we
 10 need a new school. And it's either going to be a middle
 11 school, or it's going to be a high school, we can't have
 12 this combined school any longer. What is the
 13 recommendation if you've come to one at this point, and I
 14 apologize if I should know this from the presentation, but
 15 it's been a long night.
 16 MR. MILLS: So at this point, we have our draft
 17 options that are being lifted up, we're still in fact
 18 finding mode and appreciate your patience for a couple of
 19 months longer, as we get input from the community at
 20 large. And we'll come back to you with firm
 21 recommendations, prioritized list of projects, etc., as

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1 you hired us to do. But at this stage, we have a slate of
 2 options that are out there that have various benefits and
 3 challenges among each of them. So we want to continue with
 4 fidelity to our design plan to get the input into this
 5 process before making those final recommendations.
 6 MR. KUEHN: And as I look at the slide that you have
 7 up on the screen, I see three high schools in fairly close
 8 proximity, that are all showing future overcrowding,
 9 basically large red slices, right. So common sense would
 10 dictate, we need some high school capacity in there. And
 11 the best way to do that, whether building a new -- because
 12 you need a middle school or high school. And I'm guessing
 13 that they're all listed on there in that cluster, I'm
 14 curious, you're gonna just bring different
 15 recommendations, are you going to -- how are you going to
 16 rate them for us beyond, you know, \$3 signs or \$5 signs or
 17 what have you, are we gonna have we're gonna have
 18 significant detail behind all this.
 19 MR. MILLS: There will be. There'll be actual
 20 numbers as part of the final. At this stage we didn't want
 21 to distract the conversation one and two. We wanted to be

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1 nimble with ideas as we quickly work through scenarios
 2 without being bogged down by having to cost estimate with
 3 each and every step along the way.
 4 MR. KUEHN: All right, thank you very much.
 5 CHAIR SCOTT: Thank you. Next it looks like Miss
 6 Jose has an additional comment.
 7 MS. JOSE: Ms. Scott, whoever has not spoken can go
 8 before me.
 9 CHAIR SCOTT: Was there anyone else who has not
 10 spoken who has a comment?
 11 MR. McMILLION: I have a comment real quick?
 12 CHAIR SCOTT: Oh, um, did you have any time?
 13 MR. McMILLION: Ms. Jose, didn't she say:
 14 CHAIR SCOTT: Your time was up.
 15 MR. McMILLION: But I thought Ms. Jose just said
 16 anybody could use her time that she didn't have.
 17 CHAIR SCOTT: No, she's going to use her time.
 18 She said anyone who has not spoken. You're saying if like
 19 in in Congress like when the yield time. Thank you. Was
 20 there anyone else?
 21 MS. HENN: Thank you, Madam Chair. I would just

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1 appreciate if Miss Bresler could give us the time check
 2 for board members to see who has time remaining.
 3 CHAIR SCOTT: Well, but I'm sorry, excuse me.
 4 But if no one wants to speak, then it doesn't matter. So
 5 that's what I'm saying. Is there anyone else who has not
 6 spoken? We see who has time left? Miss Bresler put it in
 7 the chat. So if somebody who has time left would like to
 8 speak, please. They're welcome to do so now. Miss Henn,
 9 would you like to speak? Did you have a question? Looks
 10 like you have time
 11 MS. HENN: I didn't understand Ms. Bresler's
 12 message in chat if she could clarify. Thank you.
 13 MS. BRESLER: So those not used any of their
 14 time was Henn, Mr. Offerman, Ms. Rowe. Those who have
 15 partial time remaining Ms. Hager, Ms. Jose. Mr. Kuehn, Ms.
 16 Mack, and Ms. Pasteur.
 17 CHAIR SCOTT: So those are the people who have
 18 not spoken have all of their time. And the others are
 19 those who have some time remaining. So Miss Henn, you're
 20 one of those. So do you have a question?
 21 MS. HENN: I have none. I'd like to make a

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1 comment. But after this agenda item, thank you.

2 CHAIR SCOTT: Okay, thank you. Is there any

3 other questions or comments from anyone who has not spoken

4 and has time remaining? If you've already spoken and you

5 don't have time remaining then we are moving on. Ms. Jose,

6 did you I wanted to make sure, did you have a question or

7 comment? Because I believe you said you did. And it looks

8 like you have time.

9 MS. JOSE: No, it wasn't about this agenda.

10 It was about the next agenda items. And I was wondering if

11 you and Dr. Williams and you were amenable to postponing

12 some of the agenda items.

13 CHAIR SCOTT: Okay, so that's it for the

14 questions on this presentation. So thank you all very

15 much. That was a wonderful presentation. So now we're

16 moving on to the next agenda item and so Miss Jose?

17 MS. JOSE: I move to postpone agenda items N,

18 O, P, and Q.

19 CHAIR SCOTT: Okay, is there a second?

20 MS. MACK: Second. Mack.

21 CHAIR SCOTT: Okay, so Miss Jose moved to

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1 postpone. And I just need to be clear. Did you say M as in

2 Mary or N as a Nancy?

3 MS. JOSE: I said N, and I wasn't sure if M

4 was critical for today. So somebody could amend an add

5 that I started N as in Nancy. O, P, Q.

6 CHAIR SCOTT: Could you answer that Dr. Williams?

7 DR. WILLIAMS: We can. We can be flexible. We can

8 move that if necessary. Yes. Letter M. Item M. Okay.

9 CHAIR SCOTT: Al right. So it looks like there

10 was already I'm sorry.

11 MS. JOSE: I'll make the amendment.

12 CHAIR SCOTT: Okay.

13 MS. JOSE: To amend the motion to include suspending

14 item M as in Mary.

15 CHAIR SCOTT: Excuse me. Postpone, We would be

16 postponing it until the next meeting.

17 CHAIR SCOTT: Yes. Okay. Thank you. Is there a

18 second on the amendment?

19 MR. OFFERMAN: Second. Offerman.

20 CHAIR SCOTT: Okay, sounds like it was seconded

21 by Mr. Offerman. So then we would vote on the amendment

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1 and then vote on the motion. So Miss Gover, if we could

2 take a roll call vote on the amendment please.

3 MS. ROWE: Madam Chair, can you restate the

4 motion please or have it put in chat?

5 CHAIR SCOTT: Yes. So the motion is to postpone

6 Items N through Q. The motion was made by Miss Jose and

7 seconded by Miss Mack. Okay. Thank you. Miss Jose put it

8 in chat Thank you. I was trying to do it but Items N

9 through Q, and then Ms. Henn moved to postpone items M, N,

10 P, Q to the next meeting. So we're voting now on the

11 amendment as stated. Okay, if we could go ahead, Ms.

12 Gover?

13 MS. GOVER: Ms. Rowe?

14 MS. CAUSEY: Yes.

15 MS. MACK: Yes.

16 MR. McMILLION: Yes.

17 MS. JOSE: Yes.

18 MS. HENN: Yes.

19 MR. MUHUMUZA: Yes.

20 MR. OFFERMAN: Yes.

21 MS. PASTEUR: Yes.

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1 MR. KUEHN: Yes.

2 DR. HAGER: Yes.

3 CHAIR SCOTT: Yes.

4 MS. GOVER: Favor is 11.

5 CHAIR SCOTT: Okay. And now, we will vote on the

6 motion made by Miss Josee to postpone items N through Q as

7 amended. in through q as amended.

8 MS. GOVER: Ms. Rowe?

9 MS. CAUSEY: Yes.

10 MS. MACK: Yes.

11 MR. McMILLION: Yes.

12 MS. JOSE: Yes.

13 MS. HENN: Yes.

14 MR. MUHUMUZA: Yes.

15 MR. OFFERMAN: Yes.

16 MS. PASTEUR: Yes.

17 MR. KUEHN: Yes.

18 DR. HAGER: Yes.

19 CHAIR SCOTT: Yes.

20 MS. GOVER: Thank you.

21 CHAIR SCOTT: Thank you. So those agenda items

1 will move to our June 8 board meeting. So then that brings
 2 us to the next item on the agenda is announcements. The
 3 board's public hearing on the fiscal year 2023 capital
 4 budget is Wednesday, May 19 2021 at 6:30 p.m. The board's
 5 next hybrid meeting will be held on Tuesday, June 8 2021.
 6 So at this time, we will adjourn open session and move
 7 back into closed session. Thank you for joining us
 8 tonight.

9 Unknown: Madam Chair, I had a comment that I put in
 10 chat. I just wanted to -- if you could clarify for the
 11 public the process for the public hearing on the fiscal
 12 year 2023 capital budget. And is that one of the
 13 opportunities for the public to comment on the My ipass?

14 CHAIR SCOTT: No, I don't believe so.

15 Unidentified: So what is the process for the
 16 public to provide input to that hearing?

17 CHAIR SCOTT: I don't believe we're still live.

18 * * *

CERTIFICATE

3 I certify that the foregoing is a correct transcript
 4 from the electronic sound recording of the proceedings in
 5 the above-entitled matter.

9 _____ May 27, 2021

10 VIVIAN SAXE, CERT**D 631 DATE

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