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BOARD OF EDUCATION  
BALTIMORE COUNTY  
  
PUBLIC BOARD MEETING  
REMOTE VIA BCPS LIVESTREAM  
AND MICROSOFT TEAMS  
  
AUGUST 11, 2020

Transcribed by:  
Paul A. Gasparotti

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1 BOARD MEMBERS:

2

3 Kathleen S. Causey, Board Chair

4 Julie C. Henn, Vice Chair (Absent)

5 Moalie S. Jose

6 Erin R. Hager

7 Russell T. Kuehn

8 Lisa A. Mack

9 Rodney R. McMillion

10 John H. Offerman, Jr.

11 Cheryl E. Pasteur

12 Lily P. Rowe

13 Makeda Scott

14 Joshua Muhumuza, Student Member

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1 PROCEEDINGS

2 CHAIRMAN CAUSEY: (Meeting in progress)

3 Chair of the Board of Education of Baltimore

4 County, I now call to order our regularly

5 scheduled meeting for August 11th, 2020. I

6 invite you to rise and recite the Pledge of

7 Allegiance to the Flag. We will then have a

8 moment of silence in recognition of all of those

9 who have served Baltimore County Public Schools.

10 (Pledge of Allegiance, followed by

11 moment of silence.)

12 In accordance with the mandated

13 direction of the state superintendent, Baltimore

14 County Public Schools and offices are currently

15 closed to the public in order to maintain the

16 health and safety of our students and staff. In

17 accordance with the Board of Education's

18 resolution approved at the March 10th, 2020 board

19 meeting, this board meeting is going to be held

20 remotely in its entirety without the physical

21 presence of board members subject to the

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1 establishment of a mechanism that allows each  
 2 board member the opportunity to fully participate  
 3 in this meeting despite not being physically  
 4 present, and that allows the public to also  
 5 remotely attend those portions of the meeting  
 6 that are open pursuant to the Open Meetings Act.  
 7 As a result, tonight's board meeting is being  
 8 held virtually and broadcast through Livestream  
 9 on our BCPS website at bcps.org. It is also on  
 10 BCPS TV, carried on Comcast Xfinity Channel 73  
 11 and Verizon FiOS Channel 34.

12 In order to efficiently conduct this  
 13 meeting all voting items will be done by rollcall  
 14 vote. Board members will say their name before  
 15 making and seconding a motion as applicable, as  
 16 well as when requesting discussion on an agenda  
 17 item. If we could have earn mute their  
 18 microphones? Thank you.

19 The first item on the agenda is  
 20 consideration of the August 11th agenda.  
 21 Dr. Williams, is there any additions or changes

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1 to tonight's agenda?

2 DR. WILLIAMS: Good evening, Ms. Causey,  
 3 I'm not aware of any additions or changes to  
 4 tonight's agenda.

5 CHAIRMAN CAUSEY: Thank you. Hearing  
 6 none, the agenda stands as presented.

7 Earlier this evening the Board met in  
 8 closed session pursuant to the Open Meetings Act  
 9 for the following reasons: To, one, discuss the  
 10 appointment, employment, assignment, promotion,  
 11 discipline, demotion, compensation, removal,  
 12 resignation, performance evaluation of  
 13 appointees, employees or officials over whom it  
 14 has jurisdiction, or any other personnel matters  
 15 that affect one or more specific individuals; and  
 16 seven, consult with counsel to obtain legal  
 17 advice. The minutes of the closed session and  
 18 informational summary can be found on our website  
 19 at [www.bcps.org/board/informational-summary.html](http://www.bcps.org/board/informational-summary.html).  
 20 The next item on the agenda is personnel  
 21 matters and for that we call on Ms. Lowry.

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1 MS. LOWRY: Good evening, Chairwoman  
 2 Causey, Superintendent Williams and members of  
 3 the poured. I would like the Board's consent for  
 4 the following personnel matters: Terminations,  
 5 retirements, resignations, leaves, recognition of  
 6 deceased and Northeast Area Advisory Council  
 7 appointment.

8 CHAIRMAN CAUSEY: Do I have a motion to  
 9 approve the personnel matters as presented in  
 10 Exhibit D-1 through D-6?

11 MS. MACK: So moved, Mack.

12 CHAIRMAN CAUSEY: Do I have a second?

13 MR. MUHUMUZA: Second.

14 CHAIRMAN CAUSEY: Thank you,  
 15 Mr. Muhumuza. Is there any discussion? May I  
 16 have a rollcall vote?

17 MS. GOVER: Dr. Hager?

18 DR. HAGER: Yes.

19 MS. GOVER: Mr. Kuehn?

20 MR. KUEHN: Yes.

21 MS. GOVER: Ms. Pasteur?

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1 MS. PASTEUR: Yes.

2 MS. GOVER: Mr. Offerman?

3 MR. OFFERMAN: Yes.

4 MS. GOVER: Mr. Muhumuza?

5 MR. MUHUMUZA: Yes.

6 MS. GOVER: Ms.

7 CHAIRMAN CAUSEY: Yes.

8 MS. GOVER: Ms. Jose?

9 MS. JOSE: Yes.

10 MS. GOVER: Mr. McMillion?

11 MR. MCMILLION: Yes.

12 MS. GOVER: Ms. Mack?

13 MS. MACK: Yes.

14 MS. GOVER: Ms. Scott?

15 MS. SCOTT: Yes.

16 MS. GOVER: Ms. Rowe?

17 MS. ROWE: Yes.

18 MS. GOVER: Thank you.

19 CHAIRMAN CAUSEY: The motion carries,  
 20 thank you, Ms. Lowry.  
 21 The next item on the agenda is Item E,

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1 new business, administrative appointments, and  
 2 for that I call on Dr. Williams.  
 3 DR. WILLIAMS: Good evening, Board and  
 4 Madam Chair. I would like to bring forth for  
 5 your approval the following administrative  
 6 appointments: I have seven assistant principals  
 7 at the following schools; Cromwell Valley  
 8 Elementary, Dundalk High School, Franklin Middle  
 9 School, Hebbville Elementary School, Milbrook  
 10 Elementary School, Watershed Public Charter  
 11 School (a .6 position), and Woodmoor Elementary  
 12 School; a principal at Sparks Elementary school;  
 13 specialist for literacy PreK-12 om Office of  
 14 English Language Arts; and pupil personnel worker  
 15 Office of School Climate Pupil Personnel Services  
 16 and Responsive Student Programming.  
 17 CHAIRMAN CAUSEY: Do I have a motion to  
 18 approve the administrative appointments as  
 19 presented in Exhibit G-1?  
 20 MS. MACK: So moved, Mack.  
 21 CHAIRMAN CAUSEY: Do I have a second?

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1 MS. ROWE: Second, Rowe.  
 2 CHAIRMAN CAUSEY: Thank you. Is there  
 3 any discussion, board members? I did just want  
 4 to take a moment to appreciate Dr. Williams and  
 5 staff. There was input from stakeholders  
 6 regarding Sparks Elementary School and I'm very  
 7 pleased with the process and I'm pleased with how  
 8 they incorporated the input from the community in  
 9 their decision, so I wanted to thank you for  
 10 that. Any other board members?  
 11 MR. MUHUMUZA: I also wanted to  
 12 congratulate our new assistant principal at  
 13 Dundalk High School. As a senior there I'm very  
 14 happy to see her come on board and can't wait to  
 15 work with her.  
 16 CHAIRMAN CAUSEY: Thank you. May I have  
 17 a rollcall vote?  
 18 MS. GOVER: Dr. Hager?  
 19 DR. HAGER: Yes.  
 20 MS. GOVER: Mr. Kuehn?  
 21 MR. KUEHN: Yes.

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1 MS. GOVER: Ms. Pasteur?  
 2 MS. PASTEUR: Yes.  
 3 MR. OFFERMAN: Mr. Offerman?  
 4 Mr. Offerman?  
 5 Mr. Muhumuza?  
 6 MR. MUHUMUZA: Yes.  
 7 MS. GOVER: Ms. Causey?  
 8 CHAIRMAN CAUSEY: Yes.  
 9 MS. GOVER: Ms. Jose?  
 10 MS. JOSE: No.  
 11 MS. GOVER: Mr. McMillion?  
 12 MR. MCMILLION: Yes.  
 13 MS. GOVER: Ms. Mack?  
 14 MS. MACK: Yes.  
 15 MS. GOVER: Ms. Scott?  
 16 MS. SCOTT: Yes.  
 17 MS. GOVER: Ms. Rowe?  
 18 MS. ROWE: Yes.  
 19 MS. GOVER: Mr. Offerman? Thank you.  
 20 CHAIRMAN CAUSEY: The motion carries.  
 21 Dr. Williams, if you'd like to announce your

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1 appointments?  
 2 DR. WILLIAMS: Sure, thank you. Our  
 3 first candidate is Samantha Yuhanick, assistant  
 4 principal at Cromwell Valley Elementary School.  
 5 She brings 16.6 years of experience in Baltimore  
 6 County. Currently she's a teacher/resource in  
 7 the Department of Staff Relations and Employee  
 8 Performance Management. She served as a teacher  
 9 previously at Halstead Academy, Riverview  
 10 Elementary, Reisterstown Elementary and Pinewood  
 11 Elementary. Congratulations, Ms. Yuhanick.  
 12 Our second candidate is Kathryn Albert,  
 13 assistant principal at Dundalk High School. She  
 14 brings 14 years of service in Baltimore County,  
 15 currently she's the teacher/resource at New Town  
 16 High School. Previously she served as the dance  
 17 teacher in New Town High School, Windsor Mill  
 18 Middle School, Loch Raven Academy and Southwest  
 19 Academy. Congratulations, Ms. Albert.  
 20 Next we have Samuel Buckley, he is new  
 21 to Baltimore County Public Schools so welcome to

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1 Baltimore County Public Schools, as the assistant  
 2 principal at Franklin Middle School. Currently  
 3 he is the assistant principal at Belair Edison  
 4 Public School in Baltimore City Public Schools.  
 5 He also was the assistant principal at  
 6 Westminster High School in Carroll County Public  
 7 Schools, he served as a teacher, physical  
 8 education, health and athletic director at  
 9 Mergenthaler Vocational High School, I apologize,  
 10 as well as K-A-S-A, Kasa High School in Baltimore  
 11 City, so welcome to Baltimore County Public  
 12 Schools.  
 13 The next one is Katelyn Shenton,  
 14 assistant principal at Hebbville Elementary  
 15 School. She brings eight years of service to  
 16 Baltimore County. Currently she is the  
 17 teacher/resource in the Office of English  
 18 Language Arts and served as a classroom teacher  
 19 at Dundalk Elementary School. Congratulations,  
 20 Ms. Shenton.  
 21 The next candidate is Lesley Stepney,

Page 15

1 assistant principal at Milbrook Elementary  
 2 School. She is bringing one year of service to  
 3 Baltimore County. She is currently at Winfield  
 4 Elementary School and prior to this she served  
 5 Baltimore City Public Schools for over 20 years,  
 6 so welcome and congratulations to Ms. Stepney.  
 7 The next candidate is Dr. Elizabeth  
 8 Fair, assistant principal (.6) at Watershed  
 9 Public Charter School. She brings to us 20 years  
 10 of service in Baltimore County. Currently she  
 11 was the resource teacher at Riverview Elementary  
 12 School, the served as an English teacher at  
 13 Parkville Middle, a classroom teacher at Padonia  
 14 International Elementary School. She was a  
 15 consulting teacher in the Office of  
 16 Organizational Development as well as a classroom  
 17 teacher at Sparks Elementary, and served  
 18 approximately two years in the Los Angeles  
 19 Unified School District. Congratulations,  
 20 Dr. Fair.  
 21 Our next candidate is Ashleigh Swiontek,

Page 16

1 assistant principal at Woodmoor Elementary  
 2 School. She is new to Baltimore County Public  
 3 Schools so welcome aboard. Currently she is  
 4 serving as the principal intern and math  
 5 facilitator at Charlotte-Mecklenburg Schools,  
 6 Huntingtowne Farms Elementary School. She also  
 7 serves as a math facilitator grades two to five  
 8 in Charlotte-Mecklenburg schools, she was a  
 9 classroom teacher for three years and a classroom  
 10 teacher for three years in Alexandria City Public  
 11 Schools at Kelly Elementary School.  
 12 Congratulations, Ms. Swiontek, and welcome  
 13 aboard.  
 14 For our principal, we are recommending  
 15 Ms. Magan Chyko-Leigh at Sparks Elementary  
 16 School. She brings to us 20 years of service in  
 17 Baltimore County. Currently she is the assistant  
 18 principal at Mays Chapel Elementary Schools, she  
 19 served as a special ed teacher at Battle Grove  
 20 Elementary and a hearing impaired teacher at  
 21 Villa Cresta Elementary School. Congratulations.

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1 Next we have Jean Filbert, specialist,  
 2 literacy PreK-12 in the Office of English Arts.  
 3 She brings to us ten years of service in  
 4 Baltimore County. Currently she was the  
 5 teacher/resource in the Office of Language Arts  
 6 in Deep Creek Middle. She served as a supervisor  
 7 in English language arts in the Office of English  
 8 Language Arts PreK- through 12 elementary, she  
 9 served as a language arts specialist as well as a  
 10 reading teacher at Pikesville Middle School and  
 11 English teacher at Loch Raven Technical Academy.  
 12 Congratulations.  
 13 And I believe our last candidate is Greg  
 14 Palmer for pupil personnel worker in the Office  
 15 of School Climate. He brings to us 19 years of  
 16 service in Baltimore County where he served as  
 17 instrumental music teacher creek at Deep Creek  
 18 and Sandalwood Elementary School, as well as  
 19 Middle River. Congratulations, Mr. Palmer.  
 20 Thank you.  
 21 CHAIRMAN CAUSEY: Thank you,

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1 Dr. Williams, and welcome aboard.

2 The next item on the agenda is public

3 comment. Because the Board is meeting virtually

4 for today's meeting only written public comment

5 can be accepted. Comments may be emailed to

6 boe@bcps.org, which will be distributed to the

7 Board of Education members. Public comments

8 requested to be attached or, excuse me, published

9 publicly and received before 11:59 p.m. the day

10 before the board meeting are attached in

11 BoardDocs under this agenda item on the day of

12 the board meeting.

13 The members of the board appreciate

14 hearing from interested citizens. As

15 appropriate, we will refer your concerns to the

16 superintendent for followup by staff.

17 The next item on the agenda is the

18 superintendent's report. Dr. Williams?

19 DR. WILLIAMS: Sure, thank you. So good

20 evening again. I'll start tonight by celebrating

21 our staff with some summer updates. We know that

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1 schools serve many roles and our Office of Food

2 and Nutrition Services has been providing grab

3 and go meals since this crisis began in March.

4 To date we have distributed more than 1,820,000

5 meals for students. For summer learning our

6 traditional summer programs were provided

7 virtually to target students during July. In

8 addition, Summer Learning Hike is being offered

9 on line through August 28th to provide

10 opportunities for students to practice math and

11 reading, as well as live tutoring from our BCPS

12 teachers. We will provide another report to the

13 Board in September regarding our summer

14 programming.

15 As part of the continuity of learning

16 plan and reopening plan, every school created a

17 reengagement plan in July to address specific

18 school community needs and goals. School plans

19 focus on reengaging students in several ways

20 throughout August, including small group academic

21 virtual intervention, social emotional support

Page 20

1 activities, and orientation activities for

2 transition grade students and new students.

3 We continue to build the capacity of our

4 teachers and administrators through summer

5 professional development, including weekly

6 professional learning for new administrators.

7 Teachers may choose optional workshops about

8 virtual teaching and learning during the weeks of

9 August 17th and 24th, and mandatory sessions will

10 be provided during the teacher pre-service week

11 of August 31st. Topics will include best

12 practices and online lesson development and

13 delivery, how to improve the functionality of

14 Schoology and Google Meet, and how to meet the

15 social and emotional needs of students in an

16 online environment. Thank you so much to our

17 schools and central offices for supporting our

18 students and staff.

19 I also would like to recognize our

20 continued work and conversation on race and

21 racism. I appreciate the openness of our school

Page 21

1 leaders as we continue our equity work. A few

2 weeks ago on July 24th Milford Mill Academy

3 Principal Kyria Joseph led a systemwide

4 conversation on race and racism with assistant

5 principals. Ms. Joseph asked critical questions

6 and assistant principals shared their insights

7 including obstacles that they face when becoming

8 one of few black administrators. Our work

9 continues, always with a focus on providing the

10 leadership that our students need and deserve.

11 Congratulations are in order for Officer

12 Danielle Moore, the school resource officer at

13 Overlea High School. Officer Moore was named the

14 2020 Floyd Ledbetter National SRO of the year by

15 the National Association of School Resource

16 Officers. During Officer Moore's short tenure at

17 Overlea she has mentored countless students and

18 served as a transformational leader during and

19 outside the school. Thank you so much, Officer

20 Moore.

21 As we approach the new school year in

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1 four short weeks I'm proud that all principal  
 2 vacancies have been filled with the one exception  
 3 of one late retirement. Other positions  
 4 throughout the system have also been filled  
 5 during this pandemic and I really would like to  
 6 credit the hard work of all of our staff,  
 7 specifically the staff in the Division of Human  
 8 Resources.

9 And finally, I look forward to providing  
 10 updates this evening about our reopening plan,  
 11 school sports and school schedule. Thank you,  
 12 and this concludes my report.

13 CHAIRMAN CAUSEY: Thank you,  
 14 Dr. Williams. The next item on the agenda is the  
 15 chair report. While this is typically a more  
 16 relaxed time of the year, the current state of  
 17 emergency due to the COVID pandemic has prevented  
 18 any break in the incredible work that is being  
 19 done in Baltimore County Public Schools. As you  
 20 just heard from Dr. Williams, there's very  
 21 impressive work and supports that are going on

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1 right now and will continue up until the start of  
 2 school, impressive support for our students, for  
 3 our staff, for our families, all in an effort to  
 4 support our community in this crisis.

5 Previously at the special meeting of the  
 6 board on Tuesday, June 21st, the Board of  
 7 Education voted to approve Dr. Williams' request  
 8 to engage the students in virtual instruction for  
 9 the upcoming school year 20-21 beginning  
 10 September 8th, 2020, through the end of the first  
 11 semester on January 29th, 2021. The Board also  
 12 approved adding to the reopening plan to indicate  
 13 that BCPS will add an additional survey for all  
 14 stakeholders following each academic quarter of  
 15 virtual instruction in order to use feedback to  
 16 promote continuous improvement, and also to  
 17 include guidance in the plan around school and  
 18 extracurricular activities in a virtual  
 19 environment, to include resources for student  
 20 leaders, volunteer organizations and school  
 21 administrators. At that meeting the draft

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1 reopening plan was discussed extensively,  
 2 including the school system's, the Board's and  
 3 the school system's dedication to the well  
 4 roundedness of students, to their social  
 5 emotional health, and to encouraging physical  
 6 activity. As we work through all of that  
 7 conversation, the Board is the what with  
 8 overarching programs for education policies  
 9 et cetera, and the superintendent and his team  
 10 are the how, the implementation. And we  
 11 appreciate all the work of Dr. Williams and his  
 12 team from then until now to complete the reentry  
 13 plan, which will be made public this week. We  
 14 appreciate all of the input of our stakeholders,  
 15 it was all forwarded to Dr. Williams and his team  
 16 and submitted to the design team for the reentry  
 17 plan.

18 I wanted to take a moment and appreciate  
 19 my colleagues on the Board of Education. While  
 20 this is normally a relaxed time, it is not  
 21 relaxed because we are very focused on providing

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1 the best that we can for each child in Baltimore  
 2 County Public Schools. On the Board we have  
 3 seven parents of current Baltimore County Public  
 4 Schools students. We have three retired  
 5 educators that have over 30 years experience  
 6 each. So when we are making these decisions and  
 7 having these discussions, we are personally and  
 8 professionally vested in doing what's best. As  
 9 Dr. Williams said, the Board continues on equity  
 10 and that is work that will continue throughout  
 11 the year.

12 I also was pleased to attend the  
 13 ceremony to celebrate Officer Danielle Moore as  
 14 the National Association of School Resource  
 15 Officers Officer of the Year. This is quite a  
 16 distinguished accomplishment considering that  
 17 there are over 14,000 school resource officers  
 18 nationwide. Her positive impact at Overlea High  
 19 School highlights the enormous value of the SRO  
 20 program in Baltimore County Public Schools. She  
 21 is highly valued by her principal and the Overlea

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1 scholars for her empathy, discipline and  
 2 diplomacy. SRO Moore is nonjudgmental and  
 3 supportive in her multiple mentoring roles to the  
 4 students. So I was really happy to be there and  
 5 to celebrate her work.

6 I also wanted to take this time to say  
 7 that as we all prepare for the coming school  
 8 year, let's all really take a deep breath and  
 9 really commit to being positive about all we can  
 10 do for our students in this time. There is a  
 11 quote from Galatians, so let us not become tired  
 12 of doing good, for if we do not give up, the time  
 13 will come when we will reach the harvest, and the  
 14 harvest will be our children doing the best that  
 15 they can in this very untenable situation. But  
 16 as we were discussing the updates to the  
 17 reopening plan, we were getting excited, other  
 18 board members, and you'll hear in the discussion  
 19 later, we're is really looking forward to the  
 20 updates from Dr. Williams, but this is a time to  
 21 be creative and innovative, so I'm looking

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1 forward to the updates, and that concludes my  
 2 report.

3 The next item on the agenda is the  
 4 student member of the board report, Mr. Muhumuza.

5 MR. MUHUMUZA: Hello. Good afternoon,  
 6 Madam Chair, Superintendent Williams, members of  
 7 the board and Team BCPS. It is my honor to give  
 8 my second report on the important work that the  
 9 student member has been doing these past few  
 10 months. My work, like many other student  
 11 leaders, did not cease following the emergency  
 12 closure. We continued to meet to team build and  
 13 stay connected with all our endeavors. Early on  
 14 the school system created a social and emotional  
 15 learning committee tasked with keeping our  
 16 students engaged during this tumultuous period.  
 17 The group met countless times where we discussed  
 18 initiatives like mental health flyers, Instagram  
 19 Q&A sessions and other activities geared to  
 20 support the mental health of our students.  
 21 It was my pleasure serving on this

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1 committee and other committees that were  
 2 initiated by our superintendent and his staff to  
 3 include the voice of our stakeholders, especially  
 4 our youth. Other notable committees included --  
 5 sorry, where is it -- other notable committees  
 6 include the student handbook work group which was  
 7 led by Dr. Zarchin, who I have had the chance to  
 8 work with on other climate-related issues. The  
 9 school reopening work group was also led by  
 10 Dr. Adams and that was focused on getting  
 11 students' perspective on the reopening plan. And  
 12 the mind over matters work group that was led by  
 13 the School Climate Department was tasked with  
 14 planning for the Mind Over Matters Month.

15 I was also honored to be the guest  
 16 speaker at Dundalk Middle School's commencement  
 17 ceremony, Ridgely Middle School's Avid  
 18 celebration, and the Grange Elementary School  
 19 summer celebration.

20 Next I want to acknowledge a very  
 21 important group of people that I have had the

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1 pleasure of working with. This was the planning  
 2 committee for the BCPS race and racism  
 3 conversation that occurred last month. Michael  
 4 Dickerson was gracious enough to ask me to be  
 5 involved in this momentous project that he and  
 6 our superintendent had incepted. We began as a  
 7 small group which included Mr. Dickerson,  
 8 Dr. Lisa Williams, Dr. William Burke, Mr. Jim  
 9 Corns, Mr. Brendan Orlin (phonetic), Ms. Alyssa  
 10 Austin and the communications -- sorry --  
 11 Mr. Eric Dodson, and it pretty soon grew rapidly  
 12 to include other members of the communication  
 13 team, other central staff individuals and school  
 14 system leaders. Dr. Williams and Mr. Dickerson,  
 15 I commend you both for your steadfast leadership  
 16 and commitment in insuring that our school system  
 17 is on the just trajectory for equity for all our  
 18 students.

19 Furthermore, in order to fulfill my  
 20 commitment for equity for all our students I have  
 21 been arduously researching, talking with families



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1 and meeting with school officials to better  
 2 understand the plights of our special needs  
 3 students who are a demographic of students whose  
 4 voices are not heard as much. Two weeks ago I  
 5 met with our new director of special education,  
 6 Ms. Pierandozzi, who just recently moved to  
 7 Baltimore County from Florida and was nice enough  
 8 to allot some of her precious time to describe  
 9 the program to me and explain in depth some of  
 10 the issues that they have been seeing, that  
 11 families have been facing, especially during this  
 12 COVID age. I will personally continue to keep  
 13 myself informed on these issues and advocate for  
 14 our special education students. The families of  
 15 special ed students, you are welcome to email me  
 16 with any further concerns or keep me updated with  
 17 new information concerning IEP. Special thanks  
 18 to our school officials for being transparent and  
 19 accepting my requests for this meeting.  
 20 Earlier today I also attended a meeting  
 21 with our county government leaders who were

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1 having an important discussion concerning equity  
 2 as it relates to policing. Special thanks to our  
 3 County Executive Johnny O for forming this  
 4 committee and extending an invite to me. The  
 5 other members of this committee included  
 6 Community Representative Crystal Francis; Tony  
 7 Foget (phonetic), the Baltimore County NAACP  
 8 representative; Councilman Julian Jones; Robert  
 9 McConnell from Baltimore County Police  
 10 Department; Anthony Russell, president of Blue  
 11 Guardians; Scott Shellenberger, state's attorney;  
 12 John Skinner, professor of criminal justice at  
 13 Towson University; Senator Charles Sydnor; David  
 14 Rose, Fraternal Order of Policing; Chief Melissa  
 15 Hyatt, Baltimore County Police Department; Drew  
 16 Vetter, Baltimore County Department -- deputy  
 17 administrative officer; Durrell Brooks, Office of  
 18 Law; James Dills, Office of Public Defender;  
 19 Kelly Fenner, Baltimore County Police Department;  
 20 Rick Eit, Baltimore County Sheriff's Department;  
 21 and our very own County Executive Johnny O; and

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1 Troy Williams from the Law Office. You can watch  
 2 these meetings on the county government's  
 3 Livestream and today's meeting was streamed on  
 4 the WBFF Facebook page.  
 5 In closing I want to thank my colleagues  
 6 for your hard work on this Board; our amazing  
 7 superintendent who has shown tremendous  
 8 leadership in our school system; and our hard  
 9 working educators and staff whose work rarely  
 10 gets the acknowledgment that is deserved. We all  
 11 have an awesome responsibility to effect and make  
 12 changes to better the lives of our students and  
 13 it is going to require all of us. I look forward  
 14 to working practically with this Board as we do  
 15 this great work. Please feel free to email me  
 16 with any concerns and also reach out to me on all  
 17 social media platforms. And yes to the adults,  
 18 that also includes Facebook; I know it is rare  
 19 these days for our youth to have an account.  
 20 Thank you all.  
 21 CHAIRMAN CAUSEY: Thank you,

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1 Mr. Muhumuza. The next item on the agenda is  
 2 unfinished business, consideration of board  
 3 policy. Members of the Board, the policy review  
 4 committee asks that the Board accept the report  
 5 of the committee's recommendations to amend the  
 6 following board policies. These have been  
 7 previously discussed and moved forward to first  
 8 reader and now we're asking for approval at  
 9 second reader. Policy 0100, equity; Policy 1230,  
 10 area education advisory council; Policy 3410,  
 11 responsibilities and duties, renamed to  
 12 transportation services; Policy 3420, routes and  
 13 services, renamed to transportation services,  
 14 routes and bus stops; and Policy 4101, drug free  
 15 workplace. These recommendations are presented  
 16 to you on tonight's agenda as Exhibit J. Do I  
 17 have a motion to adopt the recommendations of the  
 18 Board's policy review committee?  
 19 MR. OFFERMAN: So moved, Offerman.  
 20 CHAIRMAN CAUSEY: Thank you,  
 21 Mr. Offerman. No second is needed since the

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1 recommendation comes from the committee. Is  
 2 there any discussion? May I have a rollcall vote  
 3 please?  
 4 MS. GOVER: Dr. Hager?  
 5 DR. HAGER: Yes.  
 6 MS. GOVER: Mr. Kuehn?  
 7 MR. KUEHN: Yes.  
 8 MS. GOVER: Ms. Pasteur?  
 9 MS. PASTEUR: Yes.  
 10 MS. GOVER: Mr. Offerman?  
 11 MR. OFFERMAN: Yes.  
 12 MS. GOVER: Mr. Muhumuza?  
 13 MR. MUHUMUZA: Yes.  
 14 MS. GOVER: Ms. Causey?  
 15 CHAIRMAN CAUSEY: Yes.  
 16 MS. GOVER: Ms. Jose?  
 17 MS. JOSE: Yes  
 18 MS. GOVER: Mr. McMillion?  
 19 MR. MCMILLION: Yes.  
 20 MS. GOVER: Ms. Mack?  
 21 MS. MACK: Yes.

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1 MS. GOVER: Ms. Scott?  
 2 MS. SCOTT: Yes.  
 3 MS. GOVER: Ms. Rowe?  
 4 MS. ROWE: Yes.  
 5 MS. GOVER: Thank you.  
 6 CHAIRMAN CAUSEY: Thank you, the motion  
 7 carries.  
 8 The next item on the agenda is Item K,  
 9 unfinished business, deadline for filing  
 10 financial disclosure statements, and I'm going to  
 11 ask Mr. Nussbaum to present the information.  
 12 MR. NUSSBAUM: Yes, good evening. The  
 13 Board in the spring -- well, let me back up, I'm  
 14 sorry. The Board policy and state law requires  
 15 that financial disclosure statements be filed on  
 16 or before April 30th of each year to cover the  
 17 following year. However because schools were  
 18 closed starting in March, the Board agreed by way  
 19 of motion and resolution in the spring to extend  
 20 that deadline until 60 days from the date the  
 21 schools reopen. In light of the fact that the

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1 schools are now reopening in a sense by way of a  
 2 virtual classroom, it made sense for the Board to  
 3 determine a specific date on which the financial  
 4 disclosure statements are due, so there's a  
 5 resolution for consideration by the Board that  
 6 would set that date.  
 7 CHAIRMAN CAUSEY: Ms. Rowe?  
 8 MS. ROWE: Yes, would you like me to  
 9 read the resolution?  
 10 CHAIRMAN CAUSEY: Yes, if you would like  
 11 to make a motion and read the resolution.  
 12 MS. ROWE: Okay. I move that the Board  
 13 accept the following resolution entitled Deadline  
 14 For Filing Disclosure Statements 2019:  
 15 Whereas, Board of Education Policy 8364  
 16 Section 3 requires that financial disclosure  
 17 statements be filed annually on or before  
 18 April 30th of each year to cover the calendar  
 19 year immediately preceding the year of the  
 20 filing; and  
 21 Whereas, the Board of Education on

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1 April 14th, 2020 voted to extend the deadline for  
 2 filing financial disclosure statements from  
 3 April 30th to 60 days from the date schools and  
 4 offices are reopened for staff; and  
 5 Whereas, on May 19th, 2020 the Board  
 6 passed a resolution extending the deadline for  
 7 filing financial disclosure statements by new  
 8 hires and appointees for a period of 60 days past  
 9 the date when the school system reopens after the  
 10 current emergency closure; and  
 11 Whereas, schools are scheduled to reopen  
 12 for students albeit in a virtual capacity on  
 13 September 8th, 2020; therefore, be it  
 14 Resolved, that the deadline for filing  
 15 financial disclosure statements for 2019 pursuant  
 16 to Policy 8364 is hereby extended for a period of  
 17 60 days past September 8th, 2020, and that all  
 18 persons who are required to file such statements  
 19 shall do so on or before November 9th, 2020.  
 20 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.  
 21 Is there a second to her motion?

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1 MR. OFFERMAN: Offerman, second.  
 2 MS. SCOTT: Ms. Scott, second.  
 3 CHAIRMAN CAUSEY: I'm sorry, Ms. Scott  
 4 seconds, okay. Board members, is there any  
 5 discussion? Ms. Gover, may I have a rollcall  
 6 vote please?  
 7 MS. GOVER: Dr. Hager?  
 8 DR. HAGER: Yes.  
 9 MS. GOVER: Mr. Kuehn?  
 10 MR. KUEHN: Yes.  
 11 MS. GOVER: Ms. Pasteur?  
 12 MS. PASTEUR: Yes.  
 13 MS. GOVER: Mr. Offerman?  
 14 MR. OFFERMAN: Yes.  
 15 MS. GOVER: Mr. Muhumuza?  
 16 MR. MUHUMUZA: Yes.  
 17 MS. GOVER: Ms. Causey?  
 18 CHAIRMAN CAUSEY: Yes.  
 19 MS. GOVER: Ms. Jose?  
 20 MS. JOSE: Yes.  
 21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.  
 2 MS. GOVER: Ms. Mack?  
 3 MS. MACK: Yes.  
 4 MS. GOVER: Ms. Scott?  
 5 MS. SCOTT: Yes.  
 6 MS. GOVER: Ms. Rowe?  
 7 MS. ROWE: Yes.  
 8 MS. GOVER: Thank you.  
 9 CHAIRMAN CAUSEY: The motion carries.  
 10 Thank you, Mr. Nussbaum.  
 11 The next item on the agenda is  
 12 unfinished business, Baltimore County Public  
 13 Schools' reopening plan for fall 2020. We ask  
 14 Dr. Williams to introduce the report on the  
 15 following items: Updates on the reopening plan;  
 16 update on school sports for school year  
 17 2020-2021; school scheduling. Following each  
 18 presentation we will allow time for discussion if  
 19 the Board so desires.  
 20 DR. WILLIAMS: So this evening I have  
 21 Mr. Billy Burke who will be able to provide

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1 additional information, as well as members, the  
 2 chairs and facilitators of our design team. And  
 3 so just a reminder to the Board, this is a  
 4 followup to the July 21st, 2020 board meeting.  
 5 At that time the Board approved opening school  
 6 virtually for the first semester for the 20-21  
 7 school year. As the Board is aware, each school  
 8 system's opening plan is due to Maryland State  
 9 Department of Education no later than Friday,  
 10 August 14th, 2020.  
 11 During the July meeting in addition to  
 12 approving a virtual learning platform for the  
 13 first semester, the Board directed staff to  
 14 include two amendments in the school system's  
 15 draft reopening plan. Those amendments have been  
 16 incorporated into the plan and we appreciate the  
 17 Board's input and feedback. As you will recall,  
 18 our reopening plan includes input from many  
 19 stakeholder groups including students, parents,  
 20 teachers, principals, staff and union partners.  
 21 As previously mentioned this plan is due to MSDE

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1 by Friday, August 14th, and once we receive input  
 2 and feedback from MSDE, we will make sure that  
 3 the board members and all of our stakeholders are  
 4 aware of any changes mandated by MSDE.  
 5 The start of the school year is less  
 6 than a month away, on September 8th, 2020. We  
 7 look forward to providing this information to our  
 8 families and to virtually welcoming our students  
 9 and staff back to what we are working hard to  
 10 make a productive and successful school year.  
 11 For this evening's meeting I have asked  
 12 staff present and to present some of the  
 13 highlights of the updated plan, which will be  
 14 posted on our website later on this week. So  
 15 with that I want to turn it over to Mr. Burke.  
 16 MR. BURKE: Thank you, Dr. Williams,  
 17 Mrs. Causey and members of the Board. Mr. Corns,  
 18 can you move to the next slide please?  
 19 MR. CORNS: Mr. Burke, can you hold on  
 20 one second so we can get the Power Point aligned?  
 21 MR. BURKE: Certainly.

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1 MR. CORNS: Thank you for your patience.  
 2 You're ready to go.  
 3 MR. BURKE: Thank you, Mr. Corns. Again  
 4 as Dr. Williams stated, I will be providing some  
 5 brief updates and highlights from the reopening  
 6 plan and then there will be an opportunity to ask  
 7 questions, and I'm honored to be able to provide  
 8 this update to you.  
 9 This slide is simple in its structure.  
 10 BCPS will operate in a virtual model until  
 11 January 29th, 2021. And with that being stated,  
 12 just a reminder that it was included in the new  
 13 plan that we will revisit that decision at the  
 14 end of the quarter to see if conditions have  
 15 changed and we are able to go into the hybrid  
 16 model earlier. Just a reminder that health and  
 17 safety are the first priority in the decision  
 18 making for the decisions that are included within  
 19 the reopening plan.  
 20 Our second priority is really about  
 21 rigorous instruction, so students will have

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1 access to rigorous standards-based instruction  
 2 and instruction will vary and include teacher-led  
 3 instruction with the whole class, independent  
 4 work time, small group instruction that could  
 5 include remediation, acceleration and enrichment.  
 6 A significant request from stakeholders was that  
 7 daily schedules would run on a consistent bell  
 8 schedule. You will see in some of our documents  
 9 we refer to that as a virtual meeting schedule,  
 10 those two phrases are interchangeable. And so in  
 11 that way, school in this new reopening plan will  
 12 look more like traditional school.  
 13 And then finally on this slide, the  
 14 conditions for returning to face to face will be  
 15 evaluated quarterly.  
 16 I'd like to provide some additional  
 17 comments not listed on this slide around areas  
 18 that were really important to stakeholder groups.  
 19 The first is around attendance. BCPS teachers  
 20 will take attendance using the BCPS student  
 21 information system, we refer to that as S.I.S. or

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1 SIS. BCPS has outlined attendance procedures  
 2 during virtual instruction that are in alignment  
 3 with MSDE's COVID-19 guidance requirements. In  
 4 these procedures attendance is defined as  
 5 presence and will be recorded for official  
 6 reporting purposes and for the identification of  
 7 additional student supports. Elementary teachers  
 8 will take daily attendance and middle and high  
 9 school teachers will continue to take period  
 10 attendance at the secondary level.  
 11 In terms of grading, teachers will be  
 12 expected to adhere to traditional grading and  
 13 reporting procedures as outlined in the BCPS  
 14 grading and reporting procedures manual. We will  
 15 use traditional grades, A B C, et cetera, and not  
 16 the purely pass or fail option that was  
 17 instituted during the emergency closure. In  
 18 terms of assessments BCPS is creating diagnostic  
 19 tasks in each grade level content area and course  
 20 in order to diagnose unfinished learning during  
 21 the spring 2020 continuity of learning. These

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1 diagnostic assessments will provide teachers with  
 2 information on students' mastery of critical  
 3 content in three requisite skills. The  
 4 diagnostic tasks will be administered early in  
 5 the school year during the first marking period.  
 6 Teachers will then be able to use students'  
 7 present performance levels along with the  
 8 adjusted curricular scope and sequences to  
 9 develop instruction and learning pathways  
 10 tailored to students' needs.  
 11 In addition to the diagnostic tasks,  
 12 teachers will continue to administer the BCPS end  
 13 of unit curriculum-based periodic assessments in  
 14 order to monitor student progress.  
 15 And then one final comment before I open  
 16 it up to questions. There's been some concern  
 17 about Internet and Wi-Fi access. So BCPS is  
 18 using recent COVID relief grant funds to provide  
 19 hot spots to families that need Internet access.  
 20 If a family needs access they should make that  
 21 request to their school administration. In

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1 addition to hot spot access, we are also working  
 2 with Baltimore County government on small rural  
 3 broadband grants to expand wireless services to  
 4 the parking lots of key schools in our rural  
 5 areas. And with that we can open it up to  
 6 additional questions about the reopening plan.  
 7 CHAIRMAN CAUSEY: Thank you. Board  
 8 members, since I know that this is a very  
 9 important issue to the board members I'm just  
 10 going to go around the dais to give everyone an  
 11 opportunity. We can start with Dr. Hager.  
 12 DR. HAGER: Thank you so much and thanks  
 13 for the information that we've received about the  
 14 reopening plan thus far. I have a few specific  
 15 questions.  
 16 One is about high school start times, I  
 17 know this is something that's come up a few times  
 18 because we are restricted by sports and bell  
 19 schedules or, I'm sorry, sports and bus  
 20 schedules. So do you have an idea of what time  
 21 high schools will start each day?

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1 MR. BURKE: Thank you for the question,  
 2 Dr. Hager. Dr. Roberts will be addressing  
 3 schedules in another slide coming forward, but I  
 4 can give you a brief comment. Secondary schools  
 5 will operate between the hours of eight and three  
 6 and schools as they determine their schedules  
 7 will be able to pick their start and end times  
 8 based on the coursework provided, but again,  
 9 Dr. Roberts will provide greater detail around  
 10 that as he does his slide presentation.  
 11 DR. HAGER: Okay, thanks. Sorry for  
 12 jumping ahead.  
 13 MR. BURKE: There's a lot.  
 14 DR. HAGER: I know. And so one concern  
 15 I have, I know you mentioned hot spots for  
 16 students. I'm also concerned about teacher Wi-Fi  
 17 stability. I know there were a few times last  
 18 spring where the teachers themselves were unable  
 19 to attend the class meeting because of their own  
 20 technology issues and Wi-Fi issues, so will kind  
 21 of teacher attendance be monitored, but also

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1 doing their attendance is limited by their  
 2 technology capabilities. Is that something you  
 3 guys have been discussing?  
 4 MR. BURKE: Yes, we have been exploring  
 5 what options we could provide to teachers to  
 6 insure that they have Internet access. It does  
 7 include hot spots, it may include providing  
 8 actual locations where they would have better  
 9 access, but we are still investigating those  
 10 opportunities.  
 11 DR. HAGER: And I've heard of learning  
 12 centers and other things in other counties  
 13 similar to that, so that's great. And will there  
 14 be any flexibility in your plans? I notice  
 15 there's a lot of logging on and logging off  
 16 throughout the day. Is this something that's set  
 17 in stone or will it be continually revisited?  
 18 MR. BURKE: I believe we will  
 19 continually revisit the entire plan. Could you  
 20 speak to me more about the logging in logging off  
 21 issue?

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1 DR. HAGER: I was looking specifically  
 2 at kind of the -- I know it's not set in stone  
 3 yet and it's a draft plan, but the kindergarten  
 4 day where it's a lot of small group activities,  
 5 they break out and break in and things like that.  
 6 And with little kids I worry a little bit about  
 7 kind of the logging off and logging in throughout  
 8 the day.  
 9 MR. BURKE: Sure, and I think we share  
 10 the same concerns. The one thing we want to be  
 11 consistent or thoughtful around, though, is  
 12 continual screen time, so making sure the kids  
 13 just aren't sitting in front of a screen hearing  
 14 a teacher teach, but have opportunities to turn  
 15 off the screen to go and do independent work or  
 16 work in small groups. Again, age appropriateness  
 17 will matter and how we direct students to come in  
 18 and out of those opportunities, especially at the  
 19 kindergarten level, are absolutely being  
 20 discussed.  
 21 DR. HAGER: My remaining questions are

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1 really about sports and schedules, so I will end  
 2 there. Thank you.  
 3 MR. BURKE: Thank you.  
 4 CHAIRMAN CAUSEY: Mr. Kuehn?  
 5 MR. KUEHN: Thank you, Ms. Causey.  
 6 Mr. Burke, I do have a follow-on question to  
 7 Dr. Hager. She was talking about teacher support  
 8 and specifically Wi-Fi and access, but I wanted  
 9 to take it a step further and ask what other  
 10 supports are being provided to teachers so that  
 11 they can successfully provide remote instruction  
 12 to their classes, what else are we going to give  
 13 them?  
 14 MR. BURKE: Certainly there are  
 15 professional development opportunities to improve  
 16 the capacity of teachers and administrators when  
 17 working in the online environment. Dr. Williams  
 18 mentioned in his remarks some opportunities that  
 19 are available the week of August 17th and 21st,  
 20 as well as the pre-service week when teachers are  
 21 back. And then there will be PD available during

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1 the actual semester and that will be available  
 2 weekly whether it's school driven or system  
 3 driven so that, professional learning  
 4 opportunities, there are about ten modules in  
 5 development right now, and again as Dr. Williams  
 6 mentioned, they have to do with improving online  
 7 design and delivery of instruction, social and  
 8 emotional supports for students on line, as well  
 9 as how to use the technology in a better way that  
 10 better meets students' needs. In addition to  
 11 those professional learning supports, content  
 12 offices, every central office that provides  
 13 support to schools will still be available on a  
 14 consultative basis in order to lean in and give  
 15 advice, provide support, work through problems.  
 16 Those will be the primary ways.  
 17 And then finally, schools' principals  
 18 and then teachers directly are supported by the  
 19 executive directors of schools and the community  
 20 superintendents, that support will not stop, and  
 21 there have been frequent check-ins during the

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1 summer with administrators. I know that those  
 2 check-ins will continue to move forward as we go  
 3 into the actual school year.  
 4 MR. KUEHN: Thank you for that. Besides  
 5 the focus on professional development and that  
 6 sounds pretty key and very important, are there  
 7 specific items that teachers are being outfitted  
 8 with to allow them to efficiently provide  
 9 instruction remotely, for instance a small white  
 10 board that they could simply write on? I guess  
 11 my point is, I don't expect our teachers to have  
 12 to go and purchase these things themselves and I  
 13 would think that it would be pretty standard  
 14 practice to have certain things in hand when  
 15 you're trying to run a remote classroom.  
 16 MR. BURKE: A great question again,  
 17 thank you for that, Mr. Kuehn. So teachers will  
 18 have the opportunity to go into their classrooms  
 19 for a day in order to identify the materials that  
 20 they would like to take back in order to provide  
 21 the high quality instruction. Part of the COVID

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1 relief grants actually allow us to buy some  
 2 additional technologies that may be supportive as  
 3 well, including better grade document cameras.  
 4 The cameras they use now are on their laptops and  
 5 sort of limit the ability to move around during  
 6 demonstration teaching, and so some of those  
 7 technological upgrades would be available. But  
 8 teachers will have access to the materials in  
 9 their classrooms and decide which ones they would  
 10 need in order to improve. That could include  
 11 chart paper, small portable white boards,  
 12 markers, things that would support instruction.  
 13 We don't have a specific list of them to pick  
 14 from because we want teachers to have the  
 15 professionalism and autonomy to decide from the  
 16 materials within their classrooms which ones  
 17 would best support their instruction.  
 18 MR. KUEHN: Thank you.  
 19 MR. BURKE: You're welcome.  
 20 MR. KUEHN: And as I look at, you know,  
 21 this slide that you just provided us, the

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1 conditions for returning face to face, you know,  
 2 we're going to definitely take direction, right,  
 3 from the Health Department and from the state as  
 4 conditions change, and I'm not trying to put you  
 5 on the spot, but have, are there definitive  
 6 guidelines that everybody is aware of that if we  
 7 check these boxes, then we're ready to go back in  
 8 person? I know there's different phases. I'm  
 9 just curious as to do we have that outline  
 10 provided somewhere for people to see?  
 11 MR. BURKE: Sure. I appreciate the not  
 12 wanting to put me on the spot but it's almost  
 13 impossible in setting, so I appreciate the  
 14 comment. There are two guidance documents that  
 15 the design team used, one was provided by MSDE  
 16 and Dr. Salmon, the other was provided by  
 17 Governor Hogan, those are the main guidance  
 18 documents, but Governor Hogan and Dr. Salmon have  
 19 also provided autonomy to each school district  
 20 based on conditions in their areas, so an actual  
 21 checklist isn't really possible based on that

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1 autonomy. Beyond that checklist, though, the  
 2 phases are well described and defined in the  
 3 guidance documents from the governor and from  
 4 MSDE.  
 5 CHAIRMAN CAUSEY: Okay, Mr. Kuehn, if  
 6 you're done, we will move on to Ms. Pasteur.  
 7 MS. PASTEUR: Thank you. Mr. Burke,  
 8 first of all to you and to the staff, thank you  
 9 so very very much for the work that you have put  
 10 into this and for being very clear that what  
 11 we're about to begin is real school, this is not  
 12 in any way, shape or form reflective of what was  
 13 done during the spring, so thank you for all of  
 14 the work, really really appreciate it.  
 15 I want to start, though, with the hot  
 16 spots and those children who don't have Wi-Fi  
 17 access. I heard you say that you would try to  
 18 make sure that there are hot spots on the  
 19 schools, et cetera, but certainly because now  
 20 they are engaged in real classroom work and they  
 21 are going to be in need from two to three hours,

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1 3.5 hours, which is a lot of time to be on a  
 2 parking lot if necessary, and my thinking tells  
 3 me that there's a good chance if they don't have  
 4 the Wi-Fi they also are not in living  
 5 circumstances where someone can sit with them for  
 6 that long period of time so that they can sit in  
 7 a car while they're being educated. So having  
 8 said that, I know that staff knows that as well,  
 9 and so I just wanted to put that out there just  
 10 so you would be able to say oh, absolutely,  
 11 Ms. Pasteur, we are certainly working on that and  
 12 we're working with our county partners and other  
 13 folks to make that happen. So I'm going to stop  
 14 for a minute so you can go ahead and say that.  
 15 MR. BURKE: Yes, Ms. Pasteur, you are  
 16 absolutely right. If I misspoke or wasn't clear  
 17 before, I apologize. The hot spots are being  
 18 sent directly to students' homes where they will  
 19 be able to pick them up. What I was referring to  
 20 in terms of parking lots was to work with the  
 21 Baltimore County government for our most rural

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1 areas where even a hot spot doesn't work because  
 2 cell phone service is so poor. And so in every  
 3 opportunity we can provide a hot spot directly to  
 4 a student, that's what we're intending to do.  
 5 MS. PASTEUR: Outstanding, outstanding,  
 6 thank you, because we do get a number of question  
 7 around that, so thank you so much for addressing  
 8 that.  
 9 Also, and this may come a little later,  
 10 but I'm real pleased as I hear from  
 11 administrators of the kind of flexibility, and  
 12 will somebody speak to that, because I think it's  
 13 important for people to hear that, what kind of  
 14 flexibility administrators were offered.  
 15 Probably that will come up in scheduling, so that  
 16 our young people are getting a real education and  
 17 it's going to be driven by their particular  
 18 school, so not all schools are going to look  
 19 exactly the same. Is that so?  
 20 MR. BURKE: That is correct,  
 21 Ms. Pasteur, and I believe Dr. Roberts will

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1 address those concerns when he speaks.  
 2 MS. PASTEUR: Okay. And I'll just wait  
 3 now and hear the rest, but again, thank you so  
 4 very much for what you've said thus far.  
 5 MR. BURKE: Thank you.  
 6 CHAIRMAN CAUSEY: Mr. Offerman?  
 7 MR. OFFERMAN: Yes. My question is  
 8 about the entire setting of our technique of  
 9 taking attendance. Am I correct that we will be  
 10 doing that for each class, is that correct?  
 11 MR. BURKE: Mr. Offerman, that is  
 12 correct at the secondary level. Elementary  
 13 schools will take it once in the morning as class  
 14 begins and then add to that as, if students enter  
 15 the class later within the day, but at the  
 16 secondary level we will be taking attendance at  
 17 each course and each period.  
 18 MR. OFFERMAN: Okay. I have one  
 19 additional thing. If a student is present on  
 20 line but then somehow his involvement is stopped,  
 21 you know, during the middle of the class, is he

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1 going to be considered present or absent?  
 2 MR. BURKE: I believe the default will  
 3 be present but those are conditions that we're  
 4 still working through, some of the details around  
 5 that. We know that there will be times when no  
 6 fault of their own, a child will, you know, be  
 7 dropped out of the Internet, and so we're trying  
 8 to figure out the best way to accommodate when  
 9 those things happen, those are still details that  
 10 we're working on. But if you attended we're  
 11 going to default to present and then work from  
 12 there as we identify additional situations that  
 13 need to be addressed.  
 14 MR. OFFERMAN: Thank you.  
 15 MR. BURKE: You're welcome.  
 16 CHAIRMAN CAUSEY: Mr. Muhumuza?  
 17 MR. MUHUMUZA: Yes. My question's going  
 18 to dovetail with Mr. Offerman's question about  
 19 attendance. I was just wondering if students, I  
 20 want to clarify, so attendance will be marked for  
 21 attending the virtual meeting; is that correct?

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1 MR. BURKE: That's correct.  
 2 MR. MUHUMUZA: Okay. And so if students  
 3 have an emergency or can't make it to class or  
 4 their parents are working or something like that,  
 5 is that an excusable absence?  
 6 MR. BURKE: I would have to get back to  
 7 you on that, Mr. Muhumuza, I don't to that level  
 8 of detail I could speak correctly. I could add  
 9 to my comments, though, although attending the  
 10 virtual piece is important and you'll be marked  
 11 in your attendance for that too, because students  
 12 will be required to work asynchronously or off  
 13 line at well, there will be a way to monitor and  
 14 take attendance for the work that was expected to  
 15 be done during those asynchronous times and that  
 16 will be part of the attendance as well.  
 17 MR. MUHUMUZA: Okay, that's what I  
 18 thought. And also, some parents were wondering  
 19 if they wanted to view the virtual class like on  
 20 demand, are they going to be recorded, like say a  
 21 student is unable to attend a class that day, are

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1 those classes going to be recorded?  
 2 MR. BURKE: So there has been a lot of  
 3 controversy around whether or not lessons can be  
 4 recorded, some of that has to do with student  
 5 privacy. I believe as of this point our stance  
 6 in support of the teachers union is that teachers  
 7 will have the option to record their lessons,  
 8 certainly following any of the security issues  
 9 that come up when students have opted out of  
 10 that, they will have to make sure that those  
 11 students are off camera and that things are  
 12 turned off so that they're not captured within  
 13 those recordings, but it's not mandatory that we  
 14 record, but teachers will be given the option to  
 15 record those lessons. I'm hopeful that they will  
 16 because then they could bank them as resources  
 17 for students later.  
 18 MR. MUHUMUZA: Okay. Thank you, that's  
 19 it.  
 20 CHAIRMAN CAUSEY: And Ms. Jose? Ms.  
 21 Jose, did you have questions or comments?



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1 MS. JOSE: No, I didn't.  
 2 CHAIRMAN CAUSEY: Okay. Mr. McMillion?  
 3 MR. MCMILLION: No, I didn't ask  
 4 anything.  
 5 CHAIRMAN CAUSEY: I'm just going around  
 6 the dais for questions or comments. Ms. Mack?  
 7 MS. MACK: Yes, I have a few questions.  
 8 Mr. Burke, first of all, thanks to you and the  
 9 team for putting this together. I notice in the  
 10 schedule we have asynchronous work and I  
 11 understand about that, but how are our students  
 12 who can't read going to do independent work, like  
 13 our kindergartners who haven't mastered reading  
 14 yet, or kids who are below grade level, is that  
 15 up to the teacher to decide what the student is  
 16 going to be during that time, are we going to  
 17 send out things for the teachers to give, you  
 18 know, to suggest to the parents that the students  
 19 use the time to do this type of thing?  
 20 MR. BURKE: Mrs. Mack, thank you for  
 21 that question, I know that's a concern many are

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1 having. Yes, the answer is both. We will  
 2 provide curriculums like we always have to  
 3 kindergarten teachers that identify within the  
 4 scope and sequence of the curriculum appropriate  
 5 grade and age appropriate independent work that  
 6 can be done if you're a nonreader, and so that  
 7 will still exist. And then teachers will have  
 8 autonomy based on their experience to design  
 9 those independent work activities as well. I  
 10 know it might seem implausible that a  
 11 five-year-old can do independent work without  
 12 reading, but I assure you they can, and our  
 13 curriculum is designed for those kinds of  
 14 activities imbedded so that teachers will have  
 15 options and then can ultimately be able to use  
 16 their expertise.  
 17 MS. MACK: And to that point, will  
 18 teachers have realtime contact information with  
 19 whoever it is the child is with that day?  
 20 Because you know, I know kids are much more  
 21 technologically savvy now than they were, but

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1 when they get off and they come back on if they  
 2 have problems and the teacher notices that, you  
 3 know, a student is not on, will the teacher be  
 4 able to contact the parent and the caregiver, or  
 5 is there somebody that could walk that person  
 6 through getting the child back into the classroom  
 7 environment?  
 8 MR. BURKE: Sure. I'd like to give a  
 9 little more information to the first question now  
 10 that I've had a chance to process, and then speak  
 11 to the question that you just asked. Our  
 12 para-educators are finally going to be outfitted  
 13 with devices so that when students need to work  
 14 independently, they would be available to provide  
 15 some of the support while the classroom teacher  
 16 is working on other options, so I meant to  
 17 mention that as we were talking about how  
 18 students might work independently and what  
 19 supports would be available.  
 20 I have to get back to you on whether  
 21 teachers would be able to contact parents.

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1 Certainly that would be difficult in an immediate  
 2 situation depending on the number of students you  
 3 were working with, the kind of supports and  
 4 activities you were running and designing, so I'd  
 5 hate to say yes or no. I think it's something  
 6 that we need to explore and then come back with  
 7 an answer around. I'm not confident I could give  
 8 you a really well thought out answer on that.  
 9 MS. MACK: Okay, I appreciate that, and  
 10 you kind of just hit on my next question. Will  
 11 all, like speech language pathologists, nurses,  
 12 occupational therapists and any other non  
 13 teacher-related provider have devices?  
 14 MR. BURKE: Yes, we are working for  
 15 devices for all those teachers, all the teachers  
 16 that are not teachers of record which are the  
 17 service providers and the para-educators and  
 18 that's our intention, is to provide devices to  
 19 all those teachers.  
 20 MS. MACK: And then you mentioned, or I  
 21 think Dr. Williams mentioned that, I know that

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1 all teachers come back the week before school  
 2 starts, but it sounds like there's going to be an  
 3 opportunity for two additional weeks, or is it  
 4 one more additional week of professional  
 5 development?  
 6 MR. BURKE: Yes, ma'am, it's two  
 7 additional weeks and those are optional weeks.  
 8 We're using grant funding, the COVID relief grant  
 9 funding, the CARES Act. The tutoring grant has  
 10 some provisions in it, we're using those to  
 11 provide those extra opportunities for teachers.  
 12 MS. MACK: And teachers will be paid for  
 13 that if they choose to attend?  
 14 MR. BURKE: Yes, ma'am.  
 15 MS. MACK: And one of the things that  
 16 I'm hearing is, and somebody hit on it earlier,  
 17 it might have been Mr. Kuehn, but teachers are  
 18 asking like down and dirty tricks for the best  
 19 way to use presentation technology to, you know,  
 20 seamlessly go from thing to thing. Is that  
 21 something that could be included in one of those

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1 professional development activities?  
 2 MR. BURKE: Yes, ma'am, it absolutely  
 3 is. We have some of our resource teachers from  
 4 Mr. Corns' office and from the content offices  
 5 who have really developed expertise and skill in  
 6 navigating those software and are designing  
 7 professional development for teachers to sort of  
 8 give them the tricks of the trade in how to  
 9 navigate using Schoology and Google Teams and  
 10 some of the other technological applications as  
 11 well, but right now really concentrating on the  
 12 delivery applications of Google Teams and  
 13 Schoology.  
 14 MS. MACK: And I have one more quick  
 15 question. When teachers go in to get their  
 16 supplies, will they be able to bring home their  
 17 Elmos?  
 18 MR. BURKE: I don't know if I've seen a  
 19 specific list of things that we're allowing them  
 20 to leave with and that is in discussion. I do  
 21 know we believe that they should take what they

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1 need and that they will sign off on what they've  
 2 taken so that we have an inventory of that and  
 3 can monitor and make sure that we get it back  
 4 when it's time to return to face to face. We  
 5 haven't finalized all those decisions but I think  
 6 it's very likely that that would be available to  
 7 them when they go in to get their materials.  
 8 MS. MACK: Thank you very much,  
 9 Mr. Burke, thanks for all your work on this and  
 10 thanks for answering my questions.  
 11 MR. BURKE: Absolutely.  
 12 CHAIRMAN CAUSEY: Ms. Scott?  
 13 MS. SCOTT: Yes, thank you. My question  
 14 is, I was looking in here and I didn't see it, is  
 15 there anything in there that talks about a dress  
 16 code or code of conduct, has the student handbook  
 17 for the schools been updated or anything for a  
 18 virtual dress code or code of conduct?  
 19 MR. BURKE: Thank you for that question,  
 20 Ms. Scott. Dr. Zarchin's office and Dr. Nieves  
 21 are working on guidance around how to maintain

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1 the appropriateness of the environment in this  
 2 virtual setting. I don't know if specifically  
 3 there is information about dress code so I would  
 4 have to get back to you, but I would believe that  
 5 guidance will be ready for release soon, but I  
 6 know that there are discussions and plans around  
 7 that based on stakeholder input. I just don't  
 8 have that information exactly for you right now.  
 9 MS. SCOTT: Okay, thank you.  
 10 MR. BURKE: You're welcome.  
 11 CHAIRMAN CAUSEY: Ms. Rowe?  
 12 MS. ROWE: Yes, I have several  
 13 questions. So my first question is, there have  
 14 been a number of concerns that have been brought  
 15 to my attention that there doesn't seem to be a  
 16 plan where it concerns the fact that we have  
 17 situations now where in traditional classrooms  
 18 students and the teacher and school staff are the  
 19 only ones that are in the classroom, but with  
 20 students on virtual learning in their homes,  
 21 anyone in that home may be overhearing or

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1 potentially have exposure to our students, and I  
 2 would like to know what are we doing as far as  
 3 the safety of our students where it pertains to  
 4 educating teachers and students, or particularly  
 5 teachers I guess, how to make sure that students  
 6 don't accidentally steer off into conversations  
 7 that might reveal personal identifying  
 8 information of each other to people who may be in  
 9 the homes of other students. Because you can't  
 10 do background checks on other people in other  
 11 homes and, you know, so potentially if there is  
 12 25 kids in this virtual class, every single  
 13 person whether they even live in the home or who  
 14 are in the other home with the student on virtual  
 15 learning could potentially be there listening,  
 16 and what I was thinking is that it might be  
 17 beneficial to encourage the use of headphones.

18 MR. BURKE: Thank you for the statement  
 19 and question, Ms. Rowe. Certainly the guidance  
 20 that Dr. Zarchin and Dr. Nieves are providing  
 21 around the environment will address some of the

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1 concerns that you just brought up. We can  
 2 absolutely take back the suggestions around the  
 3 headphones and how we might make those available  
 4 for students to shin insure a different level of  
 5 privacy. Those details are also being worked out  
 6 and I do appreciate the comments, we can take  
 7 that under consideration. And again, I would  
 8 look to the guidance Dr. Zarchin and Dr. Nieves  
 9 are going to provide around the safety of the  
 10 environment.

11 And to update my last comment, one of  
 12 the great things about working virtually is that  
 13 your friends can text you while you're giving  
 14 your answers, and in the guidance that they're  
 15 providing, there is guidance on dress code as  
 16 Ms. Scott asked, so I'm glad I was able to  
 17 clarify that.

18 But again, Ms. Rowe, thank you for the  
 19 comment. We will certainly take that under  
 20 consideration and as Dr. Nieves and Dr. Zarchin  
 21 create that guidance document, make sure that

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1 those considerations are included.

2 MS. ROWE: Okay. My next question is,  
 3 are there going to be in the schools that we're  
 4 going to set up hot spots in parking lots because  
 5 that's the only option, are there going to be  
 6 SROs sitting in their vehicles in order to insure  
 7 the safety of students, and is there going to be  
 8 some kind of like hour so the people who have no  
 9 other option but to use those parking lots know  
 10 that there's an SRO there? Because sitting in a  
 11 parking lot in your car is not necessarily  
 12 something that is considered the safest thing in  
 13 the world to do and you know, something as a  
 14 woman, safety courses have advised me not to do,  
 15 so I'm just wondering about the SRO presence.

16 MR. BURKE: Yeah, I would have to get  
 17 back to you on that information, I don't know  
 18 right now whether that's part of the plan. You  
 19 know, the idea --

20 DR. WILLIAMS: Mr. Burke, let me just  
 21 chime in. As we were talking -- this is

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1 Dr. Williams. As we were talking about looking  
 2 at these hot spots, we will definitely have to  
 3 look at a safety plan and work with our partners  
 4 to insure that. I think we can just simply take  
 5 that back to the design team once we are ready to  
 6 look at that option, so thank you for that  
 7 feedback, Ms. Rowe.

8 MS. ROWE: Okay. My other question, I  
 9 was told in the spring by some of our home  
 10 schooling families that are overseen by BCPS  
 11 staff that the home schooling families were held  
 12 to the same standards that the school system  
 13 would have normally held them to even though the  
 14 standards for the rest of our student population  
 15 were far more relaxed. And I wanted to know  
 16 coming in the fall, are the home schooling  
 17 families and our school system going to be held  
 18 to the same standards as each other, or I guess  
 19 what I'm looking for, if our school system  
 20 relaxes standards or has mitigation for COVID-19  
 21 situations, are those being extended the same

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1 courtesies to our home schooling families that  
 2 the school system oversees?  
 3 MR. BURKE: I would have to talk to the  
 4 head of the Home Schooling Office to get a real  
 5 clarified answer for you. I will tell you  
 6 though, that is, these standards are set by state  
 7 regulations, not by BCPS. In terms of their  
 8 ability to monitor and change decisions based on  
 9 COVID, that I think lies within the autonomy of  
 10 the family. In terms of what they must complete,  
 11 again, that's created and monitored by the system  
 12 but the decisions around that come from state  
 13 guidance documents. Dr. Boswell-McComas, I don't  
 14 know if there's anything you want to add to that  
 15 conversation.  
 16 DR. MCCOMAS: Yes, thank you, Dr. Burke,  
 17 and this is Dr. McComas this evening. Good  
 18 evening. Dr. Burke really identified that. We  
 19 follow tightly with the guidelines set forth by  
 20 MSDE and as Mr. Burke said, we will work too with  
 21 the head of our homes and hospital, I'm sorry,

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1 our Home Schooling Office to put together a  
 2 summary, and I will work with Dr. Williams to  
 3 determine what's the best way to help inform  
 4 policy or what's involved with that process and  
 5 how that was handled in the spring, and if  
 6 there's any appropriate adjustments that would be  
 7 made in the fall.  
 8 MS. ROWE: Okay. I only have two more  
 9 questions so bear with me. What is being done  
 10 for special education students who by virtue of  
 11 their disability cannot learn in a digital  
 12 environment and who can't really do anything  
 13 unless they're with a special educator?  
 14 MR. BURKE: I'm going to ask  
 15 Dr. Boswell-McComas to jump back in for that  
 16 question as well.  
 17 DR. MCCOMAS: Yes. Hi, Ms. Rowe.  
 18 Again, great question, thank you for that,  
 19 because I know that there's many families with  
 20 students with special needs that are looking  
 21 forward to how this fall will go. And so what is

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1 really important, and Ms. Rowe, I know you  
 2 understand this just because you're such an  
 3 advocate for our students with disabilities, that  
 4 every individual education plan will need to be  
 5 worked out thoroughly between us as a service  
 6 provider with our families and our teachers and  
 7 our students. And so for individual cases that  
 8 are more severe, that's really something that we  
 9 need to come to the table as part of our annual  
 10 IEP evaluation and review process, and we will be  
 11 doing that this fall with each family in the  
 12 normal annual review process. And so your  
 13 question's a very compelling one and each of  
 14 those cases are so individualized that they have  
 15 to be discussed and supported individually.  
 16 MS. ROWE: So if a student's IEP review  
 17 isn't until February, does that mean that they  
 18 don't attend school until February?  
 19 DR. MCCOMAS: So Ms. Rowe, the IEP that  
 20 would have been in place previously is still in  
 21 effect and as you know, in the spring we worked

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1 with families to create amendments, but at any  
 2 time we can schedule an IEP team meeting to come  
 3 together to assess what needs to happen for the  
 4 best interest of the student, so that would not  
 5 have to wait until February, at any time a team  
 6 meeting for an IEP can be sought.  
 7 MS. ROWE: Okay, so do the parents just  
 8 have to request that if they feel needs aren't  
 9 being met?  
 10 DR. MCCOMAS: Yes. As is always the  
 11 case, they should stay in close communications  
 12 with their special education team and their  
 13 school administration team to help them through  
 14 that process.  
 15 MS. ROWE: Okay. My last question is,  
 16 we've had a significant number of emails about  
 17 block schedules and I'm aware at Kenwood High  
 18 School, the school is making the decision about  
 19 which way they want to go on that. Is that  
 20 something that all of our high schools have the  
 21 option to do and if they decide to go with a

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1 block schedule and we go back to school in  
 2 January, will the entire school year be block  
 3 schedule or will they go back to eight periods in  
 4 January?  
 5 DR. WILLIAMS: So this is Dr. Williams,  
 6 Ms. Rowe. That presentation is upcoming from  
 7 Dr. Roberts and so I would just ask that you hold  
 8 and maybe he will answer your question when we  
 9 get to that slide.  
 10 MS. ROWE: Okay, thank you. That's all  
 11 my questions.  
 12 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.  
 13 I wanted to ask a few questions and some of them  
 14 are dovetailing with some earlier questions, so  
 15 I'll just go in order.  
 16 So I appreciate the conversation around  
 17 developmentally appropriate screen time for our  
 18 children because that has been a concern that has  
 19 been raised by many parents and even students in  
 20 the spring continuity of learning.  
 21 Also relative to rural broadband and

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1 mentioning that for those areas where Wi-Fi hot  
 2 spots will not work, that rural broadband will be  
 3 expanded in some high schools or some building  
 4 parking lots, I just wanted to point out that  
 5 what that actually means is that our students and  
 6 families that may in fact live very very far from  
 7 the nearest school or library will then be the  
 8 ones that have (break in audio) I believe it was  
 9 Ms. Rowe pointed out the safety feature, factor,  
 10 of sitting in a parking lot of a school that had  
 11 very few people in it, you know, in terms of  
 12 being in a building, and Ms. Pasteur had sent  
 13 questions along those lines, our PAL centers,  
 14 having space inside the libraries, or even some  
 15 other districts are having very limited access in  
 16 some schools. So is there going to be continued  
 17 evaluation, because this really is limiting for  
 18 those students and families.  
 19 MR. BURKE: Yeah, Ms. Causey, the answer  
 20 to your question is absolutely yes. I know that  
 21 Mr. Corns and his team are constantly looking at

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1 options that might make the process work better  
 2 for any student that is experiencing a problem  
 3 with access to Internet, so yes absolutely, we  
 4 will continue to explore options.  
 5 CHAIRMAN CAUSEY: Okay, thank you. And  
 6 the other issue with attendance that was touched  
 7 on by a number of board members, typically when  
 8 school was in session and your children are  
 9 attending, if your child didn't attend the first  
 10 period you would get a call at home that said  
 11 your child was not there today. What are the  
 12 possibilities for parents to review their child's  
 13 attendance and to understand that they are  
 14 getting to their classes as they are scheduled  
 15 to?  
 16 MR. BURKE: I would like, again, to get  
 17 back to you with a really detailed answer on  
 18 that, Mrs. Causey. But because attendance will  
 19 be taken in a traditional way, parents would be  
 20 able to monitor attendance in the same way they  
 21 would have been able to monitor attendance

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1 before.  
 2 CHAIRMAN CAUSEY: In Schoology?  
 3 MR. BURKE: Yes.  
 4 CHAIRMAN CAUSEY: Okay, that will be  
 5 helpful.  
 6 And to dovetail with Lisa Mack's  
 7 question about students logging on and  
 8 potentially having problems, I know that we have  
 9 a method, a help desk if you will, for parents to  
 10 register technical problems, but is there  
 11 something that could be considered along a help  
 12 desk now, like I've gotten kicked out of my  
 13 class, I'm trying to get back, that would be a  
 14 more urgent path where students could get help in  
 15 that moment in order to, again, take the  
 16 advantage of the instructional pathway?  
 17 MR. BURKE: We can certainly look at  
 18 that opportunity. I do believe that the existing  
 19 help desk would be the main function for  
 20 providing that support. But again, we're all  
 21 listening to your comments, I'm sure we will

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1 discuss if there are additional options that can  
 2 be considered.

3 CHAIRMAN CAUSEY: Okay, thank you. And  
 4 then one question that I haven't heard and if it  
 5 was in the revised plan I apologize, but there  
 6 was a lot of discussion about a process during  
 7 this first semester of virtual instructs where  
 8 teachers may request permission to teach or  
 9 complete other work from their classrooms on a  
 10 scheduled or an as-needed basis, and that there  
 11 may be a process where those requests would be  
 12 considered by school administrators or the  
 13 central office. This has been communicated just  
 14 recently, I mean even recently, around CTE, our  
 15 career technology where there's very specific  
 16 equipment related to our students' coursework,  
 17 also our sciences where typically a teacher would  
 18 have access to lab equipment to do experiments  
 19 and so forth. So has that been given more  
 20 consideration and is there, is that in the  
 21 updated plan or is that something that's still

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1 being worked on?

2 MR. BURKE: It is not in the updated  
 3 plan, Mrs. Causey, but we are absolutely  
 4 continuing that discussion. I think it's  
 5 important to understand that a broad decision  
 6 around that would be problematic because of the  
 7 inability to safely handle the mitigation, but on  
 8 as needed basis is something that we are  
 9 absolutely considering and trying to figure out  
 10 how we might best serve teachers that need the  
 11 ability to reach the equipment that you  
 12 described, or have special situations that need  
 13 consideration. We are in the middle of those  
 14 conversations right now, so it is absolutely  
 15 ongoing.

16 CHAIRMAN CAUSEY: Okay, thank you. And  
 17 Ms. Henn was unable to be here this evening but I  
 18 know this would be a question. There was the  
 19 conversation about extracurricular activities and  
 20 supporting that, so is there more information in  
 21 the reentry plan or is that something that the

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1 schools will be connecting directly with their  
 2 school community, to talk about how to virtually  
 3 support all of those activities that help our  
 4 children, one, find joy, something special that  
 5 they really really, that really speaks to them,  
 6 but also a lot of these other ones, robotics,  
 7 coding, environmental club, that can really help  
 8 the well roundedness of our children.

9 MR. BURKE: Again, I appreciate the  
 10 question, Mrs. Causey. It is mentioned in the  
 11 reopening plan. Our expectation is that schools  
 12 work to make those extracurricular opportunities  
 13 available when appropriate and possible based on  
 14 the conditions that we're operating under. Some,  
 15 you know, will be easy to manage and some will be  
 16 quite difficult, and so schools will have to have  
 17 some autonomy around what's possible based on the  
 18 conditions, but it is mentioned in the plan that  
 19 our expectation is those opportunities remain  
 20 viable.

21 CHAIRMAN CAUSEY: Thank you. And as the

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1 Board looks overarching at the major pivot that's  
 2 being done, one of the issues that is being shown  
 3 is prioritizing the budget and reallocating,  
 4 realigning the budget in -- there are areas where  
 5 we will not be spending as much money because we  
 6 will not have students in the building, and then  
 7 there are of course other avenues where we will  
 8 be spending more money, as you mentioned,  
 9 additional equipment for the teachers, possibly  
 10 providing things for schools. But when would the  
 11 Board, and this may be for Dr. Williams, receive  
 12 information about that realignment of the budget  
 13 and how that's affecting the school system.

14 DR. WILLIAMS: Thank you, Ms. Causey,  
 15 for that question. I can't give you a date at  
 16 this time but that's the work that we're doing to  
 17 look at what we're spending, how we're spending,  
 18 and any potential increase during the school  
 19 year. This has been a rocky road at the  
 20 beginning based on a maintenance of effort  
 21 budget, so I cannot give you a date. I think we

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1 have to look at this the whole year and at the  
 2 end of this year probably as we're recommending a  
 3 budget, we may be able to give you some updates  
 4 around that time. Thank you.

5 CHAIRMAN CAUSEY: Okay. And finally,  
 6 the last question I have relates to our unions.  
 7 We know that they have had the opportunities to  
 8 provide input into the reentry plan and we also  
 9 understand that there's development of a memo of  
 10 understanding in order to realign some of the,  
 11 our human talent and our resources that we have  
 12 available into different avenues than typical.  
 13 So I was wondering, where was the school system  
 14 and your administration in reaching those  
 15 agreements?

16 DR. BURKE: Again, it's not directly  
 17 identified within the reopening plan but I know  
 18 that Mrs. Lowry and her staff are working  
 19 constantly to update those MOUs with the  
 20 bargaining units. I believe they've made great  
 21 strides in completing those, I know they're not

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1 quite finished but are close, and hopefully they  
 2 will be finished soon, but we know that they need  
 3 to be in place in order to effectively move the  
 4 system into opening so that teachers and other  
 5 staff members that belong to those units have a  
 6 clear understanding of the expectations.

7 CHAIRMAN CAUSEY: Okay, thank you very  
 8 much for that. Board members, are there any  
 9 other questions or comments before we move on to  
 10 the next item?

11 MR. MUHUMUZA: Yes. I wanted to take it  
 12 back to Ms. Rowe's comment about, I believe it  
 13 was her first comment, about student privacy.  
 14 Mr. Burke, I would think that what she was  
 15 talking about is already prohibited in a normal  
 16 school setting; am I correct?

17 MR. BURKE: Yes, you are.

18 MR. MUHUMUZA: Okay. So it would just  
 19 be the matter of a teacher telling the students  
 20 this is inappropriate, basically that's it, not  
 21 really much goes into it. I get her point that

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1 like if a parent or some other adult from another  
 2 student's house is like actively watching  
 3 students, but I don't think it's a huge concern  
 4 when it relates to like private information being  
 5 shared because it's already prohibited in a  
 6 school setting. That's all my comment.

7 MR. BURKE: Thank you.

8 MS. ROWE: Ms. Causey, I had one other  
 9 question.

10 CHAIRMAN CAUSEY: Yes, Ms. Rowe.

11 MS. ROWE: So what is the status of SAT  
 12 and other standardized test administration?

13 MR. BURKE: I'll pull that up for you.  
 14 So right now, Mrs. Rowe:

15 BCPS has investigated the possibility of  
 16 offering a fall SAT day and our regular  
 17 administrations of the PSAT, but because school  
 18 is 100 percent virtual and buildings are not open  
 19 to groups of students in order to promote the  
 20 health, welfare and safety of students and staff,  
 21 the fall administration of SAT day and the PSAT

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1 will be cancelled through November 13th, 2020,  
 2 which is the end of the marking period one.  
 3 During this time BCPS high schools will not hold  
 4 Saturday administrations of the SAT while  
 5 buildings remain closed to the public.

6 But please know that we are monitoring  
 7 health conditions and we will make adjustments to  
 8 these decisions as conditions warrant. The  
 9 Offices of College and Career Readiness and  
 10 Assessment are investigating how BCPS can support  
 11 students who wish to participate in private  
 12 administrations of these assessments when  
 13 possible. And I just want to repeat, please know  
 14 that we are actively monitoring when conditions  
 15 may change so that we can make this opportunity  
 16 available, but right now it's just not possible.

17 MS. ROWE: Okay, thank you.

18 MR. MUHUMUZA: May I ask one other  
 19 question of Mr. Burke?

20 CHAIRMAN CAUSEY: Go ahead,  
 21 Mr. Muhumuza.

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1 MR. MUHUMUZA: So for us students who  
 2 have signed up for the test, one in August and I  
 3 believe September, can you please talk about what  
 4 the next steps could be for them?  
 5 MR. BURKE: I'm going to ask Dr. Adams  
 6 if he could weigh in if he has an answer. If he  
 7 doesn't have an answer we may just need to get  
 8 back to you, Mr. Muhumuza, but let's see if  
 9 Dr. Adams has an answer.  
 10 DR. ADAMS: Good evening, Mr. Muhumuza,  
 11 good evening, Dr. Williams, Chair Causey and  
 12 board members. Thank you for the question. The  
 13 Offices of Assessment and College and Career  
 14 Readiness are exploring; what we're seeing around  
 15 the state currently in other school systems is  
 16 that they're also beginning to cancel their  
 17 Saturday administrations, so I know a few other  
 18 of our surrounding and larger school systems have  
 19 cancelled their August administration.  
 20 And we are in conversations with College  
 21 Board about where they might be able to, because

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1 this is also a College Board challenge, so we're  
 2 in conversation with them about where they may be  
 3 able to offer, where they may be able to offer  
 4 the SAT given that the school, it appears we have  
 5 a trend now where school systems that are  
 6 operating virtually and not allowing students,  
 7 large numbers of students and staff to be in the  
 8 buildings, are not allowing the SAT to occur in  
 9 their buildings based on the health conditions of  
 10 the pandemic currently. So we are in  
 11 conversations with College Board and as soon as  
 12 we know what those options are, both Offices of  
 13 Assessment and College and Career Readiness will  
 14 be prepared to work with the Communications  
 15 Office and communicate that to schools and  
 16 families.  
 17 MR. MUHUMUZA: Okay, so like saying the  
 18 August test is near --  
 19 DR. WILLIAMS: So let me just -- I'm  
 20 sorry, let me just interject. For these specific  
 21 questions we will work with our principals to

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1 look at what alternatives that we can provide  
 2 with the specific questions around assessments.  
 3 So for the principals who are watching at this  
 4 point, this plan is fluid, this is what we are  
 5 knowing at this point, we're not going to just  
 6 put it on the shelf and not look at this plan.  
 7 These questions specific around the schools, this  
 8 is why we have our principals leading our  
 9 schools, they will definitely provide us  
 10 feedback, they will be involved in terms of what  
 11 about the seniors, what about the state  
 12 assessments, what about the staff having access  
 13 to material. I just want to remind the Board  
 14 that at this point our principals will be doing  
 15 what they've done masterfully, as well as our  
 16 staff masterfully, they've been very creative,  
 17 they're very innovative, they have been trying to  
 18 address every specific need, and we have been  
 19 very receptive to take on their questions. So I  
 20 don't want to go so far into all the specifics at  
 21 this point and mind you, I understand these are

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1 burning questions for board members, but I want  
 2 to just emphasize I don't want to go too far in  
 3 the details of the plan without working with our  
 4 leaders of the schools to really help us  
 5 navigate.  
 6 And I do want to remind the Board, we  
 7 really have two more slides to review, which is  
 8 the big request around sports, we're going to  
 9 give an update, and then several board members  
 10 had questions about scheduling and we want to get  
 11 to that, I think several of you asked, probably  
 12 from several parents, so I really want to try not  
 13 to get into so much of the weeds at this point,  
 14 with the fact that you have asked me to come back  
 15 to provide updates as we start with the opening,  
 16 to provide updates quarterly, and so I just want  
 17 to be mindful of these questions and really  
 18 putting Mr. Burke and Dr. Adams on the spot. I  
 19 just want to overemphasize, we are starting  
 20 school September 8th and we are going to work  
 21 with our school leadership to try to provide the



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1 best situations for our students and staff during  
 2 this pandemic.  
 3       And so, Ms. Causey, I really would like  
 4 for us to talk about, the staff to really give an  
 5 update on athletics, I know that was a burning  
 6 issue, as well as the school scheduling. And  
 7 this won't be the last time that we will have  
 8 conversations about our opening plans, so thank  
 9 you.  
 10       CHAIRMAN CAUSEY: Thank you,  
 11 Dr. Williams, and I do just want to say that, you  
 12 know, we definitely concur with the school  
 13 leadership. I know even in regular times there  
 14 are principals that have conditions in their  
 15 buildings of overcrowding or lack of air  
 16 conditioning, where they have gone out and  
 17 secured facilities in order for their students to  
 18 take the SAT and other AP tests and so forth. So  
 19 I really see that those are details that  
 20 certainly we know are urgent for our too students  
 21 and families, and that you'll be working with the

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1 school leadership as they come up with their  
 2 solutions for their communities.  
 3       So at this time we will move on to the  
 4 update on school sports for the school year  
 5 2020-2021.  
 6       DR. MCCOMAS: So good evening.  
 7 Mr. Corns, could you -- thank you.  
 8       So good evening everyone, Dr. Williams,  
 9 Chairwoman Causey and members of the board. I am  
 10 here this evening to share with you how we have  
 11 worked to reimagine athletics for the 20-21  
 12 school year. You know, we are as a community in  
 13 a really unique time right now and it's important  
 14 to all of us that as we move into the start of  
 15 the school year that we approximate normal and  
 16 that we work to create what is a temporary normal  
 17 until we can all return to life before a  
 18 pandemic, and it's important that our parents and  
 19 community members naturally want to understand  
 20 how is it that athletics will happen this fall  
 21 and this spring. We're in August and normally

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1 athletics would be beginning in just a few days,  
 2 and everyone wants reassurance that we're working  
 3 hard not just to keep our children safe from  
 4 infection but to make sure that they have greater  
 5 athletic access and supports this fall and in the  
 6 spring as well, and I'm happy to share with you  
 7 this evening what we are doing and how we have  
 8 reimagined this opportunity for our young people.  
 9       And so many of you are quite aware that  
 10 early last week the Maryland Public Secondary  
 11 School Athletic Association, often referred to as  
 12 MPSSAA, made an announcement to postpone fall and  
 13 winter athletics, and so our concept graph that  
 14 you have before you today really reflects our  
 15 alignment with that announcement and what we are  
 16 looking at is providing in the fall, if you take  
 17 the entire school year and you break it in half,  
 18 we're looking at providing in the fall the  
 19 opportunity for students and coaches to engage in  
 20 virtual coaching and conditioning so that we are  
 21 able to do several things.

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1       We're able to maintain communications  
 2 with our athletes, we're able to help them learn  
 3 how to engage in lifelong athletics and personal  
 4 fitness performance as a form of conditioning.  
 5 And then we take the second half of the year and  
 6 align it to three mini competitive seasons. Now  
 7 the dates that you have on the screen before you  
 8 for each projected season in the spring are  
 9 subject to change. We are anticipating that  
 10 MPSSAA will make future announcements, we are  
 11 expecting one in early September, and certainly  
 12 any announcement that comes from MPSSAA, we will  
 13 certainly work and flex our plan to be in  
 14 alignment with MPSSAA, these dates may shift a  
 15 little bit, but right now we will be happy to  
 16 show you some anticipated projected dates of  
 17 seasons that would be held in the spring.  
 18       So I want to take a little bit more time  
 19 to talk to you about what students would be  
 20 experiencing in the fall virtual portion of  
 21 athletics. What we envision there is that too

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1 will be broken down into segments that align with  
 2 teams and that our coaches and students would be  
 3 able to have daily team practice in a virtual  
 4 format and the structure of those, that week of  
 5 coaching would follow the following pattern. So  
 6 Mondays the coaches would meet with their teams  
 7 virtually, they would engage in goal setting with  
 8 athletes and help them map out what are some of  
 9 the daily things they need to do as an athlete to  
 10 help with their individual conditioning. I  
 11 actually have to tell you, I think this is an  
 12 exciting opportunity to help our students really  
 13 learn some lifelong skills in a way that I think  
 14 will serve them well as they get into adulthood.

15         Wednesdays will be skill specific days  
 16 and then Fridays will also work on skill specific  
 17 drills and workouts along with a reflection for  
 18 the week. Tuesday and Thursday team meetings  
 19 will really focus on social emotional aspects of  
 20 team building to insure that our students are  
 21 able to maintain and continue benefits from the

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1 the details of those EDAs to insure that our  
 2 coaches are appropriately supported in this  
 3 process as well. And so on that, I'm happy to  
 4 address any questions that you may have.  
 5         CHAIRMAN CAUSEY: Thank you,  
 6 Dr. McComas. Board members, we will go around  
 7 the dais and if board members could just quickly  
 8 ask their question knowing that other board  
 9 members will probably ask some additional ones as  
 10 well. So we'll again start with Dr. Hager.  
 11         DR. HAGER: Thank you. I really want to  
 12 thank you for this plan, I think it's very well  
 13 conceptualized. As a parent of an athlete, this  
 14 is going to make her day, so thank you for giving  
 15 them hope that there may be something in the  
 16 spring and also incorporating this face to face  
 17 with the coach which I think is a wonderful idea.  
 18 I just wanted to confirm, this is for current  
 19 athletes but also potential athletes, those who  
 20 are looking to try out for sports, so this is, it  
 21 could involve a large group of children but it is

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1 community that we get from being with our teams.  
 2 All of us, myself included, as former athletes,  
 3 you know, our teams help us create a sense of  
 4 community, help us develop a sense of goal  
 5 setting, help us develop a sense of  
 6 accomplishment and identity, and so our efforts  
 7 around the fall virtual coaching phase will be  
 8 structured in that manner.

9         I will say as we move into the spring  
 10 competitive season, safety of course will be our  
 11 first priority and we will certainly make  
 12 accommodations that are appropriate and in  
 13 keeping with health and safety guidelines at that  
 14 point. We certainly will finalize our  
 15 competitive season in alignment with any  
 16 announcements from MPSSAA and we are hopeful that  
 17 our students will have a productive and engaging  
 18 spring semester as well.

19         There's just one last final thing I'd  
 20 like to say for all of our coaches who may be  
 21 listening. We are in the process of working out

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1 for anyone who wants to try out; is that correct?  
 2         DR. MCCOMAS: Yes, thank you, Dr. Hager,  
 3 for giving me the opportunity to clarify that.  
 4 It is, we are open, the eligibility is open so  
 5 you can be someone who wants to go out for a team  
 6 for the very first time and participate, yes.  
 7 Thank you.  
 8         DR. HAGER: Thank you, that's all, thank  
 9 you very much.  
 10         CHAIRMAN CAUSEY: Mr. Kuehn?  
 11         MR. KUEHN: Thank you for providing  
 12 this. I do have a question about the seasons. I  
 13 know that this is, you know, your first attempt  
 14 to show us this information, but I see the third  
 15 season goes through June 18th and our seniors  
 16 usually have graduated and are no longer in  
 17 school at that point in time in a normal world,  
 18 and I know we're not in a normal world. So with  
 19 that being the case, what or how would we  
 20 approach that, would we offer them to continue to  
 21 play, or would we perhaps change the timing of

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1 this? I'm just curious.  
 2 DR. MCCOMAS: Right, thank you for your  
 3 question, I think it's really a poignant one. So  
 4 first I would like to say or just reiterate that  
 5 you know, the timing of these are projections  
 6 right now and that we are looking forward to  
 7 hearing any announcements from MPSSAA so that we  
 8 would be in alignment with what other systems are  
 9 doing and what may be the landscape for the state  
 10 so that all athletes, to include our seniors,  
 11 were on level playing field, if you would. On  
 12 that I would invite Mr. Sye, who is with us this  
 13 evening, if he has any further detail. Mr. Sye  
 14 is a our coordinator for athletics and so he may  
 15 be able to provide you more a robust answer in  
 16 terms of thoughts around seniors and that final  
 17 season.  
 18 MR. SYE: Yes, so that's a great  
 19 question and we have had those conversations with  
 20 the MPSSAA, and seniors will be allowed to  
 21 continue their sports season once they are

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1 graduated if they graduate prior to the sports  
 2 season ending.  
 3 DR. MCCOMAS: Thank you, Mr. Sye.  
 4 MR. KUEHN: Thanks for sharing that,  
 5 Mr. Sye. I guess the other point that I would  
 6 make or question that I have, kind of hand in  
 7 hand, is that we have a number of outstanding  
 8 athletes, and there's expectation that they  
 9 continue to play as they move on into college, so  
 10 I know that this is new for everybody and it's  
 11 extremely challenging. What plans do you have in  
 12 place to support the recruiting process and the  
 13 ability for these athletes to be seen and known  
 14 by college coaches so that they can transition to  
 15 the college as an athlete successfully?  
 16 DR. MCCOMAS: Right, so again, I would  
 17 like to invite Mr. Sye to share any discussion  
 18 that he's participated in, perhaps with MPSSAA.  
 19 MR. SYE: So what we plan on doing,  
 20 especially in the virtual phase the first  
 21 semester, when we talk about the engagement of

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1 the coaches, that will be one part of it. We  
 2 talk about social emotional, we talk about  
 3 providing academic support, we talk about  
 4 conditioning, but in terms of assisting those  
 5 kids in terms of next steps, going on to college,  
 6 whether it's playing or just getting them into  
 7 school, I mean that's part of the coach's  
 8 responsibility and we will continue to encourage  
 9 that, that will be a part of their  
 10 responsibilities moving forward not just in the  
 11 first semester, the virtual, but once we come  
 12 back face to face in terms of assisting those  
 13 kids. Those kids look at those coaches as  
 14 mentors and role models in trying to get them to  
 15 move on to the next level, and they will continue  
 16 to do that throughout this very difficult time.  
 17 DR. MCCOMAS: Thank you.  
 18 MR. KUEHN: And then I have one final  
 19 question. I know that our buildings are all  
 20 closed across the system but fields are not  
 21 inaccessible, I guess is the way that I would put

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1 it. If we have athletes that are trying to work  
 2 out and to virtually condition, is the  
 3 expectation that they are not to use our  
 4 facilities, meaning tracks and fields and such as  
 5 that, or what is the expectation?  
 6 DR. MCCOMAS: Right. I think if our  
 7 students, because I do know that some of our  
 8 facilities are gated and the community may not  
 9 have access, and there may be other areas that  
 10 community members can access, and certainly our  
 11 students are members of that community. I think  
 12 it would be important to know that as students  
 13 are working through their self workouts and they  
 14 need a place to work out, that any kind of social  
 15 distancing and safety guidelines that of course  
 16 we need to exercise at all times in all  
 17 environments would be adhered to. So that would  
 18 be part of our work, the coaches coaching  
 19 students on where are safe places, where are you  
 20 working out, if you're working out in some  
 21 location in the community that you're being

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1 mindful of the social distancing and all of the  
 2 health guidelines. I'm not sure if, Mr. Sye, you  
 3 have anything else you would like to add to that.  
 4 MR. SYE: No. So looking through an  
 5 equity and safety lens, we will be talking to our  
 6 copies about providing conditioning programs that  
 7 are body weight based so that all kids have the  
 8 same opportunity to work out whether they can get  
 9 to a track or some type of facility, because all  
 10 kids don't have it. So with that being said,  
 11 we're going to promote a particular program to  
 12 make sure that all kids have the opportunity  
 13 again, also encouraging for those same students  
 14 because we know how kids are, they're going to  
 15 want to work out with their friends, so we will  
 16 continue to encourage to use the CDC guidelines  
 17 and BCPS guidelines as they come together to work  
 18 out, because what we don't want to happen is to  
 19 see an uptick in cases because we're not  
 20 following the guidelines so that they can't get  
 21 the competitive season underway.

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1 MR. KUEHN: Thank you for your answers.  
 2 I appreciate it. I have no further questions at  
 3 this time.  
 4 CHAIRMAN CAUSEY: Ms. Pasteur?  
 5 MS. PASTEUR: No questions, thank you  
 6 both.  
 7 CHAIRMAN CAUSEY: Mr. Offerman?  
 8 MR. OFFERMAN: No followup, thank you.  
 9 CHAIRMAN CAUSEY: Mr. Muhumuza?  
 10 MR. MUHUMUZA: I have no questions.  
 11 CHAIRMAN CAUSEY: Thank you. Ms. Jose?  
 12 MS. JOSE: Thank you. Thank you,  
 13 Dr. McComas, Mr. Sye and Dr. Burke in the  
 14 presentations. I think Mr. Kuehn asked my  
 15 questions, so thank you a lot.  
 16 CHAIRMAN CAUSEY: Mr. McMillion?  
 17 MR. MCMILLION: Thank you. However, I  
 18 have no questions.  
 19 CHAIRMAN CAUSEY: Okay, Ms. Mack?  
 20 MS. MACK: Thank you, I have no  
 21 questions either.

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1 CHAIRMAN CAUSEY: Ms. Scott?  
 2 MS. SCOTT: Thank you, this is really a  
 3 very good presentation. My only question is for  
 4 students coming in who may want to enroll in  
 5 sports, is it the same process, just going on  
 6 line, filling out, I guess presumably the form or  
 7 saying which sport you would like to be in, and  
 8 is it pretty much the same process?  
 9 MR. SYE: It will be the same process,  
 10 nothing has changed in terms of registering. The  
 11 paperwork, all that stuff will be the same and  
 12 that will start in the virtual coaching phases  
 13 just so we can make sure the kids are safe and  
 14 that we have the paperwork saying that the  
 15 parents approve of them participating in this  
 16 program, so nothing will change from that aspect.  
 17 MS. SCOTT: Okay, and all that's  
 18 accessible on line for students?  
 19 MR. SYE: Yes, we will still be using  
 20 Form Relief to do our online registration.  
 21 MS. SCOTT: Thank you.

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1 CHAIRMAN CAUSEY: Ms. Rowe?  
 2 MS. ROWE: I know less than nothing  
 3 about sports so I'm just going to listen to this  
 4 part.  
 5 DR. MCCOMAS: Thank you, Ms. Rowe.  
 6 CHAIRMAN CAUSEY: Okay, thank you, so  
 7 that leaves me, and I just wanted to thank  
 8 Dr. Williams and Dr. McComas and the rest of the  
 9 staff that's worked very diligently in trying to  
 10 come up with this athletics reimagined for our  
 11 students.  
 12 I wanted to thank Mr. Sye personally  
 13 because I know how dedicated he is to the  
 14 children, to not only succeeding as Mr. Kuehn  
 15 said, into elevating to the next level, whether  
 16 it's NCAA, Division I, II or III, or and just  
 17 continuing on with the sports, but for every  
 18 child to have that opportunity to be engaged. So  
 19 I personally want to thank you because I've  
 20 witnessed it for years and in this very difficult  
 21 time it's going to be very good news for our

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1 students and also for our coaches, because those  
 2 coaches are dedicated and they want to be  
 3 connected with their students and they want to  
 4 support them, and I know that everyone will be  
 5 creative in making that happen.

6 I did have one question related to the  
 7 seasons. So right now would traditionally be the  
 8 fall season sports starting up and then the  
 9 winter ones would come later, and they're  
 10 postponed. So how is that transition going to  
 11 work for students that may be engaged in one  
 12 sport in the fall and then a different sport in  
 13 the winter in terms of when they start or how  
 14 they can continue in order to be prepared for  
 15 their competitive season?

16 MR. SYE: So you want me to answer that,  
 17 Dr. McComas?

18 DR. MCCOMAS: Go ahead, Mr. Sye. Thank  
 19 you so much. I was sitting here thinking about  
 20 how much we've got mapped out but you will be  
 21 more articulate, so thank you so much.

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1 MR. SYE: So Mrs. Causey, what will  
 2 happen, again, we talked about the first semester  
 3 and the second semester. In the first semester  
 4 we're broken down into seasons where the coaches  
 5 can work with use, and we did that purposefully  
 6 just so we could make sure that the kids didn't  
 7 have to pick and choose whether I'm going to work  
 8 with the fall coach or the winter coach. So for  
 9 example, in the fall season coaches will have  
 10 from September 1st to October 21st to work with  
 11 the kids exclusively, virtually. From, the  
 12 winter season will have October 26th to  
 13 December 11th, and so the spring will have  
 14 December 14th to January 29th to work with the  
 15 kids. So again, they don't have to pick and  
 16 choose, they can take the same path they would  
 17 normally do. And when we get into the actual  
 18 competitive seasons there's most likely some  
 19 overlaps in the dates, but the overlaps are  
 20 actually, we built in windows of conditioning so  
 21 you actually, one season might be conditioning

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1 while the competitive is going on in another  
 2 season. So kids won't be missing the competitive  
 3 side of it, they'll just be missing the  
 4 conditioning side of it for those few weeks.

5 CHAIRMAN CAUSEY: Okay, that's  
 6 wonderful, thank you so much. Any other board  
 7 members before we move on? Again, thank you so  
 8 much, and we know that all of these details will  
 9 be coming out to the parents through the schools,  
 10 and we just appreciate that.

11 DR. MCCOMAS: Thank you, Ms. Causey, and  
 12 thank you, Mr. Sye, he's done a fantastic job on  
 13 this plan. Thank you.

14 MR. SYE: Thank you.

15 CHAIRMAN CAUSEY: And so next we have  
 16 Dr. Roberts for school scheduling.

17 DR. ROBERTS: Yes. Good evening, board  
 18 members, Ms. Causey and Dr. Williams. This slide  
 19 is a brief overview and presentation of some of  
 20 the parameters used by our school principals in  
 21 selecting their bell schedules or as you heard

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1 earlier this evening, our virtual meeting  
 2 schedules. So the quote underneath that  
 3 sub-header really speaks to the key point in what  
 4 our principals have been doing over these past,  
 5 over the summer, quite frankly really building a  
 6 schedule that's appropriate for their school, so  
 7 in terms of flexibility, you see that there. So  
 8 flexibility really was the cornerstone of our  
 9 schools being able to create a virtual meeting  
 10 schedule that meets their school's needs,  
 11 certainly based off the continuity of learning  
 12 that we experienced in the spring and as we went  
 13 into the summer.

14 So what this slide shows you on the  
 15 left-hand side are the secondary, some of the  
 16 secondary parameters that our middle school and  
 17 high school principals used, and their respective  
 18 leadership teams and staff and communities used  
 19 to create their virtual meeting schedules, and on  
 20 the right-hand side we'll go over some of the key  
 21 points for our elementary principals.

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1 So starting -- and joining me this  
 2 evening, certainly I go any further I would be  
 3 remiss, joining me is Ms. Byers and Dr. Jones, my  
 4 colleague Ms. Byers from the central zone and Dr.  
 5 Jones from the west zone, will be assisting with  
 6 any questions that board members have after this  
 7 brief presentation.

8 So if we start on the secondary slide,  
 9 the first bullet, this goes to I believe Ms. Rowe  
 10 but I don't quite remember, there was a question  
 11 from a board member in terms of flexibility and  
 12 the choices that principals had and it was  
 13 described about Kenwood High School. So the  
 14 answer to that is yes, you see there in that  
 15 first bullet that schools, our secondary schools  
 16 had a choice between a four-by-four semesterized  
 17 schedule, it could be referred to as a  
 18 four-by-four or you might have heard of it as a  
 19 block schedule. So we put a four-by-four  
 20 schedule or a four-period A day/B day schedule  
 21 where students would take four classes one day

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1 really one or all of those depending on the  
 2 student and what the content is that they're  
 3 reviewing or that they're learning.

4 Virtual meeting schedules as we go into  
 5 the third bullet for secondary schools, there  
 6 will be a slight difference in elementary schools  
 7 that we'll talk about a little bit later, but for  
 8 secondary schools virtual meeting sessions will  
 9 begin no later than eight a.m., and I believe,  
 10 Dr. Hager, this was referring to your question a  
 11 little bit ago, so secondary schedules will begin  
 12 at eight a.m. and end no later than three p.m.  
 13 so we wanted to keep some continuity in general  
 14 area with how our secondary schools operate, so  
 15 we know our high schools start at 7:30 give or  
 16 take ten minutes, and our middle schools begin  
 17 approximately 8:15 give or take five or ten  
 18 minutes, and end approximately that same time  
 19 period, seven hours later. So that secondary  
 20 timeframe will be eight to three p.m. Monday,  
 21 Tuesday, Thursday and Friday as you see in the

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1 and four different classes on the second day, and  
 2 a seven-period A day/B day schedule where  
 3 students would take seven classes, again those  
 4 classes would be different but they would take  
 5 seven classes every day but the rotation may  
 6 change in some of the specials but the core  
 7 classes would remain the same.

8 So as the principals provided input and  
 9 they had conversations over a weeks-long period,  
 10 we decided that the virtual meeting schedule  
 11 served in creating these parameters would be a  
 12 combination of live and offline instruction, that  
 13 was something you saw earlier in the draft plan  
 14 that was released a few weeks ago, so it will be  
 15 a combination of live and offline instruction,  
 16 and that will be a combination of whole and small  
 17 group. In that whole and small group,  
 18 particularly in the small group we're going to  
 19 see an opportunity there for teachers and  
 20 students to engage in remediation if needed,  
 21 acceleration if needed and/or enrichment, so

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1 draft plan, and the school day will not exceed  
 2 the length of the normal school day. That point  
 3 is a particular point as we go into the  
 4 elementary and we'll explain that a little bit  
 5 further.

6 So as we continue on with secondary,  
 7 feedback was important so what our principals did  
 8 was gather input, once they received these  
 9 parameters they took the ball and they gathered  
 10 feedback and input over this period systemically.  
 11 Additionally we got feedback from a multitude of  
 12 stakeholders around pros and deltas and  
 13 considerations around these various schedules,  
 14 our virtual meeting schedules. So from that our  
 15 school-based leaders again as I said, took the  
 16 ball and ran with it and continued to gather  
 17 input from their leaders and teams, their teacher  
 18 leaders, from their communities around what would  
 19 fit best under this flexibility model for virtual  
 20 meeting schedules for their school community.

21 So the last bullet as we get into the

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1 secondary is that the communication of the  
 2 virtual meeting schedules, specifically students,  
 3 and so that bullet, what will happen as was  
 4 mentioned earlier, as the plan is released over  
 5 the course of the week and information is  
 6 released this evening and the course of the week,  
 7 communications with the community will be part of  
 8 that, so students and families can expect to see  
 9 their actual schedules next week, beginning next  
 10 week, August 17th. But again as we mentioned  
 11 earlier, going into the remainder of this week  
 12 principals will receive, will begin sending out  
 13 information regarding their specific school  
 14 choices and then sharing that with their staff  
 15 and then sharing that with their respective  
 16 leaders as we go into, as we go further into this  
 17 week.

18 So with elementary you see some of the  
 19 same parameters but there are some unique issues  
 20 that present themselves with our elementary  
 21 schools. So with elementary schools the focus

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1 for our elementary principals is really  
 2 continuing to focus on the math/ELA blocks with  
 3 these blocks of instructional time in our  
 4 elementary schools and those are supported with  
 5 instruction in other core areas and special area  
 6 classes. So students will certainly still be  
 7 exposed to and participate in their special area  
 8 classes, but really that focus will continue to  
 9 be as it is when we're in school under, quote,  
 10 normal situations with math and ELA.

11 Virtual meeting schedules will again, as  
 12 you saw in the secondary, consist of a  
 13 combination of live and offline instruction,  
 14 whole and small group, with the same idea around  
 15 with building remediation, acceleration and  
 16 enrichment for our elementary students.

17 Now here we see a little bit of a slight  
 18 difference in the third bullet for elementary  
 19 schools. Their virtual meeting schedules will  
 20 not begin any sooner than eight a.m. and end no  
 21 later than four p.m. on Monday, Tuesday, Thursday

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1 and Friday because as we know as again, you see  
 2 if the draft, Wednesday is an asynchronous day,  
 3 it doesn't mean that learning won't occur,  
 4 learning will certainly continue on an  
 5 asynchronous day where students will be working  
 6 on assignments and/or projects with small group  
 7 work on that day while teachers are receiving  
 8 professional learning, whether centralized or  
 9 systemic professional learning, or school based.  
 10 That school day is important, it will not exceed  
 11 the length of a normal school day either. So  
 12 simply doing the math there, you see an eight to  
 13 four p.m. is an eight-hour day.

14 That, we will not, the school day will  
 15 not exceed a seven-hour day. We wanted to and we  
 16 needed to provide a little more flexibility for  
 17 our elementary schools for really two primary  
 18 reasons. One being the special areas in the  
 19 rotation, special areas to really make sure that  
 20 our students were exposed to as many of the  
 21 special areas that they're accustomed to and need

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1 during a regular school environment, we wanted to  
 2 make sure that that was offered and our  
 3 principals had flexibility to build that within  
 4 their schedule schedules. But also because those  
 5 times closely, not exactly, but certainly closely  
 6 mirror what our elementary schedules would like,  
 7 it's a little bit of an earlier start time, but  
 8 we know that some of our elementary schools do  
 9 not end, most of them will not end until about  
 10 3:30 and we know that sometimes that will go to  
 11 four and in some cases a little bit after  
 12 four o'clock, so we gave and built in that  
 13 flexibility for our elementary principals with  
 14 that time span there.

15 So similar to our secondary is the last  
 16 bullet. Virtual meeting schedules will be  
 17 provided, will be posted and available to  
 18 students and to families, well, parents early  
 19 next week. However, principals as at the  
 20 secondary level, elementary principals will begin  
 21 communicating out to their staffs as we continue

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1 into this week, and then with their parents and  
 2 their students in terms of what their respective  
 3 schedule will look like as be begin on  
 4 September 8th, and certainly for teachers as they  
 5 report to school about two to two-and-a-half  
 6 weeks.  
 7       So again, these are some of the  
 8 parameters that our principals use in creating  
 9 their virtual meeting schedules. Their key again  
 10 is that flexibility so principals depending on  
 11 where they are and depending on their program and  
 12 the programatic needs or the programatic  
 13 offerings certainly have flexibility not only at  
 14 the secondary level in their schedule, but  
 15 certainly in building, almost like puzzle pieces,  
 16 in building their schedule of a virtual day to  
 17 meet the needs, staying within our master  
 18 agreements of our respective bargaining units,  
 19 our bargaining colleagues, but also certainly  
 20 focusing on our students and what they need  
 21 within their respective communities.

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1       So with that, that is really just a  
 2 brief summary of our virtual meeting schedules  
 3 and the bell schedules that our principals have  
 4 been working so hard on over this past, over this  
 5 summer. So again, Ms. Byers and Dr. Jones and I  
 6 are available for any questions.  
 7       CHAIRMAN CAUSEY: Thank you very much  
 8 for that presentation, Dr. Roberts, and we will  
 9 start on the other side of the dais this time,  
 10 and so we will start with Ms. Rowe.  
 11       MS. ROWE: Hi. Yes, I just have one  
 12 question. So I understand about not having the  
 13 school day last more than the normal school day,  
 14 but for elementary students their school day is  
 15 often broken up significantly, and I'm just  
 16 wondering if there's any thought to how long  
 17 throughout that school day they will be glued to  
 18 devices, because I don't know that I think an  
 19 elementary school student can spend seven hours  
 20 staring at a computer, and I just want to know  
 21 what the expected total amount of time is for

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1 that.  
 2       DR. ROBERTS: So thank you, Ms. Rowe,  
 3 for that question. I'm going to defer to  
 4 Dr. Jones or Ms. Byers to address that question.  
 5       DR. JONES: So good evening and thank  
 6 you for that question, Ms. Rowe. To your point,  
 7 students at the elementary level do need breaks  
 8 in their day and when they are in a brick and  
 9 mortar setting we are able to fill those in. The  
 10 virtual meeting schedule that our principals are  
 11 designing do offer many of those breaks built  
 12 into the day, into that seven-hour day. And so  
 13 mirroring what they would experience in a brick  
 14 and mortar setting they will have those breaks,  
 15 and so it will be built in a very, the virtual  
 16 meeting schedules will be built in a very  
 17 developmentally appropriate way, so thank you,  
 18 because you are correct.  
 19       MS. ROWE: Okay, thank you.  
 20       CHAIRMAN CAUSEY: Ms. Scott?  
 21       MS. SCOTT: I don't have any questions,

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1 thank you.  
 2       CHAIRMAN CAUSEY: Ms. Mack?  
 3       MS. MACK: I just have one question. I  
 4 believe Dr. Hager asked this, somebody asked this  
 5 earlier. When we eventually go back to brick and  
 6 mortar classrooms, will we revert back to old  
 7 scheduling or if the scheduling that a principal  
 8 has chosen works for his or her school, will the  
 9 principal be allowed to follow that scheduling?  
 10       DR. ROBERTS: So this schedule, the  
 11 principal, the virtual meeting schedule will  
 12 continue for the 20-21 school year, so it will  
 13 continue through June of 2021.  
 14       MS. MACK: And it would be assessed, I  
 15 guess, over the following summer for the next  
 16 year?  
 17       DR. ROBERTS: Right, that's certainly a  
 18 topic for later discussion. Right now we're  
 19 really focusing on getting this school year  
 20 started appropriately, and that will be discussed  
 21 at a later time.



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1 MS. MACK: Okay, thank you very much.  
 2 DR. ROBERTS: You're welcome.  
 3 CHAIRMAN CAUSEY: Mr. McMillion?  
 4 MR. MCMILLION: No questions.  
 5 CHAIRMAN CAUSEY: Ms. Jose?  
 6 MS. JOSE: No questions, thank you.  
 7 CHAIRMAN CAUSEY: Mr. Muhumuza?  
 8 MR. MUHUMUZA: Yes. My only question  
 9 concerns CCBC and other college, early college  
 10 classes. How would that tie into a schedule?  
 11 DR. JONES: I can actually --  
 12 DR. ROBERTS: So -- no, go ahead,  
 13 Dr. Jones.  
 14 DR. JONES: No, I was saying I could  
 15 actually answer that question. We're in the  
 16 process of meeting with our university and  
 17 college partners to really think about what that  
 18 could look like, Joshua, and so you ask a very  
 19 good question around how will that be  
 20 incorporated into the schedule. And each school  
 21 based on the courses and/or programs that

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1 students are able to participate in will be  
 2 working in connection with C&I, our Curriculum  
 3 and Instruction Division, and also DSAA which is  
 4 our community superintendents and EDs, to make  
 5 sure that is as seamless as possible and of  
 6 course is able to happen within a virtual setting  
 7 in some cases and/or hybrid models depending on  
 8 what the actual university and/or school is  
 9 implementing throughout this pandemic. You asked  
 10 a really good question, but that is going to be  
 11 specific to each school and then of course tied  
 12 to the programatic needs of the colleges and  
 13 universities, but that is definitely going to be  
 14 something that students will be able to access,  
 15 it just will look different based on the  
 16 partnership.  
 17 MR. MUHUMUZA: Okay, and I have a  
 18 followup and this question you may not be able to  
 19 answer, it's a bit off topic, but this is  
 20 specific to CCBC because my school does like a,  
 21 my school and I believe other schools do programs

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1 with them with some of the electives. Initially  
 2 CCBC planned to do like a hybrid return to  
 3 virtual classes and in person, but I just  
 4 recently noticed that most of their classes are  
 5 restricted to all virtual now. Have they  
 6 communicated anything with you guys about whether  
 7 these programs will be in person or virtual, the  
 8 ones that are partnered BCPS?  
 9 DR. ROBERTS: So --  
 10 DR. JONES: So Joshua, we're going to  
 11 have to actually take that back, but go ahead,  
 12 Dr. Roberts.  
 13 DR. ROBERTS: No, that's exactly what I  
 14 was going to say, we're going to have to take  
 15 that back to Dr. Woolbridge (phonetic).  
 16 MR. MUHUMUZA: Some reference, some of  
 17 the programs include Homeland Security that I  
 18 know of, with other ones, but I just used that  
 19 for reference.  
 20 DR. JONES: Thank you.  
 21 CHAIRMAN CAUSEY: Mr. Offerman?

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1 MR. OFFERMAN: No questions.  
 2 CHAIRMAN CAUSEY: Ms. Pasteur?  
 3 MS. PASTEUR: Yes, thank you so much for  
 4 this presentation, this is the part that I really  
 5 have been waiting for. Very very thorough, it is  
 6 well mapped out. I know that the principals must  
 7 appreciate that they were given those options,  
 8 the four-by-four, the A/B-seven, and how it  
 9 breaks down. Someone asked the question about  
 10 going back to a regular schedule, but this  
 11 certainly offers each of the schools this year to  
 12 be able to give all of our students everything  
 13 they need and more.  
 14 And I just have to say this one thing.  
 15 Knowing that the arts community and all sorts of  
 16 communities where we normally take field trips,  
 17 take children on field trips, and now they have  
 18 more or less shut down for their physical  
 19 opportunity, that they are actually available for  
 20 virtual trips. I want people to be just as  
 21 excited in this time, it's an awful time and

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1 virtual is not necessarily what we want, but we  
 2 have opportunities here to give children things  
 3 that many of them would not have been able to  
 4 get, they will be able to take virtual trips to  
 5 museums and to see concerts and plays. Teachers  
 6 are going to be able to do team teaching and pool  
 7 their classes together through Schoology to be  
 8 able to share lessons within the school and  
 9 throughout the county.

10 And Dr. Williams knows that my word is  
 11 innovation, that we are going to have  
 12 opportunities to be innovative, to take something  
 13 that existed and to make excellent pathways with  
 14 it, because public education has long needed a  
 15 big shot of adrenalin and this is going to make  
 16 people think outside of the box. So thank you so  
 17 much for giving them the framework to be able to  
 18 do it and knowing the three community sups, I  
 19 know that it is going to happen, that you as the  
 20 directors are going to work with the principals  
 21 so that these children get experiences that are

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1 going to take them to another level that will  
 2 excite them when they get back to the real  
 3 instruction. Thank you so much.

4 DR. ROBERTS: Thank you, Ms. Pasteur.  
 5 CHAIRMAN CAUSEY: Mr. Kuehn?  
 6 MR. KUEHN: Thank you. I have one  
 7 question regarding this schedule and how it will  
 8 actually integrate with the slide that we just  
 9 saw before regarding sports and virtual coaching  
 10 and working out. Is the expectation that at  
 11 three p.m. or later, and I don't know if we have  
 12 a time band set up for it, but what is the  
 13 expectation for students that are going to be  
 14 working with these coaches on timing?

15 DR. ROBERTS: So Mr. Kuehn, I can offer  
 16 at least an introduction to that response and  
 17 certainly ask Mr. Sye to fill in. We've been  
 18 working certainly in coordination with our  
 19 principals and our office, have been in  
 20 coordination with Mr. Sye's office and Curriculum  
 21 and Instruction to try to mirror the day as you

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1 see in these schedules, particularly for our  
 2 secondary schools with athletic programs. So  
 3 with that, I don't know if Mr. Sye in that  
 4 communication, he will communicate those  
 5 expectations because during the school day will  
 6 be the school day, but Mr. Sye, if there's  
 7 anything you wanted to add to that in terms of  
 8 after school or when the virtual coaching will  
 9 actually take place.

10 DR. MCCOMAS: Hi, Dr. Roberts. Mr. Sye  
 11 is no longer on the call, but I will insure that  
 12 I communicate that with him. But Mr. Kuehn, yes,  
 13 to Dr. Roberts' point, we are working to  
 14 approximate a school day experience as much as  
 15 possible, so the idea is to get as close to that  
 16 sort of sequence and flow of what is normal  
 17 school as possible and so primarily things would  
 18 be after school, but Mr. Sye will be  
 19 communicating with the athletic directors and  
 20 with the coaches and then ultimately with  
 21 families as well. Thank you.

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1 MR. KUEHN: Thanks. And then the other  
 2 question I have and I know I asked this question  
 3 in a different format before but I'm going to  
 4 keep asking it so hopefully you understand it. I  
 5 know that when COVID hit and we were in an  
 6 emergency situation that the ability to provide  
 7 remote learning fell however it fell, we did what  
 8 was possible at the time and I believe we had  
 9 some waivers as to the number of hours that  
 10 children received and days that they received of  
 11 education. So now that we are, and have had time  
 12 to plan for this upcoming school year, I'm  
 13 looking at the fact that we have four school days  
 14 and then we have Wednesdays that are going to be  
 15 broken out into as we've been told, professional  
 16 development and meetings, along with I guess some  
 17 focus group activity and/or asynchronous  
 18 learning. So my question is, are we going to  
 19 have the correct number of days and hours that we  
 20 would normally have in a school year by utilizing  
 21 this schedule?

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1 DR. ROBERTS: So Mr. Kuehn, the hours,  
 2 this was designed, so to your point about  
 3 Wednesdays and I gave you some specifics, some  
 4 examples on Wednesday. Learning continues on  
 5 Wednesday so I certainly would invite, whether it  
 6 be Ms. Lowry or Mr. Burke, but in designing this  
 7 and working with principals, learning continues  
 8 on Wednesday. So as to determine asynchronous  
 9 learning, those hours of, quote, instruction are  
 10 occurring and they're engaged in learning  
 11 activities and engaged in new learning on  
 12 Wednesday that will carry over through Thursday.  
 13 So specific waivers that may have been under  
 14 continuity of learning, I can't speak  
 15 specifically to that right now. If one of my  
 16 colleagues can, then I certainly would invite  
 17 them to. However, I want to be clear that  
 18 through this plan, Wednesday as part of our  
 19 community, that Wednesdays our children are  
 20 engaged in learning, and though teachers will be  
 21 engaged in professional development or other

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1 activities for the day, there will be students  
 2 who are working as I mentioned in those small  
 3 groups, but students will still have work and  
 4 learning that will be occurring on that Wednesday  
 5 that will go towards that, I think what you're  
 6 referring to, kind of those hour of the day. But  
 7 I would need to get back to you on that specific  
 8 question in terms of the number of mandated hours  
 9 and MSDE's position for this 20-21 school year.  
 10 MR. KUEHN: All right, I look forward to  
 11 hearing back from you.  
 12 DR. WILLIAMS: So excuse me, I just want  
 13 to chime in. The state board gave us flexibility  
 14 at the end of the school year because of the  
 15 state of emergency and the pandemic. The  
 16 question that you raise will, we will continue to  
 17 seek guidance from the state superintendent. We  
 18 don't know what this year may look like, you  
 19 know, we may end up continuing this virtual based  
 20 on the pandemic or we may be able to go back into  
 21 a building. But I think a lot of what you're

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1 asking, Mr. Kuehn, is related to some guidance  
 2 from MSDE and again, the plan will be submitted  
 3 to them for feedback, but we will take that point  
 4 in consideration. Definitely we don't want to be  
 5 in a situation where it would be perceived that  
 6 we're not providing the number of school days, we  
 7 are providing the number of school days, we have  
 8 the calendar, but I appreciate your point.  
 9 And again, last year was different than  
 10 this year, the state provided some waivers that  
 11 were extremely helpful for our seniors and other  
 12 students so no one would be penalized because of  
 13 the pandemic. We are still in the pandemic and  
 14 we're not sure what this school year will look  
 15 like as we continue through this work with  
 16 opening of the school and providing real  
 17 instruction based on some of the things we  
 18 learned this spring.  
 19 And again I want to echo that the  
 20 principals and the staff, and our communities  
 21 have been extremely creative and supportive in

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1 doing what's necessary to try to keep kids  
 2 engaged. So we will keep that on our radar and  
 3 provide some updates as we go along this year.  
 4 Thank you.  
 5 CHAIRMAN CAUSEY: Thank you,  
 6 Dr. Williams. And Dr. Hager?  
 7 DR. HAGER: Thank you. I like this plan  
 8 so much as well, thank you so much for putting it  
 9 together, especially the block schedule and so  
 10 many great options for principals, so thank you  
 11 for all the great work you put into this.  
 12 I am a little, I feel disappointed is a  
 13 harsh word, but I guess I'm disappointed in the  
 14 eight a.m. start time. So we know the American  
 15 Academy of Pediatrics and lots of different  
 16 organizations have looked at the science and the  
 17 evidence, and the earliest start time they  
 18 recommend for high schoolers and then even middle  
 19 schoolers is 8:30, so why did we say eight a.m.  
 20 and not 8:30 or even later for these older kids?  
 21 DR. WILLIAMS: So let me chime in and

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1 then Dr. Roberts or the community  
 2 superintendents. So we picked the time that was  
 3 closest to the regular school day. And keep in  
 4 mind, by going virtual, the issue about an early  
 5 start time and delaying it was about what time  
 6 students had to get p and in particular had to  
 7 get on the bus to get to school. So if you take  
 8 that into consideration, we're not dealing with  
 9 students getting on a bus to then travel for  
 10 distances, and so we working with our partners,  
 11 we decided to keep it as close to the normal  
 12 time.

13 However, during my community  
 14 conversations back in the fall, that was a topic  
 15 and I had to explain to the community, we can't  
 16 bite everything, take on everything at once. To  
 17 me it was really around the student learning, the  
 18 academic, and I understand about the study. I  
 19 came from a system that explored this and made  
 20 some changes, but Dr. Hager, I appreciate that  
 21 but because we decided just to land on something

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1 close to the schedule. But keep in mind that  
 2 that whole start time, the travel, as we, as I  
 3 worked with students in our previous position and  
 4 working with communities, it was the travel time,  
 5 getting up, getting dressed and waiting for the  
 6 buses, and so we just decided to keep it as close  
 7 as possible. And then we have to respect our  
 8 staff as well, I think to change time, that is a  
 9 much bigger conversation than turning the switch,  
 10 there's a lot that goes into having a later start  
 11 time, but I appreciate that. Again, there was so  
 12 much that came at me back a year ago that, you  
 13 know, during the community conversations, and  
 14 that was one that just raced, so that was our  
 15 decision at this time. It's not saying we won't  
 16 look at that, but at this point particularly with  
 17 reopening with a virtual, there was so much  
 18 involved that we just landed on a schedule that  
 19 was closest to the correct time. I don't know if  
 20 anybody else wants to add in on that.

21 DR. ROBERTS: No, thank you.

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1 DR. HAGER: I think your explanation  
 2 about the travel time was a really good one so  
 3 thank you, that makes me feel, it makes more  
 4 sense in my mind just hearing you say that, so  
 5 thank you for that answer.

6 And then my second question, my last  
 7 question has to do with the special area classes.  
 8 I noticed in the draft plan that there were a  
 9 number of schedules where it said asynchronous or  
 10 synchronous for special area classes. I wonder  
 11 if someone could talk a little bit more about the  
 12 plan and those special area classes.

13 DR. JONES: Yeah, Dr. Roberts, I can  
 14 pick up on this because it is primarily at the  
 15 elementary level where you will see this.  
 16 Students will not be engaged synchronously for  
 17 the length of what might typically be a  
 18 face-to-face special area class. Again, if you  
 19 think about it, we want to use developmentally  
 20 appropriate best practices and so in order to  
 21 insure that they have some of those breaks and

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1 can take breaks and organize their asynchronous  
 2 independent learning time, where typically they  
 3 would have at the elementary level a 15-minute  
 4 special area class, we did not want their special  
 5 area time to be 15 minutes of online synchronous  
 6 learning, so it will be a blend.

7 DR. HAGER: All right. So then their  
 8 own art teacher will teach them for some of the  
 9 time and then they will do something on their  
 10 own, is that what you mean?

11 DR. JONES: That is correct.

12 DR. HAGER: Thank you, those are all my  
 13 questions.

14 CHAIRMAN CAUSEY: Thank you. And I'll  
 15 just go last and I do also appreciate all of the  
 16 work that's been done, I appreciate the fact that  
 17 the principals were given options to consider for  
 18 their community, the choice between a  
 19 four-by-four semester classes, a four-period A/B  
 20 day which is what high schools have been using  
 21 the last several years, and then the seven-period

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1 day which is what most of the middle schools are  
 2 used to.  
 3 I especially appreciate that the Board  
 4 in February of 2019 voted to approve BCPS' school  
 5 day task force recommendation to allow semester  
 6 classes where the principals and their  
 7 communities decided that's appropriate and where  
 8 it has approval from the central office. And  
 9 some of those benefits include the students only  
 10 having four classes to focus on for the first  
 11 semester at the high school level, and teacher  
 12 only having to teach three classes. And then  
 13 moving forward hopefully into a hybrid with  
 14 in-person instruction in the second semester, it  
 15 will limit the interactions of teachers and  
 16 students in terms of how many classrooms they  
 17 have to go to, and for teachers it will limit the  
 18 number of classes that they are teaching, so that  
 19 can be helpful in limiting infections or in  
 20 managing any responses needed. So that's, so we  
 21 really appreciate the principals being given

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1 those options.  
 2 I think the board had good discussions  
 3 so I will finish my remarks with that. So if  
 4 there isn't any other comment or question about  
 5 the bell schedules, we appreciate all the work  
 6 that's going into it, and that families will be  
 7 getting the information as pointed out by  
 8 August 17th, so everyone will know shortly and  
 9 then be able to plan with their students. Thank  
 10 you.  
 11 So the next item of business is --  
 12 DR. WILLIAMS: I'm sorry, Ms. Causey,  
 13 let me just chime in.  
 14 CHAIRMAN CAUSEY: Certainly.  
 15 DR. WILLIAMS: I just want to thank the  
 16 design team, our stakeholder groups, all of those  
 17 who have been involved, our COVID-19 task force,  
 18 our partnerships with our county agencies,  
 19 especially the Department of Health. This has  
 20 been such a productive collaboration, and to  
 21 think differently in how we educate students.

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1 And I just want to emphasize, I appreciate the  
 2 Board's questions and I appreciate the feedback.  
 3 Again, we're going to constantly work with our  
 4 principals. Now we're at the point where our  
 5 principals, our teacher leaders, our unions are  
 6 waiting to start the school year, and so with  
 7 that we want to be providing some information to  
 8 our principals tonight, our union presidents  
 9 tonight and tomorrow, because they are really  
 10 ready to get ready for the start of the school  
 11 year. But I would be remiss if I did not thank  
 12 all of those staff members, all of our  
 13 principals, all of our Team BCPS for the hours  
 14 and days that they have been working to have a  
 15 plan, because the emphasis and the focus will  
 16 always be on the students as well as our staff,  
 17 and so I just wanted to thank the team, thank  
 18 Mr. Burke and all the cabinet, but definitely the  
 19 design team, our stakeholders group, because  
 20 without them we would have no plan. And so I  
 21 want the Board to be assured we're going to meet

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1 the deadline by sharing our plan with the state,  
 2 with Dr. Salmon and we're, you know, eager to get  
 3 their feedback, but I wanted to just emphasize  
 4 the hard work that folks have been doing since  
 5 the closing of school that, again, I would be  
 6 remiss if I did not just again thank the team for  
 7 their hard work, so thank you Team BCPS.  
 8 CHAIRMAN CAUSEY: Thank you, absolutely,  
 9 Dr. Williams.  
 10 So our next item on the agenda is new  
 11 business, action taken in closed session.  
 12 Mr. Nussbaum?  
 13 MR. NUSSBAUM: I don't believe any  
 14 action was taken in closed session.  
 15 CHAIRMAN CAUSEY: That sounds correct,  
 16 thank you.  
 17 The next item, then, is new business,  
 18 contract awards, and for that we call on  
 19 Dr. Scriven, Mr. Sarris and Mr. Dixit.  
 20 DR. SCRIVEN: Thank you, Madam Chair.  
 21 Mr. Sarris, you can start us off, followed by

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1 Mr. Dixit. Thank you both.  
 2 MR. SARRIS: Yes. I just want to point  
 3 out that in the building and contracts committee  
 4 that was chaired by Ms. Rowe, I believe that the  
 5 committee recommended to approve items one  
 6 through 15, and Mr. Dixit and I are happy to  
 7 answer any further questions that the whole Board  
 8 may have at this time.  
 9 CHAIRMAN CAUSEY: So, do I have a motion  
 10 to approve items N-1 through N-15?  
 11 MS. ROWE: So moved, Rowe.  
 12 CHAIRMAN CAUSEY: Thank you, Ms. Rowe.  
 13 No second is needed since the recommendation  
 14 comes from the committee. Is there any  
 15 discussion? Hearing no questions, may I have a  
 16 rollcall vote?  
 17 MS. GOVER: Dr. Hager?  
 18 DR. HAGER: Yes.  
 19 MS. GOVER: Mr. Kuehn?  
 20 MR. KUEHN: Yes.  
 21 MS. GOVER: Ms. Pasteur?

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1 MS. PASTEUR: Yes.  
 2 MR. OFFERMAN: Yes.  
 3 MS. GOVER: Mr. Muhumuza?  
 4 MR. MUHUMUZA: Yes.  
 5 MS. GOVER: Ms. Causey?  
 6 CHAIRMAN CAUSEY: Yes.  
 7 MS. GOVER: Ms. Jose?  
 8 MS. JOSE: Yes.  
 9 MS. GOVER: Mr. McMillion?  
 10 MR. MCMILLION: Yes.  
 11 MS. GOVER: Ms. Mack?  
 12 MS. MACK: Yes.  
 13 MS. GOVER: Ms. Scott?  
 14 MS. SCOTT: Yes.  
 15 MS. GOVER: Ms. Rowe?  
 16 MS. ROWE: Yes.  
 17 MS. GOVER: Thank you.  
 18 CHAIRMAN CAUSEY: The motion carries,  
 19 and I do want to thank Ms. Rowe for chairing the  
 20 building and contracts committee earlier today  
 21 because Ms. Henn was not available.

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1 MR. MCMILLION: Mrs. Causey, I'd like to  
 2 make a motion.  
 3 CHAIRMAN CAUSEY: Excuse me.  
 4 MR. MCMILLION: Mrs. Causey?  
 5 CHAIRMAN CAUSEY: Yes, is this  
 6 Mr. McMillion?  
 7 MR. MCMILLION: Yes.  
 8 CHAIRMAN CAUSEY: Go ahead.  
 9 MR. MCMILLION: I move that the  
 10 Baltimore County Board of Education solicit an  
 11 RFP for board legal counsel services through BCPS  
 12 Office of Purchasing following appropriate  
 13 procurement guidelines.  
 14 MR. MUHUMUZA: Second, Josh Muhumuza.  
 15 MS. MACK: Point of order. This is not  
 16 an item on the agenda.  
 17 CHAIRMAN CAUSEY: Mr. McMillion, this is  
 18 not an item on the agenda, so I will have to say  
 19 that it's out of order. We had a conversation  
 20 within the Board about board members having  
 21 information ahead of the board meeting, things

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1 being on the agenda so we could properly consider  
 2 things. So if you would like to submit that item  
 3 for consideration for the next agenda, then we  
 4 can process that request.  
 5 MS. JOSE: Point of order, Ms. Causey,  
 6 this is Ms. Jose. Can we get legal counsel from  
 7 Mr. Nussbaum, because this is related to building  
 8 and contracts, so I don't see why he can't make a  
 9 motion as a board member in open session.  
 10 Mr. Nussbaum, could you please verify?  
 11 CHAIRMAN CAUSEY: Excuse me, Ms. Jose.  
 12 So Mr. McMillion, was this issue raised in the  
 13 building and contracts committee?  
 14 MR. MCMILLION: No, ma'am.  
 15 CHAIRMAN CAUSEY: Okay. Mr. Nussbaum,  
 16 if you would give us guidance on the point of  
 17 order that this is not an agenda item.  
 18 MR. NUSSBAUM: Yeah, I agree with the  
 19 chair that this is not on the agenda. It could  
 20 have been added to the agenda at the beginning of  
 21 the meeting but it wasn't, and I think it's

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1 outside the agenda.

2 CHAIRMAN CAUSEY: Okay, thank you. So

3 Mr. McMillion, if you can send your request, then

4 we will process that at the next agenda setting

5 meeting. Thank you.

6 MR. MCMILLION: Thank you.

7 CHAIRMAN CAUSEY: So the next item on

8 the agenda is the new business, report on the

9 fiscal year 2022 state capital budget, and for

10 that we call forward I Dr. Scriven, Mr. Sarris

11 and Mr. Dixit.

12 DR. SCRIVEN: Thank you so much, Madam

13 Chair. We are pleased to present the

14 superintendent's proposed FY-2022 state capital

15 budget recommendation and process. I would now

16 ask Mr. Dixit to review our schedule of next

17 steps moving forward. Mr. Dixit, can you please

18 take us through this presentation?

19 MR. DIXIT: Thank you, Dr. Scriven.

20 Good evening Board, Chair Ms. Causey, board

21 members and Superintendent Dr. Williams. As

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1 Dr. Scriven indicated, we are here to introduce

2 the state capital program for FY-2022. In the

3 attachment you will find a proposed state capital

4 request for 22, a final copy of the state and

5 county that was approved for 2021, and a schedule

6 for the FY-22 state capital program.

7 As a refresher to the board members and

8 especially for the new board members, Dr. Hager

9 and Mr. Muhumuza, the capital program includes

10 state and county participation, it deals with

11 construction of schools, replacement, renovation

12 and systemic projects. They have two different

13 cycles, one for state, the other one for county,

14 and they meet at the end. So all of the

15 construction renovation is funded through this

16 capital program.

17 Today is at the start of the state

18 capital cycle. What we are requesting is for

19 review of the proposal that we are submitting

20 here tonight. The next board meeting there will

21 be a work session where we will present in detail

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1 as to what this program is, how did we develop

2 it. In the meantime if you have any questions,

3 please submit it to us and we will respond in

4 writing to you. We appreciate if the questions

5 are submitted by August 17th and then the

6 timeline for this states that the full session is

7 scheduled, as I indicated, for August 25th.

8 Final approval will be requested at the

9 September 25th meeting and submission to state by

10 October 7th of this year. Thank you very much.

11 CHAIRMAN CAUSEY: Thank you, Mr. Dixit,

12 for that presentation, and board members will be

13 submitting their questions by August 17th, and

14 then we will discuss all of this at the board

15 work session.

16 So the next item on the agenda is a

17 report on the multiyear improvement plan for all

18 schools, and for that we will also have

19 Dr. Scriven and Mr. Dixit report, and following

20 the presentation will allow time for discussion

21 if the Board desires.

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1 DR. SCRIVEN: So once again, Madam

2 Chair, thank you for this opportunity and to

3 members of the Board, Dr. Williams. To insure

4 the effective application of capital funds the

5 need has been acknowledged to evaluate our

6 current systems and structures in order to

7 develop a multiyear improvement plan for all

8 schools. Such a program will support equity in

9 the allocation of resources and be able to

10 deliver educationally appropriate modern school

11 buildings effectively and cost efficiently.

12 At this time Mr. Dixit will provide an

13 update on our multiyear improvement plan for all

14 schools. Mr. Dixit.

15 MR. DIXIT: Thank you, Dr. Scriven,

16 again, and good evening everybody. As

17 Dr. Scriven indicated and as you recall, board

18 members have been asking for a multiyear capital

19 improvement plan. I'd like to acknowledge the

20 efforts made by Board Chair Ms. Causey and some

21 of the other board members in helping us finding

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1 funds and creating this need and developing this  
 2 program.  
 3       So county has agreed to fund this  
 4 multiyear capital improvement plan and I'll just  
 5 talk a little bit about it because we are  
 6 providing a supporting role to an initiative that  
 7 is county's funding and county has used their  
 8 procurement process to start this plan. So what  
 9 is the multiyear plan, what is the contract and  
 10 schedule, what are some of the committees and  
 11 focus groups, and the mechanism for community  
 12 input? Next slide please.  
 13       The next.  
 14       So multiyear improvement plan for all  
 15 schools is a multiyear plan for identifying and  
 16 prioritizing capital needs for Baltimore County  
 17 Public Schools. The superintendent has made it  
 18 very clear from day one that it should be founded  
 19 on the guiding principles of objective data,  
 20 stakeholder participation, inclusion, and total  
 21 transparency. In order to meet that we have

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1 three pillars under that program. The first one  
 2 is enrollment projections, the second is  
 3 educational adequacy and equity, and the third is  
 4 facilities assessment. Next slide please.  
 5       The Baltimore County government with our  
 6 collaboration began the selection process for a  
 7 consultant on November 1, 2019. The consultant  
 8 was selected on March 10, the name of the company  
 9 is Cannon Design Group, and as you will recall,  
 10 schools and offices were closed on March 13th due  
 11 to pandemic, so immediately the consulting  
 12 company with our collaboration started changing  
 13 from bricks and mortar to a digital interactive  
 14 session type of meeting. Next slide.  
 15       The notice to proceed with the  
 16 consultant was given on April 1st and the target  
 17 for Cannon even though we are starting late and  
 18 even though we are changing it to a virtual  
 19 setting, the Phase One for high school continues  
 20 to be the fall of 2020. The Phase Two will have  
 21 a little more time and we still have the fall of

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1 2021 to complete that. Next slide please.  
 2       With the help of our county partners we  
 3 have created five committees, on is the executive  
 4 oversight, the second would be technical  
 5 oversight, and the third, fourth and fifth are  
 6 for the individual pillars that would form the  
 7 basis for this evaluation. All of the school  
 8 buildings will be looked at through the lens of  
 9 enrollment projection, capacity and utilization,  
 10 educational adequacy and equity, and facilities  
 11 condition assessment. There are committees and  
 12 focus groups for each of these and some of you  
 13 already have been part of the conversation. Next  
 14 slide please.  
 15       All of the focus groups will meet  
 16 throughout the study and those focus groups  
 17 include members of the Baltimore County Public  
 18 Schools, our administration, Baltimore County  
 19 government, the Board of Education of Baltimore  
 20 County, county counsel, community members and  
 21 area councils. Next slide please.

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1       Cannon has already scheduled a series of  
 2 interactive sessions with each of the focus  
 3 groups. They have been a little behind their  
 4 timelines because it took them a little while to  
 5 change from brick and mortar to virtual setting  
 6 but as you recall, some of the board members here  
 7 have been part of the different focus groups and  
 8 they have been part of the conversation. Next  
 9 slide please.  
 10       In addition to the focus groups there  
 11 are opportunities for the community's input.  
 12 There was an online survey that was conducted  
 13 from July 1st to July 15th, it was made available  
 14 in languages, and then there is an online comment  
 15 form and in that comment form comments can be  
 16 submitted throughout the MYIPAS and they will be  
 17 compiled and evaluated throughout the study.  
 18 Cannon is compiling those comments and including  
 19 in their rubric that they are using for each of  
 20 those pillars that we talked earlier. Next slide  
 21 please.



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1 At this time if you have any questions,  
 2 I'll try to answer them. If I can't give you the  
 3 answer now, I'll pass it on to Cannon and get the  
 4 answers for you. I encourage all the board  
 5 members that have been part to this to try to  
 6 attend, and appreciate your time. With that I'm  
 7 open for questions.

8 CHAIRMAN CAUSEY: Thank you very much,  
 9 Mr. Dixit, and I appreciate you acknowledging  
 10 board members that have been working on this  
 11 issue for quite some time, as we've been on the  
 12 Board longer than other board members, and  
 13 Ms. Henn who's not here this evening was  
 14 certainly a part of that, and also Ms. Rowe as a  
 15 parent advocate started a massive movement for  
 16 equitable facilities in BCPS schools, so this is  
 17 really a fruition of hard work by so many people  
 18 in terms of really trying to apply equitably the  
 19 funds that we get from our multiple partners.

20 So with that, I see folks that have  
 21 questions. Ms. Jose?

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1 MS. JOSE: I believe Mr. Kuehn had his  
 2 hand up first. He can go.

3 CHAIRMAN CAUSEY: Okay, thank you.  
 4 Mr. Kuehn?

5 MR. KUEHN: Thank you. Mr. Dixit, on  
 6 one of the slides under contract and schedule you  
 7 listed Phase One, high schools by fall 2020. So  
 8 can you describe what the expectation is at the  
 9 end of Phase One?

10 MR. DIXIT: Thank you for your question,  
 11 it's a good question. As you know, as  
 12 placeholder in our existing capital program we  
 13 had three high schools, Lansdowne, Towson and  
 14 Dulaney. Design funds for Lansdowne were already  
 15 approved and the other two schools were still  
 16 placeholders. Our goal is to make an attempt to  
 17 come up with a list of recommendations from the  
 18 consultant based on their evaluation of all of  
 19 the high schools, based on those pillars that I  
 20 talked about in the presentation. So we were  
 21 hoping to get that recommendation by late August

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1 or September but obviously we started late, so we  
 2 still are shooting for late fall, and that should  
 3 not have a major impact on our capital schedule  
 4 because we can still make some changes in our  
 5 state submission by late fall, late October I  
 6 believe, and we can also make changes to our  
 7 county capital program, which we will bring to  
 8 you, in the December or January time period.

9 MR. KUEHN: Just so that I'm clear,  
 10 something else that you stated is that Cannon had  
 11 to immediately kind of change their approach and  
 12 do this in a more virtual way. And if my  
 13 understanding's correct, part of what they were  
 14 supposed to do is go to every school and actually  
 15 do a thorough review and walkthrough; is that  
 16 accurate?

17 MR. DIXIT: That is accurate and they  
 18 are still doing that. They have been, their team  
 19 has visited every school and looked at it from  
 20 the lens of all facilities engineering. The  
 21 virtual setting, what it has replaced is instead

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1 of big town hall community meetings, will have  
 2 virtual sessions. And even though it required  
 3 adjustment, there has been robust discussion, and  
 4 Ms. Rowe has been part of some conversation  
 5 there, she can share with you. If I remember  
 6 right, Ms. Pasteur has been part of some of the  
 7 conversation. So it's just that we had to change  
 8 the method of operation, or Cannon has to change  
 9 that, but the robust dialog continues.

10 MR. KUEHN: Thank you, Mr. Dixit. My  
 11 last, an actual concern stems from the timing of  
 12 the online survey and the online comment form. I  
 13 believe they were made available July 1st to  
 14 July 15th and as we all know, that is, you know,  
 15 a perfect time for people to be on vacation and  
 16 not paying attention to emails that they're  
 17 getting from the school system since they all  
 18 just finished up school for the year. So my  
 19 concern is, and I don't know if there's a way to  
 20 measure this.

21 MR. DIXIT: Okay, so it is a legitimate

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1 concern but based on the responses that Cannon  
 2 has received, there were more than 22,000  
 3 responses and it included recommendations from  
 4 teachers, from employees, from community members,  
 5 from students. We were pleasantly surprised that  
 6 more than 2,500 students participated in the  
 7 survey. Board members, even though it is only 11  
 8 board members, there were 19 board member  
 9 responses, so obviously some of you responded  
 10 twice, so there has been an active participation  
 11 and we are happy.

12 In addition to that, the online comment  
 13 form will remain open throughout the study, so we  
 14 encourage you to submit your comments for  
 15 evaluation by Cannon.

16 CHAIRMAN CAUSEY: Does that complete  
 17 your questions, Mr. Kuehn?

18 MR. KUEHN: I'm not quite sure where you  
 19 lost me. I notice my Wi-Fi literally kicked out  
 20 as I was speaking. I was just pointing out that  
 21 July 1st through 15th is a difficult time for

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1 people to be engaged in online surveys regarding  
 2 something this important, so I didn't know if  
 3 there was a way to possibly provide another  
 4 15-day window.

5 MR. DIXIT: If I have the chair's  
 6 approval, I can repeat my response.

7 CHAIRMAN CAUSEY: Yes, please repeat it.

8 MR. DIXIT: So what I was saying is that  
 9 was a concern we had a for a while too, but based  
 10 on responses, we have received more than 22,000  
 11 responses, including 2,500 students and 19  
 12 responses from board members, and literally  
 13 thousands and thousands of responses. They are  
 14 all being compiled and at some point Cannon will  
 15 be glad to share that with you. So there was no  
 16 shortage of the responses, there was active  
 17 participation and we are grateful for it.

18 CHAIRMAN CAUSEY: And also --

19 DR. WILLIAMS: Go ahead, Ms. Causey, I  
 20 think we were going to say the same thing.

21 CHAIRMAN CAUSEY: And also Mr. Kuehn,

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1 what you missed it that Mr. Dixit explained that  
 2 there is continual comment that is available.  
 3 Mr. Dixit, could you explain what method, where  
 4 stakeholders can find that comment?

5 MR. DIXIT: Yeah, there is an online  
 6 comment form that will remain open throughout the  
 7 study and anybody can comment on that, and we  
 8 encourage everybody to submit their comment. It  
 9 helps us determine if it's relevant to the study,  
 10 because we have received several comments that  
 11 are not relevant to the study but in general  
 12 comments on other matters. So if you can focus  
 13 your comments on the multiyear improvement plan,  
 14 Cannon is looking at it, including that in their  
 15 rubric and in their evaluation instruments and  
 16 they will compile it and share it with you at  
 17 some point.

18 MR. KUEHN: Thank you. No further  
 19 questions.

20 CHAIRMAN CAUSEY: Ms. Jose?

21 MS. JOSE: Thank you. The first thing,

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1 Mr. Dixit, thank you for putting this together  
 2 and including all those focus groups, I think my  
 3 focus group is also coming up. Something that  
 4 just struck me was that you said out of the  
 5 25,000 responses, 22,000 were students?

6 MR. DIXIT: No, 22,000 responses, 2,500  
 7 students.

8 MS. JOSE: 2,500, okay. And then you  
 9 said 19 board members, we have 12.

10 MR. DIXIT: 19 responses from the board  
 11 members. It appears that some board members have  
 12 sent more than one response, which is okay, you  
 13 can submit as many responses, or as many comments  
 14 as you want.

15 MS. JOSE: Okay. And you know, I do  
 16 want to applaud the county as well for taking  
 17 part in this. As somebody who does capital  
 18 improvement projects I was appalled that BCPS did  
 19 not have a ten-year or multiyear capital project.  
 20 And I'll say it out there up front, it might  
 21 ruffle some feathers but I'm known to ruffle

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1 feathers. When I came to the school system  
 2 facility as an engineer what I saw was  
 3 disproportionately the schools that were attended  
 4 by minorities were in shambles and the system of  
 5 schools that were in pretty good shape and those  
 6 were predominantly in non-majority school  
 7 systems. And I've asked that to the school  
 8 system for the past two years and you know,  
 9 gotten a variety of responses that keep teetering  
 10 around trying not to upset people. But to me,  
 11 one of the key things of having this is to make  
 12 sure that our facilities are equitable, that our  
 13 disenfranchised children whether it's east or  
 14 west, whether it's Sparrows Point or Lansdowne  
 15 are not failing, and we don't give schools just  
 16 to the people who are always clamoring for it,  
 17 but it should go to our needs base. And that's  
 18 why I'm glad that you have these different focus  
 19 groups, equity and facilities, and I appreciate  
 20 being part of it as well.  
 21 So my question is, when the capital

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1 project comes back to the Board, will that  
 2 include all of that, focus groups, the equity  
 3 portion in terms of reviewing it through an  
 4 equity lens as well as needs base and not just  
 5 community base, to the Board for approval, and  
 6 what is the time line for that?  
 7 MR. DIXIT: Okay, so you have a lot of  
 8 questions in there. Let me just take one at a  
 9 time. Number one, yes, the superintendent made  
 10 it a point that adequacy and equity both are  
 11 considered and we're grateful for that. Our  
 12 Board chair from day one that I have heard her,  
 13 she has been insisting about the multiyear plan  
 14 and I'm so happy so see that it has finally come  
 15 to fruition and I'm very optimistic about it, so  
 16 thank her for that.  
 17 The final thing is about the equity.  
 18 There are two things in there. Most of these  
 19 projects have a better chance because of the way  
 20 we are funded if there's increasing enrollment,  
 21 because the emphasis on the capital plan for the

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1 past several years has been taking care of the  
 2 enrollment, so that's one of the answers to one  
 3 of your questions.  
 4 The final thing is the equity, condition  
 5 assessment, and utilization. These are three  
 6 pillars and there's a numerical score assigned to  
 7 each one of the pillars. Now adequacy and equity  
 8 will have their share of the score. It may  
 9 improve the chance of an older school or  
 10 inequitable school but it may not put it at the  
 11 top, because the condition and the capacity  
 12 utilization are still major factors. But it will  
 13 be, this will be the first time where equity is  
 14 part of the evaluation of our schools.  
 15 MS. JOSE: So it is for the first time  
 16 that you are using equity into the mix, and how  
 17 are you weighing these criteria whether it's  
 18 capacity, which I believe would be higher  
 19 weighted average over facility condition. So  
 20 would that be in, you know, would we know how  
 21 you're weighing those averages?

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1 MR. DIXIT: Yeah, those averages will be  
 2 assigned a score for each category, that rubric  
 3 is quite complex and at some point Cannon will  
 4 share that with you, but to make it really easy  
 5 to understand, it includes hundreds of different  
 6 criteria and it was developed, they have  
 7 developed a rubric based on their experience and  
 8 based on community comments. So in your focus  
 9 groups you are participating in interactive  
 10 sessions, and based on that data they fine tune  
 11 their rubric.  
 12 MS. JOSE: Thank you. I'm pretty  
 13 excited about this because I think this is what  
 14 we need in Baltimore County Public Schools, and I  
 15 want to make sure that our facilities are  
 16 equitable and for everybody based on needs and  
 17 not political demands, and that's what I've seen  
 18 that was appalling to me as an engineer, that you  
 19 know, lots of things were being superseded by  
 20 community demands as opposed to needs base, so  
 21 I'm really excited about this and I'm looking

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1 forward to reading that capital report. Thank  
 2 you.  
 3 CHAIRMAN CAUSEY: Ms. Rowe?  
 4 MS. ROWE: Hi. Mr. Dixit, I just have a  
 5 couple questions.  
 6 MR. DIXIT: Sure.  
 7 MS. ROWE: In the process of doing this,  
 8 one of the things that I've noted as I looked at  
 9 the 2014 facilities assessment and the different  
 10 process by which the county selects projects is  
 11 that quite often what happens is that areas of  
 12 the school system where developers have  
 13 developments that they want to do end up with  
 14 overcrowded schools and consequently those end up  
 15 also being some of the more wealthier schools,  
 16 and the older neighborhoods that have a lot of  
 17 rental units where there's no room for  
 18 development, those schools end up being both  
 19 under capacity and in poorer conditions because  
 20 the county is expanding development so fast that  
 21 there are always overcrowded schools that are

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1 always taking the same money, so we end up with  
 2 the same communities and the same areas of the  
 3 county getting a lot of money to alleviate  
 4 overcrowding. At the same time there are other  
 5 school facilities that their communities, like  
 6 Colgate and Dundalk for instance, had to really  
 7 fight hard to get the schools rebuilt because it  
 8 wasn't overcrowded, it was just that things were  
 9 falling apart so badly that the children couldn't  
 10 go to school there anymore.  
 11 So what I want to know is, is this study  
 12 going to adequately weight the school conditions,  
 13 because some of these schools are beyond what the  
 14 IAC would consider their window of life cycle and  
 15 they're at the point where preventative  
 16 maintenance can no longer expand the life cycle,  
 17 and these schools need either significant  
 18 renovations or complete rebuilding but they're  
 19 not really going to be overcrowded in most cases  
 20 because there may not be development, and in many  
 21 cases those are also the same areas where there

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1 are a lot of minorities going to school. So like  
 2 Hawthorne Elementary for instance, probably isn't  
 3 ever going to be overcrowded, but the school is  
 4 very old, it's probably one of the worse  
 5 conditioned schools in my district and it is  
 6 majority African American with over 70 percent  
 7 free and reduced meals. So in that situation,  
 8 what's going to happen with a school like that?  
 9 MR. DIXIT: So that's a good question,  
 10 it's a good question and it's a complex question.  
 11 We have been struggling, we as a system have been  
 12 struggling trying to get the right answer for  
 13 that question. Our needs are far greater than  
 14 the funds available. The county has made  
 15 tremendous improvement in funding the last few  
 16 year and we are grateful for that, but even now  
 17 our needs are far greater than the funding  
 18 stream. Hopefully, our goal is to get from this  
 19 study that what is the funding that is needed,  
 20 how long is it going to take for us to take care  
 21 of all the needs based on current level of

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1 funding, and how much funding will be needed to  
 2 shorten that cycle so that we can get to some of  
 3 those schools that are in bad condition or the  
 4 areas that we need additional seats. And that's  
 5 the best answer I can give you right now based on  
 6 what I know, but as you participate in some of  
 7 these sessions that you have, and when you get  
 8 the results of this study, hopefully some of  
 9 these questions will be answered by lot more  
 10 qualified people than I am at this time.  
 11 MS. ROWE: Mr. Dixit, are we going to  
 12 see all of the data about facilities condition,  
 13 previous spending on facilities, along with the  
 14 poverty and racial breakdown of the facilities?  
 15 MR. DIXIT: We have shared with Cannon  
 16 whatever they have asked from us and the county  
 17 has shared every bit of information and they have  
 18 requested the state, and whatever information we  
 19 have, we have passed it on to Cannon. So all  
 20 that I can tell you is that we are sharing  
 21 everything with them and what they will use and

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1 how they will use, you will be part of the  
2 conversation as we go along.

3 MS. ROWE: Okay. So at what point when  
4 they give all that compiled data back to the  
5 school system, will the Board be able to see it  
6 as a collection of data that's comprehensive that  
7 they collected?

8 MR. DIXIT: The final report is  
9 projected to be next year, fall of '21, but the  
10 initial recommendation for the high school part  
11 only, we are shooting for the fall of this year.

12 MS. ROWE: Okay, thank you.

13 CHAIRMAN CAUSEY: The next hand up I see  
14 is Dr. Hager and then I have a question, and  
15 we'll see who else has a question after that.  
16 Dr. Hager?

17 DR. HAGER: Thank you. This is an area  
18 where I have a steep learning curve, it's  
19 definitely not up my alley, so I apologize if it  
20 doesn't make any sense. Building off what Lily  
21 said, is Cannon developing their own rubric, is

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1 that what's happening with the data that they are  
2 using? Is there not kind of an existing and  
3 acceptable rubric nationally for making these  
4 decisions?

5 MR. DIXIT: They are, they have a rubric  
6 that they have used in the past for other school  
7 systems but each community, each school system  
8 has there unique set of needs, so that's why they  
9 have these interactive sessions to find out what  
10 is the need for the Baltimore County Public  
11 Schools community. In case of equity there may  
12 be needs from community to community and they  
13 have a way to get all of that together,  
14 incorporate in their rubric and come up with an  
15 evaluation instrument.

16 DR. HAGER: Okay. I also have a concern  
17 about the weight of the community input and the  
18 enrollment data just because, just like they  
19 said, that could create an inequitable score  
20 moving forward. And then my second, or my  
21 question is then, so there's a list of 11 schools

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1 in the capital request form that were either to  
2 be new or rebuilt, and so will all of those  
3 schools be put forward to the state or is this  
4 process to identify which of those schools will  
5 be put forward for new buildings this year?

6 MR. DIXIT: Okay. The list that you  
7 have in front of you, the attachment that says  
8 fiscal year 2022 submission, this is for request  
9 of state funds for the projects that have been  
10 approved by the previous Board. The ones that  
11 are completed, they're taken off the list and new  
12 projects are added. New projects are primarily  
13 added based on the capacity need. A lot of this  
14 program is driven by capacity and infrastructure  
15 needs. Also in the past three or four years,  
16 there was need for air conditioning so a big  
17 portion of capital program, a couple hundred  
18 million dollars, was spent to air condition about  
19 50 percent of the schools that did not have air  
20 conditioning. So each year we identify themes  
21 for capital program and this year it appears to

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1 be continuation of capacity needs, modernization  
2 of infrastructure and inclusion of high schools  
3 where we can. In the past we have taken care of  
4 a lot of our elementary schools and middle  
5 schools but we have not been able to do high  
6 schools to that extent. The past couple of years  
7 we have renovated two high schools and the other  
8 two high schools that we wanted to renovate,  
9 communities didn't want renovation, they wanted  
10 new schools, so we could not complete those  
11 renovations. Did I answer your question? You  
12 asked a really good question and --

13 DR. HAGER: I think so.

14 MR. DIXIT: I want to make sure I make  
15 an equally good response.

16 DR. HAGER: No, it's really good, and  
17 I'm still learning. So those 11 schools are set  
18 to be either rebuilt or have new schools built,  
19 so the multiyear plan is for new schools, not  
20 those 11.

21 MR. DIXIT: That's right. The schools

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1 that are in this plan, they are called legacy  
 2 projects, so any school that has been funded  
 3 totally for design or has been funded by county  
 4 and we are waiting for state funds, that is not  
 5 part of this program, this multiyear plan. This  
 6 is to look forward, how we should do from here  
 7 on.  
 8 DR. HAGER: Got it, very helpful.  
 9 MR. DIXIT: Thank you.  
 10 DR. HAGER: Thank you.  
 11 CHAIRMAN CAUSEY: So Mr. Dixit, my  
 12 question relates to more prior questions, but we  
 13 have established an equity committee and I  
 14 wondered if the chair of that committee,  
 15 Ms. Scott, wanted to talk a little bit about the  
 16 equity audit that her committee is working on  
 17 with for the school system, because I think that  
 18 when we are discussing equity within our school  
 19 district, the data is important. So Ms. Scott, I  
 20 don't know if you wanted to comment about that or  
 21 if we want to just make sure that you as the

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1 chair of the equity committee are involved in  
 2 this process so that the work of the equity  
 3 committee can be folded into this work where  
 4 appropriate.  
 5 MS. SCOTT: Oh great, thank you very  
 6 much for giving me the opportunity to speak about  
 7 the committee and the audit, the equity audit. I  
 8 had the opportunity to participate in one of the  
 9 sessions that Mr. Dixit spoke about and to be a  
 10 part of the focus group and to talk about that.  
 11 We are still compiling it and we will eventually  
 12 be able to speak more about it. I think it would  
 13 be premature to speak about it at this point as  
 14 it is still coming together, but we intend to  
 15 have a full report that we will bring to the full  
 16 Board out of the committee that will basically  
 17 talk about where we are, where we are currently,  
 18 what we're doing, and how we're going forward.  
 19 But again, thank you very much for giving me the  
 20 opportunity to speak about that and I hope  
 21 everyone is as excited as we are on the committee

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1 to share that with the full Board.  
 2 CHAIRMAN CAUSEY: Yes, that will be  
 3 great. So meanwhile, I would just ask  
 4 Dr. Williams and Mr. Dixit to include Ms. Scott  
 5 where appropriate in terms of really honing in on  
 6 the equity work that's being done. Other board  
 7 members?  
 8 MS. MACK: Ms. Causey, this is Lisa  
 9 Mack.  
 10 MS. SCOTT: I appreciate that, thank  
 11 you, Ms. Causey. Sorry.  
 12 MS. MACK: I'm sorry, Makeda.  
 13 CHAIRMAN CAUSEY: Go ahead Ms. Mack.  
 14 MS. MACK: Mr. Dixit?  
 15 MR. DIXIT: Yes, ma'am.  
 16 MS. MACK: So did we throw away money on  
 17 the high school capacity study or are we going to  
 18 use any of that data at all?  
 19 MR. DIXIT: Whenever we do these kinds  
 20 of studies it is added knowledge that we need.  
 21 You know, just one study is never complete so we

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1 have passed on, they asked for a copy of that,  
 2 Cannon asked for a copy of old GWWO studies that  
 3 we have shared with them. How much of that they  
 4 will use, it depends on their rubric, but they  
 5 know everything that was done in high school  
 6 study. You know, you hire four consultants, they  
 7 look at the same problem and they look at it from  
 8 different angles, and everybody adds some value  
 9 to the process. So I won't say we have thrown  
 10 the money away. How much of it is useful, let  
 11 the results of Cannon speak for themselves.  
 12 MS. MACK: Okay. My next question, I  
 13 guess I looked at this a little differently.  
 14 When I look at the projects, the list that has 40  
 15 schools on it, did I hear you say in answer to  
 16 Dr. Hager's question that the schools that are on  
 17 here with the words under project, either new  
 18 school or replacement school, there will be no  
 19 changes to that? Is that a true statement or did  
 20 I misunderstand?  
 21 MR. DIXIT: No, you understood it right.

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1 If you look at that attachment and you go all the  
 2 way up to Lansdowne High School, so all of those  
 3 schools have already been funded by county  
 4 including the design for Lansdowne High School.  
 5 Anything below that if there's a new project or  
 6 future project, that will impact it. So any high  
 7 school other than Lansdowne is not included, and  
 8 that's going to be part of the study.  
 9 MS. MACK: Thank you for that  
 10 clarification. And then my last question is, I  
 11 know that we've been asking for a ten-year plan,  
 12 but ten years is a long time. Will there be a  
 13 provision in this plan if something happens where  
 14 there is a big change for a school that's further  
 15 down to get moved up, or is it cast in stone when  
 16 it gets on the ten-year plan?  
 17 MR. DIXIT: Now I'm not the final  
 18 authority to answer that question, but I can tell  
 19 you based on my experience looking at other  
 20 county school systems, they look at these plans  
 21 periodically after three, four, five years, and

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1 if there is any change warranted they go back to  
 2 the school board and county council to say that  
 3 this program was developed seven years ago and  
 4 these changes have taken place. So sometimes  
 5 they incorporate it, sometimes changes are  
 6 approved, sometimes they're not, but it will be  
 7 reasonable to assume that if there will be  
 8 changes coming five years down the road, then you  
 9 or I or all of us will get a chance to look at it  
 10 one more time.  
 11 MS. MACK: Okay, and just one more  
 12 clarification. So four high schools, it would  
 13 not, there could be changes to Dulaney, Towson,  
 14 Parkville -- well, I'm sorry, Parkville is a roof  
 15 replacement. Based on the outcome of the Cannon  
 16 study, Dulaney and Towson could be moved off of  
 17 this list, is that a correct statement?  
 18 MR. DIXIT: That's a correct statement,  
 19 any future high school program after Lansdowne  
 20 will be developed by Cannon in this report and  
 21 that recommendation will be made to the School

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1 Board and to the county council and if everybody  
 2 approves it, then we move forward.  
 3 MS. MACK: All right, thank you very  
 4 much, and thank you for your work on this,  
 5 Mr. Dixit.  
 6 MR. DIXIT: Thank you, thank you for  
 7 your question.  
 8 CHAIRMAN CAUSEY: So I have two board  
 9 members that already spoke that want to speak  
 10 again, but is there any board member that has not  
 11 yet spoken that would like to ask a question or  
 12 make a comment? Okay. Then we'll go with  
 13 Ms. Rowe and then Ms. Jose.  
 14 MS. ROWE: Mr. Dixit, I forgot to ask  
 15 one question. You and I have spoken about this  
 16 before and how the IAC has been working on for a  
 17 couple years now changing their guidelines and  
 18 their funding formula so that it weights  
 19 facilities condition included with overcrowding  
 20 and not just overcrowding being so heavy  
 21 weighted, and I know they're in the process of

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1 getting facilities condition reports from all the  
 2 school system so they can apply those formulas to  
 3 the new funding.  
 4 Can you tell me two things? What year  
 5 will the new formulas take effect for the new  
 6 funding process, and is Cannon aligning their  
 7 rubric with the state's new adequate facilities  
 8 formula?  
 9 MR. DIXIT: Okay, there are some  
 10 questions in there that I don't have the answers  
 11 to. So schedule for state's study is different  
 12 than our schedule. We are planning to complete  
 13 our study by next year. Cannon is aware of what  
 14 the state is planning to do, they know exactly  
 15 what they're doing, but every consultant has  
 16 slightly different methodology and everybody has  
 17 a different schedule. In order for us to align a  
 18 hundred percent with the state, we will have to  
 19 wait for the state's schedule to complete their  
 20 evaluation, which may take several years. So  
 21 what you will see here is a condition assessment

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1 by Cannon, evaluation of capacity and enrollment  
 2 projections, a review of that by Cannon, and  
 3 Cannon's development or rubric for adequacy and  
 4 equity.  
 5 MS. ROWE: So what happens if the list  
 6 that they come up with that we all approve ends  
 7 up being different than the priority list that  
 8 the state hands us for funding?  
 9 MR. DIXIT: Well, the state does not  
 10 decide local priorities. Local priority is  
 11 always decided by local school boards and local  
 12 administration.  
 13 MS. ROWE: Are they not changing that?  
 14 MR. DIXIT: They are not changing our --  
 15 the priority of projects that you see in the  
 16 attachment is developed by us, by the  
 17 superintendent, by the Board.  
 18 MS. ROWE: Okay. So you don't think  
 19 that their weighting of facilities condition is  
 20 going to make some of our projects that are  
 21 heavily dependent on overcrowding change at all?

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1 MR. DIXIT: Well, they may change their  
 2 funding parameters for each project, but they  
 3 will not change the priority of the project.  
 4 MS. ROWE: I see. Okay, thank you.  
 5 CHAIRMAN CAUSEY: Ms. Jose?  
 6 MS. JOSE: Mr. Dixit, when you're  
 7 talking about this multiyear plan and you just  
 8 spoke in answering one of the questions, is this  
 9 going to be some kind of working living document  
 10 that's going to keep getting updated because  
 11 priorities may be changing through the years  
 12 because a ten-year capital plan is really not  
 13 that long because by the time you prioritize a  
 14 project and the planning, design, construction,  
 15 essentially it's a six-to-eight-year period, so  
 16 will this keep getting updated and will this keep  
 17 coming back to the Board as priorities and  
 18 funding formulas and rubrics change because one  
 19 size does not fit all, and so this has to be  
 20 tailored to specifically Baltimore County Public  
 21 Schools, and I don't know if I answered my own

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1 question, but does that, is this is this a living  
 2 document that will keep getting updated like the  
 3 IEA ten-year CIP plan?  
 4 MR. DIXIT: I think part of the question  
 5 you answered yourself, but let me provide some  
 6 additional information. You are right in saying  
 7 that a project takes four, five, six years to  
 8 complete sometimes. By the time we start talking  
 9 about high school to getting planning approval on  
 10 the funding and construction, it may be a  
 11 five-to-seven-year cycle. So while it is a  
 12 living document, the life of the document is not  
 13 one or two or three years, it is a lot longer  
 14 than that. So what will happen ten years from  
 15 now, we don't know. How will changes in the  
 16 enrollment, we don't know. But one thing we  
 17 know, that the condition of the building it is  
 18 easy to project as to what will happen in ten  
 19 years. If the building is new, we can project  
 20 what it will be, how much degradation will be in  
 21 the next ten years under reasonable conditions.

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1 If the building is falling apart now, it's going  
 2 to be even worse in ten years. So there is some  
 3 reasonable projections for ten years.  
 4 So one third or so of the evaluation is  
 5 the condition. The other third or so, whatever  
 6 the rubric indicates is the capacity. Capacity  
 7 may change, but still from what we have seen in  
 8 most of the cases, there are solid trends for  
 9 enrollment projections. Yes, there are  
 10 deviations so there may be a few percent cases  
 11 where it is needed, and that's when we come to  
 12 the Board and indicate that. And that happens  
 13 even now that when the conditions change, some of  
 14 the projects we may bring to you next time, we  
 15 may change a priority based on new information.  
 16 So at that time it's the Board's prerogative to  
 17 change the priority even if we follow the  
 18 document, and if there are some changes that are  
 19 convincing changes, in my mind the Board still  
 20 has the authority to change them. I don't know  
 21 if I answered your question or not, but I tried



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1 to.

2 MS. JOSE: Yes, you did, and I want to

3 point out that the ten-year census is ongoing

4 right now, a lot of the studies are using census

5 data for projecting those enrollment numbers, at

6 least as part of the base data that they use, and

7 then the get the rest of it from local census

8 jurisdictions. So my question is essentially

9 yes, they will look into capacity using census

10 numbers, they will look into the building

11 condition assessment, maintenance plans. But

12 eventually it all boils down to how do we

13 cohesively bring it together in an equitable

14 fashion and make it into a more humane document

15 and not just a technical document without taking

16 into consideration the human factor, which I

17 think is important for us to consider as a board,

18 but I think you answered some of my questions, so

19 thank you.

20 MS. MACK: Ms. Causey, can I just ask a

21 clarifying question to that conversation?

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1 CHAIRMAN CAUSEY: Yes, Ms. Mack.

2 MS. MACK: Mr. Dixit, for as long as

3 I've been on the Board every time you present

4 this sheet I ask you the same question, and you

5 and Mr. Smith at the time, now Dr. Scriven, I

6 would say can there be any changes to this sheet,

7 and I think your answer always was, Ms. Mack, if

8 we make any changes to this sheet we put state

9 dollars at risk. But I think I just heard you

10 say to Ms. Jose that we can change it as we need

11 to change it, so are we not, do we not have that

12 risk with state funding by making changes to a

13 document that we submit to them?

14 MR. DIXIT: It's a very good question

15 and thank you for asking it. We try our best to

16 be consistent with this document because there is

17 a continuous dialogue with us and our fiscal

18 partners, that's county and state both, so if we

19 decide to change too frequently, too many

20 projects, you are right, our statement is always

21 right. But if there are major changes in

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1 enrollment projections or if there are major

2 changes in the condition of the systemic part,

3 then yes, we should change.

4 MS. MACK: We should go back and make

5 that argument.

6 MR. DIXIT: Yeah, we make that argument.

7 And as you know, that after this thing is

8 approved there is a document, there is a plan

9 that is submitted to state which is four times

10 thicker than the old Verizon telephone directory,

11 and it's a huge document with every bit of

12 information about the neighborhood, about the

13 community, about the enrollment, about the

14 condition of the building, so they know all about

15 it that we know. So when we make a change we

16 tell, we share with them why are we making this

17 change and justify it.

18 MS. MACK: Okay, thank you. I just, I

19 know that's a question I ask often and it's a

20 question that you have answered for me many times

21 and I just wanted to clarify that. Thank you.

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1 CHAIRMAN CAUSEY: Any other board

2 members with questions for Mr. Dixit? Okay.

3 Ms. Rowe, is your hand still up or is that from

4 before?

5 MS. ROWE: I would just like a copy of

6 the four times thicker than the phonebook

7 document if it's submitted to the state.

8 MS. DIXIT: You already have it from

9 last year.

10 MS. ROWE: So it's the state submission

11 you're talking about.

12 MR. DIXIT: That's right.

13 MS. ROWE: Okay, thank you.

14 CHAIRMAN CAUSEY: Okay, thank you,

15 Mr. Dixit. Ms. Jose, is your hand still up or is

16 that from before?

17 MS. JOSE: I think that's from before.

18 CHAIRMAN CAUSEY: Okay, great. Okay.

19 Well, thank you very much, Mr. Dixit, for all of

20 that information, and this is a project and a

21 process that will move forward and as you said,

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1 the Board will continue to get updates, and the  
 2 public and the communities will be involved in  
 3 the process, so thank you very much.  
 4 MR. DIXIT: And thank you for your  
 5 support.  
 6 CHAIRMAN CAUSEY: Absolutely.  
 7 So the next item on the agenda is board  
 8 member comments and for that we will go around  
 9 the dais, and this time we will start with  
 10 Ms. Rowe.  
 11 MS. ROWE: I just want to say that I'm  
 12 very glad that we're getting moving on the  
 13 facilities plan and that we have an equity  
 14 committee now, and there's a lot of things that  
 15 when I, even before I was on the Board that I  
 16 wanted to see our school system work on, and  
 17 we're seeing a lot of that take place now and  
 18 it's progressing even though we're in the middle  
 19 of a global pandemic. And I think that every  
 20 board member is to be commended for working on  
 21 these issues, but also our school system staff is

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1 doing a lot of work also in cooperation with the  
 2 superintendent and the Board, and I really am  
 3 grateful that there's patience among everyone to  
 4 be able to look at issues that maybe someone else  
 5 is their focus issue but they want to work on  
 6 something else. And I'm glad that we're able to  
 7 do that as a board and that the school system is  
 8 able to work on many different things at one time  
 9 and really focus on those things and not operate  
 10 in silos. And I see a lot less operating in  
 11 silos in the school system now than before we had  
 12 an elected board, so I'm very grateful for that  
 13 and I really look forward to seeing the future  
 14 work that we're going to do together. And with  
 15 that, I just hope that all of our families are  
 16 well and that people are staying healthy, and  
 17 that when virtual learning starts that students  
 18 will be refreshed as they can be from the summer  
 19 and be ready to start.  
 20 CHAIRMAN CAUSEY: Thank you. Ms. Scott?  
 21 MS. SCOTT: Yes, thank you. I just

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1 would like to commend again as I said before, the  
 2 staff, Dr. Williams, for the job that they're  
 3 doing in these unprecedented times during the  
 4 whole COVID-19 pandemic, supporting our children,  
 5 supporting our parents, supporting our  
 6 communities, answering questions. I just feel  
 7 they should be acknowledged for the work that  
 8 they are doing, they have done and will continue  
 9 to do, and I would like to just say how proud I  
 10 am of all the work that they're doing and that I  
 11 fully support them.  
 12 And I would also like to look forward to  
 13 the upcoming year, it's different, it's virtual,  
 14 but I feel that we are moving forward in a good  
 15 direction and I look forward to hearing more  
 16 updates as to how it progresses and ways we as a  
 17 board can support the staff as we move forward.  
 18 So thank you again for that, and I hope everyone  
 19 has a good evening.  
 20 CHAIRMAN CAUSEY: Ms. Mack? Ms. Mack?  
 21 Okay, we'll move on to Mr. McMillion.

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1 MS. MACK: I was muted, sorry.  
 2 CHAIRMAN CAUSEY: Okay, Ms. Mack.  
 3 MS. MACK: No. I just wanted to say  
 4 thank you to Dr. Williams and his staff for the  
 5 work they've done and information they provided  
 6 tonight. I would like to say to teachers and  
 7 administrators, I know administrators have worked  
 8 through the summer, but I also know that a lot of  
 9 teachers have worked through the summer trying to  
 10 test out different ways of showing data to each  
 11 other, and I wish administrators, teachers,  
 12 students and parents the best in the upcoming  
 13 next two weeks as school gets ready to start.  
 14 CHAIRMAN CAUSEY: Mr. McMillion?  
 15 Mr. McMillion? If Mr. McMillion is not with us  
 16 right now, we will --  
 17 MR. MCMILLION: I am.  
 18 CHAIRMAN CAUSEY: Oh, there you are.  
 19 MR. MCMILLION: I'm with you, are you  
 20 okay?  
 21 CHAIRMAN CAUSEY: Yes, we can hear you

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1 now.

2 MR. MCMILLION: Okay, good. I two

3 points that I want to make. I have the utmost

4 trust and confidence in Dr. Williams and his

5 staff and all the decisions that they make in

6 regards to the reopening. And secondly, in March

7 when we closed down, I said publicly that this

8 was going to change the face of public education

9 for the better. I'm very excited to see our new

10 direction, because we have to change the way that

11 we've been operating over the many decades before

12 now. Thank you.

13 CHAIRMAN CAUSEY: Ms. Jose?

14 MS. JOSE: Thank you. Thank you once

15 again, I'm going to repeat what a lot of other

16 board members said. Thank you, Dr. Williams and

17 staff, for working so hard on this reopening

18 entry plan for the teachers and principals, and I

19 hope all of our students have a great academic

20 year ahead. Thank you. Good night.

21 CHAIRMAN CAUSEY: Mr. Muhumuza?

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1 MR. MUHUMUZA: Yes. I hate to be

2 repetitive but I also want to reiterate my praise

3 for Dr. Williams and the staff and every single

4 teacher in the school system. This past year I

5 got a rare opportunity to work with the central

6 staff and coming from the east zone where we

7 haven't had that much interaction with central

8 staff and our misconceptions about the work the

9 school system does and its lack of transparency,

10 I think it's been invalidated, in my opinion it's

11 been really invalidated from seeing there work.

12 Just a couple weeks ago I got to sit in a meeting

13 with the communications team and gee, I can't

14 really explain how professional and diligent they

15 really worked. And Dr. Williams, it's all due to

16 your leadership and every single staff, so I

17 commend you all. Thank you.

18 CHAIRMAN CAUSEY: Mr. Offerman?

19 MR. OFFERMAN: Yes. I would like to say

20 to all stakeholders and everyone involved with

21 this that we've heard a lot about the plans,

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1 which I'm very happy and very excited about, but

2 I also know we need to stay very flexible because

3 this is an ever changing environment and we are

4 learning as we all do this. So I would ask

5 everyone to understand that there's a very tough

6 learning curve with this and hopefully we will do

7 better and we'll also, we also continue to

8 improve. Thank you.

9 CHAIRMAN CAUSEY: Ms. Pasteur?

10 MS. PASTEUR: Yes. I want to, Winston

11 Churchill said that we make a living by what we

12 give, but -- we make a living by what we get, but

13 we make a life out of what we give, and so from

14 Dr. Williams through the staff to the school

15 administration, to teachers, to custodians,

16 cafeteria workers, everyone who is working in

17 this system, and parents, I have an abundance of

18 appreciation for what you have done and what you

19 are doing and what you will do. This has been

20 monumental. Staff, the work you've done is more

21 than the paycheck that you get, so it really is

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1 more than making a living, and the same soon will

2 be for those in the schoolhouse. And for

3 parents, you've stepped up, thank you for keeping

4 us on our toes. This virus as dreadful as it is

5 is making us stronger and better and thinking out

6 of the box, and like Mr. McMillion said, I'm

7 excited, I'm excited about all of the

8 possibilities that are ahead of us for what we

9 can really do in terms of educating our children.

10 CHAIRMAN CAUSEY: Mr. Kuehn?

11 MR. KUEHN: Thank you, Ms. Causey. I

12 just wanted to take a minute as a parent to sit

13 there and say that I realize along with multiple

14 board members that it's a difficult time and

15 there's a lot of anxiety with kids going back to

16 college and our school year about to kick off,

17 there's a lot going on in families across our

18 county and state and across the nation. And I

19 just want to make sure that we're doing the best

20 that we can for the people of Baltimore County.

21 So the one thing that I do want to make

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1 sure that we realize is we're all trying to  
 2 deliver an education the best way we can to the  
 3 public and we need to just keep our eye on the  
 4 ball, and hopefully staff, administrators, all  
 5 the way down, up and down and across the entire  
 6 system realize that the key is to provide the  
 7 best education possible with what we have at the  
 8 time we have it. And like Mr. Offerman said,  
 9 flexibility is very important, so we're going to  
 10 work to make this the best year we can, and good  
 11 luck. Thank you.

12 CHAIRMAN CAUSEY: Dr. Hager?  
 13 DR. HAGER: Thank you. So I want to  
 14 echo what everyone else has said already, that  
 15 we're very grateful to the school system for the  
 16 wonderful effort they're put forth. Especially I  
 17 want to say thank you again for the plan for high  
 18 school sports, I think you're giving a lot of  
 19 student athletes a lot of hope and I think that  
 20 is going to be really exciting for them to hear  
 21 about tomorrow morning. I'm also optimistic just

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1 generally how things are going to go this fall, I  
 2 think the plan is very well thought out. But I  
 3 do encourage parents and students and teachers  
 4 and staff to continue providing feedback,  
 5 including when things are going well and some of  
 6 the things that you like about the plan, and how  
 7 things are going once it gets implemented. And  
 8 you know, saying again what others have said,  
 9 that this is a first for all of us, we're all in  
 10 this together, and I know that everyone is really  
 11 invested in getting it right. So please don't be  
 12 shy, and continue to write to the School Board  
 13 and to the rest of the school system to kind of  
 14 keep us posted on how it's going for your family  
 15 and your children. That's it.

16 CHAIRMAN CAUSEY: Thank you. For my  
 17 board comments this evening I wanted to read the  
 18 email that was sent as part of public comment  
 19 submitted by the president of TABCO, Ms. Cindy  
 20 Sexton.  
 21 Dr. Williams, Chairwoman Causey, Vice

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1 Chair Henn and members of the Board:  
 2 Educators miss their students. We miss  
 3 our peers, our classrooms, our supplies, but most  
 4 of all we miss our students. We can't wait until  
 5 we can greet them in person and welcome them into  
 6 our physical learning environments but we know  
 7 that that can't happen with the pandemic.  
 8 School is starting in four short weeks  
 9 and will be nothing like any of us have ever done  
 10 before. This is not the continuity of learning  
 11 that we implemented in crisis mode in the spring,  
 12 this will be authentic and rigorous. There will  
 13 be expectations for attendance, engagement and  
 14 grades. Woven into it all will be educators  
 15 always aware of the social emotional health and  
 16 needs of their students, needs that have been  
 17 exacerbated by COVID-19 concerns and unknowns,  
 18 and all the race and racism issues, rallies and  
 19 needs that were brought to the forefront of our  
 20 communities and our nation this summer. There is  
 21 so much going on in our society. Educators are

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1 here for the students, we want to help them,  
 2 teach them, be there for them. Let us not forget  
 3 that our educators, our families, our communities  
 4 are also going through these same feelings and  
 5 emotions.  
 6 Let us please make sure we are leaving  
 7 time and availability for the adults to reach out  
 8 for social emotional support too. We ourselves  
 9 must be physically and mentally, emotionally well  
 10 in order to best serve our students, and we will  
 11 be serving our students. Educators didn't stop  
 12 teaching in the spring, and will be working even  
 13 harder in the fall. We know BCPS leadership, the  
 14 Board of Education members, all members of the  
 15 bargaining units, we all know how much effort,  
 16 time, planning and work has gone into and will  
 17 continue to go into our distant learning plans  
 18 and implementation. We know it won't be easy.  
 19 Through clear communication and collaboration we  
 20 will all work to be sure our students succeed.  
 21 The challenges and opportunities are great.

1 Let's face them together.  
 2       Respectfully submitted by Cindy Sexton.  
 3       And the last thing I'll say to our  
 4 students is please understand that all of these  
 5 people, professionals, volunteers, parents are  
 6 dedicated to your wellbeing and your success. We  
 7 love you very much.  
 8       And now the next item on the agenda is  
 9 Item R, information. Attached to BoardDocs is  
 10 the revised Superintendent's Rule 1270, community  
 11 relations, community involvement, parent and  
 12 family engagement. Also is the revised  
 13 Superintendent's Rule 5230, students promotion  
 14 and retention of student records.  
 15       The last item on the agenda is Item S,  
 16 announcements. Our next board meeting is  
 17 Tuesday, August 25th at 6:30 p.m.  
 18       And with that our meeting is, we are  
 19 closing our open session and we are going back  
 20 into a closed session.  
 21       (Open meeting adjourned.)

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

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