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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
HYBRID VIA MICROSOFT TEAMS

SEPTEMBER 28, 2021

Transcribed by:
Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Makeda Scott, Board Chair

4 Julie C. Henn, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Cheryl E. Pasteur

13 Lily P. Rowe

14 Christian Thomas, Student Member

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1 **PROCEEDINGS**

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

3 Chairwoman Makeda Scott. I now call to order the

4 meeting of the Board of Education of Baltimore

5 County for Tuesday, September 28th, 2021. I

6 invite you to recite the pledge of allegiance to

7 the flag to be led by Mr. Thomas. We will then

8 have a moment of silence in recognition of those

9 who have served education in Baltimore County.

10 (Pledge of Allegiance.)

11 (Moment of silence.)

12 Thank you, Mr. Thomas.

13 Tonight's Board of Education meeting is

14 being held both in person and by phone by board

15 members, and streaming on line through Microsoft

16 Teams, and broadcast through BCPS TV, Comcast

17 Xfinity Channel 73, Verizon FiOS Channel 34. In

18 order to efficiently conduct this meeting, all

19 voting this evening will be done by a rollcall

20 vote.

21 The first item on the agenda is the

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1 consideration of the September 28th agenda.
 2 Dr. Williams, are there any additions or changes
 3 to tonight's agenda?
 4 DR. WILLIAMS: I think we have one
 5 change from Board Member Ms. Jose.
 6 MS. JOSE: Ms. Pasteur will be
 7 presenting the change.
 8 MS. PASTEUR: I would like to add a
 9 motion to add to the agenda an item to consider
 10 our handbook please.
 11 CHAIRWOMAN SCOTT: Is there a second?
 12 MR. OFFERMAN: Second, Offerman.
 13 CHAIRWOMAN SCOTT: Thank you.
 14 Ms. Gover, may we do a rollcall vote please to
 15 add the handbook to the agenda.
 16 MS. JOSE: I would like to amend it to
 17 add it to the agenda after Item G.
 18 MS. PASTEUR: I apologize, yes, it would
 19 be after Item G.
 20 CHAIRWOMAN SCOTT: Okay, so the motion
 21 is to add the handbook to the agenda after

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1 Item G.
 2 MS. PASTEUR: Yes, that's correct.
 3 CHAIRWOMAN SCOTT: And it was seconded
 4 by Mr. Offerman, thank you.
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: Yes.
 15 MS. GOVER: Ms. Henn?
 16 VICE CHAIR HENN: Yes.
 17 MS. GOVER: Mr. Thomas?
 18 MR. THOMAS: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Ms. Pasteur?

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1 MS. PASTEUR: Yes.
 2 MS. GOVER: Dr. Hager?
 3 DR. HAGER: Yes.
 4 MS. GOVER: Mr. Kuehn?
 5 MR. KUEHN: Yes.
 6 MS. GOVER: Ms. Scott?
 7 CHAIRWOMAN SCOTT: Yes.
 8 MS. GOVER: Thank you.
 9 CHAIRWOMAN SCOTT: Thank you. The
 10 revised agenda is approved. Thank you.
 11 Earlier this evening the Board met in
 12 closed session pursuant to the Open Meetings Act
 13 for the following reasons: One, to discuss the
 14 appointment, employment, assignment, promotion,
 15 discipline, demotion, compensation, removal,
 16 resignation or performance evaluation of
 17 appointees, employees or officials over whom it
 18 has jurisdiction, or any other personnel matter
 19 that affects one or more specific individuals;
 20 and nine, to conduct collective bargaining
 21 negotiations or consider matters that relate to

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1 the negotiations. The minutes of the closed
 2 session and informal summary can be found on
 3 BoardDocs under this board meeting agenda date.
 4 The next item on the agenda is personnel
 5 matters and for that I call on Ms. Anderson.
 6 MS. ANDERSON: Good evening, Chairwoman
 7 Scott, Vice Chair Henn, Superintendent Williams
 8 and members of the Board. I would like the
 9 Board's consent for the following personnel
 10 matters: Termination and suspension, any
 11 questions?
 12 CHAIRWOMAN SCOTT: Any questions?
 13 MS. ANDERSON: Retirement.
 14 CHAIRWOMAN SCOTT: Questions? No,
 15 proceed.
 16 MS. ANDERSON: Resignations.
 17 CHAIRWOMAN SCOTT: Any questions? No,
 18 thank you.
 19 MS. ANDERSON: Thank you.
 20 CHAIRWOMAN SCOTT: Do I have motion to
 21 approve the personnel matters as presented in

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1 Exhibits D-1 through D-3?
 2 MS. MACK: So moved, Mack.
 3 MR. OFFERMAN: Second, Offerman.
 4 CHAIRWOMAN SCOTT: Thank you. Is there
 5 any discussion? May I have a rollcall vote
 6 please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Ms. Jose?
 16 MS. JOSE: Yes.
 17 MS. GOVER: Mr. Thomas?
 18 MR. THOMAS: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Ms. Pasteur?

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1 MS. PASTEUR: Yes.
 2 MS. GOVER: Dr. Hager?
 3 DR. HAGER: Yes.
 4 MS. GOVER: Mr. Kuehn?
 5 MR. KUEHN: Yes.
 6 MS. GOVER: Ms. Scott?
 7 CHAIRWOMAN SCOTT: Yes.
 8 MS. GOVER: Thank you.
 9 CHAIRWOMAN SCOTT: Thank you. The next
 10 item on the agenda is administrative appointments
 11 and for that I call on Dr. Williams.
 12 DR. WILLIAMS: Madam Chair and members
 13 of the Board, I bring forth the following
 14 administrative appointments for your approval:
 15 Director of the Office of Food and Nutrition
 16 Services; and supervisor, Office of Position
 17 Management and Classification.
 18 (Applause.)
 19 Our first appointee is David J.
 20 Andracchi as the supervisor in the Office of
 21 Position Management and Classification. He

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1 brings to us four years service in Baltimore
 2 County. Previously he was a fiscal analyst III
 3 in the Office of Budget and Reporting, in his
 4 previous experience he worked at MedStar Health
 5 for three years, Johns Hopkins Bayview Medical
 6 Center for three years. Congratulations,
 7 Mr. Andracchi.
 8 (Applause.)
 9 Our next appointee is Jaime Hetzler, the
 10 director of Office of Food and Nutrition
 11 Services. Welcome to Team BCPS. She served as
 12 the senior food and beverage director of Legg
 13 Mason Tower Restaurant Associates Compass Group.
 14 She also served as the food and beverage director
 15 of the Smithsonian Castle as well as the acting
 16 director in the National Portraits Gallery.
 17 Please welcome Ms. Jaime Hetzler.
 18 (Applause.)
 19 Congratulations.
 20 CHAIRWOMAN SCOTT: Thank you,
 21 Dr. Williams. Do I have a motion to approve the

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1 administrative appointments as presented in
 2 Exhibit E-1?
 3 MR. THOMAS: So moved, Thomas.
 4 CHAIRWOMAN SCOTT: Do I have a second?
 5 MS. CAUSEY: Second, Causey.
 6 CHAIRWOMAN SCOTT: Any discussion? No?
 7 May I have a rollcall vote please?
 8 MS. GOVER: Ms. Rowe?
 9 MS. ROWE: Yes.
 10 MS. GOVER: Ms. Causey?
 11 MS. CAUSEY: Yes.
 12 MS. GOVER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. GOVER: Mr. McMillion?
 15 MR. MCMILLION: Yes.
 16 MS. GOVER: Ms. Jose?
 17 MS. JOSE: Yes.
 18 MS. GOVER: Ms. Henn?
 19 VICE CHAIR HENN: Yes.
 20 MS. GOVER: Mr. Thomas?
 21 MR. THOMAS: Yes.

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1 MS. GOVER: Mr. Offerman?
 2 MR. OFFERMAN: Yes.
 3 MS. GOVER: Ms. Pasteur?
 4 MS. PASTEUR: Yes.
 5 MS. GOVER: Dr. Hager?
 6 DR. HAGER: Yes.
 7 MS. GOVER: Mr. Kuehn?
 8 MR. KUEHN: Yes.
 9 MS. GOVER: Ms. Scott?
 10 CHAIRWOMAN SCOTT: Yes.
 11 MS. GOVER: Thank you.
 12 CHAIRWOMAN SCOTT: Thank you. Our next
 13 item is public comment. This is one of the
 14 opportunities the Board provides to hear the
 15 views and receive the advice of community
 16 members. The members of the Board appreciate
 17 hearing from interested citizens. As
 18 appropriate, we will refer your concerns to the
 19 superintendent for followup by his staff.
 20 The Board of Education will conduct the
 21 public comment portion of the meeting by allowing

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1 those who registered to speak to attend in
 2 person. Registration was open to the public one
 3 week prior to tonight's board meeting and was
 4 closed at three p.m. yesterday for anyone wishing
 5 to speak at this evening's meeting. Board
 6 practice limits to ten the number of speakers at
 7 a regularly scheduled board meeting. Speakers
 8 were selected randomly using an electronic
 9 selection process from all registrations received
 10 within the designated timeframe. Each speaker is
 11 allowed three minutes to address the Board. Of
 12 course if fewer than ten registrations are
 13 received, all who registered will be permitted to
 14 speak. However, no speaker substitutions will be
 15 allowed.
 16 While we encourage public input on
 17 policy, programs and practices within the purview
 18 of this Board and the school system, this is not
 19 the proper forum to address specific student or
 20 employee matters, or to comment on matters that
 21 do not relate to public education in Baltimore

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1 County. We encourage everyone to utilize
 2 existing dispute resolution processes as
 3 appropriate. I remind everyone that
 4 inappropriate personal remarks or other behavior
 5 that disrupts or interferes with the conduct of
 6 this meeting are out of order.
 7 I ask speakers to observe the
 8 three-minute time clock, which will let you know
 9 when your time is up. Please conclude your
 10 remarks when you hear the tone or see that time
 11 has expired. The microphone will be turned off
 12 at the end of your time, and it could be turned
 13 off if a speaker addresses specific student or
 14 employee matters, or is commenting on matters not
 15 related to public education in Baltimore County.
 16 If not selected the public may submit
 17 their comments to the board members via email at
 18 boe@bcps.org. More information is provided on
 19 the Board's website at bcps.org under board of
 20 education, participation by the public.
 21 It is the practice of this Board to

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1 allow elected officials to provide their comments
 2 to the Board, so first to speak is, so it looks
 3 like our stakeholder groups, so from our
 4 stakeholder groups is Beverly Folkoff. Thank
 5 you.
 6 MS. FOLKOFF: Good evening. My name is
 7 Beverly Folkoff. I am a self-contained special
 8 education teacher at Relay Elementary School.
 9 I'm a member of the TABCO board of directors and
 10 on behalf of TABCO I have two important topics to
 11 discuss tonight.
 12 First, we stand with ESPDC, supporting
 13 their needs for increased wages, no furloughs and
 14 no layoffs. Staff shortages in the ESPDC unit
 15 affect us all. BCPS, take the strong step to
 16 fill the vacancies, pay a living wage and let
 17 support people do what they do best, support our
 18 students and our educators.
 19 Second, I speak for a specialized subset
 20 of our TABCO members, the helpers. School
 21 counselors serve in an integral role in

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1 supporting students, families and entire school
 2 communities. You will see them with smiles on
 3 their faces as they give their all to students,
 4 they are all in for all students, but they are
 5 spread too thin. The immense needs of students
 6 and counselors' natural inclination to go above
 7 and beyond to help others has created an
 8 unsustainable workload. A recent TABCO survey of
 9 school counselors indicated that over 40 percent
 10 were unable to take a duty free lunch, over 80
 11 percent were unable to use their allotted
 12 planning time, and over one-third spent over one
 13 hour of their day doing assigned non-counseling
 14 duties. Less than four percent of school
 15 counselors are operating within the recommended
 16 ratio of 250 students per counselor, most having
 17 received 300 and 400 students on their caseload.

18 The ask from our school counselors is
 19 simple. They want to be able to help students,
 20 to have time and resources to spend their days
 21 providing students with direct counseling

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1 services to build resilience and cope with
 2 trauma, plan for the future, and to help
 3 recognize individual strengths and gifts.
 4 Inefficiency to the system, confusion around
 5 school counselor roles, and delegation of
 6 non-counseling tasks has led to school counselors
 7 being tasked with taking responsibilities well
 8 outside the scope of their roles.

9 The American School Counselor
 10 Association clearly outlines the tasks that are
 11 appropriate and inappropriate duties for school
 12 counselors. However, despite the effort from the
 13 Office of School Counseling, the Department of
 14 Student Support Services and the Division of
 15 School Climate and Safety, our counselors are
 16 being constantly forced to take on a range of
 17 responsibilities that pulls them away from kids.

18 After the last two years our students
 19 need social and emotional support more than ever.
 20 Our school counselors are trained, prepared and
 21 overwhelmingly eager to provide their support.

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1 Dr. Williams, the message needs to be clear.
 2 School counselors counsel students. They should
 3 not be covering classes, handling student
 4 discipline, acting as data entry clerks or
 5 serving as liaisons. This is the perfect time to
 6 model your commitment to ensuring that our
 7 students have the support they need. Help our
 8 helpers help our kids, our kids are too
 9 important. Thank you very much.

10 CHAIRWOMAN SCOTT: Thank you. Our next
 11 speaker is Mr. Bash Pharoan.

12 DR. PHAROAN: Good evening. I'm
 13 Dr. Pharoan, the chair of the Central Area
 14 Educational Council. The Central Area
 15 Educational Council had a productive informative
 16 meeting on 9/22/2021. Two experienced members of
 17 the administration presented the topic of
 18 retaining and recruiting teachers. Ms. Joelle
 19 Demski and Ms. Deborah Hightower presented the
 20 challenges facing the recruitment and retention.
 21 Both speakers were informative and engaging.

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1 About 24 persons attended the meeting. The
 2 Central Area really truly appreciates the
 3 significance of what the staff is doing in
 4 relation to recruitment and retention. It seems
 5 to need more support from the Board and
 6 administration to this area as appropriate.

7 Our next meeting is on October 6th. The
 8 Central Area will be hosting a meeting open to
 9 everyone in relation to the budget.

10 Our member Manny Hansen, who is the
 11 financial advisor, is assessing the school bus
 12 program as there seems to be room for
 13 improvement. Now Manny and I would like to
 14 explore with your help the BCPS Foundation Trail
 15 to how we, the school system can gain more funds
 16 through the foundation, just like hospitals do,
 17 hospitals get millions and millions of funds.

18 Our member Ms. Leeann Dickens is working
 19 to improve the communication of the Central Area.
 20 The difficulty here is we have no access to
 21 parents or teachers emails, telephones, so we

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1 have really difficulty in communications in our
 2 area.
 3 Last but not least, the Central Area
 4 requests the Board of Education and
 5 administration to buy in to our request that we
 6 teach the G-7 languages, and Chinese, Arabic,
 7 Farsi and Urdu, so that more stakeholders would
 8 like the school system to address and get rid in
 9 the system from any form of bias or hate against
 10 minorities. We asked you in the past -- I think
 11 my time is up, I will send it to you by email.
 12 Thank you.
 13 CHAIRWOMAN SCOTT: Thank you. Next we
 14 have Samantha Warfel.
 15 MS. WARFEL: Good evening. My name is
 16 Samantha Warfel and this year I have the honor of
 17 serving my second term as the Baltimore County
 18 Student Council President. And since we have
 19 last shared our updates with you all we've been
 20 hard at work collaborating, team building and
 21 planning collectively with our new executive

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1 board as we prepare for our first committee
 2 meetings on October 4th, including our
 3 environmental committee, our diversity and equity
 4 committee, our committee on awareness of the role
 5 of the student member of the board, our
 6 infrastructure committee and our student services
 7 committee.
 8 We look forward to and have begun to
 9 diligently plan for our virtual fall leadership
 10 plan, for which we cannot wait to share the
 11 exciting and very fitting theme that will be
 12 apparent through out our workshops and
 13 activities. Presently we stand with our fellow
 14 students across the county as we face the
 15 challenges of the new school year in stride with
 16 empathy and resilience. We share our ideas and
 17 innovations as we craft COVID-safe plans for fall
 18 high school activities like pep rallies and
 19 events in lieu of homecomings.
 20 For our leadership, we thank you for
 21 your concern for our safety as we strive to

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1 rebuild our school communities to things that
 2 were once typical in a typical year. And for
 3 students who may be watching tonight, we applaud
 4 and support you as you work with unwavering grit
 5 to make these things happen safely and with
 6 respect to the county guidelines.
 7 We also recognize that pep rallies and
 8 homecomings, while integral in cultivating our
 9 communities, are not the only issues that face us
 10 presently. As a student council body we aim to
 11 advocate alongside our peers as we encounter
 12 issues such as the maintenance of safety
 13 protocols in our schools, especially in areas
 14 where risk of COVID-19 is exacerbated such as in
 15 lunchrooms and our athletic events.
 16 We also strive to bring attention to
 17 issues that have resulted from our circumstances,
 18 such as the significant environmental changes
 19 with single use materials in our new food pods.
 20 Where do unopened food items go? How can we
 21 advocate to maximize their use? These are

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1 questions that we have. This year we moved
 2 forward with our classroom environmental
 3 resolution complete with several action items
 4 which we hope to expand upon with ideas that we
 5 hear. And we have many more questions, thoughts
 6 and ideas on why be raising topics when it comes
 7 to the issues that affect our students
 8 countywide. We cannot wait to share them with
 9 you and make our presence be known in this
 10 boardroom throughout the year. I thank you
 11 tremendously for your time tonight on behalf of
 12 BCSC and the students in Baltimore County and I
 13 hope that you all have a great rest of the
 14 evening. Thank you.
 15 (Applause.)
 16 CHAIRWOMAN SCOTT: Thank you. Now we
 17 have general public comment and our first speaker
 18 is Lena Amick.
 19 MS. AMICK: Hello, thank you for having
 20 me. My name is Lena Amick, I'm a teacher at
 21 Owings Mills High School and I'm here speaking

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1 for the BCPS educators who are too exhausted from
 2 their ten-plus hours a day and to burned out to
 3 be here, for those of us who have second jobs to
 4 make ends meet because we're not sufficiently
 5 compensated, for those new teachers like my
 6 coworker in my department who still don't know
 7 how and when they're going to get paid, because
 8 there's less than ten support professionals in
 9 offices designed to serve over a thousand
 10 teachers.

11 At our schools this year, as you know,
 12 we have a full staffing crisis that is only to
 13 get worse unless we have full institutional
 14 support from this Board. Look at our resignation
 15 rates. At Woodlawn High School my colleagues are
 16 short five teachers and on Friday 18 teachers
 17 called out. What happens when this happens?
 18 Teachers get pulled from classes many times.
 19 ESPs get pulled from classes and students with
 20 IEPs or emotional behavioral needs are left with
 21 inadequate support. Without our ESPs we would

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1 not be in compliance with our IEPs. Or like my
 2 school, students are crowded into a lecture hall
 3 for a free period without the structure that they
 4 need because we simply do not have enough staff
 5 that can support them, as well as depression, as
 6 well as give our students the support they need
 7 in classes.

8 And our teachers aren't just out because
 9 they're tired, it's a pandemic, right? There's
 10 crises that I'm sure in your lives you can think
 11 of yourselves, you can think of people you know
 12 who are facing crises in their lives. My
 13 coworkers and I are the same way, we are facing
 14 crises and we need support, not just words of
 15 self care, not just ideas of how we can take care
 16 of ourselves. I work ten, 11, 12 hours a day to
 17 support my students. I need to make sure that
 18 there's going to be people there in my building,
 19 in the central office that are going to support
 20 me to deliver the instruction that my students
 21 need and the emotional support that they need in

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1 our schools.

2 And let me be clear. There should be no
 3 either/or choice between paying teachers and
 4 paying ESPs. Budgeting is about priorities.
 5 What my hard working coworkers or ESPs have heard
 6 from our Board in the decisions that BCPS has
 7 made is that you don't prioritize them. They
 8 don't even know if they're going to be furloughed
 9 or laid off next year, in a pandemic. And so if
 10 we're not spending our public budget on our most
 11 precious and necessary resources, our staff, then
 12 what are we spending it on?

13 And I would just end by saying I'm a
 14 fifth year teacher, this is my fifth year of
 15 teaching, this is a profession that spent time
 16 going into that I truly love, that I'm good at,
 17 that I want to keep doing. I dedicate so much to
 18 my students, and I've dedicated my life to this
 19 profession, and I'm really scared that I'm not
 20 going to be able to stay in it. And whether or
 21 not I stay in this profession is fully dependent

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1 on whether I have the support in my school of
 2 other staff and the time that I need to do it so
 3 that I don't have to donate my hours outside of
 4 school and not spend time doing things like
 5 caring for my family and my friends who --
 6 (Microphone turned off.)

7 CHAIRWOMAN SCOTT: Thank you. Our next
 8 speaker is Ms. Dayana Bergman.

9 MS. BERGMAN: Good evening, everybody.
 10 So I want to put this out on the record today.
 11 In 2014 I was supporting staff for BCPS as a
 12 Spanish interpreter for the world English
 13 department. I flew in last week from California
 14 with teacher shortage, staff shortage for our
 15 educators, that shortage is very severe across
 16 the nation. I've witnessed being told that your
 17 child cannot start school until we can hire a
 18 one-on-one aide to be compliant with the IEP.
 19 Our school district is really really challenged
 20 right now, as is California, and I'm here to say
 21 when I came to visit and try to resolve some

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1 issues regarding transcripts to make sure they're
 2 correct for my children, it was hard to get a
 3 hold of someone. I couldn't understand why
 4 people weren't picking up the phone. I actually
 5 came to visit Greenwood and I got to see the
 6 inside of the mansion with the beautiful artwork
 7 done by our teachers which I've always enjoyed,
 8 but I saw sadness in our school system. I went
 9 to one of my children's former schools, sadness,
 10 like people are just exhausted and drained in our
 11 system, people that I know love children, they're
 12 there for children.

13 So I'm here to tell you, every single
 14 one of you, turn your listening ears on, turn
 15 them on. Put the foolishness and the pettiness
 16 aside, prioritize our children, our students,
 17 that's why you're here. Prioritize our
 18 educators, they need support, they're very short
 19 staffed. You guys have to figure out how to work
 20 together. You should be focused on solutions.
 21 All the other day-to-day back and forth policy,

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1 focus right now on solutions, how to keep those
 2 that love teaching our children, supporting our
 3 children here so they can access an education,
 4 because that's why we wake up every day. Every
 5 day we want to make sure we're doing the best we
 6 can from the day before for our students in
 7 education, and we have to figure out how to work
 8 together and find supports for our one-on-one
 9 aides so we can be able to implement IEPs, find
 10 supports for our teachers, all the way up to
 11 central staff because they're struggling there
 12 too. I can see that they're just tired, and a
 13 lot of people are starting to be tired of being
 14 tired in education, so let's focus on what means
 15 the world to us, which is our children and their
 16 educational experience. At some point that's
 17 going to trickle down to them and we don't want
 18 that to happen. Thank you and I love you guys in
 19 BCPS, I can't wait to come back in a little bit,
 20 because I've always loved BCPS and everybody here
 21 regardless of the challenges we have ahead of us.

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1 CHAIRWOMAN SCOTT: Thank you. Next we
 2 have Phoebe Evans Latocha.

3 MS. EVANS LATOCHA: Good evening. My
 4 name is Phoebe Evans Latocha, I'm a historian,
 5 archivist, a county executive-appointed
 6 commissioner on the Baltimore County Landmark
 7 Preservation Commission, a zoning community
 8 association board member and delegate to the
 9 Towson Community Alliance. I come before you not
 10 as a representative of those institutions but as
 11 a private citizen and parent of two children, a
 12 current Towson High student and the other a
 13 graduate.

14 My understanding of historic
 15 preservation based on my own experience on the
 16 LPC and in consultation with a former
 17 commissioner and staff is that there is no
 18 mechanism to delist or remove a landmark property
 19 that was validly listed. The original grounds
 20 for listing Towson High as a landmark still apply
 21 and remain relevant. The county and school

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1 system raised no objection to listing Towson High
 2 in 2006, nor was there controversy surrounding
 3 that designation. The building can be altered
 4 but there are no grounds to remove it from the
 5 landmarks list. Any exterior changes to the
 6 landmark building would go before the LPC. Those
 7 changes could include plans to remain elements of
 8 the building that are beyond repair and
 9 nonfunctional, to put on additions to historic
 10 structures, to remove existing structures such as
 11 the 1963 and 1965 Towson High additions.

12 The LPC would need to see the actual
 13 design plans for the Towson High building, which
 14 BCPS does not yet have. Planning and design is
 15 the next step that needs to happen. I see no
 16 reason why Towson High can't remain listed as a
 17 replacement school on the CIP for planning
 18 purposes so that BCPS can begin the process of
 19 planning the design of a school that both
 20 rebuilds Towson High with a new gym, cafeteria
 21 and other common spaces, addresses overcrowding,

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1 and retains distinctive architectural elements of
 2 the landmark 1949 building such as its stone
 3 fountains, the Cedar Avenue entrance with its
 4 towering distinctive architectural features, the
 5 auditorium with its mural depiction of the arts
 6 on the exterior wall. The building can be
 7 rehabilitate by replacing systems and features
 8 that no longer serve the needs of 21st Century
 9 students by retaining historical architectural
 10 elements that do contribute to the building's
 11 landmark status.

12 I was dismayed that the three options
 13 presented in the executive summary of the GWWO
 14 feasibility study made was no mention of the
 15 school's landmark status. None of the options
 16 presented involved designing either a replacement
 17 or renovation/addition where the students would
 18 move off site so the rebuild could be designed
 19 with the landmark designation in mind. An
 20 interior replacement and addition could
 21 incorporate the landmark exterior features that

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1 contribute toward its designation.

2 All the feasibility study showed was
 3 that the three options presented would be
 4 expensive, ranging from 131 to 143 million.
 5 However, none of them are feasible. Further
 6 delaying the planning process for political
 7 gains, arguing over replacement versus
 8 renovation/addition, shortchanges Towson students
 9 and the community, which has already put up with
 10 trailers for 17 years.

11 Towson previously experienced an
 12 underfunded renovation completed in 1999 which we
 13 don't want to see repeated. With greater Towson
 14 community engagement, I'm hopeful that consensus
 15 building --

16 (Microphone turned off.)

17 CHAIRWOMAN SCOTT: Thank you. Next is
 18 Mr. Bash Pharoan.

19 DR. PHAROAN: So today I would like to
 20 talk to you about equality. Equal. The proposed
 21 calendar for 22-23 is a good effort of the

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1 members of the calendar committee. However,
 2 there are at least four deficiencies.

3 One, there is no objective proof that
 4 pre-Labor start is better for students'
 5 education. At the last appearance of Mr. Duque
 6 before you, he reported that some prefer
 7 pre-Labor start for athletic reasons. I
 8 requested Mr. Duque to present objective evidence
 9 for or against pre-Labor start. I have not
 10 really heard or received any evaluation.

11 I have more than 20 years experience in
 12 the calendar committee. The calendar committee
 13 should design the calendar to further the
 14 students' education and not grant deferences to
 15 the few. I recommend starting the school always
 16 post-Labor for consistency.

17 Number two, the proposed calendar does
 18 not treat the Muslim holidays equal to the other
 19 minorities. This is a violation of what the PRC
 20 and the Board of Education has agreed to by
 21 unanimous vote in the past. Equal must mean

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1 equal. One equals one, two equals two, zero
 2 equals zero. This proposed calendar demands two
 3 off days to the other minority and offers zero
 4 for our (unintelligible). Two does not equal
 5 zero in this instance.

6 Three, I requested the first day of
 7 Ramadan to be on the calendar for information so
 8 teachers would know the importance of that day
 9 for the Muslim students. Mr. Duque declined to
 10 do so without an objective explanation. The
 11 first day of Ramadan is Thursday, March 23, 2023.
 12 Eid-al-Fitr is on Friday, April 21st, 2023.
 13 Mr. Duque resisted these without a legitimate
 14 reason. Eid-al-Adha is on June 28, 2023. I
 15 requested it to be on the calendar for
 16 information for the teachers and staff.

17 Mr. Duque has rejected that without giving a
 18 reason. I always ask for equality and --

19 (Microphone turned off.)

20 CHAIRWOMAN SCOTT: Thank you. Next is
 21 Shawn Robinson.

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1 MR. ROBINSON: There are no randomized
 2 control trials that verify outcomes that show a
 3 benefit the healthcare workers or community
 4 members for wearing a mask or a respirator.
 5 There is no definitive study that exists to show
 6 a benefit from a broad policy to wear masks in
 7 public. Why are the sports arenas crowded with
 8 hundreds of people unmasked yet our students have
 9 to attend school 67 hours wearing a mask? If
 10 there were any benefit to wearing a mask because
 11 of the blocking power against droplets and
 12 aerosol particles, there should be more benefit
 13 from wearing a respirator compared to surgical
 14 masks. Neither masks nor respirators protect,
 15 face coverings are officially worthless. It
 16 should be noted that surgical masks are primarily
 17 designed to protect the environment from the
 18 wearer, whereas the respirators are supposed to
 19 protect the wearer from the environment.
 20 Coronavirus 01 to 25 microns in size,
 21 masks and respirators filter particles 030 to 080

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1 microns in size. No bias-free study has ever
 2 found a benefit from wearing a mask or respirator
 3 in that situation. Let me be clear. Masks offer
 4 no protection, masks are not an effective way of
 5 protecting from infections, and masks have
 6 disclaimers saying cannot prevent acquiring an
 7 infection, which is the back of the box.
 8 Masks increase the risk of contracting
 9 infection. Masks can become contaminated very
 10 quickly, every time the wearer breathes in they
 11 inhale contaminants. Masks can harm the wearer.
 12 Masks limit oxygen intake and increase carbon
 13 dioxide. Masks are dangerous. The teachers
 14 union influenced the CDC on school reopening.
 15 BCPS was given the COVID-19 economic relief,
 16 receiving thousands of dollars for reducing risk
 17 of virus transformation. BCPS has incorporated
 18 the CDC operation strategy, BCPS is getting paid
 19 thousands of dollars to mask our children.
 20 Conclusion. The rights of the American
 21 citizen proceed from the Creator, not from

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1 government. Government authority proceeds only
 2 from the consent of the people. Individuals,
 3 including the unborn, have the intrinsic right to
 4 liberty, life and pursuit of happiness.
 5 Baltimore County Public Schools employees are
 6 public servants and as public servants it is your
 7 sole responsibility to understand the limitations
 8 of your authority, and act within the legal
 9 boundaries provided to you by the General
 10 Assembly. It has been suggested by some
 11 constitutional law attorneys that promulgating
 12 rules which exceed your given authority could be
 13 grounds for ouster lawsuits in the state of
 14 Maryland, to lose governmental immunity, and to
 15 be held liable for damages.
 16 Informed consent is the way. Unmask our
 17 children. Ignorance of the law will be no
 18 excuse. Stop this child abuse. That's it.
 19 CHAIRWOMAN SCOTT: Thank you. Next is
 20 Angela Leitzer.
 21 MS. LEITZER: My name is Angela Leitzer,

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1 I'm the chairperson for TABCO retired, the only
 2 retiree group affiliated with TABCO, MSEA and
 3 MEA. I retired after teaching 38 years in BCPS.
 4 Retired educators were stunned to receive a
 5 letter from the BCPS employee benefits management
 6 dated July 23rd stating that they are being
 7 defaulted into a new medical plan managed by a
 8 private entity, Labor First. This has caused
 9 widespread anger and fear, one -- for several
 10 reasons.
 11 Number one, because the rationale stated
 12 by representatives of Baltimore County government
 13 is that funding for retiree benefits is due to
 14 run out unless they save millions of dollars.
 15 This is even though in 2018 we received this
 16 information, quote, the Baltimore County trust
 17 fund for retiree medical benefits, OPEB, other
 18 post-employee benefits, contained over \$422
 19 million in assets on June 20th, 2017. This is a
 20 significant investment when compared to annual
 21 claims costs of approximately \$95 million. The

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1 rate of return on OPEB plan investments was 13.5
 2 percent in fiscal year 20177, generating more
 3 than \$50 million to the fund. The county's
 4 various reserve accounts are managed
 5 strategically with a 30-year outlook. In fact,
 6 Baltimore County is far better funded than any of
 7 the 50 states except Alaska, end of quote. To
 8 say that we are wondering what happened to \$422
 9 million and the projections for the fiscal health
 10 of the fund is an overstatement.

11 Secondly, this letter to retirees was
 12 sent without notifying you the Board of
 13 Education, according to several of you. This
 14 begs the question, who made this decision and why
 15 was the Board left out? Although TABCO has
 16 repeatedly asked when its retirees will receive
 17 benefits booklets in order to compare costs and
 18 coverages before the October 15th open
 19 enrollment, no information has been forthcoming.

20 Thirdly, when retired educators chose
 21 employment at BCPS many years ago it was with the

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1 expectation that our low salaries would be offset
 2 in our retirement years with pensions and
 3 healthcare benefits that constituted deferred
 4 compensation. Now we see the writing on the
 5 wall, the process is in place to use the fact
 6 that many elderly retirees will not understand
 7 how to exit from the default plan.

8 (Microphone turned off.)

9 CHAIRWOMAN SCOTT: Thank you. Next is
 10 Jane Shacks.

11 MS. SHACKS: Hello, I'm Jane Shacks, an
 12 active member of TABCO Retired, the only retiree
 13 group affiliated with TABCO, MSEA and MEA.
 14 According to documents that outline the rights
 15 and responsibilities of the Board of Education,
 16 quote, the Board of Education of Baltimore County
 17 is authorized by Maryland laws to determine with
 18 advice of the county superintendent the
 19 educational policies of the county school system,
 20 unquote. The authority for the budget is with
 21 the Board with the advice of the superintendent.

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1 To quote from the rules and responsibilities of
 2 the Board, quote, each year the Board approves a
 3 budget designed to finance the county public
 4 school program. The budget is based upon the
 5 goals and policies of the Board, is developed by
 6 the superintendent and other appropriate school
 7 personnel and is considered and adopted by the
 8 Board, unquote.

9 When I signed a contract to work for
 10 BCPS I was promised health care provided by BCPS
 11 when I retired. It was one of the reasons I
 12 chose BCPS over other school systems. According
 13 to the rules and responsibilities of the Board,
 14 quote, the Board of Education of Baltimore County
 15 recognizes that providing eligible employees with
 16 insurance and benefits is an important factor in
 17 the recruitment and retention of highly qualified
 18 employees. Group health insurance benefits will
 19 be provided in accordance with the terms of the
 20 eligible employees ratified negotiated bargaining
 21 agreement, unquote.

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1 How is it then possible that a change in
 2 the negotiated health insurance for retirees, a
 3 form of delayed compensation, occurred without
 4 the board knowledge or approval? At least three
 5 members of the board reported that they had no
 6 knowledge of Labor First becoming not only the
 7 manager of retiree health care but also the
 8 default option. A letter was sent to retirees
 9 from BCPS stating this action. If the Board did
 10 not know or approve, who gave the order to send
 11 the letter?

12 I believe I am speaking for many of the
 13 8,000 retirees when I say the Board has
 14 relinquished its obligation to past and present
 15 employees of BCPS. Retirees are told their
 16 health care is changing among a global pandemic.
 17 The process of negotiation has been circumvented.
 18 BCPS extols the virtue of restorative justice.
 19 Here is your chance. To restore the integrity
 20 all around, the Board must restore the status quo
 21 of medical benefits for retirees and not have

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1 Labor First as the default. There must be
 2 transparency on who ordered the letter to be sent
 3 and who knew it would be sent. It might restore
 4 the negotiation process and the authority of the
 5 Board. Not taking this action will have many
 6 negative ramifications impacting both the school
 7 system and the county. Thank you very much.

8 CHAIRWOMAN SCOTT: Thank you. Our next
 9 speaker is Mr. Bryan Fischer.

10 MS. FISCHER: Good evening, everyone,
 11 it's a pleasure to be here. I just want to say
 12 the last time I was here I was representing the
 13 Towson community and asking for the Board's
 14 leadership for contributing money towards the
 15 study for a new Towson and Dulaney High School.
 16 I want to begin by introducing a little bit about
 17 my background, but first I want to say that I am
 18 speaking individually tonight on behalf of no one
 19 except myself. I am the immediate past president
 20 of the Towson Community Alliance, one of the
 21 largest community associations in the state of

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1 Maryland. I'm also a former board member of
 2 Historic Towson, Inc., and a current board member
 3 of the Preservation Alliance of Baltimore County.
 4 I have a degree in historic preservation and I
 5 have been working and volunteering in the field
 6 since graduating from Mary Washington College in
 7 2003.

8 With that said, I want to echo what, the
 9 earlier testimony of Ms. Evans Latocha, a member
 10 of the Landmark Preservation Commission, about
 11 the concern regarding the plan for Towson High
 12 School that did not include any mention of its
 13 status as a Baltimore County landmark. Under
 14 Baltimore County landmark rules and historic
 15 preservation law the county rules are the
 16 strongest protection for buildings. The fact
 17 that this study occurred and the folks that did
 18 it did not even mention it is like if you were
 19 buying a house and your realtor didn't mention
 20 that there were covenants on the property or that
 21 there were a ground rent or some other kind of

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1 restrictions on the property. It's astonishing
 2 to me.

3 Previously I had worked with this
 4 organization as well as the county school system
 5 to develop a comprehensive rehabilitation and
 6 reopening plan for the former Loch Raven
 7 Elementary, also a county landmark. That would
 8 have in essence resulted in a new school from top
 9 to bottom. It would have required and we had
 10 approval of the Landmark Preservation Commission
 11 to demolish a portion of the noncontributing,
 12 non-historic part of the building to add an
 13 addition, and would have followed the Secretary
 14 of the Interior's standards for rehabilitating
 15 historic buildings. This was an outstanding plan
 16 that was, achieved broad consensus across the
 17 community as well as from the LPC and all the
 18 stakeholders, and we remain disappointed that it
 19 was not followed through. Towson High is in
 20 exactly the same position. If anything it's in a
 21 better position because it is not currently in

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1 the state that the former Loch Raven Elementary
 2 was in.

3 The school construction funds that are
 4 set aside or that are requested for a new school
 5 can and must be used for a comprehensive
 6 rehabilitation and addition to Towson High so
 7 that it can be expanded to meet our population
 8 and serve the needs of our community. If you
 9 have any questions, otherwise I yield the rest of
 10 my time.

11 (Applause.)

12 CHAIRWOMAN SCOTT: Thank you, and our
 13 next speaker is Hillary Shaffer.

14 MS. SHAFFER: Good evening, members of
 15 the Board. My name is Hillary Jack Shaffer and
 16 for over a decade I have been a proud BCPS
 17 teacher. At Woodmoor Elementary I was a
 18 classroom teacher and special educator, and
 19 currently I'm a STEM and math resource teacher at
 20 Sandy Plains Elementary.

21 Tonight I'm here to advocate for our

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1 paraprofessionals, educators who advocate for our
 2 students every single day. Like teachers, the
 3 paras often work before and after school days
 4 have let out. They lead high quality small group
 5 instruction and they support the general function
 6 of the school, and I could list many other
 7 similarities. But you see, our paraprofessionals
 8 are unparalleled because, let's take a great
 9 example. Children enter elementary school
 10 oftentimes in pre-K or kindergarten, and they
 11 don't leave until fifth grade. But you see, the
 12 paraprofessionals are there that entire time.
 13 The students have the consistency of some of
 14 these same educators. While they go to different
 15 homerooms each year, the paraprofessionals are a
 16 consistent and continuous source of support,
 17 encouragement, and I'll also say that the paras
 18 are a key element of scaffolded instruction.
 19 Why, because they know student strengths, they
 20 also know individual student needs because
 21 they've worked with the students for such a long

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1 time continuously. They understand how our
 2 students can be successful and they also
 3 understand how our students need to be
 4 encouraged.
 5 Many of the paraprofessionals I've
 6 worked with also have deep institutional
 7 knowledge of the school community, many times
 8 they've worked there for ten, 15, sometimes even
 9 20 years, and they've often sent their own
 10 children to the school, so they're really into
 11 that deep community connection to parents and
 12 families.
 13 I will say again that the role of
 14 paraprofessionals in our schools is unparalleled,
 15 it creates safe spaces for our students, they
 16 create safe time for our students. Their role
 17 fosters equity and their role fosters the
 18 social-emotional learning that we want for every
 19 student in Baltimore County Public Schools. And
 20 so I ask you tonight for your support for our
 21 paraprofessionals by way of increased staffing,

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1 restructured wage scales and the promise of no
 2 layoffs and no furloughs for them, for our
 3 schools and for our students. Thank you for your
 4 time, and good evening.
 5 (Applause.)
 6 CHAIRWOMAN SCOTT: Thank you. That
 7 concludes our portion of public comment.
 8 And I just want to tell board members,
 9 do I have a motion to go into a brief recess?
 10 MS. CAUSEY: So moved.
 11 CHAIRWOMAN SCOTT: Is there a second?
 12 MS. MACK: Second.
 13 CHAIRWOMAN SCOTT: Do we need to do a
 14 rollcall vote for that, for recess? Okay, I will
 15 just call a recess for ten minutes? 15 minutes,
 16 okay. Thank you.
 17 (Recess.)
 18 CHAIRWOMAN SCOTT: Thank you, everyone,
 19 for returning so we can get started. The next
 20 item on the agenda is action taken in closed
 21 session and for that I call on Ms. Bresler.

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1 MS. BRESLER: Thank you, Madam Chair.
 2 I'm sorry that Mr. Brousaides was unable to make
 3 it this evening but I'm very pleased to sit here
 4 in his place. During closed session earlier this
 5 evening the Board voted on a tentative agreement
 6 with TABCO, and I think now would be an
 7 appropriate time to confirm that action.
 8 CHAIRWOMAN SCOTT: Thank you,
 9 Ms. Bresler. Do I have a motion to approve the
 10 action taken in closed session on the
 11 ratification of the agreement between BCPS and
 12 TABCO for 2021-2022?
 13 MR. OFFERMAN: So moved, Offerman.
 14 MS. MACK: Second, Mack.
 15 CHAIRWOMAN SCOTT: Thank you. Any
 16 discussion? Ms. Gover, may I have a rollcall
 17 vote please?
 18 MS. GOVER: Ms. Rowe?
 19 MS. ROWE: Yes.
 20 MS. GOVER: Ms. Causey?
 21 MS. CAUSEY: Yes.

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1 MS. GOVER: Ms. Mack?
 2 MS. MACK: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. MCMILLION: Yes.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: Yes.
 7 MS. GOVER: Ms. Henn?
 8 VICE CHAIR HENN: Yes.
 9 MS. GOVER: Mr. Thomas?
 10 MR. THOMAS: Yes. That's okay.
 11 MS. GOVER: Mr. Offerman?
 12 MR. OFFERMAN: Yes.
 13 MS. GOVER: Ms. Pasteur?
 14 MS. PASTEUR: Yes.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Mr. Kuehn? Mr. Kuehn?
 18 MR. KUEHN: Mr. Kuehn votes yes.
 19 MS. GOVER: Ms. Scott?
 20 CHAIRWOMAN SCOTT: Yes. Thank you.
 21 MS. GOVER: Thank you.

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1 CHAIRWOMAN SCOTT: All right, the next
 2 item on the agenda which was added earlier this
 3 evening is consideration of the revised board
 4 handbook. May I have a motion to confirm the
 5 approval of the revised board handbook?
 6 MS. PASTEUR: So moved, Ms. Pasteur.
 7 CHAIRWOMAN SCOTT: Is there a second?
 8 MR. OFFERMAN: Second, Offerman.
 9 CHAIRWOMAN SCOTT: Thank you. Any
 10 discussion? May I have a rollcall vote please,
 11 Ms. Gover?
 12 MS. GOVER: Ms. Rowe?
 13 MS. ROWE: Yes.
 14 MS. GOVER: Ms. Causey?
 15 MS. CAUSEY: Abstain.
 16 MS. GOVER: Ms. Mack?
 17 MS. MACK: Yes.
 18 MS. GOVER: Mr. McMillion?
 19 MR. MCMILLION: Yes.
 20 MS. GOVER: Ms. Jose?
 21 MS. JOSE: Yes.

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1 MS. GOVER: Ms. Henn?
 2 VICE CHAIR HENN: Yes.
 3 MS. GOVER: Mr. Thomas?
 4 MR. THOMAS: Yes.
 5 MS. GOVER: Mr. Offerman?
 6 MR. OFFERMAN: Yes.
 7 MS. GOVER: Ms. Pasteur?
 8 MS. PASTEUR: Yes.
 9 MS. GOVER: Dr. Hager?
 10 DR. HAGER: Yes.
 11 MS. GOVER: Mr. Kuehn?
 12 MR. KUEHN: Yes.
 13 MS. GOVER: Ms. Scott?
 14 CHAIRWOMAN SCOTT: Yes.
 15 MS. GOVER: Thank you.
 16 CHAIRWOMAN SCOTT: Thank you. The next
 17 item on the agenda is the report on the proposed
 18 options for the 2022-2023 school calendar, and
 19 for that I call on Ms. Charley-Greene and
 20 Mr. Duque.
 21 MS. CHARLEY-GREENE: Good evening, Board

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1 Chair Scott, Vice Chair Henn, Dr. Williams and
 2 members of the Board of Education. We are here
 3 this evening to bring forth calendar options for
 4 the 2022-2023 school year. At this time I will
 5 turn it over to Mr. George Duque.
 6 MR. DUQUE: Good evening, Madam Chair,
 7 Vice Chair Henn, Dr. Williams and members of the
 8 Board. In accordance with Board Policy and
 9 Superintendent's Rule 6301 the calendar committee
 10 was convened on June 9th and June 16th of 2021 to
 11 consider and to provide the Board with one or
 12 more calendar options for the 22-23 school year.
 13 The committee chose to provide the Board with a
 14 pre-Labor Day and a post-Labor Day option for its
 15 consideration. It however, by majority vote, was
 16 in favor of a pre-Labor Day start to the 22-23
 17 school year.
 18 The committee based its recommendation
 19 on the following considerations: A pre-Labor Day
 20 start would afford students with an additional
 21 week of instruction prior to the administration

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1 of performance and AP assessments; also, the
 2 committee shared the concerns of families who
 3 would be faced with childcare challenges in late
 4 August due the lack of organized summer camp or
 5 activity programs for children since most
 6 programs end in early or mid-August. Members of
 7 the committee also felt that delaying the start
 8 of the school year until after Labor Day was
 9 disadvantageous to BCPS student athletes who have
 10 already returned to school campuses in early
 11 August and are ready to return to the classroom
 12 by late August; in a normal school year this can
 13 be up to 6,000 students.

14 Regardless of what option the Board
 15 chooses, the committee recommended that the Board
 16 take a position on future calendars for the sake
 17 of consistency and for the benefit of the BCPS
 18 community. For many years the community always
 19 knew that the BCPS school year would begin in
 20 late August prior to Labor Day. It only has been
 21 in recent years since the governor's post-Labor

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1 Day proclamation that BCPS families have had to
 2 wait until late November to find out whether an
 3 upcoming school year would begin pre- or
 4 post-Labor Day. The committee felt that the
 5 Board should come to a consensus position as to
 6 whether future school years will always start
 7 prior to or after Labor Day.

8 This concludes my presentation and I
 9 will be happy to answer any questions.

10 CHAIRWOMAN SCOTT: Thank you. Yes,
 11 Mr. McMillion?

12 MR. MCMILLION: Mr. Duque, I'm curious.
 13 Did you petition the Maryland State Department of
 14 Education and ask them if emergency closure days
 15 could be taught virtually?

16 MR. DUQUE: No, I did not petition.
 17 COMAR has not been changed and we still have to
 18 build three inclement weather days at a minimum
 19 into the calendar.

20 MR. MCMILLION: Did your committee
 21 discuss teaching virtually?

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1 MR. DUQUE: I believe that it did come
 2 up. I don't recall off the top of my head how
 3 extensive a conversation it was.

4 MR. MCMILLION: Thank you.

5 CHAIRWOMAN SCOTT: Yes, Dr. Hager?

6 DR. HAGER: Thank you for your work on
 7 this committee. I agree that the, what you were
 8 saying about childcare being a real issue at the
 9 end of August, I think that is a very very real
 10 issue for a lot of families, especially families
 11 with limited resources, it can be a nightmare,
 12 and teachers also who need to come back in the
 13 building, so I just want to reiterate what you
 14 were saying about that.

15 What was the committee's discussion
 16 around the Muslim holidays and adding those days
 17 off for students or adding them to the calendar?

18 MR. DUQUE: Whenever a Muslim or a
 19 Jewish holiday falls on a school day, that day is
 20 annotated on the calendar as a professional
 21 development day, students are not in school, and

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1 teachers are in school with professional
 2 development. In 2023 Eid-al-Fitr falls on a
 3 Saturday and Eid-al-Adha falls on June 29th after
 4 the end of the school year. So since they did
 5 not fall on a weekday, we did not include that as
 6 a professional development day. In contrast to
 7 that, both of the Jewish holidays did fall on
 8 weekdays; therefore, in accordance with the board
 9 policy, they were annotated on the calendar as a
 10 professional development day.

11 DR. HAGER: Thank you. And to the point
 12 of someone who spoke earlier, would the committee
 13 be willing to acknowledge Ramadan on the calendar
 14 as the start of Ramadan for awareness among
 15 teachers?

16 MR. DUQUE: That is something that can
 17 be included, and quite frankly I don't recall the
 18 conversation around Ramadan, I would have to go
 19 back and look at the minutes to see whether or
 20 not that was discussed, but we normally annotate
 21 other instances such as Flag Day or Maryland Day,

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1 which is not a holiday, but it is annotated on
 2 the calendar.
 3 DR. HAGER: Thank you so much.
 4 CHAIRWOMAN SCOTT: Yes, Ms. Mack?
 5 MS. MACK: Mr. Duque, I'm looking at the
 6 pre-Labor Day calendar and I see in June that the
 7 last day of classes for preschool and pre-K is
 8 the 13th of June, the last day, all schools close
 9 early for students on the 14th, and then the last
 10 day of classes is the 15th. But when I go to the
 11 end of that and I look at the emergency closure
 12 dates, can you help, the dates are all before
 13 then.
 14 MR. DUQUE: I don't think I understand
 15 your question. The calendar is built
 16 incorporating the five inclement weather days,
 17 and so based on --
 18 MS. MACK: Oh, okay, so if we don't have
 19 inclement weather days --
 20 MR. DUQUE: The calendar will be amended
 21 and we'll end earlier.

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1 MS. MACK: So we would end, let's say we
 2 had none, I presume then we would end on
 3 June 8th?
 4 MR. DUQUE: Correct, and that's
 5 annotated in the calendar. If no emergency
 6 closure days occur, the school year will end for
 7 students on June 8th of 2023. It's on page five.
 8 MS. MACK: Okay, I jumped from four
 9 to -- okay, I see that then. So a pre-Labor Day
 10 with no emergency closures would be the 8th.
 11 MR. DUQUE: Correct.
 12 MS. MACK: Okay, thank you for that
 13 clarification.
 14 CHAIRWOMAN SCOTT: Are there any other
 15 questions from board members? Yes, Ms. Rowe?
 16 MS. ROWE: So Mr. Duque, in 2014 the
 17 General Assembly convened a post, a task force to
 18 study starting school post-Labor Day and the task
 19 force recommendation was, quote, while the task
 20 force considered the recommendations of workers,
 21 the task force discussed and passed only one

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1 recommendation. On May 19, 2014, a motion was
 2 made to recommend to the governor a post-Labor
 3 Day start date for Maryland public schools. The
 4 motion was carried by a vote of 12 votes for the
 5 recommendation and three votes against the
 6 recommendation.
 7 I've emailed the whole Board the pdf of
 8 the task force final recommendations and
 9 documents, and so what I would like to know is
 10 did the committee consider the findings in that
 11 task force?
 12 MR. DUQUE: No, we did not. The
 13 proclamation was rescinded and the decision to
 14 start pre- or post-Labor Day was reverted back to
 15 the boards where it had existed prior to the
 16 proclamation of the governor as a result of that
 17 committee.
 18 MS. ROWE: Okay, but did the calendar
 19 committee consider the other issues outlined in
 20 the findings of the task force that resulted in
 21 their recommendation to the governor? Because

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1 their recommendation is a start date of no
 2 earlier than September 1st each year.
 3 MR. DUQUE: The short answer to your
 4 question is no.
 5 MS. ROWE: Is no, okay, thank you.
 6 CHAIRWOMAN SCOTT: Any additional
 7 questions from board members? Yes, Ms. Causey.
 8 I'm sorry, was there somebody on the
 9 phone?
 10 MS. JOSE: Yes, this is Moalie,
 11 Ms. Jose.
 12 CHAIRWOMAN SCOTT: Okay. Go ahead,
 13 Ms. Jose.
 14 MS. JOSE: Thank you. So Mr. Duque, you
 15 just kind of answered my question, that whole
 16 study that was done has been rescinded and the
 17 decisions again are laid back to the local school
 18 boards, correct, to make that decision?
 19 MR. DUQUE: That's correct.
 20 MS. JOSE: Okay. But that decision, I
 21 believe, was made based with business owners in

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1 Ocean City in mind and not really from a whole
 2 equitable education point of view, and also every
 3 school system differs based on local conditions.
 4 My question I guess is in terms of the Ramadan
 5 holiday and Eid-al-Fitr, was that something that
 6 will be changing every calendar year, because it
 7 just seems to be the lunar calendar, so was that
 8 included in there?

9 MR. DUQUE: It was not, and as I said
 10 previously, I don't recall if actually Ramadan
 11 was discussed at the calendar committee meetings,
 12 I would have to go back and consult the minutes
 13 to refresh my memory, but I believe that your
 14 observation relative to the shifting of the start
 15 of Ramadan and the end of Ramadan is correct,
 16 that it's based on the lunar calendar.

17 MS. JOSE: Okay, thank you.

18 CHAIRWOMAN SCOTT: Thank you.
 19 Ms. Causey?

20 MS. CAUSEY: Thank you, Madam Chair.
 21 Thank you, Mr. Duque, and I appreciate the

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1 efforts of everyone on the calendar committee and
 2 the committee that works for a long time trying
 3 to get this right. I also appreciate your
 4 comments on the issue of the Board with the
 5 superintendent's recommendations and discussions
 6 with staff coming to a consensus for consistency.
 7 I would ask, have the other adjacent districts,
 8 because we know some of our teachers live in
 9 other districts, been considered, Anne Arundel,
 10 Carroll and Harford?

11 MR. DUQUE: Have been considered in what
 12 respect?

13 MS. CAUSEY: In the calendar committee's
 14 decisions.

15 MR. DUQUE: No, we normally just look
 16 from our perspective, we don't really pay
 17 attention to whether or not the adjacent
 18 jurisdictions start at a pre or a post. And
 19 also, it's been, the calendar committees do not
 20 meet at the same time, and calendars are not
 21 posted at the same time. Just out of interest,

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1 we do look at other jurisdictions for comparison
 2 purposes at times, but I don't recall that we
 3 actually took that into consideration when we
 4 were developing the two options.

5 MS. CAUSEY: Okay, thank you. The Board
 6 received an email from a teacher stakeholder that
 7 indicated that Anne Arundel, Carroll and Harford
 8 County have adopted post-Labor Day starts. Is
 9 that something that you could confirm for the
 10 Board?

11 MR. DUQUE: Certainly.

12 MS. CAUSEY: Okay, thank you. And one
 13 of the other issues is you mentioned the
 14 athletics and there's approximately 6,000
 15 students involved in that. Who sets the athletic
 16 calendar for when students start?

17 MR. DUQUE: I would believe it would be
 18 the athletic department, there, usually the
 19 students come back either for tryouts or for
 20 starting practice for the fall sports. There are
 21 quite a few fall sports, not just football, which

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1 accounts for the large number of students that
 2 are returning to campus in early August, and I
 3 don't know the exact date of when they actually
 4 return, and I would think that that probably
 5 fluctuates from year to year.

6 MS. CAUSEY: So the athletics start is
 7 up to the county, it's not up to the state?

8 MR. DUQUE: I believe so, but I would
 9 have to confirm that.

10 MS. CAUSEY: Okay, thank you, that's
 11 helpful.

12 DR. WILLIAMS: Madam Chair, the athletic
 13 schedule is up to the state, the MPSSAA, I
 14 believe I said that correctly, is the Maryland
 15 organization for athletics, they work
 16 collectively with all the athletic directors of
 17 every school system.

18 And I do, because I have the mic, I want
 19 to remind the Board, we amended what we provided
 20 you based on your feedback that we provide a pre-
 21 and post-Labor Day. We were not looking at other

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1 systems but really meeting your needs. When we
 2 used to make one recommendation thanks to
 3 Mr. Duque, we decided based on pre-pandemic
 4 conversations, I believe, to provide both a pre
 5 and post for your determination as to what the
 6 calendar would look like. Thank you.

7 CHAIRWOMAN SCOTT: Thank you for that,
 8 Dr. Williams. I believe Mr. Offerman? No?
 9 Okay. Mr. Thomas.

10 MR. THOMAS: Okay. Thank you, and thank
 11 you, Ms. Charley-Greene and Mr. Duque for
 12 presenting this. I'm looking at the post-Labor
 13 Day calendar, and for June 2023 Juneteenth is on
 14 June 19th of that year, that's a Monday, and it's
 15 marked on the side, there's an asterisk next to
 16 Juneteenth for June 20th. So my question is, if
 17 the school year is extended until June 22nd for
 18 the post-Labor Day schedule, then we would have
 19 off school for June 19th for Juneteenth, so would
 20 that affect the course of the school year and
 21 make the end date be the 23rd of June?

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1 MR. DUQUE: I believe there's been no
 2 decision, at least that I'm aware of, as to the
 3 observance of Juneteenth. If Juneteenth were to
 4 be observed, then the school year would be
 5 extended to Friday, the 23rd.

6 MR. THOMAS: Okay. Is Juneteenth a
 7 statewide holiday or a federal holiday?

8 MR. DUQUE: I believe that it is not.

9 MR. THOMAS: Okay. Thank you. My other
 10 question goes back to one of Mr. McMillion's
 11 questions about possibly having virtual
 12 instruction during snow days. With that
 13 possibility, or is that a possibility I guess is
 14 my first question.

15 MR. DUQUE: I would have to go ahead and
 16 pursue that with MSDE to see whether or not they
 17 would accept it as a school day. The problem
 18 with remote instruction on an inclement weather
 19 day is that sometimes the decision to close
 20 schools is not made until early morning hours of
 21 the day of closure. There are occasions,

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1 however, where the decision is made based on
 2 forecasts the evening before, and the reason I'm
 3 saying that is that teachers would need to be
 4 prepared not only with lesson plans for remote
 5 instruction but they would also have to insure
 6 that all of their students would be equipped with
 7 their devices, and then we also have the issues
 8 of hot spots because not all teachers or students
 9 for that matter would have a ready access to the
 10 Internet. So it sounds like it might be an easy
 11 alternative, but there are a lot of other
 12 underlying issues that impact the ability of all
 13 students to be engaged on those days in
 14 meaningful instruction.

15 MR. THOMAS: Okay. And I, when we
 16 proposed I think the 21-22 school calendar I had
 17 brought up a question about professional
 18 development and our teachers who are of Muslim
 19 and Jewish faith, would they be missing
 20 professional development, and you said that there
 21 would be opportunities for teachers to make up

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1 those professional development opportunities that
 2 they have. However, there has been multiple
 3 instances and multiple communications to the
 4 Board where special educators and their fellow
 5 staff members where a special educator is not
 6 able to work on their IEPs or prepare for their
 7 lessons because they are observing their faith on
 8 those days off. So is it possible for us to have
 9 off of school completely and to have a complete
 10 -- thank you, and to have a complete day off and
 11 schedule professional development days for other
 12 days? Would that extend the school year more, if
 13 so, would that cause any problems?

14 MR. DUQUE: Well, it wouldn't cause any
 15 problems other than it would impact the number of
 16 teacher days. The Board convened, the PRC, the
 17 policy review committee undertook a study to
 18 determine how to address the Muslim and the
 19 Jewish holidays, and at that time the
 20 recommendation by the Board was made that these
 21 holidays would be professional development days,

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1 that students would be off but that teachers
 2 would be in the schoolhouses with professional
 3 development. Again, that would be a decision
 4 that the Board would have to make prior to the
 5 PRC coming to the decision that impacts the
 6 calendars that we are presenting today. In
 7 previous calendars, we have been closed on the
 8 Jewish holidays, and then the question of equity
 9 with the Muslim holidays arose and the Board took
 10 the position that they would become professional
 11 development days for teachers and students would
 12 be off so that students could be with their
 13 families to celebrate the holidays.

14 The master agreement allows staff to
 15 take two religious holidays, paid holidays in
 16 addition to their urgent personal business, so
 17 they have a total of five that they can use for
 18 religious purposes. And I think that also played
 19 into the decision that the PRC came to when they
 20 made the recommendation that those days be
 21 professional development days.

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1 MR. THOMAS: Thank you, and do you know
 2 when that PRC decision was made?

3 MR. DUQUE: I want to say possibly six,
 4 seven years ago.

5 MR. THOMAS: Okay. As a new board I ask
 6 that we at some point reconsider that and look
 7 into that at a future PRC. And I know I only
 8 have a few seconds left, so can you please
 9 describe some of the benefits to the pre-Labor
 10 Day school year and some of the benefits to the
 11 post-Labor Day school year?

12 MR. DUQUE: I think I addressed some of
 13 them in my comments. The committee felt that a
 14 pre-Labor Day start would allow students to be in
 15 seats an additional we can prior to the
 16 administration of assessments. They felt that a
 17 pre-Labor Day start would be more beneficial to
 18 families, a large number of families within the
 19 school system who would have limited resources
 20 and don't have the ability to keep their students
 21 in summer camps or other programs because those

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1 programs are usually done by mid-August to late
 2 August. The ability to end the school year
 3 earlier obviously is an advantage to a pre-Labor
 4 Day start.

5 The post-Labor Day, it affords families
 6 the additional, the ones that can take advantage
 7 of the additional time to extend their summer
 8 holiday. One of the disadvantages of the post
 9 obviously is that the possibility of extending
 10 later into June is a reality.

11 CHAIRWOMAN SCOTT: Thank you.

12 MR. THOMAS: Okay, thank you so much,
 13 Mr. Duque and Ms. Charley-Greene.

14 CHAIRWOMAN SCOTT: I wanted to, I did a
 15 quick search, and just let you know that
 16 President Biden signed the Juneteenth bill
 17 creating a new federal holiday commemorating the
 18 end of slavery in the United States, so it is a
 19 federal holiday, so I just wanted to come on and
 20 say that. Yes, Ms. Pasteur?

21 MS. PASTEUR: Thank you. Mr. Duque,

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1 we've talked about the impact on students, but
 2 tell us what the impact or the differences are,
 3 because that is a question that has come up from
 4 some of our staff in terms of days. I tried
 5 counting, okay, that didn't work well, just
 6 trying to figure out or making sure that teachers
 7 and staff are getting pretty much equitable
 8 numbers of days off in the summer, because we
 9 want them to come back refreshed and happy as
 10 well. You've done a great job with the Jewish
 11 days and all of that; how does that look in terms
 12 of staff?

13 MR. DUQUE: Obviously if the school year
 14 ends later in the summer and starts earlier in
 15 the fall, and I'll use fall, obviously the summer
 16 break is shorter. If it ends earlier in the
 17 summer, the school year ends earlier in June and
 18 starts at the end of August, I'm not sure how
 19 that compares with the number of days because I
 20 really didn't, to be quite honest, I've never
 21 actually sat down and counted the number of days

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1 that comprised the summer break.

2 MS. PASTEUR: And I did try to do that

3 but it became sort of an obstacle so I stopped.

4 Thank you.

5 CHAIRWOMAN SCOTT: Thank you. Any other

6 questions or comments? Oh yes, Ms. Rowe?

7 MS. ROWE: I just wanted to clarify

8 something about the religious holidays, because I

9 remember when they became the professional

10 development days instead and the reason is

11 because when the school system gives a religious

12 holiday off, it is not because it's a religious

13 holiday, it is because the only way you can give

14 a religious holiday off from school is either if

15 it's a COMAR holiday which is mandated in state

16 law, or if having school on that holiday -- what

17 was that?

18 UNIDENTIFIED SPEAKER: You have 30

19 seconds.

20 MS. ROWE: So that holiday, you would

21 end up with such an attendance vacancy that it is

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1 the attendance that's the justification for

2 closing the schools, not the religion.

3 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.

4 Any other questions? Yes?

5 MS. CAUSEY: Thank you, Madam Chair.

6 And I do want to thank Dr. Hager and Mr. Thomas

7 and Ms. Rowe for their questions and comments

8 regarding equity for our Muslim and Jewish

9 teachers and communities, and students. I also

10 wanted to point out that for, in support of a

11 post-Labor Day start, one of the benefits is that

12 our students that are involved in agricultural

13 endeavors have, they're engaged countywide.

14 Hereford High School has a special program in

15 agriculture, but there are other students who are

16 involved countywide and they have -- excuse me?

17 CHAIRWOMAN SCOTT: 30 seconds.

18 MS. CAUSEY: Oh, thank you. And they

19 have culminating competitions at the Maryland

20 State Fair, and we've heard regularly from the

21 agricultural community that it is a hardship to

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1 start school before Labor Day as they are

2 attending to their competitions, and so I think

3 that that's something that needs to be considered

4 and it has been important in the past.

5 Agriculture is one of the largest industries in

6 the state of Maryland and when we're talking

7 about having children having the opportunities to

8 be college and career ready, it's important to

9 expand awareness and exposure around those

10 industries that are growing where there is

11 opportunity.

12 MR. DUQUE: Ms. Causey, I took your

13 previous comments around the agricultural

14 programs to heart and I tried to determine

15 exactly how many BCPS students participated in

16 the Maryland State Fair, and I'm not totally sure

17 of the total validity of this number because we

18 don't have any formal participation through BCPS,

19 the students participate through associated 4-H

20 programs or as a result of perhaps summer

21 employment on a farm or actually working on their

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1 own farm. The total number of students that I

2 was able to confirm was seven.

3 I also tried to determine how many

4 students are actually in the agricultural

5 program, and unfortunately I did not have that

6 number before coming to the board meeting.

7 MS. CAUSEY: Okay, thank you for that

8 effort. I can assure you from attending some of

9 the shows and competitions that it is more than

10 that, but I do not have the number for the

11 agricultural program but anyway, thank you for

12 that.

13 The last question I had is, were any

14 surveys of staff considered?

15 MR. DUQUE: Not in this iteration of the

16 committee. However, TABCO had indicated that its

17 constituency based on its last survey were in

18 favor of a pre-Labor Day start.

19 MS. CAUSEY: Okay, thank you, and a

20 survey of students?

21 CHAIRWOMAN SCOTT: That's time,

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1 Ms. Causey. Thank you. We next have a question
 2 from Ms. Jose.
 3 MS. JOSE: Thank you, Ms. Scott. So
 4 Mr. Duque, just to clarify, you just said that we
 5 have over 111,000 children in the school system
 6 and you could only verify seven of them
 7 participating in the agricultural program, did I
 8 hear that right?
 9 MR. DUQUE: Yes. What I was able to
 10 glean from contacting the CTE program, that they
 11 were aware of seven students who had actually
 12 participated in the State Fair. They caveated
 13 that by saying there might be more, however since
 14 they are not affiliated with BCPS or their
 15 participation is not through BCPS sponsorship
 16 that there might be more, and they really had no
 17 way at this point in time to provide me with a
 18 more complete number, although I have asked them
 19 to see if they could go ahead and verify
 20 additional participation.
 21 MS. JOSE: Okay, thank you. So that

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1 doesn't even break into the one percent of the
 2 111,000 children.
 3 The next question is to Dr. Williams.
 4 Standardized testing happens at the same time
 5 across the country, and so does a pre-Labor Day
 6 start in your experience and knowledge since
 7 you've been doing this, does that impact kids
 8 trying to prepare for those tests, in particular
 9 SAT and AP testing which will determine, you
 10 know, college acceptance, is that something that
 11 you're aware of happening one way or the other?
 12 DR. WILLIAMS: Well, thank you,
 13 Ms. Jose, you raise an interesting point about
 14 the standardized tests outside of the state of
 15 Maryland, there are fixed times such as the SAT
 16 multiple times. And so again, we want to bring
 17 based on the request from the Board both a pre
 18 and post. But I just have to say as a former
 19 teacher, and all the former teachers that are on
 20 the Board, and parents, something happens after
 21 Memorial Day in the school system, in every

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1 school system. It's like the month of June folks
 2 are like can we just end this school year, so
 3 we've had these conversations each year, but the
 4 reality is it's the optics, it's something that
 5 happens with Memorial Day and then graduations
 6 are happening, and it feels like the year is
 7 coming to a close. So sometimes put your parent
 8 hat on, sometimes if you're an educator put your
 9 educator hat on, and so I, it's interesting. I
 10 thank you, Mr. Duque, for sharing the perspective
 11 of TABCO here. Folks are tired, folks are tired
 12 by the time it gets to June 1st.
 13 So in essence, we will constantly look
 14 at the assessment schedule and we will plan
 15 accordingly in terms of local as well as state,
 16 and then we have multiple national assessments
 17 that we can plan either way, so thank you for
 18 that question.
 19 CHAIRWOMAN SCOTT: Ms. Mack?
 20 MR. MCMILLION: Mr. Duque, prior to
 21 being on the Board I thought that school always

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1 started after Labor Day because my kids always
 2 started after Labor Day. Now granted, my
 3 youngest child is 32. When did it change?
 4 Because you said for many many years we have had
 5 a pre-Labor Day start and you know, for
 6 consistency's sake we need to look at maybe
 7 getting back to that, but do you have any
 8 historical data to say when it moved away from a
 9 post-Labor Day?
 10 MR. DUQUE: I don't, and I don't recall
 11 when the proclamation actually took place. I
 12 know that when I came to BCPS in 2010, the
 13 calendar was a pre-Labor Day calendar and it was
 14 a pre-Labor Day calendar for numerous years up to
 15 that proclamation. I would have to find the date
 16 of the proclamation and once that proclamation
 17 took effect then we had to go to a post-Labor Day
 18 and then that lasted for a few years, and then
 19 the decision was made to allow the decision to
 20 revert back to the local boards.
 21 And the reason I was involved in the

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1 calendars was because I would sit down with TABCO
 2 and the unions to discuss the development of the
 3 calendar and to get their input in preparation
 4 for the calendar committee.
 5 MS. MACK: I don't want you to go back
 6 and check anything, but I just clearly remember
 7 as a new board member thinking I don't ever
 8 recall as a parent having an option, we always
 9 went back after Labor Day, but I can't even sit
 10 here and tell you what year my kids graduated so
 11 I can't even make that connection, so you don't
 12 need to check, but I did want to point that out,
 13 at some point it was, for all three of my kids
 14 always post-Labor Day.
 15 MR. DUQUE: There was prior to 2010, and
 16 I don't know how long prior to 2010, there was,
 17 because I was told anecdotally that BCPS started
 18 post-Labor Day.
 19 MS. MACK: That's what I thought.
 20 MR. DUQUE: And then we went to a
 21 pre-Labor Day start, and I use 2010 because that

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1 was my entry into the school system, and for
 2 numerous years after that, at least five, it was
 3 always a pre-Labor Day start until the
 4 proclamation.
 5 MS. MACK: Okay, thank you.
 6 CHAIRWOMAN SCOTT: Thank you.
 7 Mr. Offerman?
 8 MR. OFFERMAN: Ms. Scott, when will we
 9 vote on this?
 10 CHAIRWOMAN SCOTT: It's not today.
 11 Dr. Williams, do we have a date?
 12 DR. WILLIAMS: Mr. Duque, would you
 13 check the calendar? I think it's coming back in
 14 November.
 15 CHAIRWOMAN SCOTT: First of November.
 16 MR. DUQUE: I know it's in November, I
 17 think the first meeting in November.
 18 CHAIRWOMAN SCOTT: First meeting in
 19 November.
 20 MR. DUQUE: So this is first reader, and
 21 then there's public comment and then third

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1 reader.
 2 CHAIRWOMAN SCOTT: Okay, thank you for
 3 that. Mr. McMillion?
 4 MR. MCMILLION: Mr. Duque, based on my
 5 experience as a teacher, it appeared to me that
 6 the longer the school year extended into June the
 7 lower the school-wide attendance was. Did your
 8 committee look at systemwide attendance in June?
 9 MR. DUQUE: No, we didn't get into that
 10 kind of detail.
 11 MR. MCMILLION: Thank you.
 12 CHAIRWOMAN SCOTT: Thank you. Any
 13 additional questions? No? Okay. Thank you both
 14 very much for your presentation.
 15 All right. And the next item on the
 16 agenda is the report on the opening of schools,
 17 and for that I call on Dr. Williams, Ms. Byers,
 18 Dr. Jones, Dr. Roberts and Ms. Tillman.
 19 DR. ROBERTS: Good evening, Chair Scott,
 20 Vice Chair Henn, Dr. Williams, and members of the
 21 Board. This evening we are happy to bring

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1 forward to you an update on the opening of
 2 schools for the 2021-2022 school year. Joining
 3 me this evening are Mrs. Christina Byers,
 4 community superintendent for the central zone,
 5 Dr. Racquel Jones, community superintendent for
 6 the west zone, and Mrs. Lauren Tillman, principal
 7 of Scotts Branch Elementary School. Next slide
 8 please.
 9 On August 30th, 2021, we happily
 10 welcomed back approximately 105,000 students to
 11 the school for in-person learning. For many of
 12 our students this was the first time in school
 13 for the first time back since March of 2020. Our
 14 school-based staff and families experienced a
 15 wide range of emotions, from excitement to
 16 curiosity regarding the start of the school year.
 17 The work of our school leaders and their staff
 18 cannot be emphasized enough, and this evening the
 19 purpose of this presentation is to give you the
 20 insight into how schools and those who support
 21 them opened our schools in an unprecedented time.

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1 Mrs. Byers will now share some brief information
 2 regarding support offered to schools for the
 3 opening of this school year. Next slide please.
 4 MS. BYERS: So thank you, Dr. Roberts,
 5 and good evening, everyone. This graphic
 6 represents the core work of the Division of
 7 School Support and Achievement, and it is
 8 grounded in research from the University of
 9 Washington Center for Educational Leadership. In
 10 supporting our schools during the opening of
 11 schools, the Division of School Support and
 12 Achievement worked with individual school
 13 leadership teams to prepare our leaders and their
 14 schools for the start of the school year.
 15 Throughout the summer leaders in schools were
 16 meeting with their leadership teams in order to
 17 conduct instructional planning and preparation,
 18 as well as preparation to meet the
 19 social-emotional needs of our students.
 20 Our team worked directly with schools to
 21 develop their school progress plans. Our school

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1 progress plans really ground the work for our
 2 schools in terms of professional learning and
 3 building capacity of our staff. Additionally,
 4 our school project plans are designed to
 5 ameliorate the persistent and widening gaps that
 6 exist, specifically for our underserved
 7 populations. All of our schools have posted a
 8 snapshot of their school progress plan on their
 9 website.
 10 The Division of School Support and
 11 Achievement also created data monitoring founders
 12 for our principals to assist them in utilizing
 13 data in order to diagnose gaps and assess student
 14 achievement and performance as they work through
 15 our curriculum. Additionally, we supported our
 16 schools for opening with regard to staffing their
 17 schools and insuring that the facilities were
 18 ready for the safe and secure return of all of
 19 our students. At this time Dr. Jones is going to
 20 share information regarding the first week of
 21 school. Next slide please.

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1 DR. JONES: Good evening. During the
 2 first week of schools the Division of School
 3 Support and Achievement had an incredible
 4 opportunity to visit all 175 schools and
 5 programs. In alignment with our school support
 6 model we observed the instructional program,
 7 specifically the implementation of
 8 social-emotional learning and our new curriculum.
 9 Our school leaders, staff, students and families
 10 spent time getting to know one another, creating
 11 spaces and conditions for social and emotional
 12 learning including class meetings, hosting
 13 extended homerooms and implementing conscious
 14 discipline at the elementary PBIS and restorative
 15 practices.
 16 These visits gave us an opportunity to
 17 really witness the awesome power of teamwork
 18 within our schools. Our principals, our
 19 assistant principals, our teacher leaders and all
 20 of our staff, including paraprofessionals and the
 21 office staff, really chipped in to make sure that

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1 opening of schools was a planned event for all of
 2 our students. Our DSSA team had the wonderful
 3 opportunity to also step in and chip in as it
 4 related to carpool lines, helping out in the
 5 cafeteria and really just meeting with the
 6 instructional leadership team and teachers.
 7 Although we are only in, I believe it's
 8 the fifth week of school, we've also had some
 9 incredible opportunities to observe curriculum
 10 and some grade instruction which we're very proud
 11 of. Our principals, our assistant principals,
 12 our teachers, our paraprofessionals, office
 13 staff, students, families, everyone in the
 14 community should be commended for the tremendous
 15 work that they've put in already into this year,
 16 and we are very excited about this opportunity to
 17 have one of our principals provide us an inside
 18 look into the great work that is occurring.
 19 Lauren Tillman is here with us, some of
 20 you may be familiar with her as it relates to her
 21 work and her commitment to equity in our school

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1 system, but at this time we'll turn it over to
 2 you, Lauren, thank you.

3 MS. TILLMAN: Thank you, Dr. Jones.
 4 Good evening, Chairwoman Scott, Vice Chairwoman
 5 Henn, Superintendent Williams, esteemed members
 6 of the Board and BCPS staff. My name is Lauren
 7 Tillman and I am the proud west zone principal of
 8 Scotts Branch Elementary School. As a fifth year
 9 principal, it is my honor and my privilege to
 10 have this time with all of you, and I'm grateful
 11 to stand amongst my amazing principals and
 12 assistant principal colleagues to share our
 13 opening of the 2021-2022 school year. We are
 14 back and we are ready.

15 I know that I share this work with all
 16 of my administrator colleagues across the school
 17 system and I'm honored to be one of the 176
 18 principals charting a course for high student
 19 achievement each and every day.

20 The staff and students of Scotts Branch
 21 send you their greetings this evening, and

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1 reminded me before I left to join you a phrase
 2 that we live by as a school family. If you stay
 3 ready you don't have to get ready. These opening
 4 weeks have been no different. We have always
 5 believed that preparation for the what ifs keeps
 6 us prepared for the what is. I can't tell you
 7 how much our educators have anticipated welcoming
 8 back the buzz in the hallways, the roaring of the
 9 school buses, the productive classroom chatter,
 10 and best of all the smiling faces behind the
 11 masks of who we do this work for across this
 12 great system.

13 What a time it's been. I take a deeper
 14 breath when I say that because what a year we've
 15 been through. On March 16th, 2020, access to
 16 learning as we knew it was taken from us. We
 17 shape shifted to a virtual world but what we know
 18 about resiliency is that we all qualify for it,
 19 we just need apply. It is clear that missing
 20 in-person learning for a year does create new and
 21 additional challenges for all of us, but we've

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1 spent this time examining data on the
 2 comprehensive needs of our children.

3 We realized that mathematics and
 4 reading, although critical, don't outweigh our
 5 responsibilities to address mental health
 6 concerns, food and housing insecurities, and to
 7 increase family engagement, all the while
 8 addressing the full child and the academic needs.

9 Truly our greatest enjoyment in the
 10 early weeks has been reconnecting with students.
 11 Fear is real for our students, our staff and
 12 frankly myself as we face the realities
 13 associated with the pandemic, but we rise every
 14 day to address the needs of all children, and
 15 refuse to let what we learned during tough times
 16 go to waste. The challenges are not easy, the
 17 days are long, nothing is perfect, but our work
 18 is equity infused and we remain resolute in our
 19 purpose of excellence over everything.

20 At the beginning of the school year we
 21 received our superintendent's charge, a charge to

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1 lead our schools through the continued process of
 2 recovery, healing and rebuilding. We stood
 3 ready, we prepared our schools for opening in our
 4 new normal with our health and safety measures in
 5 place, our building service and facilities teams
 6 deployed enhanced safety protocols in support of
 7 students and staff, and we thank them.

8 The visuals that you see on the screen I
 9 must say, represent merely a fraction of who we
 10 are and how we operate at Scotts Branch, from
 11 celebrating the Men of Excellence as role models
 12 for our young male scholars to creating
 13 collectively a mural during teacher pre-service
 14 week, to our first, second and third-year teacher
 15 cohorts and developing our Aspiring Leaders
 16 pipeline. Our mural is much more than a piece of
 17 art, it represents the rich traditions built at
 18 the Branch around teamwork, collaboration, the
 19 beauty of diversity, the various cultural
 20 backgrounds and our love for Baltimore. We had
 21 the honor of hosting Dr. Williams and his team,

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1 County Executive Olszewski and his team, our own
 2 BCPS board members, Madam Speaker of the House
 3 Adrienne Jones and her staff, union leadership
 4 and so many more on the first day of school.
 5 Indeed, special and supportive does not alone
 6 describe how our team felt that day. Next slide
 7 please.
 8 At Scotts Branch we're doing things a
 9 little bit differently to address access to
 10 instructional challenges. As we keep our
 11 systemwide four priorities in mind, to accelerate
 12 learning, insure social-emotional wellness,
 13 increase data literacy and uphold a standard of
 14 excellence, our school chose to specifically
 15 uphold priority four this year upon our return by
 16 crafting a standard of excellence.
 17 To start, we wanted to approach
 18 education itself differently. We had to change
 19 the narrative, excellence over everything is our
 20 rallying cry but it didn't come without tough
 21 conversations and reflections on who we are both

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1 individually and as a staff. Our leadership team
 2 found the word excellence had become a loosely
 3 used word that we hadn't truly defined. It was
 4 certainly our expectation but hadn't quite become
 5 our true north, we needed a common language, we
 6 needed to standardize what excellence meant at
 7 the Branch.
 8 So this summer we held a leadership
 9 retreat to truly define what excellence meant to
 10 us. Dr. Morrow joined us to refine our vision
 11 and mission for the year in order to bring our
 12 school progress plan to life. It started with
 13 vulnerability in data and our relentless pursuit
 14 for opportunity and access for all student
 15 groups. If you know us, you know that our equity
 16 work moves freely throughout our building and we
 17 provide space to have tough conversations. We
 18 use an inquiry model to pose questions such as
 19 what would high performance feel and look like at
 20 Scotts Branch, how would equity live and breathe
 21 through our instructional practices, how do we

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1 scrutinize our data and ultimately keep student
 2 achievement paramount?
 3 The poster that you see to the right of
 4 the screen can be found all over our building, to
 5 help keep that collaborative vision alive and
 6 running. Today in terms of student performance
 7 we are seeing improved results in data based on
 8 changes in teacher beliefs, mindset shifts,
 9 pacing for performance, and strengthening our
 10 expectations. As an educational leader I love
 11 hearing stories about wins for students, but
 12 ultimately the ending of the story should tell me
 13 how we got it done. At Scotts Branch our how is
 14 high energy team building and anticipating
 15 learning experiences by designing classroom
 16 spaces that accommodate every learner. We design
 17 professional learning experiences using a
 18 differentiated cohort approach and place
 19 classroom teachers in university model learning
 20 groups. We're heavily focused on developing
 21 leaders within our building and a system of

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1 support for all teachers, as an administrative
 2 team we are their biggest cheerleaders.
 3 To increase data literacy our staff
 4 development teacher created workbooks that not
 5 only provide grade level teams ongoing access but
 6 provide a comprehensive overview of student
 7 achievement for identified student groups. The
 8 work books identify gaps and opportunities to
 9 accelerate our standards so that we may adjust
 10 our instructional practices. We use our data
 11 workbooks in during grade level planning in
 12 collaboration with data monitoring calendars in
 13 order to --
 14 CHAIRWOMAN SCOTT: One moment, excuse
 15 me. Board members who are on the phone, would
 16 you please put your phone on mute, because we're
 17 hearing you. Thank you. Apologies.
 18 MS. TILLMAN: No problem. We use our
 19 data workbooks during grade level planning in
 20 collaboration with data monitoring calendars in
 21 order to adhere to assessment timelines. Those

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1 must be done, but we have the right people in
 2 place to do so.
 3 In closing, the backbone of our school
 4 continues to be our strong bond with our
 5 community. We appreciate the work they do in
 6 partnership with us from local organizations to
 7 neighborhood churches, such as the Maryland Food
 8 Bank, Good Shepherd COGIC, Downtown Locker Room,
 9 Always Reading LLC, Zeta Phi Beta sorority, Main
 10 Street Mental Health, and so many more who
 11 provide resources such as food, backpacks,
 12 clothes and books. It's particularly memorable
 13 for our teachers to make a connection with
 14 Superintendent Williams at the Foundation
 15 Exchange. In just the first month of school our
 16 community partners have supported over 300
 17 students directly, so I thank you, Dr. Morrow and
 18 Dr. Jones for not only serving as my executive
 19 leadership but as partners with Scotts Branch. I
 20 appreciate the opportunity to share our journey
 21 with all of you. For those of you who visited us

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1 on the first day of school, come back and see us
 2 again, and for those who have not had a chance to
 3 come out and see us, our doors and our hearts are
 4 always open.
 5 At this time I would like to turn it
 6 over to Superintendent Williams. Thank you.
 7 (Applause.)
 8 DR. WILLIAMS: So I would like to
 9 commend the leadership of Principal Lauren
 10 Tillman and the staff at Scotts Branch Elementary
 11 School. She is one of 176 dedicated and data
 12 driven principals in our school system.
 13 First I would like to acknowledge our
 14 three community superintendents, Ms. Christina
 15 Byers, Dr. Racquel Jones and Dr. George Roberts,
 16 for their oversight, yes.
 17 (Applause.)
 18 For their oversight and leadership of
 19 our executive directors, our school leadership
 20 teams and our communities. Their coaching of our
 21 executive directors was evident as we are

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1 healing, recovering and rebuilding. They're
 2 present at board meetings and are active
 3 participants in many of community events and
 4 meetings. So you have seen them regularly.
 5 The next group has joined us tonight and
 6 they serve as the principal coach and supervisor
 7 and they spend hours in schools working along
 8 with our principals instructional leadership team
 9 as a thought partner. They are usually the first
 10 call when there is a question or concern from a
 11 principal, and can coach, counsel and provide
 12 assistance associated with many topics and issues
 13 in a school building. So tonight I've asked our
 14 executive directors to be present, I will name
 15 them alphabetical.
 16 We have Ms. Melissa DiDonato, west zone
 17 elementary, please stand.
 18 (Applause.)
 19 We have Dr. Sharonda Gregory, central
 20 zone elementary.
 21 (Applause.)

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1 Kyria Joseph, west zone secondary.
 2 (Applause.)
 3 Dr. Heidi Miller, central zone
 4 elementary.
 5 (Applause.)
 6 Dr. Adrienne Morrow, west zone
 7 elementary.
 8 (Applause.)
 9 Dr. Jennifer Mullinax, east zone
 10 elementary, special schools and several secondary
 11 schools.
 12 (Applause.)
 13 Mr. Samuel Mustipher, central zone
 14 secondary.
 15 (Applause.)
 16 Eric Wilson, east zone elementary and
 17 several secondary.
 18 (Applause.)
 19 I would like for them to stand so we can
 20 all see them as one unit.
 21 (Applause.)

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1 So with them and our community
 2 superintendents they provide the support whether
 3 it's instructional or non-instructional issues.
 4 They support our principals, our leadership
 5 teams. Again, I've watched them with my own eyes
 6 interact with school leadership, long hours and
 7 dealing with all kinds of issues, including what
 8 I heard the other day about a bird issue at a
 9 particular elementary school. I would like to
 10 acknowledge their work for assisting our
 11 principals with the opening of school and
 12 providing guidance to our principals and their
 13 teams where needed. Our community
 14 superintendents and executive directors have
 15 worked tirelessly to support our schools and our
 16 school leadership, so I would like to say
 17 personally, thank you for all that you have done
 18 and continue to do for our schools, and
 19 particularly for our school principals, assistant
 20 principals and school leadership teams, so thank
 21 you for being here tonight.

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1 (Applause.)
 2 CHAIRWOMAN SCOTT: Thank you all so
 3 much. Are there any questions from board members
 4 or discussion? No? Yes, Ms. Pasteur.
 5 MS. PASTEUR: I just want to thank all
 6 of you and I especially want to thank Ms. Tillman
 7 because what they're doing at Scotts Branch is
 8 critical, it's the way we should be moving, and
 9 the conversation that we had earlier inspired by
 10 Ms. Scott's question goes to the heart of where
 11 we should be and what we should be doing, because
 12 the reality if you know Scotts Branch, look it
 13 up, it has been traditionally for way too long
 14 the underachieving model, so listen carefully, go
 15 back and pay attention to what Ms. Tillman said
 16 tonight. It is setting a new paradigm about
 17 excellence. She named the pieces, this is where
 18 we're going and we need to be processing it and
 19 staying positive. So I want to thank you,
 20 Ms. Tillman and the team that is working with you
 21 to make Scotts Branch excellent and to make

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1 everyone understand how important those children
 2 are, not just in what you do but what you said,
 3 Dr. Williams, on the first day about that
 4 building that sits in front of it, it's not what
 5 goes on inside, it's making those children and
 6 the community believe they are worthwhile based
 7 on what they see around them. So thank you,
 8 thank you for that presentation.
 9 CHAIRWOMAN SCOTT: Thank you. Okay, the
 10 next item on the agenda is the update on the
 11 efficiency review and for that I call on
 12 Dr. Williams.
 13 DR. WILLIAMS: I still feel based on
 14 what was just presented, board members, it is
 15 always good to hear from our leadership, so
 16 again, I just want to thank Principal Tillman.
 17 Principal Tillman, you may leave so you rest and
 18 go home and be prepared for tomorrow, and your
 19 team, I think you have some folks here?
 20 (Applause.)
 21 Thank you. So this evening, good

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1 evening, Board Chair Scott, Vice Chair Henn and
 2 members of the Board. Tonight I present update
 3 number one of a clear path forward, our system
 4 plan to address the needs outlined in the Public
 5 Works operational efficiency review. Our plan
 6 will be aligned with the Blueprint for Maryland's
 7 Future with the goal of positioning Baltimore
 8 County Public Schools as a premier school system.
 9 My team and I will regularly update our board,
 10 our community and Team BCPS during this time of
 11 change. Our partnership is critical to insuring
 12 high quality services to our students, our staff
 13 and families of Baltimore County. Next slide
 14 please.
 15 As part of our effort to recover,
 16 rebuild and heal, we must acknowledge our current
 17 state, have frank dialogue about our path
 18 forward, and collaboratively create the climate
 19 and conditions necessary for collective healing.
 20 Since my last report my team and I have met with
 21 principals, visited schools, spoken with staff

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1 and engaged with union presidents through weekly
 2 check-ins and monthly sessions. In each of these
 3 venues I've asked two questions, two simple
 4 questions, how are you, and what do you need. I
 5 appreciate your candor. What you hear tonight
 6 incorporates much of what was shared with me.
 7 Next slide.

8 So to insure that we are on the same
 9 page, on September 14th I committed to the
 10 following: Significant cost savings focused on
 11 operational efficiency. Identified savings will
 12 draw from report recommendations and align with
 13 the Blueprint for Maryland's Future.

14 A reorganization of central office staff
 15 to ensure the effective and efficient provision
 16 of services to schools that is respectful of the
 17 expertise and talent of dedicated members of Team
 18 BCPS.

19 And third, a comprehensive and
 20 collaborative plan to improve staff morale,
 21 communication and stakeholder satisfaction.

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1 Development of this plan will include union
 2 presidents, executive directors, PTA and student
 3 leadership.

4 Based on a preliminary review, cost
 5 savings range from six million to \$7 million in
 6 one year, totaling minimum of 30 to \$35 million
 7 over five years.

8 The next two slides will detail our
 9 process for convening and engaging with
 10 multi-stakeholder groups to work across
 11 divisions. Next slide please.

12 So a 759-page review of our system
 13 requires a balanced and studied approach for
 14 successful implementation.

15 Number one, division workgroups. Each
 16 division workgroup will be assigned to one or
 17 more chapters of the report. An equity
 18 specialist and executive director, division
 19 executive director, will co-facilitate meetings
 20 with a representative group of staff from that
 21 division. Their work will be to review

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1 recommendations, identify priorities and chart a
 2 course for implementation of next steps.

3 Two, blueprint review team. Our
 4 blueprint review team will be co-led by division
 5 executive director and director. This team will
 6 receive and review recommendations from division
 7 workgroups to ensure alignment with Blueprint for
 8 Maryland's Future for possible revisions and
 9 upgrades.

10 And three, stakeholder workgroup. Our
 11 stakeholder workgroup will be co-led by division
 12 executive director and director. Membership will
 13 consist of union presidents, representatives from
 14 all unions, PTA and other stakeholder parent
 15 groups, SGA student councils. This workgroup
 16 will be tasked with identifying the desired end
 17 user experience. They will review
 18 recommendations from division workgroups and
 19 provide feedback. Next slide please.

20 So simply put, the division workgroups
 21 identify implementation priorities and submit a

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1 plan to the blueprint review team to ensure
 2 alignment with Maryland's Blueprint for the
 3 Future, and the stakeholder group will ensure
 4 that these changes meet the needs of Team BCPS.
 5 Next slide.

6 We will begin this process by sending
 7 division workgroup invitations and hosting
 8 stakeholder membership applications the week of
 9 October 4th, and conducting facilitated training
 10 during the weeks of October 11th and
 11 October 18th. Meetings will begin the week of
 12 October 25th, they will occur biweekly and be
 13 scheduled for 60 to 90 minutes in duration. All
 14 meetings will include an agenda and action notes.
 15 I will continue to present detailed monthly
 16 updates to the Board. Next slide.

17 So the recommendation to reorganize the
 18 BCPS organizational structure was based on an
 19 analysis of peer districts identified by Public
 20 Works LLC. Careful review of those
 21 organizational charts revealed superintendent

<p style="text-align: right;">Page 114</p> <p>1 direct reports range from eight to 14, our 2 current structure has 11. After reorganization, 3 the direct reports will be reduced to eight. The 4 chart before you adopts the creation of a deputy 5 superintendent, chief of schools, a chief 6 financial officer and chief information officer, 7 as recommended by Public Works LLC. As you know, 8 we are bound by the Board of Education policies 9 and superintendent rules for hiring. Next step 10 in the hiring process includes reclassification 11 of current positions, working with position 12 management on newly created positions and 13 undergoing a position review at the ERC, the ERC 14 stands for expenditure review committee, in order 15 to post and fill these positions. My October 16 update will include additional details regarding 17 the reporting structure. Next slide please. 18 So the efficiency review recommends that 19 BCPS address climate, work environment and morale 20 of staff. It further states that the division of 21 organizational effectiveness should use the</p>	<p style="text-align: right;">Page 116</p> <p>1 effectiveness in collaboration with the 2 communications team. These data will be used to 3 create a plan that addresses identified gaps. 4 The plan of course will be shared with the Board 5 in October. Next slide. 6 While some of the work outlined in the 7 report is tied to budget cycles and hinges on 8 position management, we have heard loud and clear 9 that there are needs to be met right now. 10 Wherever we can, we are engaging in interim 11 problem solving steps, so thank you school 12 leaders, staff and families for sharing your 13 concerns around transportation, technology and 14 payroll. 15 To address the transportation shortage 16 we will continue to conduct job fairs and explore 17 adjustments to compensation to better attract 18 staff. In the interest of transparency we are 19 creating a data dashboard to track and report 20 on-time arrivals and communication. 21 In response to technology needs we will</p>
<p style="text-align: right;">Page 115</p> <p>1 survey results to create a comprehensive plan 2 that addresses climate and morale. Based on my 3 conversations with staff and families, I know 4 that we have a very real customer service 5 problem. We know that climate and morale issues 6 erode our effectiveness and directly impact 7 student achievement. If we don't take care of 8 our team then our students don't receive our very 9 best. With that in mind, we are crafting a 10 multifaceted comprehensive plan focused on 11 engagement, wellness and appreciation. 12 Union leaders were invited to 13 participate in this work on September 13th to 14 share ideas during our next week after 15 collaborating with their membership. Next slide. 16 The efficiency report recommends the 17 development and implementation of a written 18 strategic communication plan that enhances 19 transparency. The new director of communication, 20 Gboyinde Onijala, is currently leading an 21 in-depth review of our methods and will assess</p>	<p style="text-align: right;">Page 117</p> <p>1 collect data on our ticket completion response 2 time and rate. Principals, principals, thank you 3 for sharing the need for a top ten report focused 4 cheat sheet. In addition to developing this 5 cheat sheet we will develop optional training 6 sessions during the second week of October. We 7 will also through position management explore 8 additional centralized support for schools. 9 And in the area of payroll we will 10 monitor customer service response rates and 11 explore new technologies and contracted service 12 to improve efficiencies. Next slide please. 13 As we are all well aware, there is a 14 staffing shortage across the nation. We continue 15 to host job fairs to attract high quality 16 applicants. In order to increase retention and 17 remain competitive and to insure alignment with 18 the Blueprint for Maryland's Future, we will 19 conduct a salary study for all unions. We will 20 also explore incentives such as no-cost 21 fingerprinting and signing bonuses to reduce</p>

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1 barriers for our support proceed professionals.
 2 In the area of certification we will create
 3 dedicated opportunities to address staff concerns
 4 and report our progress. Next slide.
 5 As excited as we have been to welcome
 6 students back to in-person learning, we
 7 acknowledge that this represents a period of
 8 adjustment. For an example, our current ninth
 9 graders were last in full-time school in seventh
 10 grade. While the virtual learning environment
 11 from last year makes it difficult to accurately
 12 compare year-to-year data, we know that there is
 13 concern about some student behaviors. So that we
 14 all have a clear picture, we will collect and
 15 report data and explore community partnerships to
 16 support our students and families. We will also
 17 maintain our focus on social-emotional learning
 18 in schools. Many members of Team BCPS have
 19 helped to support contact tracing efforts. In
 20 many cases our nurses have led this charge and we
 21 appreciate them. In order to support all

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1 involved including nurses, health assistants,
 2 clerical and other staff, we are continuing to
 3 provide additional compensation to staff for
 4 overtime. We're also hiring contract nurses
 5 and/or contact tracers to support schools. So
 6 thank you principals and assistant principals for
 7 being the front facing representative of Team
 8 BCPS for your communities. We know that the
 9 ongoing pandemic has created new challenges for
 10 you and your teams. As you deliver messages and
 11 insure the safety of all of our students, we
 12 definitely appreciate your leadership. Next
 13 slide.
 14 While we engage in our valid and steady
 15 approach to respond to the efficiency review, our
 16 day-to-day work continues. Teaching and
 17 learning, data literacy, social-emotional
 18 wellness and the standard of excellence remain
 19 our focus areas. As we meet with stakeholders we
 20 will tend to do the right now while we address
 21 the future. As a system we have everything that

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1 we need to make this work, everyone has a seat at
 2 the table. It is important that we do not, do
 3 not become distracted or divided by the noise.
 4 Thank you so much for your continued support and
 5 engagement in this work.
 6 CHAIRWOMAN SCOTT: Thank you,
 7 Dr. Williams. Are there any questions from board
 8 members? Yes, Ms. Mack?
 9 MS. MACK: Thank you, Dr. Williams, for
 10 that update. One of the big issues that Public
 11 Works pointed out was the staffing deficiencies
 12 in HR. I don't have the slide, but did you speak
 13 to that at all, about filling some of those
 14 positions in the early parts of your plan?
 15 DR. WILLIAMS: So my plan talked about
 16 having our groups, a stakeholder group to look
 17 and every recommendation and finding and to make
 18 some recommendations, and if you're referring to
 19 that chapter, there were several findings and
 20 recommendations regarding HR, particularly around
 21 the technology, so I talked about technology as

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1 well as other means of support.
 2 MS. MACK: But I remember reading that
 3 that was the one area, there were a lot of areas
 4 where they recommended cuts, but I believe HR, I
 5 believe the report said were woefully
 6 understaffed, so that will be part of the
 7 conversation also?
 8 DR. WILLIAMS: That will be a part of my
 9 update.
 10 MS. MACK: And will the job descriptions
 11 include required and desired skills for each of
 12 the eight report positions reporting directly to
 13 you be provided to the Board as you advertise
 14 those jobs or fill those jobs?
 15 DR. WILLIAMS: I don't see why not.
 16 MS. MACK: Okay, thank you. And then I
 17 didn't have the slide. Was there a division of
 18 IT as one of the eight direct reports?
 19 DR. WILLIAMS: Yes. So one of the
 20 slides reference, I believe it's slide seven, so
 21 chief informational officer.

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1 MS. MACK: Oh, okay. We don't have
 2 them, so I didn't see that. Thank you, those are
 3 my questions.
 4 DR. WILLIAMS: Was it not posted on the
 5 screen? Oh, we will be happy to share that.
 6 MS. MACK: Okay, thank you.
 7 DR. WILLIAMS: No problem.
 8 MS. MACK: That's what I'm looking for.
 9 DR. WILLIAMS: I had your undivided
 10 attention since you didn't have it.
 11 MS. MACK: You did, I see it now but I
 12 couldn't remember seeing it, so thank you.
 13 CHAIRWOMAN SCOTT: Mr. McMillion?
 14 MR. MCMILLION: Dr. Williams, I
 15 understand that the ship has sailed on the
 16 efficiency review. However, did you and your
 17 staff forward a rebuttal to Dr. Cox based upon
 18 the outcomes of her organizational review?
 19 DR. WILLIAMS: I don't know if I would
 20 classify as a rebuttal. We were given the
 21 opportunity to respond based on some of their

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1 recommendations and findings, and if you go and
 2 look at the 759 pages you will see some of my
 3 responses are in there maybe questioning
 4 something or seeking clarity. But at this point
 5 they have completed their work, it is now upon us
 6 to take that and make this our work.
 7 MR. MCMILLION: Okay. Secondly,
 8 considering the internal audit department falls
 9 under the Board of Education's umbrella of
 10 responsibilities, is that department included in
 11 your reorganization?
 12 DR. WILLIAMS: That department is
 13 included in the recommendations from Public Works
 14 LLC.
 15 MR. MCMILLION: Specifically under what
 16 category?
 17 DR. WILLIAMS: I believe it's under
 18 finance, I want to say chapter four but we can
 19 give, I don't have the document in front of me to
 20 give you the exact chapter.
 21 MR. MCMILLION: Okay. And lastly, will

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1 the internal audit department receive an
 2 invitation to join the division workgroup?
 3 DR. WILLIAMS: On, absolutely.
 4 MR. MCMILLION: Thank you.
 5 DR. WILLIAMS: I just want to clarify,
 6 though Mr. McMillion didn't say this, this was an
 7 efficiency review and not an audit, I think
 8 Ms. Barr would appreciate me clarifying the
 9 difference.
 10 CHAIRWOMAN SCOTT: Okay. Any additional
 11 questions? None? Okay. Thank you,
 12 Dr. Williams.
 13 The next item on the agenda is the
 14 report on the 2021-2022 student performance
 15 report, and for that I call on Dr. Williams and
 16 Dr. Wheatley-Phillip.
 17 DR. WHEATLEY-PHILLIP: Good evening,
 18 Board Chair Scott, Vice Chair Henn,
 19 Superintendent Dr. Williams and members of the
 20 Board and the community. Tonight we will present
 21 our annual student performance report as aligned

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1 with The Compass, our strategic action plan.
 2 Joining me tonight are Mr. Kevin Connelly,
 3 executive director for performance management and
 4 assessment, and Dr. Eric Minus, executive
 5 director, research and data analytics. Next
 6 slide please.
 7 The Compass commitment established
 8 targets and goals for continuous growth and
 9 achievement. The metrics and targets for our
 10 learning accountability and results Compass
 11 commitments are predictive of college
 12 perseverance, college readiness, and present
 13 benchmarks for access, opportunity and the
 14 achievement across school levels. The Compass
 15 allows us to focus on and prioritize the needs of
 16 students. When developing the strategic plan it
 17 was essential to keep the end in mind, which is
 18 to graduate students who are ready for college,
 19 career, the military and trade. From this goal
 20 critical benchmarks and transition points were
 21 identified to provide insight as to whether

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1 students are on predictive pathways for college
 2 and career readiness. As you can see, we set
 3 forth a trajectory that would at critical
 4 junctures allow us to assess our progress towards
 5 students being ready for college, career or
 6 service. On the next slide Mr. Connelly will
 7 provide an overview of the MSDE early fall
 8 assessments. Next slide please.

9 MR. CONNELLY: Thank you,
 10 Dr. Wheatley-Phillip. In order to meet federal
 11 testing mandates, the U.S. Department of
 12 Education allowed MSDE to postpone the 20-21
 13 state assessments until the fall of 2021.
 14 Maryland schools will be administering shortened
 15 versions of the 2021 state assessments in ELA,
 16 math and science this fall, referred to as the
 17 Maryland early fall assessments. Students will
 18 take the test associated with the grade level or
 19 course they were enrolled in during the 20-21
 20 school year. We anticipate that results will be
 21 available regarding student proficiency by the

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1 end of October and standard space reporting by
 2 December. Due to changes in how test items are
 3 scored for the early fall assessment, as well as
 4 a lack of a common scale across assessment
 5 forums, we believe the value of the performance
 6 data reported is to inform standards-based
 7 achievement at the system level, and potentially
 8 provide insight into course content and
 9 curriculum. Next slide please.

10 MSDE will resume normal administration
 11 times for all state assessments beginning in
 12 December. In addition to these assessments, Team
 13 BCPS uses standards-based formative and summative
 14 assessments such as teacher-created tests and
 15 curriculum-based assessments also known as CBAs
 16 to monitor student learning and adjust
 17 instruction to meet the needs of students.
 18 Standards-based assessments are administered to
 19 students in kindergarten through grade 12 across
 20 content areas at regular intervals. Growth and
 21 achievement over time is measured through

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1 standards-based and norm reference assessments
 2 such as math, PSAT and AP. Additionally, CTE
 3 certification exams are used to understand
 4 student mastery compared to industry benchmarks
 5 or standards. Dr. Eric Minus will share with you
 6 information regarding the BCPS dashboard and
 7 student data. Next slide please.

8 DR. MINUS: Thank you, Mr. Connelly and
 9 good evening, everyone. As part of Dr. Williams'
 10 and Team BCPS's commitment to transparency, the
 11 school profile dashboard has been publicly
 12 available to all stakeholders since March 2019
 13 through our bcps.org website. The school profile
 14 dashboard which is updated annually provides a
 15 wealth of information about our schools,
 16 including academic achievement, climate and
 17 demographic data, as well as more operational
 18 information such as operating budget, building
 19 utilization and the number of teachers. As a
 20 complement to the highlights tab there are three
 21 additional tabs that provide additional academic

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1 achievement data including MAP for elementary and
 2 middle schools, the Maryland comprehensive
 3 assessment program or MCAP for elementary, middle
 4 and high schools, as well as PSAT and SAT data
 5 for high schools. The school profile dashboard
 6 is available along with the COVID facilities
 7 management compass and strategic survey public
 8 dashboards available on our bcps.org website.
 9 Next slide please.

10 And so we are all excited to be back in
 11 our school buildings, and as we move forward in
 12 the 2021 to 2022 school year, it is important to
 13 have a baseline to use as a starting point in
 14 measuring student progress. Grounded in our
 15 metrics for The Compass, MAP assessments provide
 16 us with valuable growth and achievement
 17 information. The last MAP assessments given
 18 before the COVID-19 closures were completed in
 19 February of 2020. The table displays the
 20 percentage of students who scored at or about the
 21 61st percentile, which is our Compass metric, in

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1 grades K through five in math and reading. This
 2 information is based on students who took the
 3 test in February 2020 and not current student
 4 enrollment. The information represented in this
 5 slide displays data prior to updates in
 6 curriculum, professional development in
 7 mathematics and ELA, and recommendations from the
 8 system improvement team. After the fall 2021
 9 testing we will share this information again
 10 based on this year's administration of MAP. It
 11 will be important to note that in the fall
 12 kindergarten students do not participate in MAP
 13 as they do annually in the state-mandated KRA
 14 assessment. MWEA resets MAP norms per industry
 15 standards every five years. All the data
 16 presented are based on the May 2020 MWEA norms
 17 for math and reading. The norm study was
 18 completed prior to COVID-19 and the norms were
 19 not adjusted following the COVID-19 closures.
 20 Mr. Connelly will now share with you additional
 21 information about student performance. Next

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1 slide please.
 2 MR. CONNELLY: Thank you, Dr. Minus.
 3 For students in grades six through eight who took
 4 the MAP assessments in February of 2020, 30.8
 5 percent of those students scored at or above the
 6 61st percentile in math and 37.9 percent scored at
 7 or above the 61st percentile in reading. The
 8 data displayed is prior to updates in curriculum,
 9 professional development in mathematics and ELA,
 10 and recommendations from the system improvement
 11 team. In December we will provide achievement
 12 data for reading and mathematics for students in
 13 grades one through eight based on our fall 2021
 14 MAP assessments. Next slide please.
 15 Just as we were using MAP data to
 16 provide a baseline for our students in grades one
 17 through eight, we have identified end of course
 18 grades to gauge where our students are in terms
 19 of being on track for graduation, since research
 20 has shown that course grades are an important
 21 predictor of graduation. Both English 10 and

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1 Algebra 1 courses are required for graduation and
 2 have an associated MCAP assessment. The course
 3 grades were completed prior to updates in grading
 4 and reporting implemented at the school level,
 5 curriculum, professional learning and
 6 recommendations from the system improvement team.
 7 This slide displays the percentage of
 8 students earning an end of course grade of C or
 9 higher for the 20-21 school year. On the far
 10 left in blue you can see that 60.8 percent of
 11 students who took English 10 during the 20-21
 12 school year earned an end of course grade of C or
 13 higher. Since Algebra 1 can be taken in both
 14 middle school and high school to complete the
 15 graduation requirement, two bars are presented.
 16 In the middle orange bar you can see that 74.7
 17 percent of sixth through eighth graders
 18 earned an end of course grade of C or higher in
 19 the 20-21 school year, compared to 45.6 percent
 20 of students in grades nine through 12.
 21 It's important to note that we as a

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1 system deliberately chose to set our baseline as
 2 the percentage of students earning a C or higher
 3 on these critical courses because we are
 4 committed to raising the bar for all students and
 5 preparing them for success in college, career or
 6 service. Dr. Wheatley-Phillip will share with
 7 you updates of our cross-divisional plans. Next
 8 slide please.
 9 DR. WHEATLEY-PHILLIP: Thank you,
 10 Mr. Connelly. The Compass articulates our vision
 11 and purpose, and strategic actions to raise the
 12 bar, close gaps and prepare all students for the
 13 future. Our commitment to continuous improvement
 14 rooted in Board Policy and Superintendent's Rule
 15 3170 is operationalized across the system through
 16 school progress plans and office progress plans
 17 which are all aligned with our strategic plan.
 18 Goals, metrics and targets provide focused
 19 progress monitoring. School and office teams
 20 engage in a comprehensive needs assessment and
 21 root cause analyses to identify specific goals,

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1 design action steps to drive intentional
 2 improvement and engage in professional learning
 3 to promote success. Continuous improvement
 4 efforts function to promote growth and equitable
 5 outcomes while preparing all students for
 6 college, career and service. Professional
 7 learning is an integral component of our work and
 8 is imbedded in our school progress plans and
 9 office progress plans. The teaching and learning
 10 team leads the focused effort to operationalize
 11 the teaching and learning framework throughout
 12 our school system's instructional program support
 13 and services. Systemwide needs are researched by
 14 the system improvement team workgroups who
 15 propose action plans to improve outcomes while
 16 the instructional core team provides
 17 differentiated scaffolds of support to specific
 18 schools across the school system.

19 To further support student growth and
 20 achievement, at the school and classroom levels
 21 the ongoing assessment of learning is taking

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1 place before, during and after instruction, and
 2 adjustments to support students are made
 3 accordingly. The analysis of these data will
 4 ensure that realtime data are used to inform
 5 instruction. Next slide please.

6 Throughout the 21-22 school year Team
 7 BCPS will continue to provide regular updates on
 8 how our students are progressing. Some of these
 9 upcoming reports include MAP for fall and winter
 10 and advanced placement, to name a few. These
 11 reports are available on the BCPS Team reports
 12 using the links that you see on this slide. New
 13 reports will be uploaded throughout the year as
 14 data become available. Next slide please.

15 As a team, we look forward to providing
 16 you with updates on systemic continuous
 17 improvement and so our next steps include a focus
 18 on continuous improvement through using data to
 19 inform, implementation of the recommendations by
 20 the school improvement team workgroups, continued
 21 collaborative support to schools by the

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1 instructional core team, and the implementation
 2 of new curriculum initiatives in ELA and
 3 mathematics.

4 We thank you for the opportunity to
 5 present this information. At this time
 6 Dr. Williams will provide closing comments.
 7 Dr. Williams?

8 DR. WILLIAMS: Next slide please. So
 9 this slide represents the overall plan to have
 10 regular updates to the Board of Education on
 11 several data points reflecting student
 12 achievement. Some of these reports and
 13 discussions may be appropriate during your
 14 committee meetings where there may be sufficient
 15 time to drill down or conduct a work session
 16 regarding a particular data point.

17 In addition, the schedule needs to be
 18 fluid because of the availability of data points
 19 and the data analysis as we may need to compare
 20 ourselves to other school systems, the state
 21 average and national average. We have

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1 tentatively planned out these student achievement
 2 reports and updates to the Board for this current
 3 school year.

4 Also, I would like to bring to your
 5 attention that we align these reports and/or
 6 updates to your board goals. Clearly the reports
 7 on student achievement are aligned with the
 8 outcomes of focus area number one of The Compass,
 9 Our Pathway to Excellence, learning
 10 accountability and results. You have additional
 11 goals associated with the other focus areas of
 12 our strategic plan and these updates and reports
 13 are not reflected on this slide.

14 In addition, there were other topics
 15 that you offered during the agenda setting.
 16 These goals and these suggested topics are all
 17 used during our agenda setting with the board
 18 leadership or the board leadership biweekly
 19 meetings.

20 A passage from Data Quality Campaign
 21 Resource entitled From Hammer to Flashlight, a

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1 Decade of Data in Education, that passage reads
 2 as follows: Data itself does not improve
 3 teaching and learning. Too often in education
 4 data is seen as a hammer, a tool of
 5 accountability to assure that targets are being
 6 met. While accountability is important, blame
 7 and shame often follow when results fall short.
 8 Shifting this paradigm and moving beyond
 9 accountability opens the door to a vast array of
 10 opportunity to use data as a flashlight, shining
 11 a light on what is working and fueling continuous
 12 improvement. The culture of education is
 13 beginning to embrace the true potential of data,
 14 not just to comply with requirements but also to
 15 inform decisions and drive improvement.

16 It was today that I sat with two of our
 17 principals and discussed the data-driven decision
 18 making when developing a master schedule,
 19 enrolling students in advanced, honors, GT or an
 20 AP course, dual enrollment for our early college
 21 access program, and building support for students

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1 and staff, so thank you to Principal Emily Caster
 2 at Sparrows Point High School and Jennifer
 3 Gounaris at Sparrows Point Middle School. Thank
 4 you to Seventh District Elementary School
 5 Principal Heather Denmyer for sharing her work
 6 with staff regarding curriculum implementation
 7 and planning, and building the capacity of a
 8 fairly new teacher. Also to principal of
 9 Pikesville Middle School, Kalisha Miller,
 10 Southwest Academy Principal April Franklin,
 11 Scotts Branch Elementary School Principal Lauren
 12 Tillman and Golden Ring Elementary School
 13 Principal Charlene Maul for their work with
 14 hiring male teachers and staff, and in some cases
 15 hiring African American and Latino staff and
 16 teachers, and three of these schools are working
 17 on the MSDE, Maryland State Department of
 18 Education initiative entitled Achieving Academic
 19 Excellence for Equity for Black Boys. Our
 20 principals' instructional leadership, the school
 21 culture and climate, and attention to the

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1 students are making a difference.
 2 Also, a big shout out to the wonderful
 3 students that I get to meet and interact during
 4 my visits at schools.
 5 These collaborative efforts will yield
 6 greater success, and we added several structures
 7 to gather these practices of continuous
 8 improvement, you heard some of them today, the
 9 instructional core team, leadership development
 10 program, the residency model, yearlong
 11 professional development plans, and system
 12 improvement teams, data literacy and our teaching
 13 and learning team.
 14 So thank you for this opportunity to
 15 share a few words and I would like to thank all
 16 of our central office staff and all the work but
 17 I have to thank DRAA, the staff from the Division
 18 of Research, Accountability and Assessment for
 19 their continued work in being the light for the
 20 system offices and schools, so we thank you,
 21 Board, thank you for this presentation, and thank

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1 you, staff.
 2 (Applause.)
 3 CHAIRWOMAN SCOTT: Thank you very much.
 4 Any discussion or questions from board members?
 5 Yes, Ms. Rowe? We can't hear you.
 6 MS. ROWE: Sorry. So there was a list
 7 here, it disappeared a second ago. In that list
 8 of presentations the Board will get, I didn't see
 9 anything that looked like information on student
 10 achievement regarding special education, early
 11 identification and assessment for services or,
 12 you know, how are we identifying kids early and
 13 what are we doing, how many are we identifying,
 14 who are we providing services to, that sort of
 15 thing. And I think it's great to know how many
 16 kids are succeeding but I'd like to know what
 17 we're doing to help the kids who fall outside of
 18 those percentages to succeed, and that early
 19 identification and a report on that, or including
 20 that information in other reports would be great.
 21 DR. WILLIAMS: So if I may respond to

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1 that, Ms. Rowe, our team is quite aware that we
 2 disaggregate the data, we look at the data in a
 3 variety of lenses and that is one of them. So
 4 whenever we look at the data we disaggregate the
 5 data by race, by gender and any services, and a
 6 part of the curriculum committee, I'm going to
 7 look to Dr. McComas a little bit, that that
 8 specific topic we're happy to either include that
 9 in a committee meeting or bring that to the full
 10 Board, but I just want to reiterate a point.
 11 Everything we do is somehow touching student
 12 achievement based on your goals, based on the
 13 work we've done with retreats, based on the
 14 conversation we will draw the available data
 15 points, and we mapped out a full year in which
 16 we're trying to provide those regular updates to
 17 the Board. And it's important that they are
 18 affiliated with your board goals because you
 19 worked real hard to align those board goals to
 20 the strategic plan.
 21 So like I said, this is not an

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1 exhaustive list, there are several topics that
 2 you raised during this upcoming agenda title
 3 about future meetings and we will incorporate
 4 those ideas as part of the planning that happens
 5 biweekly with the board leadership. So I just
 6 wanted to make sure that the Board knows we
 7 wanted to display, every time we talk about data
 8 we want to show like that checklist that talks
 9 about these items and so you can see that work is
 10 really happening and that we really are talking
 11 about student achievement in a variety of ways,
 12 whether it's the big meeting, board meeting or
 13 committee meeting or other types of meetings, for
 14 you to really know. And I really appreciate you
 15 all doing that dashboard, to be very clear about
 16 what data points we have and how we can make
 17 those data points available to our public. So
 18 thank you.
 19 MS. ROWE: The only other question I had
 20 is, can you just unpack in layman's terms, what
 21 is instructional core team collaborative support

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1 to schools, what does that look like?
 2 DR. WHEATLEY-PHILLIP: Thank you so much
 3 for the question. You know, we had members of
 4 our Division of School Support and Achievement
 5 join us tonight, and the work within the
 6 instructional core team really surrounds the work
 7 that they engage in as leaders in terms of
 8 identifying specific schools, identifying the
 9 needs that exist within the schools, and really
 10 developing specific plans to meet the needs of
 11 the leaders and the staff within those schools.
 12 So the instructional core team really brings
 13 together the best of what we offer in BCPS in
 14 terms of resources, in terms of materials, in
 15 terms of the best and brightest in terms of our
 16 minds to really identify schools that are most
 17 critical or at a critical juncture and developing
 18 a plan to really support them.
 19 DR. WILLIAMS: So if I may add to that,
 20 so there's the residency model where our teachers
 21 are working, our resource teachers are working

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1 with other teachers to build their capacity. The
 2 instructional core is building the capacity of
 3 the school leaders, that may be the principal or
 4 the assistant principal in their instructional
 5 team, that they work with our instructional team,
 6 their representative across the district,
 7 curriculum, school side, DRAA, safety, climate,
 8 et cetera, so it's really building the capacity,
 9 the instructional core team is building the
 10 capacity within the building to sustain progress.
 11 So that's the major difference, and I provided an
 12 update to the Board I want to say when we created
 13 that when I first came. I will be happy to
 14 provide another update to the Board as a
 15 reference about the instructional core team.
 16 CHAIRWOMAN SCOTT: Thank you.
 17 Additional questions? Oh, so I'll go around.
 18 Ms. Mack and then Dr. Hager.
 19 MS. MACK: Thank you very much all three
 20 of you for the information, I really appreciated
 21 it, and Dr. Williams, thank you for providing the

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1 updates to the Board. I like that visual so that
 2 we can track what's going on.
 3 Dr. Wheatley-Phillip, in non-COVID times
 4 did we show MAP for winter, spring and fall or
 5 did we only show MAP for winter.
 6 DR. WHEATLEY-PHILLIP: We actually
 7 display MAP after each administration of it.
 8 MS. MACK: So you just included winter
 9 in here as an illustration? I guess as the data
 10 comes, then you would present?
 11 DR. WILLIAMS: That is correct, they
 12 provided the available data. Remember that we
 13 closed in March, so the available data was the
 14 MAP of the winter of 2020. So what, the typical
 15 presentation is at the end of the year but they
 16 had to say this is the available, the latest data
 17 that we have for MAP.
 18 MS. MACK: And when, let's say we get
 19 back to normal quickly, will we show all three on
 20 the data dashboard or will we only show the most
 21 current, like fall, winter and spring?

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1 DR. WILLIAMS: I think that's something
 2 we can take back and discuss as the team, but I
 3 just want to put a pin in what Ms. Mack said.
 4 Back to normal, we have to understand, there's a
 5 new normal and so as we are building, as we are
 6 recovering, as we are healing, again, we will
 7 provide as much data as possible. But to your
 8 point, I think we can have a discussion about how
 9 to display the three administrations of MAP. We
 10 want to provide the update to the Board because
 11 that's affiliated with one of your goals, how are
 12 the students doing with MAP-R and MAP-M.
 13 MS. MACK: My other question, and I'm
 14 not sure if you're the right person, so when
 15 parents look at report cards, I'll say
 16 specifically for math and reading, is there any
 17 indication on the report card where the student
 18 is relative to expected grade level achievement?
 19 In other words, does the report card indicate
 20 that Lisa has made great improvements this
 21 quarter or this year, however, she has still not,

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1 she has not yet achieved grade level proficiency,
 2 do we show the growth and the proficiency at the
 3 student level on our report cards?
 4 DR. WHEATLEY-PHILLIP: That's a good
 5 question I'm not sure about as it relates to
 6 report cards. I think what you're describing is
 7 along the lines of comments that really provide
 8 greater context to just the written score, the
 9 numerical score that you see there, and so I
 10 think we would have to circle back and provide
 11 additional clarity regarding that because report
 12 card comments provide more, they tell more of the
 13 story, and I don't know at this point if that's
 14 included as part of the reporting process, but we
 15 can certainly get back to you based on Dr.
 16 Williams' directive on that question.
 17 MS. MACK: Thank you. And then my last
 18 question which I'm going to try to ask you using
 19 a flashlight is, on your slide eight you show
 20 based on a grade of a C or better that 60.8
 21 percent of students show proficiency in ELA 10,

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1 but the last MSDE update showed that 33.6 percent
 2 of our tenth graders were proficient in ELA 10.
 3 Can you help me understand the discrepancy?
 4 DR. WHEATLEY-PHILLIP: So I believe
 5 we're talking about MCAP which is a state
 6 assessment, and what we're listing here are
 7 course grades, so I'm going to defer to
 8 Mr. Connelly because in terms of assessments he
 9 really has a strong wheelhouse, but I think we're
 10 looking at apples and oranges there because one
 11 is talking about MSDE MCAP in terms of a state
 12 assessment and the other one is course grade.
 13 MS. MACK: Can I just add something.
 14 The reason I asked the question is because, and
 15 I'm sorry, I don't know which one of you said it,
 16 we look at this data to make sure that our
 17 students are ready for college, career, Army or
 18 whatever, but when there's that big of a
 19 discrepancy, I just wonder if our tests are
 20 showing whether or not our children are ready.
 21 MR. CONNELLY: Thank you. The data that

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1 we're referencing with MCAP is two years old, we
 2 did not provide MCAP assessment last spring or
 3 the previous spring, so we're comparing different
 4 cohorts of students. We also have, ELA 10 is
 5 tenth graders who completed the tenth grade
 6 course from 18-19 when you're looking at MCAP
 7 data. This data represent students who
 8 participate in ELA 10 from ninth through 12th
 9 grades in the year 2021 so they were different
 10 groups of kids that we're comparing, so the data
 11 doesn't match to the sets, they're different
 12 cohorts of students.

13 MS. MACK: But that's a 30-point
 14 difference. I understand what you're saying but
 15 I also look at data over a five and six-year
 16 period and we have been in the 30 percent
 17 proficiency. So I understand, and I know we've
 18 been through a pandemic and their has been
 19 virtual learning, but I'm surprised at the
 20 difference, is what I'll leave it at.

21 DR. WILLIAMS: So if I may comment

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1 regarding that, what's coming to the Board is a
 2 report on college and career readiness and that
 3 will give you a little bit additional
 4 information. But I would say as we look at a
 5 particular data point you have to look, I would
 6 recommend the Board look at multiple data points
 7 regarding a cohort of students and then looking
 8 at how they're progressing. The MAP 10 is a
 9 snapshot of what our students have done in tenth
 10 grade but it doesn't tell the full story as they
 11 progress to 11th grade and 12th grade. And so
 12 hence, while we have the list of all the updates,
 13 that we just want to constantly remind the Board
 14 looking at multiple data points and looking at
 15 what we're doing, and I think the report around
 16 the college and career readiness, the CTE and the
 17 college credit may build a better understanding
 18 about data points, multiple data points.

19 MS. MACK: Thank you all.

20 CHAIRWOMAN SCOTT: Thank you.

21 Dr. Hager?

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1 DR. HAGER: Yes, thank you. Also, the
 2 executive summary in particular is really
 3 helpful, so thank you for that. The choice to
 4 present a C or better, is that because we don't
 5 have standardized tests, is that why we chose to
 6 look at grades in those courses last year, was
 7 that the rationale for that?

8 MR. CONNELLY: We're looking at another
 9 data set that is closest to student teaching and
 10 learning for outcomes. You know, prior to that
 11 we'd have to go back to 18-19 to look at
 12 standardized norm reference assessments through
 13 MCAP.

14 DR. HAGER: And I understand and I
 15 again, thank you for your transparency in using
 16 that threshold. Will you then provide that same
 17 data for the prior year and for this current year
 18 so we can have an apples to apples comparison,
 19 because it doesn't seem that this has been used
 20 in the past.

21 MR. CONNELLY: So here's the challenge

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1 with the prior year data. We offered pass-fail,
 2 so we have a whole set of data that isn't
 3 comparable, so we have a smaller sample size.
 4 But we certainly have moving forward a baseline
 5 now that we can compare it to, which is similar
 6 to what we're doing with the MAP data. You know,
 7 we had to go back to 2020 in the winter to
 8 establish a baseline, we'll have a new baseline
 9 once we complete fall that we'll report in
 10 December, and then we'll have a growth report
 11 that will come out in March looking at fall to
 12 winter and comparison to grades one through
 13 eight.

14 DR. HAGER: Okay, and obviously at least
 15 one pre-pandemic comparison year would be really
 16 helpful even if it goes back two years, and
 17 honestly I forgot about the pass-fail situation.
 18 And then if the data shows that almost 40 percent
 19 of kids got a D or an E, what happens if you get
 20 a D or an E, do you repeat, or is a D passing?

21 MR. CONNELLY: So a D is passing so

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1 students can pass the course with a D. If it's a
 2 graduation course such as the ones we selected
 3 here for English 10 or Algebra 1, students would
 4 also have to pass the associated assessment.
 5 Because of the global pandemic the state has
 6 waived the passing of assessments, which requires
 7 a 725 for graduation but a 750 for proficiency
 8 for the last two cohorts of exiting students.
 9 DR. HAGER: Okay, thank you.
 10 DR. WILLIAMS: Just to add to that,
 11 you're correct in saying that D is a passing and
 12 you will earn a credit, hence why we looked at a
 13 C or higher.
 14 CHAIRWOMAN SCOTT: It looks like we have
 15 a question from Ms. Jose, who's on the phone.
 16 Ms. Jose, are you there? If you're there, you're
 17 on mute and we cannot hear you.
 18 MS. JOSE: Can you hear me now?
 19 CHAIRWOMAN SCOTT: We can hear you now.
 20 We could hear you. Okay, we can come back to
 21 Ms. Jose. Did anyone else have any questions?

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1 Yes, Ms. Rowe?
 2 MS. ROWE: I would just like to know, so
 3 we had MCAP for PARCC, so if you got a four or a
 4 five on a PARCC, do we know what percentage of
 5 students taking the MAP test equals that level,
 6 like what percentile do you have to be, do we
 7 correlate the percentiles with MAP with the
 8 numbering score on the state assessment?
 9 DR. WHEATLEY-PHILLIP: So I think I'll
 10 ask Mr. Connelly to share, but the MAP really are
 11 norm reference tests so you look at a common
 12 group of students within the same range to really
 13 use the MAP data. MCAP is looking at center
 14 space so it's really two different things in
 15 terms of a group of students that represent, I
 16 don't want to say cohort but they're norm
 17 referenced as being within the same age, within
 18 the same grade, whereas MCAP is looking at a
 19 particular standard at which they're performing,
 20 so I think they're a little bit different, right?
 21 MR. CONNELLY: So as we were lifting up

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1 for the strategic plan, one of the discussions we
 2 had as a group was really about establishing a
 3 high bar, and prior to the launching of The
 4 Compass that bar was at the 50th percentile.
 5 When we developed our trajectory and started
 6 looking at cohorts of kids and back mapping it so
 7 that we're comparing MCAP performance with
 8 students who are at or above the 50th percentile,
 9 what we found was that that threshold was too
 10 low, students were correlating to roughly a
 11 proficiency level between a two and a three. So
 12 when we raised up to high average which was that
 13 61st percentile, we are now looking at predicting
 14 students who are approaching standards or better,
 15 so that was the difference in why that was, that
 16 shift happened, and how we raised the bar. I'm
 17 sorry, say that again?
 18 MS. ROWE: So then like threes or fours?
 19 MR. CONNELLY: Well, approaching or
 20 greater.
 21 MS. ROWE: Okay.

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1 CHAIRWOMAN SCOTT: Thank you. Ms. Jose,
 2 are you back with us?
 3 MS. JOSE: Yes. Can you hear me now?
 4 CHAIRWOMAN SCOTT: We certainly can,
 5 yes. Please go ahead.
 6 MS. JOSE: All right, thank you.
 7 Dr. Williams, thank you for this presentation and
 8 I get your point about data as a flashlight and
 9 not a hammer, but the schools that you are
 10 flashighting, we've already been aware of these
 11 schools for a long time, the Featherbed Lane
 12 Elementary, Deep Creek Elementary School,
 13 Colgate, Dundalk, Riverview, the list goes on.
 14 What specific, now that the light is out there,
 15 what specific action item is being taken?
 16 Because that should be the core of our goal as a
 17 Board is what is being done to specifically move
 18 these schools up to where they are performing as
 19 well as some of our better performing schools.
 20 And these are some of our most marginalized
 21 impoverished children, so for me I want to hear

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1 something specific, what's being done and what
 2 are the metrics that are going to be used to
 3 measure that and see there's improvement, are
 4 they going to be taking things from some of our
 5 high performing schools, what are we doing right
 6 over there and what could we implement here? And
 7 sometimes not, the same action might not be
 8 applicable, but I did not specifically hear
 9 anything in terms of action items if you could,
 10 you know, explain that to me. Thank you.

11 DR. WILLIAMS: Well, I think, you know,
 12 I could spend a whole evening responding to that
 13 because there's several points. I think the
 14 first big point is updating our strategic plan
 15 and having a metric to determine where schools
 16 fall in terms of several data points, and then
 17 the schools working with school leadership, the
 18 parent leadership, high schools working with and
 19 middle schools working with their councils to
 20 look at what they can do to really support
 21 student achievement in that building. And so you

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1 heard a little bit today when we looked at
 2 opening of schools to highlight what's happening
 3 at Scotts Branch, but in all honesty, it's really
 4 developing that roadmap which the community
 5 superintendents talked about, is the school
 6 progress plan. So where we're trying, we have to
 7 look at each school, look at where they are and
 8 map out how we want to get to these data points
 9 or these targets within a multiyear plan. And so
 10 we did not give that specific information but
 11 we're happy to always incorporate what this will
 12 look like at the schoolhouse. So all these data
 13 points, we can give the analysis of what we look
 14 like with other systems across the state, across
 15 the nation if those data points are available,
 16 but then what I hear you say, then what does that
 17 look like with implementation? There will be
 18 175, soon 176 different plans because every
 19 school is different.

20 You said something that's interesting.
 21 Looking at resources, a lot of it is time. As I

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1 said shared with the conversation I had with
 2 Principal Gounaris, that whole time in which she
 3 spends with her staff to plan, and to do a
 4 curriculum study, and to understand what's in the
 5 curriculum and then plan accordingly, that is
 6 kind of foundational 101, then what's happening
 7 in the classroom with the implementation and
 8 assessments. So what I think we can do when we
 9 do our reports, we can talk about what does that
 10 look like or feel like in the classroom through
 11 the lens of a student, through the lens of the
 12 staff and through the lens of a parent, and I
 13 think we have a lot of data points that we can do
 14 that through those three lenses.

15 CHAIRWOMAN SCOTT: Thank you. Yes,
 16 Ms. Pasteur?

17 MS. PASTEUR: I think that you mentioned
 18 committees. I do think that some of the
 19 questions that are being asked can be impacted by
 20 the work that we do in our committees. I'm
 21 hearing a lot of things like the last couple of

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1 questions that will certainly come up in the
 2 curriculum committee, and I think about Ms. Mack
 3 who has particularly about professional
 4 development and how we're going to do all of the
 5 things that need to be done in terms of that, but
 6 certainly with Ms. Tillman's comments and the
 7 things we've heard tonight, in committee we can
 8 see how we massage or maneuver even some of the
 9 resources that are being presented so that they
 10 can, going back to Ms. Jose's question, they can
 11 be directly aligned with what schools, particular
 12 schools are doing so that, and I hope I'm,
 13 Ms. Mack, particularly to you that I'm making
 14 sense, that instead of it looking like we're just
 15 getting materials just willy-nilly fashion, that
 16 we in fact can attach them to the work that's
 17 being done at some of our more specific schools,
 18 just as Ms. Tillman designed and laid out
 19 tonight, and I think as you continue on with your
 20 plan, we'll see how it's almost going to be like
 21 a puzzle, and some of these things are going to

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1 be dropped in. So our committees are going to be
 2 very very important in terms of addressing some
 3 of those. Do you think I'm on track?
 4 DR. WILLIAMS: I think you are. I also
 5 would look to the team about our executive
 6 summaries, there may be something that we could
 7 incorporate. But again to your point, the
 8 committees are designed where you can kind of
 9 drill down and really spend some time in
 10 understanding, but this is good feedback so thank
 11 you.
 12 CHAIRWOMAN SCOTT: Thank you.
 13 Additional comments or questions? Yes,
 14 Ms. Causey?
 15 MS. CAUSEY: Thank you, Madam Chair. I
 16 just wanted to thank you, Dr. Williams, and
 17 Dr. Wheatley-Phillip and team, that was really
 18 very helpful to understand, and we know there's
 19 so many difficulties with what's happened in the
 20 pandemic and the changes that it's brought in
 21 terms of waivers of assessments and impacting the

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1 grading and all that.
 2 I did want to go to, and I thank you,
 3 Dr. Williams, for the timeline of when the
 4 reports are coming out, and I wanted to also ask
 5 about, the report on attendance is in February
 6 2022 and we've talked about the Board's role, you
 7 know, over a number of meetings. So in the
 8 reports that are coming, will there be
 9 recommendations to the Board in terms of
 10 modifying policy to align with any
 11 superintendent's rule changes you might want to
 12 make, and then of course resources and programs
 13 that the Board would support, whether it's
 14 through budgeting or supporting specific
 15 programs?
 16 DR. WILLIAMS: So I'm not able to answer
 17 that question. It would be more than likely
 18 looking at what we're doing with the,
 19 implementation and/or it may be just good
 20 professional learning, or a good opportunity to
 21 showcase what we're doing with certain schools,

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1 and so there may be that desire and I'll work
 2 through the appropriate channel if that's the
 3 case if it's about policy. But the point is to
 4 really show what we look like, be transparent and
 5 then this last conversation, what that may look
 6 like at certain schools or what we're doing
 7 through the lens of the student, through the lens
 8 of the student and the parent.
 9 MS. CAUSEY: Thank you, because I wanted
 10 to dovetail with that, the report on the grading
 11 and implementation is not until June, and what I
 12 wondered about is if you or staff could describe
 13 the timeline issues in terms of any changes that
 14 would need to be made to policy or even
 15 superintendent's rules related to agreements with
 16 our bargaining units, of when they need to
 17 understand changes that are coming.
 18 DR. WILLIAMS: Well, this based on my
 19 recommendations to the Board, if you approve an
 20 update about the implementation of grading and
 21 reporting, if we find after this first year that

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1 that may not be the most appropriate time then we
 2 will make some recommendation. But since we, to
 3 my understanding we have not had this type of
 4 presentation about the implementation of grading
 5 and reporting and collecting that feedback, I'm
 6 not sure if we do need to move that time but
 7 again, it's about implementation of our manual,
 8 and that's the kind of feedback we want to hear
 9 and if there's some changes we will work with the
 10 respective office and our stakeholders to try to
 11 get some changes if it's going to impact the
 12 upcoming school year.
 13 MS. CAUSEY: Okay, thank you, because I
 14 really liked how you were talking about it being
 15 a predictor. Excuse me?
 16 CHAIRWOMAN SCOTT: You have 30 seconds.
 17 MS. CAUSEY: Thank you. And I also
 18 liked how you put, that it was part of the
 19 updates in grading and reporting, curriculum,
 20 professional development and the recommendation
 21 in SIP, and those are changes that you're making

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1 that the Board is with you on, with the board
 2 goals and improving The Compass, so it's great to
 3 see that those are going to be the future
 4 impacters on our student achievement, so I
 5 appreciate it.

6 CHAIRWOMAN SCOTT: Thank you. Any other
 7 questions? No, okay. Thank you all very much
 8 for the presentation.

9 So the next item on the agenda are
 10 information items, which includes the report on
 11 summer learning programs, revised
 12 Superintendent's Rules 3800, 4104, 5130, 5210 and
 13 5600, and the Southeast Area Education Advisory
 14 Council meeting minutes of June 14th, 2021.

15 The next item on the agenda is board
 16 committee updates and agenda items for future
 17 board meetings, and we'll start with Ms. Rowe.

18 MS. ROWE: So, I would really just, it's
 19 not an agenda item, like more information about
 20 how we advertise our birth to five programs to
 21 families with birth to five children, because

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1 those early assessment tools are very important
 2 and there are many times I talk to people in the
 3 community who don't know that those service even
 4 exist, and so I think that if we could have some
 5 collaboration with pediatricians, with daycare
 6 centers or people who know that birth to five
 7 exists, that that could be helpful.

8 CHAIRWOMAN SCOTT: Thank you. Next is
 9 Ms. Causey.

10 MS. CAUSEY: Thank you. I have provided
 11 a number of inputs before and I appreciate the
 12 performance updates being provided to us by
 13 Dr. Williams, so I'm not going to add anything at
 14 this time.

15 CHAIRWOMAN SCOTT: Thank you. Next we
 16 have Ms. Mack.

17 MS. MACK: I would just like to support
 18 Ms. Rowe's request for birth to five information
 19 as I get to see it in action every week, and I
 20 see the difference that it's making in a child's
 21 life, and I think it would be beneficial for the

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1 full Board to understand it and for our
 2 constituents to know what's out there, because it
 3 is a critical time in a child's life where we
 4 have an opportunity to make a change. So if we
 5 could get some information on that, it would be
 6 helpful.

7 CHAIRWOMAN SCOTT: Thank you. Next we
 8 have Mr. McMillion.

9 MR. MCMILLION: As chair of the internal
 10 audit committee we meet on Tuesday, October 19th
 11 from 4:30 to six o'clock virtually. I do not
 12 have any agenda items. Thank you.

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

15 MS. JOSE: Thank you, Ms. Scott. The
 16 building and contracts committee will be meeting
 17 on Monday, October 11th at five p.m., the day
 18 before the board meeting. I also want to remind
 19 board members that the Summit Park Elementary
 20 School preliminary design presentation will also
 21 be presented prior to the building and contracts

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1 committee on Monday at 4:30, and I have no items
 2 to add. Thank you, good night.

3 CHAIRWOMAN SCOTT: Thank you. Next is
 4 Ms. Henn.

5 VICE CHAIR HENN: Thank you. The budget
 6 committee will be meeting on Wednesday, October
 7 20th. We last met on the 22nd of this month, had
 8 a very useful and productive meeting. We'd like
 9 to thank Mr. Sarris and Mr. Tantleff for their
 10 preparation on state reporting. It was a good
 11 step towards the committee's goals of
 12 benchmarking BCPS's expenditures against other
 13 school systems and a very helpful overview of
 14 state reporting. And the budget committee
 15 discussed at their next meeting beginning
 16 discussion of the budgeting process and timeline,
 17 so that will be discussed for adding to our next
 18 meeting on October 20th. And I have no agenda
 19 items to add at this time, Madam Chair, thank
 20 you.

21 CHAIRWOMAN SCOTT: Thank you. Next is

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1 Mr. Thomas.
 2 MR. THOMAS: Thank you. I just want to
 3 thank my fellow members of the Policy Review
 4 Committee for a great first PRC meeting last
 5 Monday. I also want to say I'm excited to be
 6 serving as the vice chair of the legislative
 7 committee with our first meeting coming up with
 8 Ms. Pasteur soon and Ms. Henn.
 9 And I don't know if this is the proper
 10 way to request this, but at the next policy
 11 review committee meeting I would like us to
 12 review the policy that Mr. Duque mentioned
 13 earlier when discussing the calendar. Thank you.
 14 CHAIRWOMAN SCOTT: Thank you. Next is
 15 Mr. Offerman.
 16 MR. OFFERMAN: I would like to piggyback
 17 on what many members have said before, I would
 18 like to see a report on what we do with all our
 19 K-5, particularly in terms of trying to increase
 20 the number of students who are able to qualify
 21 for the pre-K program. I have nothing else,

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1 thank you.
 2 CHAIRWOMAN SCOTT: Thank you,
 3 Mr. Offerman. Next we have Ms. Pasteur. Okay.
 4 She's the chair of curriculum, who's the vice
 5 chair of the curriculum committee, is there any
 6 update?
 7 MR. OFFERMAN: Me. I'm the first chair,
 8 and I don't have the date in front of me.
 9 CHAIRWOMAN SCOTT: I didn't know if
 10 there was anything new.
 11 MR. OFFERMAN: No, no updates, thank
 12 you.
 13 CHAIRWOMAN SCOTT: Thank you.
 14 Dr. Hager?
 15 DR. HAGER: I didn't have any agenda
 16 items but I echo the zero to five as a
 17 conversation that's a really important one.
 18 That's it.
 19 CHAIRWOMAN SCOTT: Thank you.
 20 Mr. Kuehn?
 21 MR. KUEHN: Thank you, Ms. Scott. I

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1 would offer up an item to discuss regarding
 2 currently where we stand with various school
 3 construction projects, basically a school
 4 construction update, and that's all. Thank you.
 5 CHAIRWOMAN SCOTT: Thank you. And I
 6 will go and I will give an update. We had our
 7 equity committee, our next equity meeting will be
 8 October 21st and our next PRC meeting will be
 9 October 18th.
 10 And at our equity meeting, we just
 11 basically looked at the Board of Education equity
 12 resolution and an accompanying graphic which we
 13 are working on, the establishment of an equity
 14 advisory council and also looking at gifted and
 15 talented, what barriers there are, the changing
 16 data and looking at what our desired end will be,
 17 so I think we're doing some really exciting
 18 things on that new committee. And it was
 19 Mr. Thomas's first meeting with us, so you're so
 20 welcome.
 21 And also we had PRC where we went over

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1 various policies, board officers, chair, vice
 2 chair duties, and a whole lot of different other
 3 policies, financial disclosures, and we also went
 4 over board officers elections and terms, and so
 5 that will come up later. And so I don't have any
 6 updates or anything else to add.
 7 Okay. And the last item on the agenda
 8 is announcements. The Board's next meeting will
 9 be held on Tuesday, October 12th at 6:30 p.m.
 10 The public hearing on the proposed 2022-2023
 11 school calendar will be held during the public
 12 comment portion of this meeting. Information on
 13 how to register to speak will be on the Board's
 14 website under participation by the public. As
 15 always, the board welcomes written testimony
 16 which can be sent to boe@bcps.org. So we thank
 17 you for joining us tonight, and the meeting is
 18 now adjourned.
 19 (Meeting adjourned.)
 20
 21

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 4th
13 day of October, 2021.

14
15 _____
16 Paul A. Gasparotti

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