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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

BALTIMORE, MARYLAND

SEPTEMBER 24, 2019

Page 2	<p>1 <b>BOARD MEMBERS</b></p> <p>2 Kathleen S. Causey, Board Chair</p> <p>3 Julie C. Henn, Vice Chair</p> <p>4 Roger B. Hayden – Not Present</p> <p>5 Moalie S. Jose</p> <p>6 Russel T. Kuehn</p> <p>7 Lisa A. Mack</p> <p>8 Rodney R. McMillion</p> <p>9 John H. Offerman, Jr.</p> <p>10 Cheryl E. Pasteur</p> <p>11 Lily P. Rowe</p> <p>12 Makeda Scott</p> <p>13 Omer Reshid, Student Member</p>	Page 4	<p>1 unanimously. The agenda stands as corrected.</p> <p>2 Earlier this evening, the Board met in closed</p> <p>3 session pursuant to the Open Meetings Act for the following</p> <p>4 reasons. One, to discuss the appointment, employment,</p> <p>5 assignment, promotion, discipline, demotion, compensation,</p> <p>6 removal, resignation or performance evaluation of appointees,</p> <p>7 employees or officials over whom it has jurisdiction or any</p> <p>8 other personnel matter that affects one or more specific</p> <p>9 individuals, seven, consult with counsel to obtain legal advice,</p> <p>10 8, to consult with staff, consultants or other individuals about</p> <p>11 pending or potential litigation and, 10, to discuss public</p> <p>12 security. If the public body determines that public discussion</p> <p>13 would constitute a risk to the public or to public security</p> <p>14 including, I, the deployment of fire and police services and</p> <p>15 staff, and II, the development and implementation of emergency</p> <p>16 plans.</p> <p>17 The minutes of the closed session and informational</p> <p>18 summary can be found on our website at</p> <p>19 <a href="http://www.bcps.org/board/informational-summaries.html">www.bcps.org/board/informational-summaries.html</a>.</p> <p>20 Our next item is Selection of Speakers. Sign-up</p> <p>21 cards were available to the public prior to the meeting for</p>
Page 3	<p>1 <b>PROCEEDINGS</b></p> <p>2 <b>BOARD CHAIR CAUSEY:</b> Good evening. I now call to</p> <p>3 order the meeting of the Board of Education of Baltimore County</p> <p>4 for Tuesday, September 24th, 2019. I invite you to rise and</p> <p>5 recite the Pledge of Allegiance to the flag. We will then</p> <p>6 remain standing for a moment of silence in recognition of those</p> <p>7 who have served education in Baltimore County.</p> <p>8</p> <p>9 (Pledge of Allegiance.) (Moment of Silence.)</p> <p>10</p> <p>11 <b>BOARD CHAIR CAUSEY:</b> Thank you. The first item on</p> <p>12 the agenda is consideration of the September 24th agenda. Dr.</p> <p>13 Williams, are there any additions or changes to tonight's</p> <p>14 agenda?</p> <p>15 <b>DR. WILLIAMS:</b> Madame Chair, I would like to pull</p> <p>16 item J-1, Contract JMI606-18 from tonight's agenda.</p> <p>17 <b>BOARD CHAIR CAUSEY:</b> In accordance with Board Policy</p> <p>18 8314, there needs to be a majority vote of the Board present to</p> <p>19 add or remove an item from the agenda. All in favor of</p> <p>20 supporting Dr. Williams' in pulling the contract item, please</p> <p>21 signify by raising your hand. Any opposed? The motion carries</p>	Page 5	<p>1 anyone wishing to speak at this evening's Board meeting. Board</p> <p>2 practice limits to 10, the number of speakers at a regularly</p> <p>3 scheduled Board meeting.</p> <p>4 Each speaker is allowed three minutes to address the</p> <p>5 Board. The completed sign-up cards for this evening have been</p> <p>6 placed in this box and the first 10 drawn from the box will be</p> <p>7 our speakers for tonight during the public comment portion of</p> <p>8 the meeting. Of course, if fewer than 10 sign-up cards are</p> <p>9 received, all who sign up will be permitted to speak.</p> <p>10 <b>VICE CHAIR HENN:</b> Our first speaker this evening is</p> <p>11 Jennifer Johnson. Our second speaker is Adam Sutton. Our third</p> <p>12 speaker is Scott Pappas. Our fourth speaker is Muhamad Jameel.</p> <p>13 Our fifth speaker is Larry Warble. Our sixth speaker is Dayana</p> <p>14 Bergman. Our seventh speaker is Dr. Bash Pharoan. Our eighth</p> <p>15 speaker is Sharon Saroff. Our ninth speaker is Cari Santiago.</p> <p>16 Our 10th speaker is Howard Libit.</p> <p>17 <b>BOARD CHAIR CAUSEY:</b> Thank you. Our next item of</p> <p>18 business is item E, New Business, Personnel Matters. For that,</p> <p>19 I call on Ms. Maria Lowery to present the personnel matters.</p> <p>20 Good evening and welcome.</p> <p>21 <b>MS. LOWERY:</b> Good evening, Madame Chair, Vice Chair</p>

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1 Henn, Superintendent Williams and members of the Board. I'm  
 2 here this evening for the Board's consent for the following  
 3 personnel matters. Retirements, resignations.  
 4 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 5 the personnel matters as presented in exhibits E-1 and E-2?  
 6 MS. MACK: So moved.  
 7 BOARD CHAIR CAUSEY: Thank you, Ms. Mack. Do I have  
 8 a second?  
 9 MR. OFFERMAN: Second.  
 10 BOARD CHAIR CAUSEY: Thank you, Mr. Offerman. Any  
 11 discussion? All in favor, please raise your hand. Any opposed?  
 12 Any abstain? The motion carries unanimously. Thank you, Ms.  
 13 Lowery.  
 14 The next item on the agenda is Item F, New Business,  
 15 Administrative Appointments. For that, I call on Dr. Williams.  
 16 DR. WILLIAMS: Madame Chair, members of the Board, I  
 17 would like to bring forth for your approval the following  
 18 administrative appointments. Coordinator, Professional  
 19 Learning, Division of Organizational Effectiveness, Coordinator,  
 20 Placement, Office of Special Education and Supervisor,  
 21 Professional Learning in the Division of Organizational

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1 Effectiveness.  
 2 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 3 the administrative appointments as presented in Exhibit F-1?  
 4 MS. ROWE: So moved.  
 5 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have  
 6 a second?  
 7 MR. KUEHN: Second.  
 8 BOARD CHAIR CAUSEY: Thank you, Mr. Kuehn. Any  
 9 discussion? All in favor, please raise your hand. Any opposed?  
 10 Any abstain? Motion carries unanimously. Thank you.  
 11 DR. WILLIAMS: Our first candidate is Neve  
 12 McQuillan, Coordinator, Professional Learning, Division of  
 13 Organizational Effectiveness. She brings to us 21 years of  
 14 service in Baltimore County as a former Stat teacher and English  
 15 teacher. Supporting her tonight, we ask that they stand, her  
 16 husband, Jerry Gaine, and her sister, Siobhan McQuillen.  
 17 (Applause.)  
 18 The next candidate is Jill Snell, Supervisor,  
 19 Professional Learning in the Division of Organizational  
 20 Effectiveness. She brings to us 15 years of service in  
 21 Baltimore County. She was a resource teacher, reading teacher,

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1 Pre-Kindergarten teacher and classroom teacher, all at Glyndon  
 2 Elementary School. Tonight, supporting her, we ask that they  
 3 stand, her husband, Kyle Snell, her parents, John and Deborah  
 4 Benson, her sister, Jennifer Benson, Mr. Burke, the Chief,  
 5 Division of Organizational Effectiveness, and watching live from  
 6 home, her son Beau, and daughter, Bryn. (Applause.)  
 7 Our last candidate is Dr. Mauria Eulich,  
 8 Coordinator, Placement, Office of Special Education. Welcome to  
 9 Baltimore County Public Schools. She is an external appointee.  
 10 She brings to us a variety of experiences including Director of  
 11 Evaluation, Early Stages in the District of Columbia Public  
 12 Schools, an Educational Specialist in the Division of Special  
 13 Education, Early Intervention Services and the Maryland State  
 14 Department of Education, an early childhood comprehensive  
 15 assessment system program coordinator at Johns Hopkins, and  
 16 early childhood consultant, Abilities Network Project and  
 17 childhood special ed therapist in the Community Services for  
 18 Autistic Adults and Children. Supporting her tonight, we ask  
 19 that they stand, her husband, David Figley, her mother, Deborah  
 20 Eulich, who is a retired BCPS employee of almost 20 years, her  
 21 brother, Ryan, her sister-in-law, Liz Eulich-Seal, a current

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1 resource teacher at Harford Hills Elementary School and the  
 2 Executive Directors of Academic Services, Dr. Melissa Whitstead.  
 3 (Applause.)  
 4 BOARD CHAIR CAUSEY: Congratulations. Thank you,  
 5 Dr. Williams. Our next item on the agenda is Item G, public  
 6 comment. This is one of the opportunities the Board provides to  
 7 hear the views and receive the advice of community members. The  
 8 members of the Board appreciate hearing from interested  
 9 citizens. As appropriate, we will refer your concerns to the  
 10 Superintendent for follow-up by his staff.  
 11 While we encourage public input on policy, programs  
 12 and practices within the purview of this Board and this school  
 13 system, this is not the proper forum to address specific student  
 14 or employee matters or to comment on matters that do not relate  
 15 to public education in Baltimore County.  
 16 We encourage everyone to utilize existing dispute  
 17 resolution processes as appropriate. I remind everyone that  
 18 inappropriate personal remarks or other behavior that disrupts  
 19 or interferes with the conduct of this meeting are out of order.  
 20 I ask you to observe the three-minute clock which  
 21 will let you know when your time is up. Please conclude your

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1 remarks when you hear the bell or see that time has expired.  
 2 The microphone will be turned off at the end of your time and it  
 3 could be turned off if the speaker addresses specific student or  
 4 employee matters or is commenting on matters not related to  
 5 public education in Baltimore County.  
 6 If not selected, the public may submit their  
 7 comments to the Board members in hard copy or via email at  
 8 boe@bcps.org.  
 9 I now call on our stakeholder groups to speak. As  
 10 is our custom, we invite elected officials that attend to speak  
 11 first. This evening, we welcome Delegate Harry Bhandari. Good  
 12 evening and welcome.  
 13 DEL. BHANDARI: Honorable Chair, members of the  
 14 Board, Superintendent Dr. Williams, parents, students and  
 15 constituents. It's my honor to speak in front of the Board for  
 16 the first time.  
 17 I've recently been contacted by constituents who are  
 18 very concerned with the overcrowded condition of our public  
 19 school busses. After having taken a personal look at the  
 20 situation, I can say that this is a potentially a very serious  
 21 safety issue.

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1 I observed some students sitting in the aisle and  
 2 others sitting on each others' laps while the bus was moving. I  
 3 know this matter has upset many parents in our county. I also  
 4 know from speaking with the students that they are very much  
 5 upset as well.  
 6 My office has recently reached out to contact the  
 7 Office of Transportation for Baltimore County Public Schools to  
 8 express some of the constituents' concerns which have been  
 9 brought to us. In turn, they informed my staff that this  
 10 problem has primarily been caused by a driver shortage forcing  
 11 them to stretch their remaining drivers and resources thin.  
 12 They also expressed that this problem has been  
 13 hitting the northeast part of our county particularly hard,  
 14 including my district. I want to learn why it is happening in  
 15 our part of the county for the past three years.  
 16 Senator Kathy Klausmeier, who could not be here  
 17 today, wants you all to know that she will continue fighting for  
 18 school construction money, like in the past. We are committed.  
 19 I am committed to join the fight as well.  
 20 Councilman David Marks here, Cathy Bevins' office is  
 21 also here, Jimmy is also here. I also spoke with some of the

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1 Board members including Moalie and thank you for your time.  
 2 I will continue to keep in touch with the Board of  
 3 Education and the Office of Transportation for our county  
 4 schools until this situation is resolved and I would like to  
 5 thank all the constituents who reached out to my office and the  
 6 county workers to took the time to discuss this matter and I  
 7 know are working hard to resolve the situation and a lot of our  
 8 constituent (inaudible) Jessica and so many parents. Thank you.  
 9 At the end, when we talk about, I'm a school teacher  
 10 as well. When we talk about the students being prompt, polite,  
 11 prepared, positive and productive, if a student cannot go to  
 12 school on time and is standing on the bus for a half hour, I  
 13 don't think we are thinking about any excellence. When we talk  
 14 about 21st Century education, they should be ready for a career.  
 15 I think our students should reach the school in a very safe  
 16 manner and we need a muscular response and we should do  
 17 everything in our power and, this is beyond pale. I think our  
 18 Board will take it seriously and will resolve these issues.  
 19 In next session, if there are any code we need to  
 20 fix, like federal bus guidelines, I am committed to do that as  
 21 well. Thank you. (Applause.)

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1 BOARD CHAIR CAUSEY: Thank you. Our next elected  
 2 official is Councilman David Marks. Good evening and welcome.  
 3 COUNCILMAN MARKS: Thank you, once again. I want to  
 4 introduce a few people. First my legislative assistant, Paula  
 5 Houk, who is here. She has taken many of the dozens of phone  
 6 calls about bus problems in the northeast. Also, if there's  
 7 anyone in the audience who also thinks that we should have a  
 8 more robust solution to this problem, if they could stand up,  
 9 that would be great. Thank you.  
 10 As the school year enters its fifth week, delays and  
 11 overcrowding continue on many school bus routes in northeastern  
 12 Baltimore County. While I appreciate the personal interaction  
 13 that has occurred between Baltimore County Public Schools and  
 14 many parents, I'm frustrated by these repeated annual problems  
 15 that seem to impact northeastern Baltimore County the most.  
 16 I think there are three central questions. First,  
 17 why has northeastern Baltimore County, Fullerton, Perry Hall and  
 18 Kingsville, seem to be affected the most by school bus  
 19 overcrowding and delays.  
 20 Second, what remedies will be proposed to avoid  
 21 these problems in the 2020-21 academic year? Third. If the

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1 problems do not seem solvable with the current model, should  
 2 BCPS examine what seems to be working in other jurisdictions?  
 3 We are here to help. The County Council wants to be  
 4 helpful. I'm sure the County Executive wants to be helpful as  
 5 well. But, we are frustrated and our constituents are  
 6 frustrated by what they see as a dysfunctional school bus  
 7 system. We want the School Board and all those who work for you  
 8 to do whatever they can to solve this.  
 9 I want to end by saying we recognize this is an  
 10 inherited problem. This is something that has been going on for  
 11 a number of years. I do think Mr. Grimm and others have really  
 12 tried their best to reach out to the parents. They're trying to  
 13 fix this. We just want it to go much, much further and for this  
 14 to be solved before next September. Thank you very much.  
 15 (Applause.)  
 16 BOARD CHAIR CAUSEY: Thank you. Our next speaker,  
 17 representing Councilwoman Cathy Bevins, is Mr. Tim Faircloth.  
 18 Good evening and welcome.  
 19 MR. FAIRCLOTH: Thank you, Madame Chair, members of  
 20 the Board. Unfortunately, Councilwoman Bevins could not make it  
 21 tonight. However, she did have a few remarks she wanted to

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1 share.  
 2 Tonight, I'm advocating for the parents and the  
 3 students of Parkville Middle School. Overcrowded school busses  
 4 is a serious issue that is occurring not only in my councilmatic  
 5 district, but across eastern Baltimore County.  
 6 Overcrowded school busses must be investigated to  
 7 ensure the safety of our students is always a top priority. I  
 8 am pleased to know that the Board of Education has acknowledged  
 9 the issue and that this concern is a topic on the agenda of  
 10 tonight's meeting. I urge the Board to seek a permanent  
 11 solution as quickly as possible. Thank you. (Applause.)  
 12 BOARD CHAIR CAUSEY: Thank you. Our regularly  
 13 scheduled stakeholder groups, we have this evening, from the  
 14 Teachers Association of Baltimore County, President Ms. Cindy  
 15 Sexton. (Applause.) Good evening and welcome.  
 16 MS. SEXTON: Good evening, Chairwoman Causey, Vice  
 17 Chair Henn, Dr. Williams and members of the Board. Here we are,  
 18 16 days into the school year and one of the hot topics I've been  
 19 hearing a great deal about is work load. Not only the number of  
 20 assessments that are being given, but also the amount of time it  
 21 takes for data entry, additional tasks, committees, professional

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1 learning communities and many more tasks are also expected.  
 2 Many special educators are, quite honestly, doing  
 3 the work of two people. That of teacher and case manager.  
 4 I've spoken to teachers with 20 students on their  
 5 case load in addition to teaching a full schedule. There's no  
 6 way that is feasible or sustainable. Something's got to give.  
 7 I'm asking the Board, Dr. Williams and the staff in  
 8 this room, those watching online, to consider how much our  
 9 teachers are really doing. Dr. Williams, in your 100-day plan,  
 10 you speak of streamlining our priorities. Everything being  
 11 asked of teachers cannot possibly be a priority.  
 12 I'm asking decision-makers to ask themselves, is  
 13 this really what is best for students? Let's have collaborative  
 14 conversations, hopefully, beginning at the school level with  
 15 faculty councils and administrators discussing best practices  
 16 and what is really the priority.  
 17 Board members, when you consider the budget for next  
 18 year, please keep as your focus the needs in the classroom.  
 19 Please remember that our teaching environments are the students'  
 20 learning environments. The human resources must be in place to  
 21 develop the relationships that are the foundation of student

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1 success. I'm sure I'll speak more to that at budget time.  
 2 The other topic that's been getting a great deal of  
 3 attention is the calendar. Specifically, the two Jewish  
 4 holidays that are now duty days for teachers.  
 5 When we, as a society, look at the things we hold  
 6 most dear, our family and our time are at the top of many of  
 7 those lists and, for many people, so also is their faith.  
 8 Because the calendar touches on these things, family, faith and  
 9 time, it is a sensitive subject and I understand that there are  
 10 many parts and considerations that play into the final decision.  
 11 While teachers do have the ability, through their contract, to  
 12 take off to observe these religious days, they have asked me  
 13 where the lens of equity was in developing this calendar.  
 14 I ask you, when you consider future calendars, to  
 15 please be mindful of the deeply personal connections,  
 16 convictions and beliefs of this group. Thank you. (Applause.)  
 17 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 18 for the evening is from the American Federation of State, County  
 19 and Municipal Employees, Local #434, AFSCME. David C. Basler  
 20 from the Executive Board. Good evening and welcome.  
 21 MR. BASLER: Good evening, Dr. Williams, Chairperson

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1 Causey, Co-Chair Henn, ladies and gentlemen of the Board of  
 2 Education. It seems like I came here on a great night because  
 3 everybody is talking about what I am interested in. The folks  
 4 that are back there from our organization, there's drivers in  
 5 attendance here this evening that are watching what you're  
 6 doing. We're also watching the calendar and what your decisions  
 7 are there.

8 Out of all the folks that have spoken to you here  
 9 this evening, I happen to have been speaking for a very long  
 10 time on the transportation issues. All you've got to do is  
 11 Google David C. Basler and you'll see a little snippet of all  
 12 the different issues with all the different Superintendents that  
 13 we've been talking about.

14 Our President, Mr. Brian Epps, asked me to speak  
 15 here this evening. So, I promise to behave. I'm going to try  
 16 not to be out of order. So, there's a couple things we want to  
 17 talk about.

18 The folks doing the driving and the attendants that  
 19 accompany them, they're doing a tough job. I've spoken on it  
 20 many times. They're the first persons on staff to see our  
 21 customers, our students. They're the last ones to see them

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1 safely home. Yet, they are underpaid.

2 There is a great deal of issues concerning the Human  
 3 Resources aspect of recruiting and retention. There's a  
 4 multifaceted layer of why we don't have bus drivers.

5 Bottom line, I said a long time ago. Henry Ford  
 6 solved it with the advent of the really doldrums of trying to  
 7 put cars together in a line and when nobody showed up for work,  
 8 he offered a \$5 bonus.

9 So, we've talked several times and never seem to be  
 10 able to come together with an idea of how it's best done.

11 There's people out there, drivers that have students  
 12 with IEPs. They don't have attendance. Let's pay some folks to  
 13 be on that bus like it's federally mandated to do. There's  
 14 folks that are upset because they're not getting paid for the  
 15 holidays that you've decided to put in the calendar. There's  
 16 other folks that are concerned because, at Easter break, they're  
 17 not going to get a break because they do non-public runs and a  
 18 lot of the non-public calendars don't have the same days off as  
 19 us. So, they're going to be working doing non-pubs, when  
 20 non-pubs aren't in, they're going to be filling in for people  
 21 that you haven't hired.

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1 One of the issues on tonight's presentation, you can  
 2 ask on page 15. You're advertising for jobs and you're saying  
 3 the top rate is \$23.09. I've (End of Time. Microphone Cut.)  
 4 (Applause.)

5 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 6 for the evening is from the Northeast Area Education Advisory  
 7 Council, Mr. Thor Tryggvason. Good evening and welcome.

8 MR. TRYGGVASON: Good evening, Board members. I'm  
 9 here to beat the same dead horse that many others are here to  
 10 beat tonight. The same dead horse we've been beating every fall  
 11 for the last three years. The same dead horse we beat over and  
 12 over again in February and March this year. Yep, it's the  
 13 transportation horse.

14 At this point in time, we're on our fourth week of  
 15 school and we're still having issues in the northeast area. Why  
 16 is that? I don't know. I think there may be many reasons and  
 17 I'll name a few. The first one is unrealistic routes and drive  
 18 times. What may look good on paper or in computer software  
 19 isn't always possible to do on the streets when you add traffic,  
 20 weather and time that it takes to get kids on and off busses.

21 The second issue is driver issues. Between 2016 and

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1 2018, BCPS has hired 216 drivers while, at the same time,  
 2 they've lost 215 drivers. So, I net gain of one driver over  
 3 three years.

4 At the same time, enrollment has gone up by 1,700  
 5 students, a quantity that requires 39 44-seat busses. Is better  
 6 pay, better benefits and a better work environment a solution?  
 7 Maybe. Communication breakdown? Office of Transportation and  
 8 the bus lots don't seem to be aware of the situation when busses  
 9 are late. Therefore, no communication is sent out to parents  
 10 until very late.

11 Dr. Grimm is asking for patience. Communicating  
 12 delays in a timely manner to parents will go a long way. Some  
 13 parents can make arrangements about pick-ups and drop-offs if  
 14 they know the issues early.

15 My understanding is the Office of Transportation has  
 16 shifted some busses to cover the northeast area, robbing Peter  
 17 to pay Paul is not a solution. You're only shifting the problem  
 18 to another area. You're not solving it. This is not a viable  
 19 solution.

20 If history is any guidance, BCPS enrollment will  
 21 continue to increase every year as it has for the past 10 years.

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1 Which, in turn, will increase the driver shortage and the  
 2 transportation issues across the school system. A permanent  
 3 solution is needed to solve this and is needed fast.

4 BCPS must act fast to solve current problems and  
 5 make arrangements for this to not repeat itself for yet another  
 6 school year. Thank you. (Applause.)

7 BOARD CHAIR CAUSEY: Thank you. Our next speaker is  
 8 from Baltimore County Alliance of Black School Educators, Ms.  
 9 Kyria Joseph. Good evening and welcome.

10 MS. JOSEPH: Good evening, Board Chair Causey, Board  
 11 Vice Chair Henn, Superintendent Dr. Williams and Board members.  
 12 My name is Kyria Joseph and I'm the President of the Baltimore  
 13 Alliance of Black School Educators, finally known as BCABSE.

14 The purpose of our organization is to create and  
 15 provide a network of communication for educators, particularly,  
 16 educators of color in Baltimore County and to enhance the skills  
 17 and capabilities of educators for providing education for  
 18 students and students of color.

19 We are excited to begin our work with the Board and  
 20 Dr. Williams. We are pleased to announce that BCABSE, the  
 21 Baltimore County and Randallstown Chapter of the NAACP and the

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1 Northwest Voice Newspaper will be hosting a meet and greet for  
 2 Dr. Williams on Thursday, September 26th, promptly at 7:00 p.m.  
 3 at the Randallstown Community Center.

4 This will allow the community to work  
 5 collaboratively with BCPS and Dr. Williams to eliminate  
 6 achievement gaps that exist for racial groups in our system.

7 BCABSE is open to all BCPS staff. Retired  
 8 educators, parents and students of BCPS. We will have  
 9 information on our first BCABSE meeting of the year at our table  
 10 during the meet and greet on Thursday, September 26th. Today is  
 11 National Voter Registration Day and BCABSE encourages everyone  
 12 to register to vote.

13 In recognition of BCPS Be Kind Movement, I'll leave  
 14 you with a quote from Desmond Tutu. "Do your little bit of good  
 15 where you are. It's those little bits of good put together that  
 16 will overwhelm the world." Thank you. Have a good evening.  
 17 (Applause.)

18 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 19 for the evening is from the Citizens Advisory Committee for  
 20 Gifted and Talented Education, Ms. Julie Miller Breetz. Good  
 21 evening and welcome.

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1 MS. MILLER-BREETZ: Good evening, Chairwoman Causey,  
 2 Board members, Dr. Williams and the BCPS community. The saying  
 3 I've heard used among educators is a rising tide raised all  
 4 ships. This is used to suggest that if educators work to  
 5 minimize achievement gaps, which is a difference in grade-level  
 6 learning between less advantaged and more advantaged students,  
 7 then all students will benefit.

8 Unfortunately, according to Dr. Johnathan Plucker,  
 9 who is a prominent education policy and talent development  
 10 scholar at Johns Hopkins, there is very little empirical support  
 11 for this and, in fact, the excellence gap, which is the same  
 12 thing as the achievement gap except that it references  
 13 differences in student performance at the highest levels, has  
 14 been rising.

15 According to a key note address Dr. Plucker gave at  
 16 the Maryland Educators of Gifted Students Conference in October  
 17 of 2015, Maryland has a very large excellence gap. Indeed, one  
 18 of the highest in the country. Minimum competency is not equal  
 19 advanced achievement which can lead to talent being left behind.  
 20 Researchers can predict with high accuracy that gifted and  
 21 talented students who are poor, black, Hispanic or Native

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1 American will not perform at advanced levels at K-12 education  
 2 and it is very rare to escape this.

3 As policy makers, there are some things that can be  
 4 recommended. One, ask yourselves how proposed policies will  
 5 impact our highest achieving students. Two, ask how proposed  
 6 policies will help more students achieve at the very highest  
 7 levels. Three, publish advanced test scores and excellence gaps  
 8 whenever results are released so that this group is no longer  
 9 invisible. Four, aggressively address low-hanging policy issues  
 10 like the lack of an acceleration policy and rigid Kindergarten  
 11 age cut-offs.

12 To BCPS's credit, there is now some accountability  
 13 written into policy and rule 6401. The Superintendent is now  
 14 required to annually provide to the Board disaggregated data for  
 15 advanced academic students to include student achievement,  
 16 attendance, suspension rate, graduation rate and standardized  
 17 test scores.

18 If you look at the blueprint 2.0 performance report  
 19 which is available on the BCPS Home webpage, you will find some  
 20 of this data but it is quite limited. The data is disaggregated  
 21 but not for within the advanced academic population. If shows a

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1 decline in the percentage of advanced academic students  
 2 completing Algebra I with a grade of B or higher by the end of  
 3 grade 8. It shows declines in SAT scores for advanced academic  
 4 students. It does not indicate, although required, that  
 5 transfers, suspension or graduation rate (inaudible) advanced  
 6 academic population. It shows no data for advanced academic  
 7 students in elementary grades as BCPS does not currently code  
 8 students in K-5 in a way that would be able to provide this  
 9 data.

10 Because we feel the data part as it relates to GT  
 11 students is so important, we will be hosting Kevin Connelly at  
 12 our November 6th GTCA meeting. Mr. Connelly is the Executive  
 13 Director of Performance Management and Assessment and will be  
 14 talking to us about how data can be used to get a picture of how  
 15 advanced academic students are doing within BCPS.

16 We do hope you'll join us at either that meeting or  
 17 at our October 2nd meeting, both at 7:00 here in Room 114.  
 18 Thank you for your time. (Applause.)

19 BOARD CHAIR CAUSEY: Thank you very much. That  
 20 concludes our stakeholder comment. We now move to our public  
 21 comment. Our first speaker for this evening is Jennifer

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1 Johnson. Good evening and welcome.

2 MS. JOHNSON: Good evening, Dr. Williams and Board  
 3 members. My name is Jennifer Johnson and I'm a PTA member at  
 4 Gunpowder Elementary School. That is where my child attends  
 5 school. I'm here today to express my concerns about bus  
 6 transportation in my area.

7 I want to start with the first day of school. My  
 8 child was waiting at the bus stop with 12 other children and the  
 9 bus did not come to pick them up. So, my wife and a few other  
 10 parents were there with the children. Not all of them belonged  
 11 to the people at the bus stop. So, after 40 minutes of waiting  
 12 for the bus past the scheduled time, they scrambled to get some  
 13 of the children home and contact other parents to get permission  
 14 to drive the children to school. The children arrived over 30  
 15 minutes past the start of the school day on their first day of  
 16 school.

17 Then, we ran into problems with drop-off. The first  
 18 three weeks of school, my son's bus is chronically late picking  
 19 up the children from school. Students riding his bus and a few  
 20 other busses were in classrooms for over 30 minutes past their  
 21 dismissal time. Teachers were staying late to watch these

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1 children and that's a concern because that was past their duty  
 2 time. Whether or not it was voluntary, I don't know.

3 I'm assuming my son's teacher is so nice that she  
 4 probably did volunteer. But, I was standing at the bus stop  
 5 waiting for my child. He was dropped off at 4:08, 35 minutes  
 6 after their scheduled drop-off time.

7 After this went on for a few days, my wife and I  
 8 decided it would be best to pick up him right from school even  
 9 though we both work. So, it was very difficult to get there in  
 10 time to pick him up. Most days, we were about 10 minutes after  
 11 dismissal and the children from his bus were still there sitting  
 12 in the hallway, along with other busses, with an adult from the  
 13 school supervising all the children.

14 This week has been a little better but I'm still not  
 15 satisfied. His bus gets the students to school on time,  
 16 however, they are still arriving home 20 minutes past their  
 17 drop-off time.

18 Even though my son's bus situation improved  
 19 slightly, there are still too many problems with transportation.  
 20 As parents, we just want to know what changes you will make in  
 21 the future to make sure this does not happen?

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1 This is not a new problem at Gunpowder. These  
 2 issues were chronic there last year. Thank you. (Applause.)

3 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 4 for the evening is Mr. Adam Sutton. Good evening and welcome.

5 MR. SUTTON: Good evening, Chairwoman Causey, Dr.  
 6 Williams distinguished Board members. Thank you for having me  
 7 tonight. My name is Adam Sutton. I'm a BCPS teacher and a  
 8 proud parent of a BCPS 1st grader.

9 I'm here tonight because I want to weigh in on  
 10 Superintendent Williams' letter to the community that was sent  
 11 at the end of August.

12 Superintendent Williams, I appreciate your candor in  
 13 addressing the disappointment of the achievement results. We  
 14 can't grow and improve if we don't agree there's a problem.

15 I'm just three weeks into the school year and I have  
 16 students with binders that make the county landfill look  
 17 sanitary. I have students acting out for attention, students  
 18 who upon hearing the first hint that they've done something  
 19 wrong or need to improve even the slightest thing shut down,  
 20 putting their heads on their desk, asking for a pass to the  
 21 bathroom or walking out altogether.



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1 When there's conflict between friends over gossip or  
 2 struggles with academics or stress over time management, many  
 3 students struggle as well. Like we all would in similar  
 4 situations.

5 What does that have to do with the Superintendent's  
 6 message? Well, I agree with the idea that we can do better.  
 7 But, I'm far more tepid when it comes to the suggestions for  
 8 improvement. Intense strengthening, focusing and analyzing.  
 9 All are words used to reassure the community that change is  
 10 imminent.

11 But, to me, those words represent things we already  
 12 do. The things that got us where we are. Many of the  
 13 suggestions in the letter to the community focus on data, either  
 14 specifically or by implication. I fear we are setting ourselves  
 15 up to repeat a trajectory we know the results of.

16 I want things to be better. As a former advanced  
 17 placement teacher in this county, I appreciate the importance of  
 18 data. But, we've been emphasizing data as a saving grace for at  
 19 least 20 years. When a kid is ready to drop her AP class  
 20 because they're stressed and afraid to fail, the problem isn't  
 21 in their data. It's in their emotions and self-worth. When a

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1 kid is riddled with anxiety, the answer isn't to treat them like  
 2 a data point. The answer is to treat them like a human.

3 For the kids who fail to comply because they've  
 4 never had a trusting relationship with an adult, data doesn't  
 5 much matter. The solutions are in time and people. We need  
 6 more teachers, counselors, school-based administrators, support  
 7 staff and to echo these people behind me, bus drivers.

8 The student to teacher hasn't changed for at least  
 9 five years but every 12-year old in this county has a personal  
 10 computer. That's a problem we can fix. We browbeat our  
 11 teachers into thinking the only data that matters must be  
 12 related to an indicator or objective. But, imagine your kids  
 13 simply struggling to find yesterday's assignment. Knowledge of  
 14 the indicator isn't much help.

15 Teachers know their students are struggling. Ask  
 16 them. They're not naïve. But, what am I to do with any of  
 17 those students I just mentioned? Where in my school day would I  
 18 be able to address those very specific needs?

19 Last week, I tried to practice what I preach. I  
 20 found 15 minutes to play catch with a couple of kids with issues  
 21 similar to the ones I mentioned above. How did I find 15

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1 minutes? I stole it from lunch. They're happy and I was happy  
 2 to do it.

3 But, I would rather have a system that made time and  
 4 space for kids instead of data. Thank you for your time and I  
 5 appreciate everything that everybody does for the community.  
 6 (Applause.)

7 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 8 for the evening is Scott Pappas. Good evening and welcome.

9 MR. PAPPAS: Good evening, everyone. Sorry, I was  
 10 outside. Excuse me if I'm nervous. I don't do this too much.  
 11 My name is Scott Pappas and I'm the President of the Fort Howard  
 12 Community Association and I'm also the Corresponding Secretary  
 13 of the 7th District Civic Council of Baltimore County.

14 The reason why I'm coming here tonight is to address  
 15 what I keep hearing, no matter what I hear in this chamber, it's  
 16 all stemming from overcrowding in our schools. Whether it's the  
 17 busses, whether it's the schools, whether it's whatever it is.  
 18 It's the overcrowding.

19 I'm specifically addressing the overcrowding at  
 20 Sparrows Point High School. We did the numbers. I'm being told  
 21 that we're at 1,075 people and we're supposed to have, like,

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1 892. It comes out to I think 124 percent. This is obscene and  
 2 it's immoral that our children and our teachers and  
 3 administrators and the taxpayers have to pay for this low  
 4 quality of education.

5 We demand, and we have a moral responsibility, to  
 6 live up to what the law is about. The law is about giving our  
 7 children a good education. That's what this is all about.  
 8 That's what we're paying taxes for.

9 Now, I got a letter here from our new  
 10 Superintendent, who I wish all the best in his duties here.  
 11 However, he's cited the fact that we have a capacity study that  
 12 is completely frivolous when it comes to our school because we  
 13 have not only the high school but we also have the middle school  
 14 that is combined. So, we can take those recommendations and  
 15 throw them completely out the window right now because they're  
 16 worthless.

17 The other thing, too, is he addressed the fact that  
 18 we have laws in place. This is bizarre. I'm trying to go very  
 19 quickly. What I've been told is that if one school has excess  
 20 where we could have more capacity, what we do is we lower the  
 21 amount of overcrowding we can have in that school and then

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1 physically assign capacity to another school that is physically  
 2 going to have more students.

3 This is lunacy. I beg you to help me. What we did  
 4 is we testified before Judge Stahl and he told us the problems  
 5 are in the laws themselves. He said his hands are literally  
 6 tied by statute and I'm figuring this is what we have here.

7 So, what I'm doing is I'm coming to you tonight and  
 8 I'll probably come out here again because this isn't going to be  
 9 solved tonight. But, I just want to sensitize everybody that we  
 10 need to change these laws. They're outdated, they're immoral  
 11 and it's everybody that's suffering.

12 So, with that, I close. Thank you for your  
 13 attention. (Applause.)

14 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 15 for the evening is Dr. Muhamad Jameel. Good evening and  
 16 welcome.

17 DR. JAMEEL: Good evening, Madame Chair, Dr.  
 18 Williams and members of the Board. Peace and blessings to  
 19 everyone else present here.

20 A scientist and a philosopher in the Middle Ages  
 21 said, listen very carefully, he who knows not and knows not that

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1 he knows not is a fool. Avoid him. He who knows not and knows  
 2 that he knows not is a seeker. Teach him. He who knows and  
 3 knows not that he knows is asleep. Awake him. He who knows and  
 4 knows that he knows is wise. Follow him.

5 We claim, since 1776, that all men are created  
 6 equal. Yet, it took a century and a half to free our mothers,  
 7 sisters and daughters and give them some sense of equality. It  
 8 took almost two centuries just to humanize a large population of  
 9 a minority.

10 The British ruled the world for many hundreds of  
 11 years. They passed the Sex Discrimination Act only in 1975. Of  
 12 100 of years of ruling, they passed a race relations act,  
 13 disability discrimination act, amendment to the race relations  
 14 act. All these were not enough. They also passed equality  
 15 relations act in 2010.

16 All this reflects the innate psyche of humans to  
 17 discriminate against each other and make decisions based on  
 18 their personal biases.

19 Muslim constituency have been coming here since the  
 20 1990s to demand equality. To demand equality the same as  
 21 everybody else. Not have any privilege. Not as an exception.

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1 But, equality.

2 Just now, the TABCO President said family, faith and  
 3 time. Have they ever spoken about it for the Muslims? For the  
 4 students? They keep their eyes shut, they keep their mouth  
 5 shut.

6 Ever since Dr. Stewart-Berger made that decision in  
 7 the 1990s, those very children are deprived of having their  
 8 family celebrations on their holidays. Not only that, this  
 9 Board sacrificed a professional day this year on their holiday.  
 10 They were sacrificed. It wasn't a professional day.

11 So, think about it. Which side are you on according  
 12 to this philosopher? Do the justice to the Muslim students.  
 13 Thank you and God bless you. (Applause.)

14 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 15 for this evening is Larry Warble. Good evening and welcome.

16 MR. WARBLE: Good evening, Dr. Williams, members of  
 17 the Board. I am a PT member at Gunpowder Elementary, as is Ms.  
 18 Johnson. I'm going to repeat some of the same sentiments that  
 19 have already been said here tonight. It's about the busses and  
 20 the fact that there's frustration and just an utter lack of  
 21 communication of when my children are being picked up and when

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1 my children are being dropped off.

2 It started, like Ms. Johnson said, the first day of  
 3 school. Not know when my child was actually going to go to  
 4 school. I have two students there. I was in constant  
 5 communication while working with my uncle to ensure that my kids  
 6 were going to make it to school on time.

7 On a day when they're excited about new shoes, new  
 8 school supplies, bookbags, it was tainted by the fact that they  
 9 weren't at school on time. Having to have that rough  
 10 conversation with them when they got back of why wasn't my bus  
 11 here? Why wasn't I there on time? And, explain to them, I  
 12 honestly don't know because there was just no communication to  
 13 anyone at the Gunpowder family.

14 The pick-ups have gotten better. The drop-offs are  
 15 an utter nightmare. I have no clue when my child is being  
 16 dropped off at home. I'm in constant communication with my  
 17 wife, with my neighbors, who is getting kids. There's been  
 18 several times when I've waited at the bus stop until 3:30 only  
 19 to have to go to Gunpowder and being told that my child is  
 20 already on the bus and race back home to make sure that they are  
 21 being picked up by an adult.

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1 This is something that should not happen in 2019.

2 There should be no reason that school bus pick-up and drop-off

3 is an issue. It's something that is very difficult to have to

4 explain to my child, we don't know when you're getting home. We

5 don't have time for dinner because there's soccer, there's

6 homework, there's bed. There's a bunch of other things that go

7 on and this constant miscommunication and lack of pick-up is

8 really causing a lot of families a hard time.

9 So, I just want to reiterate a bunch of what's

10 already been said here. I know you guys have a lot on your

11 plate and I thank you for your time. (Applause.)

12 BOARD CHAIR CAUSEY: Thank you. Our next speaker

13 for the evening is Dayana Bergman. Good evening and welcome.

14 MS. BERGMAN: Good evening, everybody. How is my

15 BCPS family doing? Oh, week three. Well, the good news is all

16 three of my boys are back in school and I didn't have a

17 transportation glitch this year.

18 We have a shortage. Fifty bus drivers. That's a

19 big shortage for such a large county. So, I'm going to ask for

20 one thing. Patience. I know it's frustrating, not knowing

21 where your child is. When they're arriving, when they're not

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1 arriving.

2 But, at the same time, we have to remember that

3 those bus riders, those students that ride the bus, that's the

4 first impression of our BCPS family. It should be positive. It

5 should be on time. It should be punctual. What are we going to

6 do about this?

7 I'll tell you what we do in the southwest because we

8 are being impacted. However, we are working together, we are

9 communicating. Our principals in the southwest, and I do have

10 one that's a little bit up north on the west side. But, they're

11 calling me. They're letting me know what's going on if there's

12 a hiccup here and there. They're also calling and communicating

13 back with other families.

14 I understand that in the northeast, it is not really

15 going on like that. So, what can we do to be proactive? Well,

16 I know in the past when we've had a surprise like an increase of

17 students being enrolled at a school site and pick-up and

18 drop-off is increased in time, we've done studies to assess the

19 situation and make sure in that building that the way we're

20 picking up and dropping off our kids is moving fast enough and

21 in a safe manner and that we have different areas of the

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1 building where walkers are released and dropped off or car

2 riders are picked up and dropped off and where busses are

3 supposed to show up.

4 So, some of our schools have new assistant

5 principals and principals and they might be following a plan

6 that's not working with the needs of this school year. So,

7 maybe we have to revisit that. But, we do have to have some

8 tolerance for one another, have some patience for one another

9 and we have to make the effort to work together as a family.

10 The big thing that everybody is upset about is that

11 communication piece. The not knowing drives a parent insane and

12 that communication piece is something we could be proactive to

13 work on. So, I love my BCPS family. Let's figure this out

14 together and move forward because it's 2019 going to 2020. So,

15 it's going to be fun. Thank you. (Applause.)

16 BOARD CHAIR CAUSEY: Thank you. Our next speaker

17 for the evening is Dr. Bash Pharoan. Good evening and welcome.

18 DR. PHAROAN: Thank you again for the welcome. We

19 are the richest, strongest nation on earth. Maybe in the whole

20 universe. Is this compatible with that?

21 The problem, we don't have enough money for bus

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1 drivers. We don't have money for schools. We don't have money

2 for counselors. Where do we get the money from?

3 Let me give you ideas. Hopefully, you don't raise

4 our local taxes. Mr. President is giving \$28 billion for farm

5 aid for a problem he created. The President before him gave \$12

6 billion to build the auto industry. We spend \$2 trillion-plus

7 on fake wars in Afghanistan and Iraq. We have nothing to show

8 except bloodshed and dysfunction. Not to mention how many

9 marines and soldiers came with one eye or one leg.

10 I ask you to stand up and ask our federal government

11 to take care of us here. Ask them for the money to fix all

12 these problems instead of them spending it to make corporate

13 CEOs rich and richer.

14 Our values of equity, diversity, equality, is beyond

15 doubt. That's why I came here 45 years ago. In the few months

16 before, our Eid holiday was supposed to be a professional day

17 and it was taken away from us just to compensate.

18 The school system did not do the same for the Jewish

19 holidays. The northwest is always treated in a special way.

20 Better than southwest, better than Dundalk, better than

21 Lansdowne, better than Middle River. That's not fair.

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1 Muslim Americans have more population than our  
 2 cousins. We have more mosques than theirs. We pay taxes. We  
 3 ask you to treat our holidays equally. Equal has to mean equal.  
 4 It can't be that we get professional days for Jewish holidays  
 5 and for the Muslim holidays, we use that day to compensate for  
 6 snow days.  
 7 Equal has to be equal. That's our value. I have  
 8 been waiting 25 years for that. Since Dr. Berger was  
 9 Superintendent in 1995 or so. It's really about time. I thank  
 10 you. (Applause.)  
 11 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 12 for the evening is Sharon Saroff. Good evening and welcome.  
 13 MS. SAROFF: Good evening. I have a lot on my mind  
 14 but I'm going to concentrate on the topic of special  
 15 transportation. I'm mostly going to point out that I live in  
 16 the northwest. We don't get any special treatment. My son,  
 17 before he graduated in 2017, rode a crowded bus and often sat in  
 18 the aisle and I know for a fact, because I have clients in the  
 19 northwest, that that is still happening. So, we do not have any  
 20 special treatment.  
 21 Now, I'm going to get off my soapbox from that and

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1 I'm going to get on my soapbox with the special transportation.  
 2 Special transportation impacts our students with  
 3 special needs. If they are late to school, even five or 10  
 4 minutes, it impacts their entire day. It takes away from their  
 5 instruction that they need specialized. It takes away service  
 6 hours. It impacts their behavior.  
 7 I have clients calling me as early as 6:00 a.m. to  
 8 tell me how their child has been impacted. I had one run out of  
 9 the building the other day because he is arriving upwards of an  
 10 hour late and he doesn't get home until 5:00 in the evening  
 11 because he has an hour and a half bus ride.  
 12 We need to fix transportation. This has been going  
 13 on way too long. As a parent, I'm done with being patient. As  
 14 a parent, I'm very concerned about safety. That's another  
 15 problem.  
 16 We need to realize that some of these kids need  
 17 door-to-door transportation. Door-to-door is there for a  
 18 reason. So that my child doesn't run into the street and get  
 19 hit by a car. So that my four-year old with a disability, I  
 20 know, gets on and off of that bus and gets home safely. Those  
 21 are the other phone calls that I am getting from my clients.

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1 This is not acceptable behavior. It's not the fault of the  
 2 drivers. (Time expired.)  
 3 BOARD CHAIR CAUSEY: Thank you. Our next speaker  
 4 for the evening is Cari Santiago. Good evening and welcome.  
 5 MS. SANTIAGO: Hello. My name is Cari Santiago. I  
 6 have been a Baltimore County resident for 11 years and I have a  
 7 2nd grader at Pine Grove Elementary.  
 8 Why am I here? I am here because a Kindergarten  
 9 should not have to sit on a bus for 70 minutes in one direction.  
 10 I am here because three students to a seat, elementary through  
 11 high school, is not safe. I am here because our kids shouldn't  
 12 have to live in fear over a bus bully who continues to ride the  
 13 bus with no repercussions. I am here because our kids need safe  
 14 and reliable transportation to school.  
 15 I am here because Department Heads need to listen to  
 16 our drivers when they request to divert from TransFinder. They  
 17 know our streets. They know where the blind turns are. They  
 18 know where to put the safe spots. Yet, they are being forced to  
 19 use an antiquated system which we have seen has not been amazing  
 20 this year. I am here because our drivers' attendance and lot  
 21 staff deserve to be given the pay, support and respect that they

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1 deserve.  
 2 Lastly, I am here because we, as parents, want  
 3 transparency. We want to know where the money is going. We  
 4 want to know where the communication is going and we want to  
 5 know that progress is being made. That's it. Thank you for  
 6 your time. (Applause.)  
 7 BOARD CHAIR CAUSEY: Thank you. Our final speaker  
 8 for the evening is Mr. Howard Libit. Good evening and welcome.  
 9 MR. LIBIT: Good evening. It's good to be back  
 10 before you again. My name is Howard Libit. I'm Executive  
 11 Director of the Baltimore Jewish Council. I'm here tonight to  
 12 speak about the school calendar.  
 13 I apologize for speaking ahead of the presentation.  
 14 I normally would wait for the public hearing on it. But, the  
 15 Board's public hearing on the calendar has been scheduled for  
 16 Yom Kippur. So, this seemed to be the best opportunity to come  
 17 and speak.  
 18 This year for the first time, the professional  
 19 development days have been scheduled for the Rosh Hoshana and  
 20 Yom Kippur holidays. As I expressed last year, it wasn't our  
 21 preference. But, given the pressures you faced in terms of the

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1 Labor Day start and the June 15th ending, there were a lot of  
 2 challenges. So, we understood it and I certain appreciated the  
 3 Board directions that were given in terms of extracurricular  
 4 activities, voluntary sports practices only on the evenings  
 5 leading into the holidays and no sporting events or practices on  
 6 the holidays themselves. As well as that the professional  
 7 development that would be held wouldn't be mission critical in  
 8 the sense that it wouldn't be rolling out a new math curriculum  
 9 and Jewish teachers who take the holiday wouldn't miss that and  
 10 their students wouldn't miss that. I hope that that is the case  
 11 for the two upcoming professional development days.

12 I certainly expect we'll see a fair amount of data  
 13 in terms of the number of teachers and other staff who take the  
 14 holidays and the upcoming professional development days and that  
 15 will help influence your decision in terms of what to do with  
 16 next year's calendar. That should help clarify some of the  
 17 operational issues we've been talking about because, as we know,  
 18 we're not closing the schools or creating professional  
 19 development days for the holiday. We're closing them because of  
 20 the operational difficulties that would be encountered in terms  
 21 of the high cost of finding enough substitute teachers, the

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1 challenges of finding enough subs.

2 For next year, the calendar calls for another  
 3 professional development day on Yom Kippur. As the  
 4 representative of TABCO expressed, I would certainly prefer for  
 5 it to be closed. I think the data will cause you to think about  
 6 it between now and your vote in November.

7 Please also consider the scheduling around the Rosh  
 8 Hoshana holiday which, next year, is on a Friday night and  
 9 Saturday in terms of scheduling of sporting events and other  
 10 things and whether there are ways to accommodate your many  
 11 Jewish teachers, staff and students in terms of not putting  
 12 sporting events on those holidays.

13 You might also consider encouraging whoever  
 14 schedules Board meetings to think about the holidays in terms of  
 15 scheduling Board meetings for this Board next year as well as  
 16 for community events such as the Superintendent's Community  
 17 Conversations. Two of them are scheduled for Rosh Hoshana and  
 18 Yom Kippur in the coming weeks.

19 In addition, we should have more data. The  
 20 Associated is in the midst of our first census of the Jewish  
 21 community in more than a decade. So, hopefully, by late winter

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1 we should have data to share with you in terms of the Jewish  
 2 student population and Jewish population of Baltimore County  
 3 that might also help further think about issues going forward.

4 As always, I want to thank you for your partnership  
 5 and, once again, I will offer, if your system would like help  
 6 discussing calendar issues, we stand ready to provide whatever  
 7 assistance we can. Thank you. (Applause.)

8 BOARD CHAIR CAUSEY: Thank you. Our next item of  
 9 business is Item H, New Business, Action Taken in Closed  
 10 Session. Excuse me. Mr. Omer Reshid, our Student Member of the  
 11 Board, is going to make a brief comment.

12 MR. RESHID: Good evening. Busses. I know this is  
 13 a serious problem with our busses and I, personally, have  
 14 received messages from students about the wait for their busses  
 15 and the overcrowding.

16 As the Student rep, I want to let all students know  
 17 that their safety and the reaching of their schools in a timely  
 18 manner is at the top of the Board's concerns. We are working to  
 19 do the best we can and I want to personally apologize to all the  
 20 students about the serious situation.

21 Students, please continue to email and DM me about

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1 all your concerns. That's exactly what I'm here for. Thank you  
 2 to all the parents and students here advocating for our students  
 3 and their safety. Thank you. (Applause.)

4 BOARD CHAIR CAUSEY: Thank you. Our next item is  
 5 Item H, New Business, Action Taken in Closed Session. I now  
 6 call on Mr. Nussbaum for consideration.

7 MR. NUSSBAUM: Good evening. Earlier this evening,  
 8 the Board considered two appeals regarding confidential student  
 9 matters in your quasi-judicial capacity. Both of these appeals  
 10 were considered on the record as no requests were made for oral  
 11 argument.

12 At this time, it would be appropriate to confirm the  
 13 actions taken in closed session. They were both summary  
 14 affirmances. The one was Hearing Examiner Number 20-01. The  
 15 other was an unnumbered recommendation from a Hearing Examiner  
 16 in a student discipline matter.

17 BOARD CHAIR CAUSEY: Do I have a motion to approve  
 18 the action taken in closed session?

19 MS. ROWE: So moved.

20 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. Do I have  
 21 a second?

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1 MS. MACK: Second.

2 BOARD CHAIR CAUSEY: Thank you, Ms. Mack. All in

3 favor, please raise your hand. Any opposed? Any abstain? Ms.

4 Henn. Thank you. The motion carries.

5 MR. NUSSBAUM: Thank you. The orders are on the

6 desk for signature. Thank you.

7 BOARD CHAIR CAUSEY: Thank you. Our next item of

8 business is New Business, Report on Policies. Members of the

9 Board, the Policy Review Committee asks that the Board accept

10 this report of the committee's approved proposed changes to the

11 following Board policies.

12 Policy 6702, Extracurricular Activities. Policy

13 7530, Naming or Renaming an Area of a School or Its Grounds.

14 These recommendations are presented to you on tonight's agenda

15 as Exhibit I. Do I have a motion to accept the recommendation

16 of the Board's Policy Review Committee?

17 MS. ROWE: So moved.

18 BOARD CHAIR CAUSEY: Thank you, Ms. Rowe. No second

19 is needed since the recommendation comes from the committee. Is

20 there any discussion? All in favor, please raise your hand.

21 Any opposed? Any abstain? Thank you. The motion carries.

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1 Our next item of business is Item K, Report on the

2 Proposed `20-`21 School Calendar. For that, we call Ms. Lowery

3 and Mr. Duke to come forward to present the proposed fiscal year

4 `20-`21 school calendar.

5 As another reminder as they come forward, public

6 comment on the proposed school calendar will take place during

7 the October 8th, 2019 Board meeting. For those not able to

8 attend, comments for consideration may be sent to the Board by

9 hard copy or via email to boe@bcps.org.

10 MS. LOWERY: Good evening, Madame Chair, Vice Chair

11 Henn, Superintendent Williams and members of the Board. Mr.

12 Duke will be here this evening to report on the proposed

13 2020-2021 calendar.

14 MR. DUKE: Good evening, Madame Chair, Vice Chair

15 Henn, Dr. Williams and members of the Board. Each year, in

16 accordance with Superintendent's Rule 6301, I'm charged with

17 bringing the draft calendar for the upcoming school year to the

18 Board for its review, consideration and eventual approval.

19 In order to do this, I convene a calendar committee

20 comprised of representatives from our five collective bargaining

21 units as well as members of the Superintendent's staff, various

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1 elementary, middle and high school principals and BCPS community

2 stakeholders.

3 In doing its work, the calendar committee considers

4 state guidelines that are delineated in the Annotated Code of

5 Maryland, Education Article 7-103, as well as COMAR 13A. These

6 guidelines include such things as the start and the end of the

7 school year, the minimum number of students days that must be

8 included in the academic year and the minimum number of student

9 contact hours, as well as the number of emergency closure days

10 that must be built into the calendar.

11 For the last few years, BCPS students have returned

12 to school after Labor Day. However, because of the lateness of

13 the holiday, the committee determined that continuing this

14 practice for the `20-`21 school year would be problematic since

15 it would push the last day of school potentially into late June.

16 Therefore, the committee is recommending a pre-Labor Day start

17 for the `20-`21 school year.

18 Additionally, because of our 6 and a half-hour

19 student day, we have always included additional days into our

20 school year over and above the required 180 days. This is done

21 to ensure sufficient contact hours over and above the required

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1 1,170 high school hours. This practice provides a cushion to

2 absorb unscheduled delayed openings and/or early dismissals that

3 inevitably occur during the winter months and thereby

4 potentially prevents BCPS from falling below the required number

5 of student contact hours.

6 Taking these factors into consideration, that is, a

7 pre-Labor Day start, a school year comprised of 182 student days

8 and five emergency closure days, the committee understood that

9 it had to construct a school calendar comprised of 187 days.

10 Therefore, taking into account the period of August

11 31st, 2020 to June 18th, 2021, which is approximately when the

12 current school year ends, we see that there are 210 available

13 weekdays.

14 From these 210 available weekdays, we deduct the

15 district identified non-student days and the state mandated

16 holidays. This amounts to 7 district identified student closure

17 days and 16 state mandated public school holidays for a total of

18 23 closures for students.

19 The district directed non-student days include the

20 Jewish holiday of Yom Kippur, the MSCA Conference day, the four

21 weekdays of spring break and the Muslim holiday of Eid-al-Fitr.

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1 This slide depicts numerically the calendar  
 2 development process. It shows the total number of available  
 3 weekdays by month as well as the non-student days along with the  
 4 reasons for the closures. You will see that the total number of  
 5 student days is 187. Please remember, however, that this number  
 6 includes the five emergency closure days. MSDE requires school  
 7 districts to build a minimum of three emergency closure days  
 8 into their calendars.

9 This slide depicts how the school year may be  
 10 extended depending on the number of closure days used. Should  
 11 no emergency closure days be used, the last day for students  
 12 will be Friday, June 11, 2021. If, however, emergency closures  
 13 do occur, the school year will be extended in accordance with  
 14 the schedule of make-up days shown on this slide.

15 It must be noted, however, that additional  
 16 adjustments may be necessary should more than five emergency  
 17 closure days occur and/or there are a large number of delayed  
 18 openings and early dismissals that could cause high school  
 19 student contact hours to fall below the required 1,170 hours.

20 These readjustments could include the redesignation  
 21 of holidays as student days, the adjustment of spring break, the

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1 redesignation of professional development days as student days,  
 2 the cancellation of planned early releases and the extension of  
 3 the school year beyond June 18th, 2021. In  
 4 summary, the calendar committee is recommending a '20-'21 school  
 5 calendar that begins classes on August 31st, 2020 and ends on  
 6 June 18th, 2021. The calendar is made up of 182 student days,  
 7 190 teacher days and five built-in emergency closure days. The  
 8 calendar will provide middle and high school students with 1,180  
 9 scheduled student contact hours and elementary students with  
 10 1,161.5 contact hours.

11 Today's presentation to the Board will be followed  
 12 by a public comment session on October 8th. I will return to  
 13 you at the public session on November 5th for your final review  
 14 and vote on the calendar proposal. This concludes my  
 15 presentation. I'll be happy to answer any questions you might  
 16 have.

17 BOARD CHAIR CAUSEY: Thank you. Board members, are  
 18 there questions or comments? Mr. McMillion.

19 MR. MCMILLION: Mr. Duke, I'm not the kind of guy  
 20 that likes to create work for anyone. But, I'm curious about  
 21 the possibility of a post-Labor Day calendar that we can compare

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1 to this calendar. Is that possible, Ms. Causey?  
 2 BOARD CHAIR CAUSEY: I believe that's a question for  
 3 Mr. Duke and Dr. Williams.

4 MR. DUKE: A post and a pre-calendar were taken to  
 5 the committee. The short answer to your question is yes.  
 6 Background to your question is that the committee was presented  
 7 with both a pre and post-Labor Day calendar. Based on their  
 8 review, their recommendation and their vote was to provide the  
 9 Board with a pre-Labor Day start.

10 A post-Labor Day calendar would effectively require  
 11 us to perhaps curtail the spring break and it would require us  
 12 to end school on June 22nd. If, in fact, we have a rigorous  
 13 winter and we use more than five emergency closure days, that  
 14 would require us to take other options, one of which would  
 15 perhaps be the extension of the school year beyond June 22nd.

16 But, yes. I can provide the Board with a post-Labor  
 17 Day start calendar.

18 MR. MCMILLION: Ms. Causey, do I need to make a  
 19 motion to pursue that?

20 BOARD CHAIR CAUSEY: Dr. Williams, is that something  
 21 you would say yes to without

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1 DR. WILLIAMS: Yes.  
 2 BOARD CHAIR CAUSEY: Dr. Williams has said that  
 3 he'll have staff to that.

4 MR. MCMILLION: Thank you.

5 BOARD CHAIR CAUSEY: Thank you. Ms. Mack?

6 MS. MACK: Mr. Duke, I just have one question. On  
 7 the slide that says considerations impacting the '20-'21  
 8 calendar, it says the school year would run from 8/31 to 6/18.  
 9 But, if we had a perfect weather year, it really runs from 8/31  
 10 to 6/11. Is that correct?

11 MR. DUKE: That's correct. That's what I stated in  
 12 my presentation. If we use no inclement weather or emergency  
 13 closure days, the last day for students would be June 11th.

14 MS. MACK: And, if we did look at a post-Labor Day  
 15 start, instead of June 24th, it would be June 22nd?

16 MR. DUKE: If the five closure days were used, it  
 17 would be June 22nd. If no closure days were used, it would be  
 18 June 15th.

19 MS. MACK: Okay. Thank you.

20 BOARD CHAIR CAUSEY: Ms. Rowe?

21 MR. DUKE: Now, I have to caveat what I just said

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1 with the fact that the calendar, with those dates, is based on a  
 2 curtailed spring break.

3 MS. MACK: Thank you.

4 BOARD CHAIR CAUSEY: Ms. Rowe?

5 MS. ROWE: So, I have a couple of questions. I'll  
 6 give you both questions at once and then you can just answer  
 7 them. My first question is, is the Muslim Eid holiday, the  
 8 professional development day, is that a professional development  
 9 day that would be taken away if we have inclement weather days?

10 My other question is could you expound on the  
 11 flexibility we might have to start school after Labor Day if we  
 12 had the extra 15 minutes to the day that the state would like us  
 13 to add?

14 MR. DUKE: To answer your first question, as I  
 15 stated in the presentation, depending on the number of emergency  
 16 closure days that are used and the time of year. If we, for  
 17 example, use all of our emergency closure days and then some  
 18 before the Eid holiday, converting that PD day to a student day  
 19 could possibly happen.

20 The difference between the Eid holiday is that the  
 21 Jewish holidays usually occur much sooner in the calendar.

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1 September and October. The probability of us having a large  
 2 number of inclement weather days or emergency closures in that  
 3 time frame is very slim.

4 However, if the Jewish holiday were to have occurred  
 5 later in the school year, they would be also considered for  
 6 conversion if we needed to do that in order to recoup student  
 7 days.

8 VOICE: (Inaudible. Speaking away from microphone.)

9 MR. DUKE: I'm really not prepared to answer that  
 10 question. It would definitely impact on building the calendar  
 11 with 182 student days rather than the simple 180 days that are  
 12 required. It would definitely give us a bigger margin. Yes.

13 BOARD CHAIR CAUSEY: Mr. Offerman?

14 MR. OFFERMAN: I have a question for you. Is this a  
 15 point that we're allowed to make a motion? I would like to make  
 16 a motion to treat the Muslim holidays not as part of the snow  
 17 emergency holidays. In other words, treat them as holidays, per  
 18 se, in the same way that we're treating the Jewish holidays. Is  
 19 that appropriate to make a motion for that now?

20 BOARD CHAIR CAUSEY: Typically, when we have a work  
 21 session, we don't make motions about the policy or the

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1 procedures that we are reflecting on. But, I do think that  
 2 that's something the Board can consider. So, if there's more  
 3 discussion around your proposal, that would be warranted. Then,  
 4 in the future, if you wanted to prepare a motion and inform the  
 5 Board and Dr. Williams, if that would be appropriate to  
 6 consider.

7 MR. OFFERMAN: Thank you.

8 BOARD CHAIR CAUSEY: Ms. Pasteur?

9 MS. PASTEUR: Yes, thank you. With all of the  
 10 things that were said by Mr. Offerman, Ms. Rowe and Mr.  
 11 McMillion, I would certainly appreciate and I think the Board  
 12 would appreciate being able to see a schedule for posts because  
 13 we do get a lot of communication for that and we also think that  
 14 there should be consideration to treating Muslim holidays in the  
 15 same light.

16 So, with that being said, if we could see a calendar  
 17 or calendars that would give us something to be able to balance  
 18 as we are looking and trying to make a decision. We'd  
 19 appreciate that.

20 BOARD CHAIR CAUSEY: Thank you, Ms. Pasteur. Ms.  
 21 Scott?

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1 MS. SCOTT: Yes, thank you. Just to echo on that,  
 2 with what Mr. Offerman said, what would be the timeline on when  
 3 that motion would be made or when he could do that? Also, I  
 4 believe, if I understand what Ms. Pasteur was saying, would we  
 5 then get a calendar or something showing us, if the Eid holiday  
 6 was then put on there as a permanent holiday and not as a  
 7 professional development day, what that would look like.

8 BOARD CHAIR CAUSEY: So, the question is the Board,  
 9 what we're hearing, wants to see options in their entirety. Not  
 10 just the start date and the end date. What we're also hearing  
 11 is that the Board would like to consider the calendars with the  
 12 professional development day for Eid-al-Fitr to be not  
 13 considered for conversion. So, what would that look like in the  
 14 calendars in both post and pre-Labor Day start.

15 So, Dr. Williams, is that information that staff can  
 16 prepare for the Board?

17 DR. WILLIAMS: We can work on that. I do have a  
 18 clarifying question about spring break for the Board. Mr. Duke  
 19 referenced several versions. So, as we're writing notes, I just  
 20 want to hear from the Board in terms of preparing options. We  
 21 should also look at options related to spring break if that's



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1 the desire of the Board.

2 BOARD CHAIR CAUSEY: Ms. Henn, and then we'll go

3 back around.

4 VICE CHAIR HENN: Thank you, Ms. Causey. Also, I

5 heard Ms. Rowe express interest in seeing options for a calendar

6 that takes into consideration an extended school day by 15

7 minutes. As we begin budget discussions, this is something that

8 the Board has not yet discussed but that affected our calendar

9 discussions for the current year.

10 So, should we extend the length of the school day by

11 15 minutes, what could that possibly look like in terms of a

12 calendar that would reflect that addition? Mr. Duke, you said

13 that that would give us some flexibility.

14 MR. DUKE: What I said was that it would give us a

15 greater margin in the number of student contact hours which then

16 would perhaps alleviate our concern or our sensitivity towards

17 delayed openings and early releases because we would have a

18 greater cushion of student hours to absorb those delayed

19 openings and early releases.

20 VICE CHAIR HENN: But, in terms of what that

21 calendar, then, option would look like, it would not

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1 significantly change that? Is that I'm understanding you to

2 say?

3 MR. DUKE: I don't believe it would change

4 appreciably the number of student days.

5 VICE CHAIR HENN: Okay. Thank you.

6 BOARD CHAIR CAUSEY: Ms. Pasteur and then Ms. Rowe.

7 MS. PASTEUR: (Inaudible.)

8 BOARD CHAIR CAUSEY: Ms. Rowe?

9 MS. ROWE: I just wanted to answer the

10 Superintendent's question and, from my perspective personally, I

11 think that some flexibility as far as how long spring break is

12 fine. I do think that we need to take into consideration that

13 the teachers need a break, too. So, one or two days isn't

14 really enough.

15 But, I don't necessarily think that the Monday has

16 to be off. So, I do think some options that shorten spring

17 break a little bit, we could look at that.

18 BOARD CHAIR CAUSEY: Ms. Pasteur.

19 MS. PASTEUR: Thank you, Ms. Rowe, for jumping in

20 there and also pulling out a piece of my thinking. I know we

21 have a lot of things to juggle in terms of doing the calendar

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1 for post and certainly the spring break is important. That was

2 a big piece of discussion to get to this year. But, I would

3 like to see it again laid up against all of the other things

4 about which we have spoken. It is important.

5 BOARD CHAIR CAUSEY: Thank you. Mr. Kuehn?

6 MR. KUEHN: Could you give me history or help me

7 understand why we have the MSEA Conference Day off? That's

8 early in the year and it's not a holiday. It's a conference for

9 teachers to go to. I just want to understand what exactly is

10 the driver behind that?

11 MR. DUKE: It's a day that normally is afforded to

12 our teachers and paraeducators to attend professional

13 development activities, either by going to the MSEA convention

14 and participating in the workshops and training that they offer,

15 or other similar types of professional development activities

16 that a teacher or paraeducator may find available in the

17 immediate area or attend professional development activities

18 within the schoolhouse.

19 MR. KUEHN: Okay. So, it's not just MSEA conference

20 day. It's also an expected professional development day.

21 MR. DUKE: Correct. So, it's expected that a

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1 teacher or paraeducator is either in attendance at his or her

2 school or at the MSEA convention or whatever other activity that

3 they've coordinated with their supervisors and administrators in

4 the realm of professional development.

5 MR. KUEHN: Thank you.

6 BOARD CHAIR CAUSEY: Mr. Duke, I also had a

7 question. This is not your specific area but it is related to

8 the calendar.

9 We still have two high schools and other schools

10 without consistent or full air conditioning. Recently, the IAC

11 approved Baltimore County Public Schools' application for

12 additional funds to provide temporary cooling for those schools

13 that are waiting for replacement schools and funding. Those

14 schools were Western Tech, Eastern Tech, Dulaney, Lansdowne,

15 Catonsville Alternative, Bedford Elementary School and

16 (Inaudible. Technical difficulty.)

17 So, the IAC provided, it will provide funding for

18 almost \$13.5 million but Baltimore County Public Schools and

19 with our funding partner in Baltimore County, we'll need to come

20 up with also \$13.5 million.

21 My question is what is the implementation timeline

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1 for installing these temporary air conditioning solutions? We  
 2 do know that the earlier school starts, the hotter it is and the  
 3 more likely that we may have to close schools which, as we  
 4 talked about for transportation, loss of instruction time for  
 5 some students is not equitable and, certainly, when those  
 6 students have IEPs, it's really not helpful and that instruction  
 7 time needs to be made up.

8         So, is there a consideration for the implementation  
 9 of temporary cooling in this calendar?

10         MR. DUKE: No, there is not. Obviously, we took  
 11 into consider the start date, the early start date. We also  
 12 took into consideration, or the committee took into  
 13 consideration the possibility of a delayed or extended school  
 14 year into late June which also can present problems around air  
 15 conditioning and heat.

16         BOARD CHAIR CAUSEY: Dr. Williams, is that  
 17 information that the Board can be provided before we need to  
 18 make a decision on the calendar? In terms of the implementation  
 19 timeline, part of it is contingent, I understand, on the  
 20 funding.

21         DR. WILLIAMS: I'm not sure if we can have that by

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1 the time of the vote, what you're requesting. I just want to  
 2 bring to our attention just a reminder, Rule 6301 speaks to the  
 3 protocol and guidelines. That is not one of the guidelines to  
 4 be considered for the committee to develop a proposed calendar.

5         Also, I just want to bring to the Board's attention  
 6 that, in that rule, it speaks to that we will present a proposed  
 7 school calendar to the Board. However, we are willing to look  
 8 at these options. But, I'm just bringing to the Board's  
 9 attention Rule 6301.

10         BOARD CHAIR CAUSEY: Thank you. Ms. Jose?  
 11         MS. JOSE: Thank you, Dr. Williams. So, my question  
 12 is for the vote, we're only going to be having one calendar that  
 13 comes for vote?

14         DR. WILLIAMS: Based on Rule 6301. However, based  
 15 on this discussion, we are in agreement to look at these other  
 16 considerations that the Board has shared with a post-Labor Day  
 17 start. I was only referencing what the committee did their  
 18 work. The committee met the different stakeholders. They had  
 19 several options. They presented an option as outlined in 6301.

20  
 21         Some of my response was for Ms. Causey when she

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1 referenced the temporary cooling. That was not a part of the  
 2 guidelines. Also, just to bring to everyone's attention, I just  
 3 want to echo. The committee did what it was supposed to do.  
 4 We're now amending Rule 6301 and we're happy to bring forth  
 5 these options as indicated tonight.

6         So, we potentially will have several options on the  
 7 first meeting of November to vote.

8         BOARD CHAIR CAUSEY: Mr. Kuehn?  
 9         MR. KUEHN: Thank you, Dr. Williams, for that  
 10 information. Just to follow on Ms. Causey's questions, could  
 11 someone clarify to me what how the schools that don't actually  
 12 have air conditioning and have actually lost instruction time,  
 13 how their calendars are different? It sounds like they're not  
 14 and they just basically lose instruction time and there's no  
 15 extension or making up of any of that time. Is that accurate?

16         MR. DUKE: In those instances, we have to go into  
 17 the state and request a waiver.

18         MR. KUEHN: For those specific schools.  
 19         MR. DUKE: For those specific schools. If a school  
 20 closes because of heat and lack of air conditioning, we have to  
 21 go in for a waiver. If a school closes because of lack of heat

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1 in the wintertime and they lose instruction time, we have to go  
 2 in with the state with a waiver request.

3         So, it works not only for lack of air conditioning  
 4 but any other type of situation that would cause a school to  
 5 close on a regular school day.

6         MR. KUEHN: Thanks.  
 7         BOARD CHAIR CAUSEY: Mr. Duke, to dovetail with Mr.  
 8 Kuehn's question, do you also have to get a waiver for our  
 9 students with IEPs who have specialized instruction  
 10 requirements. How does that work for our  
 11         MR. DUKE: I can't answer that question. I,  
 12 basically, with regards to a school closure day, the state  
 13 requires us to go in and notify them that the school is closed  
 14 and give the reason and ask for a waiver.

15         BOARD CHAIR CAUSEY: Dr. William, is that something  
 16 you could investigate? What happens with our students with IEPs  
 17 and their instruction time that's lost of schools closed for  
 18 whatever reason?

19         DR. WILLIAMS: We could investigate.  
 20         BOARD CHAIR CAUSEY: Thank you. Ms. Scott?  
 21         MS. SCOTT: Yes. Since we were talking about air

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1 conditioning, I just wanted to bring up Campfield which does not  
 2 have air conditioning and, as far as you were saying, loss of  
 3 instructional time or anything like that. It sounds like you  
 4 kind of answered that a little bit so I just wanted to make sure  
 5 that I was clear.

6 If a school is closed due to heat or things like  
 7 that because they don't have air conditioning, is that accounted  
 8 for in the calendar or is that where you were saying you would  
 9 go and get a waiver? How does that work?

10 MR. DUKE: We build the calendar in accordance with  
 11 the guidelines that are provided by COMAR. That guidance is the  
 12 number of hours, contact hours, and the number of student days  
 13 which is 180.

14 We build our calendar with 182 days so we do have a  
 15 little bit of a cushion. However, whenever - the direction from  
 16 MSDE is whenever a school is closed for whatever reason, be it  
 17 heating, be it plumbing, be it problems with the roof, any type  
 18 of facility problems that would cause a closure, we have to go  
 19 in and notify MSDE of the date, the reason and the name of the  
 20 school. Obviously, because that school may fall below the  
 21 required 180 days.

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1 BOARD CHAIR CAUSEY: Ms. Rowe?  
 2 MS. ROWE: So, it's my understanding when we applied  
 3 for the grant for the A/C money that the application required  
 4 certain information about implementation and timeline of the  
 5 schedule, Mr. Smith, is that a question for you?  
 6 Is that information of the projected completion of  
 7 the A/C installation for the grant on that application? It  
 8 appeared to be when I looked at it.

9 MR. SMITH: That information is there but we're  
 10 still working that our with our funding agencies and planning  
 11 the projects that we have. So, it's still not a definite as to  
 12 when those are going to be done.

13 MS. ROWE: It's not concrete.  
 14 MR. SMITH: It's not concrete. That was just a  
 15 placeholder until that could be arranged.

16 MS. ROWE: Okay. Thank you.  
 17 MR. SMITH: Yes, ma'am.

18 BOARD CHAIR CAUSEY: I did have a question. One of  
 19 the aspects especially related to my district which has the high  
 20 school with the agricultural program, is the State Fair. For  
 21 many students, the State Fair is a capstone event in terms of

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1 their efforts throughout the year, throughout the summer,  
 2 whether it's actual growing food or whether it's working with  
 3 animals.

4 So, is there any consideration given to excused  
 5 dates for students that are participating in those educational  
 6 opportunities if school does, in fact, start before Labor Day?  
 7 That is a concern that we've heard through the years as the  
 8 calendar has gone back and forth.

9 MR. DUKE: I would presume that that would be  
 10 something that would be handled at the school level by the  
 11 administrator of those schools that are affected.

12 BOARD CHAIR CAUSEY: Dr. Williams, is that something  
 13 you can ask staff to consider?

14 DR. WILLIAMS: You're talking about one specific  
 15 school?

16 BOARD CHAIR CAUSEY: No, there's actually students  
 17 all around the county that participate in the State Fair related  
 18 to agricultural activities. There's also other activities that  
 19 are related to 4H which has all different kinds of activities  
 20 for which students prepare, compete. So, it would be for any  
 21 student who was participating in the State Fair. I just hear a

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1 lot about it because of the area where one of my high schools  
 2 has a specific program related to agriculture. But, there are  
 3 students from all around the county.

4 In fact, when a lot of us went to the State Fair  
 5 this year and looked at all the exhibits, you could see where  
 6 the students were from. So, it was really a countywide  
 7 situation.

8 DR. WILLIAMS: And, the post-Labor Day would not  
 9 conflict with that. Or, will it?

10 BOARD CHAIR CAUSEY: A post-Labor Day would not  
 11 conflict with the Maryland State Fair. The pre-Labor Day would.

12 DR. WILLIAMS: So, the ask of the Board is for us to  
 13 look at another option of the post-Labor Day with the identified  
 14 areas as mentioned. So, we will build the post-Labor Day as an  
 15 option. But, I think it will resolve what you're referencing.

16 BOARD CHAIR CAUSEY: Yes, it would.  
 17 DR. WILLIAMS: Okay.

18 BOARD CHAIR CAUSEY: Thank you. Ms. Mack?  
 19 MS. MACK: Mr. Duke, can you clarify the dates that,  
 20 if there were not changes to the calendar you proposed, schools  
 21 would be closed for spring break?

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1 MR. DUKE: I'm sorry, I don't think I understand  
 2 your question.

3 MS. MACK: When would spring break, I presume it  
 4 would, as written here, it would be five days with no changes?

5 MR. DUKE: Are you speaking to the calendar that was  
 6 presented to the Board for consideration?

7 MS. MACK: Yes. Uh-huh (affirmative).

8 MR. DUKE: It's a full spring break which is the  
 9 week prior to Easter which starts on Monday and runs through  
 10 Easter Monday.

11 MS. MACK: There's a discrepancy with the dates  
 12 shown, then. That's all. Easter, I'm showing, is on April 12th  
 13 and the days the school is closed are March 30th through April  
 14 3rd.

15 (Discussion off the record.)

16 MS. MACK: I'm sorry, nevermind. Thank you.

17 BOARD CHAIR CAUSEY: Thank you, Ms. Mack. Ms.  
 18 Pasteur?

19 MS. PASTEUR: I'm back on Superintendent Williams'  
 20 reference to Rule 6301. Certainly, my intent was not that we  
 21 get just a plethora of calendars and sit here at the Board

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1 meeting and pour over them and try to then vote.  
 2 I simply think, and I'm thinking that most of us are  
 3 of the mind that at least being able to see prior to that time  
 4 even if it's the night before, it's hard to articulate to the  
 5 people that we serve why we voted on something if we haven't  
 6 considered all of the other things that are possible in addition  
 7 to which I know that last year we had a different set of  
 8 circumstances. So, we were certainly looking at more than one  
 9 option to that end.

10 But, I would just like to be able to see, if I'm not  
 11 going to vote for it, then I want to know why. I want to be  
 12 able to articulate why I didn't vote for it. I don't want to  
 13 vote for something without knowing what the other possibilities  
 14 are. BOARD CHAIR CAUSEY: Ms. Jose?

15 MS. JOSE: Since we are looking at another alternate  
 16 calendar, my question is how can there be a public hearing when  
 17 the Board has two options that we haven't decided on? So, the  
 18 public hearing is the next meeting and then we decide on the  
 19 calendar after the public hearing. So, that kind of pre-empts  
 20 what we're doing.

21 What would the public hearing be on? The calendar

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1 you proposed? Or, would it be both?

2 MR. DUKE: The public hearing is scheduled for  
 3 comment on the proposed calendar.

4 MS. JOSE: So, then it's a moot point when we look  
 5 at the post-Labor Day calendar because the public doesn't get a  
 6 say on it, then. I mean, this is not a question to you.

7 Really, it's to the Board because we've kind of created our own  
 8 labyrinth over here because you've proposed a calendar and now  
 9 we have a public hearing and then we're going to look at two  
 10 calendars and the public doesn't get to decide and we just go  
 11 ahead and vote. I mean, I don't know if that's how it is  
 12 typically done.

13 BOARD CHAIR CAUSEY: So, I guess one of the  
 14 questions from your line of questions which is very valid and it  
 15 is important that we take into consideration how the public can  
 16 tell us what their concerns are. I guess one of the questions  
 17 to Dr. Williams is could we have those options provided in Board  
 18 Docs? Board Docs is usually all of the documents related to the  
 19 Board meeting released online and available to the public  
 20 usually 8 to 10 days ahead of the meeting.

21 So, is it possible to have options for the community

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1 to consider? Or, is it possible to provide the calendars and  
 2 then to a survey afterwards? An online survey where  
 3 constituents could, at their leisure within a certain number of  
 4 days, respond to a survey of options.

5 MS. JOSE: Just logically thinking it makes sense  
 6 for the Board to be presented the two calendars, the next Board  
 7 meeting and the public hearing, to be pushed just so that we  
 8 give the public a chance to look at those two calendars before  
 9 we vote on it. I'm just talking logics.

10 BOARD CHAIR CAUSEY: Ms. Jose, thank you for that  
 11 consideration. We're having staff look at what those dates are  
 12 for the other meetings in order to have an option of the process  
 13 discussed. Ms. Gober, what is the date of the meeting between  
 14 the October 8th meeting and the November 5th meeting, please?

15 MS. GOBER: The 27th.

16 BOARD CHAIR CAUSEY: So, the option that the Board  
 17 could consider in terms of a change in process would be that  
 18 additional alternative calendars would be presented at the  
 19 October 8th meeting and that the public hearing would be pushed  
 20 to October 22nd. Then, the vote would be at the previously  
 21 scheduled time of November 5th. Dr. Williams, do you have

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1 thoughts or questions related to that process?

2 DR. WILLIAMS: I don't have any questions about the

3 process. I'm just constantly looking at the rules just to make

4 sure. I want to acknowledge the work of the committee that

5 spent time. So, I need to have some further discussions with

6 Mr. Duke and the team about this. But, we will provide some

7 options and maybe we can come up and look at that schedule.

8 What we're butting against is the charge of the

9 committee with clear direction. I understand the sentiment of

10 the Board looking at the options so then we can respond to the

11 constituents and our stakeholders who are questioning. So, it's

12 just a matter of we'll look at some schedule and make sure that

13 we are communicating with the Board and we'll make that public.

14

15 But, I still want to acknowledge the work of the

16 committee. This is not easy work and they looked at various

17 options. So, I'm in a hard place because we're following a rule

18 and we're amending the rule right now and I want to acknowledge

19 what the Board has said. But, I also want to acknowledge the

20 work of the committee and Mr. Duke and his team.

21 BOARD CHAIR CAUSEY: Absolutely. I see Ms. Henn and

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1 then Ms. Rowe.

2 VICE CHAIR HENN: Thank you. I understand, Dr.

3 Williams, your concerns and desire to take this back and discuss

4 with your staff and the committee. I would support a motion by

5 Ms. Jose to move the public hearing to the 22nd, given not only

6 this reasoning but also the fact that we learned that the

7 current date conflicts with the holiday and that our public, for

8 full participation, that the 22nd may be a better date for input

9 into the calendar for that hearing and ask whether it would be

10 appropriate to entertain that motion tonight for that schedule

11 change. Dr. Williams, do you have any thoughts on that date

12 change or is that something you'd like to consider further?

13 DR. WILLIAMS: So, we can consider that, looking at

14 the date change. So, it will come back to the Board for a vote,

15 public, here on October 22nd is what you're recommending. And,

16 then to the Board for the vote on November 5th. That's election

17 day.

18 BOARD CHAIR CAUSEY: Do I hear a motion to moved the

19 public hearing to October 22nd?

20 MR. OFFERMAN: So moved.

21 BOARD CHAIR CAUSEY: Mr. Offerman. Is there a

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1 second?

2 MS. PASTEUR: Second.

3 BOARD CHAIR CAUSEY: Ms. Pasteur. Is there any

4 further discussion before we vote on the motion to move the

5 calendar public hearing from October 8th to October 22nd?

6 MR. DUKE: If I could just ask a question for

7 clarification purposes? As I mentioned earlier and as Dr.

8 Williams reiterated, the committee did do its work and they did

9 consider two options.

10 With the motion that is pending and with the desire

11 of the Board, I wanted clarification as to whether it is

12 expected that the committee be reconvened? Or, that I would

13 just bring forward the post-Labor Day calendar that the

14 committee considered?

15 BOARD CHAIR CAUSEY: Ms. Pasteur, your comment on

16 that?

17 MS. PASTEUR: I'm perfectly fine with what you have

18 with that. Mr. McMillion started this and said that he wasn't

19 trying to create more work. It's just that we haven't seen

20 anything else. So, I'm fine with it.

21 BOARD CHAIR CAUSEY: Ms. Rowe?

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1 MS. ROWE: I'm fine with you just bringing what you

2 presented to the committee. But, I just want to say that I

3 understand the Superintendent keeps referencing this rule and I

4 understand the committee and the school staff did a very good

5 job of following the rule and doing exactly what they were

6 expected to do.

7 But, I also just want to reiterate that rules are

8 created by the Superintendent and handed to the Board and not

9 approved by the Board. So, to the degree that the Board has

10 expectations, maybe we need to take a look at our calendar

11 policy because if having multiple calendars in front of us is

12 going to become an annual expectation, it's possible that

13 there's a policy that either the rule doesn't align with or that

14 we need to rewrite our policy to communicate our expectation so

15 that the rule says multiple calendars.

16 So, I just want to put that out there in case it

17 needs to be put into policy review.

18 BOARD CHAIR CAUSEY: Thank you for that

19 clarification. Is there any additional conversation before we

20 vote on the motion to move the public hearing from October 8th

21 to October 22nd? All in favor, please raise your hand. Any

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1 opposed? The motion carries. Thank you.

2 Just to clarify, at the October 8th meeting, the

3 information will be presented with the second option and that

4 the issues that were discussed were the pre and post-Labor Day

5 start and the length of spring break and also the, just to wrap

6 up about the 15 minutes.

7 The 15 minutes extra day which the Board did vote

8 for in the budget process last year but it was not funded by the

9 county, not only allows the flexibility for the calendar, but it

10 also provides 15 extra instructional minutes a day that would

11 get Baltimore County Public Schools consistent with other

12 schools around the state that have that extra instructional

13 time.

14 So, there's multifaceted reasons why the Board voted

15 for that extra 15 minutes a day and prioritized it in the

16 budget. But, we understand there were budget constraints but

17 that is one of the jobs of the Board in this coming cycle

18 working with Dr. Williams and his staff as to what are the

19 priorities of the Board because it's very complicated and things

20 intersect.

21 So, thank you very much for all of that

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1 conversation. Mr. Offerman?

2 MR. OFFERMAN: I just want to make sure we're also

3 taking into account the change in the treatment of the Muslim

4 holiday. Is that correct?

5 BOARD CHAIR CAUSEY: Yes. That consideration would

6 be reflected on the number of snow closure days and how that

7 would impact the length of the school year.

8 MR. DUKE: For clarification purposes, there is

9 nothing in the calendar that indicates that the Muslim holiday

10 or the Jewish holiday are backups, if you will, for closure

11 days. It's just that the procedure and the practice has been

12 that regardless of whether it's a Jewish holiday or a Muslim

13 holiday, any professional development day that was scheduled

14 into the calendar would be available for conversion to a student

15 day.

16 If the practice going forth is that those days that

17 are declare as professional development days that occur on the

18 Jewish and Muslim holidays are not to be considered as makeup

19 days, that's basically a policy procedure. Not a policy

20 procedure but a practice. But, it's not designated or built

21 into the calendar.

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1 BOARD CHAIR CAUSEY: So, that the Board, in future

2 meetings, could decide that it would be appropriate for

3 professional development days to be treated consistently and

4 equitably. It could be decided by the Board that Eid-al-Fitr

5 will not be eligible for conversion. So, that is a practice

6 that the Board can consider what it deems as appropriate and in

7 the best interest of the school system.

8 Thank you. Thank you very much for all the time and

9 Board members and Dr. Williams, for all of the conversation.

10 That brings us to our next agenda item which is Item L, report

11 on transportation. For that, we'll ask Mr. Patillo and Dr. Grim

12 to come forward to present on transportation. Following the

13 presentation, we'll allow time for discussion if the Board so

14 desires. Good evening, gentlemen, and welcome.

15 MR. PATILLO: Good evening, Chairwoman Causey, Vice

16 Chairwoman Henn, Superintendent Dr. Williams and Board members.

17 My name is Charles Patillo, I'm Executive Director for Business

18 Services/Operations. I'm happy to be joined here by Dr. Jess

19 Grim, our new Office of Transportation Director. Jess brings to

20 us 24 years of experience in education and 15 years as a leader

21 in the system. We're excited to have him on board and, again,

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1 thank you for giving me and Jess the opportunity to talk about

2 the work that's going on in the office of transportation.

3 This evening, we'll be focus on four buckets. We're

4 going to talk about climate and customer service, we're going to

5 talk about recruitment and retention. We're going to talk about

6 professional learning opportunities. We're going to also talk

7 about communication. Dr. Grim and I will lead you through this

8 discussion.

9 Again, we realize the responsibility of transporting

10 84,000 students twice a day is a huge one. So, throughout the

11 presentation, you'll hear us talk about some of our partnerships

12 with internal and external stakeholders. The purpose of our

13 presentation will be to educate, inform and give you a short

14 update on transportation.

15 With that, we'll go to our mission statement. I

16 won't read it to you but, as you can see, we have some key words

17 underlined. Safety, efficiency, services and successful

18 learners. Obviously, we take safety very seriously and safety

19 is always first. But, I want you to take a look, also, at the

20 line for successful learners.

21 As you've heard some speakers say here today and as

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1 we feel in the office of transportation, some experts believe  
 2 that the bus ride is the first classroom of the day. So, we  
 3 want to look at it as that way. Our mission, I think, is  
 4 emphasize in our vision which is we try for continuous  
 5 improvement.  
 6 Before going into more detail, I kind of want to  
 7 give you a flavor for the size and scope of transportation. I  
 8 know we have some new Board members so I just want to make sure  
 9 we have a base that we can build upon.  
 10 Again, we're the 25th largest school on fleet in the  
 11 United States. We maintain over 850 busses on 11 bus lots. As  
 12 you can see from the map, the bus lots are scattered across the  
 13 county. Again, in the office of transportation, we're set up  
 14 into five different areas. Dr. Grim will talk about those a  
 15 little later.  
 16 Again, as I mentioned before, we transport over  
 17 84,000 students twice a day. If you put that in perspective,  
 18 that's more students than the City of Silver Spring has as a  
 19 population. I think the last census that was done, Silver  
 20 Spring has about 79,000 residents. So, if you think in terms of  
 21 that, again, we're transporting 84,000 students twice a day.

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1 Again, we also say that we drive approximately  
 2 82,000 miles each day, or over 14 million per year. Again, to  
 3 put that in perspective, that would be over 562 trips around the  
 4 earth at the equator each year. Or, three times around the  
 5 equator each day.  
 6 The office of transportation currently employs about  
 7 1,200 drivers, attendants, support staff, fleet staff,  
 8 technicians. Again, when this presentation was done we had  
 9 about 786 routes. They're divided into general education  
 10 routes, special education routes and some contractor routes.  
 11 Again, just something to keep in mind, we make sure that all our  
 12 special ed routes are covered by our BCPS drivers.  
 13 Again, when you consider transportation, obviously  
 14 you think about us going back and forth to school each day.  
 15 But, I also want you to consider some of the other things we do  
 16 with our busses. We offer magnet transportation, field trips,  
 17 special events. We work to deliver displaced students, ESOL  
 18 students. We work the extended year program. We work with  
 19 summer programs.  
 20 So, again, we just want to make sure you understand  
 21 the size and scope of some of the things we do. Currently, we

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1 have three full-service maintenance facilities and, again, those  
 2 are due to heavy jobs like engines, transmissions, etc. Again,  
 3 as I stated, over 1,200 employees in the office of  
 4 transportation currently.  
 5 Again, with that overview out of the way, as I said  
 6 before, we're going to use four buckets to talk about what's  
 7 going on. Again, as you see before you, climate and customer  
 8 service, recruitment and retention, professional learning  
 9 opportunities and communications, to frame our conversation.  
 10 With that, I'll turn it over to Dr. Grim, Director of the Office  
 11 of Transportation.  
 12 DR. GRIM: Thank you, Mr. Patillo. Good evening,  
 13 Board members. We understand that a professional climate  
 14 focused on serving our customers, students, parents and schools,  
 15 is critically important to our mission of providing safe,  
 16 efficient service.  
 17 We listened to the feedback from our employees  
 18 through lot visits by leadership in the Office of Business  
 19 Services, the Office of Transportation and through our  
 20 bargaining unit partners, AFSCME, to make improvements related  
 21 to climate.

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1 We have also partnered with the Division of Human  
 2 Resources. They have offered exit interviews and conduct bus  
 3 loop visits in an effort to connect with our drivers and improve  
 4 working environments in our division.  
 5 Our call center is the backbone of our customer  
 6 service center and we have staff available from 6:00 a.m. to  
 7 5:30 p.m. on school days to assist stakeholders with issues  
 8 related to transportation. Our call center handles hundreds of  
 9 calls each week related to transportation inquiries.  
 10 Additionally, the organization of our operations or area  
 11 structures are focused on providing safe, efficient service.  
 12 This graphic shows the Office of Transportation's  
 13 operational structure with regard to area service. As shown on  
 14 the earlier map of our operations, there are five service areas.  
 15 Each service area has a senior operations supervisor and a  
 16 dispatcher for the area. Through the Board's generous support  
 17 over the last three years, positions were added to improve our  
 18 climate and customer service. Specifically, a field  
 19 representative and customer service clerk joined our team at  
 20 each of the 11 lots providing onsite communication for drivers,  
 21 attendants, schools and community stakeholders.

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1 These necessary positions help our staff ensure the  
 2 safety of our employees and students through onsite support and  
 3 training. Further, area and lot personnel are often the first  
 4 point of contact for our schools since they deliver service  
 5 specifically to that location.

6 We also recognize that factors such as employee  
 7 attendance are major components of safe, efficient climate  
 8 that's focused on customer service. Just like in a schoolhouse,  
 9 the three buckets are areas that affect climate and customer  
 10 service related to attendance are vacancies, leaves and  
 11 call-outs.

12 You might ask what's a call-out? A call-out occurs  
 13 when a driver attendant is not at work that day. Reasons may  
 14 include a personal day, sick day, court or other reasons.

15 Sometimes these reasons are known in advance but in  
 16 other cases they occur at 6:00 a.m. the day of the event or  
 17 later. Call-outs the day of the event provide little time to  
 18 cover routes and communicate with schools.

19 Call-outs are just one of the three areas that  
 20 affect climate and customer service related to attendance. For  
 21 example, our number of driver vacancies at the end of the school

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1 year was roughly 79. While this number is higher than we would  
 2 like, it follows the trend of bus driver shortages across the  
 3 country.

4 We had 6 drivers on leave at that same time and we  
 5 average approximately 80 call-outs per day. Combined, these  
 6 numbers represented 25 percent of our drivers.

7 Any one of these numbers by themselves can be safely  
 8 managed. But, when combined together, both safety and  
 9 efficiencies concerns that negatively impact climate and  
 10 customer service.

11 One of our major goals this school year is to engage  
 12 our employees in professional learning that will provide them  
 13 with additional tools and education that help avoid leave  
 14 situations and minimize last-minute call-outs.

15 We also look forward to exploring incentives which  
 16 may result in fewer call-outs. Further, we will ensure all  
 17 supervisory staff in the Office of Transportation are trained  
 18 and implementing the Employee Attendance Monitoring Program,  
 19 processes and procedures, and we will streamline that process  
 20 for our sites through central office support.

21 We appreciate our drivers' attendance so far tis

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1 year as they know and understand the importance of their work in  
 2 getting our students to school safety and on time each day.

3 The question that we've heard a lot today, why are  
 4 our busses late? Busses may be late for a host of reasons but  
 5 major issues occur when we have problems with traffic or road  
 6 closures, breakdowns and/or attendance. All of us that drive  
 7 our roadways know that we expect some degree of traffic. But,  
 8 when it gets extreme, it impacts our time, particularly for our  
 9 elementary routes as they are after our high school and middle  
 10 trips.

11 Our fleet staff is amazing at providing prompt  
 12 service and preventing mechanical issues that lead to  
 13 breakdowns. But, they can occur and when breakdowns happen,  
 14 another bus needs to be rerouted or deployed to serve our  
 15 students. Employee attendance, just like in any service  
 16 industry, also affects our ability to provide on-time service.

17 We already mentioned attendance but at 6:00 a.m.  
 18 when a call-out occurs, the dispatcher must determine if there's  
 19 a substitute driver or if a route needs to be covered another  
 20 way. The field representative who works as the lot manager  
 21 works for the dispatcher as part of this process. If there's no

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1 substitute, the dispatcher, field rep and a routing assistant  
 2 must decide if they need to reconfigure the routes, adding  
 3 different parts of routes to others, assigning routes to other  
 4 drivers, sometimes including the doubling up of routes or drive  
 5 the routes themselves.

6 These tasks take away the field rep and dispatcher  
 7 responsibilities from the other daily tasks they need to  
 8 complete to ensure the safety, efficiency and effectiveness of  
 9 our operations.

10 But, the bottom line is someone needs to pick up our  
 11 students and safely get them to school. The result of traffic,  
 12 breakdowns and attendance are far-reaching. Results may include  
 13 drivers that don't know the routes, route times that are  
 14 out-of-whack because they are reconfigured, split or added to  
 15 another, drivers who are unhappy, parents who are upset and  
 16 students who started their day on the negative because they are  
 17 late to school or serviced by someone they don't know or is  
 18 trying to process all of these changes.

19 These issues, in turn, affect school operations  
 20 which I know very well as a former teacher and school principal.  
 21 Recruitment and retention are both an integral part in having a



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1 vibrant and happy work force. Charles is going to speak more to  
 2 that.  
 3 MR. PATILLO: Sure. Again, we're happy to partner  
 4 with the Division of Human Resources to get our messaging out.  
 5 Again, shown on the screen are some prominent locations where we  
 6 currently have recruiting events. Again, I want to make sure  
 7 you take notice that each area of the county is represented and  
 8 some areas, or based on high needs, we may have multiple events  
 9 in areas of the county.  
 10 If you look at the next few slides, we're just going  
 11 to show you some pictures of different things we have. Here,  
 12 you see something we've used as a web slider and also as a  
 13 Facebook app.  
 14 Next, you see a banner here and we've also made a  
 15 sign of this particular banner which is located in front of  
 16 Building A which we affectionately call the mansion.  
 17 Next, you see an example of a yard sign which we've  
 18 strategically placed across the county. Last but not least, you  
 19 see examples of postcards we send out. Again, based on the  
 20 area, we can focus on the area of need, the zip codes where we  
 21 sent out the postcards.

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1 Here you see a chart that includes bus driver hires  
 2 and separations for the last years. Based on the data, you can  
 3 see we appear to be trending in the right direction. Even  
 4 though this particular year we are at one driver higher than we  
 5 were excuse me. We hired one more driver than we separated  
 6 with and, along with the office of staff, we are evaluating  
 7 compensation packages. We are also visiting the lots to hear  
 8 from our drivers and attendants about their challenges, needs  
 9 and successes.  
 10 It is important to note that our driver shortage is  
 11 part of a national trend and we look forward to continuing our  
 12 partnership with AFSCME this year to explore ways to improve  
 13 retention and recruitment. We also understand that a key to  
 14 retaining our work force is to engage them in professional  
 15 learning that will support their work and build their capacity  
 16 and skills to best accomplish their job.  
 17 There are many reasons why people will separate from  
 18 a company. Here we see what the separations are and some of the  
 19 reasons we've heard why people are separating are culture and  
 20 climate, shift in family dynamics, compensation, shifting  
 21 interests and, of course, the economy. As noted previously,

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1 there is a national trend in driver shortages.  
 2 During our lots visits, our employees expressed the  
 3 idea of having a career and not just a job. One of the things  
 4 the office of transportation has tried to do is to inject more  
 5 professionalism in the workplace and making employees feel more  
 6 valued and want to stay. We've worked to improve compensation  
 7 and refine our training practices. But, this work is not done.  
 8 As stated before, a key to retaining our work force  
 9 is to engage them in professional learning that supports their  
 10 work and builds their capacity. Next, Dr. Grim will talk about  
 11 some professional learning opportunities in the office of  
 12 transportation.  
 13 DR. GRIM: Climate and customer service, in addition  
 14 to recruitment and retention, are areas within our professional  
 15 learning plan that, again, are critical to the safe and  
 16 efficient transportation of students. Professional learning  
 17 that supports our staff in providing the community and schools  
 18 with outstanding customer service is key. We also believe the  
 19 professional learning that supports our fleet staff drivers,  
 20 attendants and supervisory personnel will lead to retention and  
 21 a more positive work force.

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1 Recent professional learning in our office is the  
 2 result of listening to our stakeholders and giving our  
 3 professionals the tools they need to be successful. Whether  
 4 that's safety training, CPR training, ALICE active assailant  
 5 training or teaching behavior management strategies.  
 6 We're also learning from technology. Our Route  
 7 Finder Pro software is helping our operations become more  
 8 efficient when accompanied with the human element of our staff  
 9 who design and deliver service and routing and driving.  
 10 We also use technology such as footage from our bus  
 11 cameras to improve safety practices and procedures on our busses  
 12 when partnering with the Department of School Safety and  
 13 individual schools.  
 14 But, we can do better. We are partnering with the  
 15 Division of Research, Accountability and Assessment to develop  
 16 protocols that include more accurate data that tracks our  
 17 on-time arrivals and bus capacity and utilization. Our current  
 18 practices only show a snapshot in time.  
 19 We also need to ensure our protocols and practices  
 20 are equitable and meet the needs of our students with special  
 21 needs in particular. We need to make sure our professional

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1 learning is meaningful and focused on supporting our personnel  
 2 so they can more safely and effectively perform their job.  
 3       Thus, we are reconceptualizing the training  
 4 supervisor role in our office to include building the capacity,  
 5 knowledge and skill of all office of transportation personnel  
 6 including me. As a former school leader, I'm hoping to use that  
 7 experience to strengthen the connection between the office of  
 8 transportation personnel, our schools and our community.  
 9       Our work in providing necessary professional  
 10 learning in all areas of our organization will allow our  
 11 personnel to better meet the needs of our schools and our  
 12 students and families.  
 13       In addition to climate and customer service,  
 14 recruitment and retention and professional learning,  
 15 communication is key to our success in providing safe, efficient  
 16 services that focuses on our students.  
 17       To enhance communication between the office of  
 18 transportation and schools, we scheduled drop-in meetings this  
 19 summer where our staff from each lot and school-based  
 20 administrators came together to talk about service and  
 21 logistics. This face-to-face communication between our staff

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1 area of the county first and then roll it out to the rest as we  
 2 see some success.  
 3       We realize that our call center can be the life  
 4 blood to many internal and external stakeholders. With that in  
 5 mind, we have beefed up our call center. During peak times, all  
 6 the Pulaski Park staff can log on and be available to take  
 7 calls.  
 8       Last year, we also started to reconvene the labor  
 9 management meetings with AFSCME. We will continue to meet with  
 10 AFSCME leadership and also work with other bargaining unit  
 11 partners such as OPE and ESPBC to improve communication among  
 12 our staff in an effort to ensure safety, efficiency and  
 13 effectiveness of our work force.  
 14       We also look forward to continuing our partnership  
 15 with the division of research, accountability and assessment to  
 16 include technology to monitor and analyze data. We plan to use  
 17 technology to measure, monitor on-time arrival, overcrowding,  
 18 vacancies and route coverage.  
 19       The Division of Research, Accountability and  
 20 Assessment is also helping with training, supporting and  
 21 creating training for our office staff.

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1 and schools is critical for the success of our operation.  
 2       We also hosted school-based administrator meetings  
 3 through a webinar or via face-to-face out of respect for our  
 4 school administrators' time, while recognizing the important  
 5 information that we need to provide them each school year.  
 6       We are also encouraging our staff to conduct school  
 7 visits to better understand how we can support all of our  
 8 personnel.  
 9       Staff in the office of transportation also  
 10 participated in area advisory meetings with the community  
 11 members last spring and prior to the beginning of the school  
 12 year. We hosted all 1,200 of our staff at the transportation  
 13 advance that included pre-service training and supports.  
 14       MR. PATILLO: We are working with surrounding  
 15 counties to identify the best ways to share tracking information  
 16 with our families. We are gathering data to determine how we  
 17 can best roll out such an initiative in a system our size and  
 18 have accurate information available to the public.  
 19       We are partnering with the department of information  
 20 technology and county government to implement bus radios in the  
 21 school system. We will look at implementing the radios in one

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1       DR. GRIM: As this graphic shows, the work of school  
 2 leaders falls in three large areas, instructional leadership,  
 3 teaching and learning and operational systems. Transportation,  
 4 of course, falls in the blue. Operational systems. But, as our  
 5 job to ensure at organizational and operational levels, we are  
 6 improving our climate and customer service, retention and  
 7 recruitment, professional learning and communication so school  
 8 administrators in every schoolhouse can focus there work on  
 9 instructional leadership and teaching and learning.  
 10       Specific to our first three weeks of school this  
 11 year, we have had a number of areas in which we need to improve.  
 12 Systemwide, we have a significant number of driver vacancies.  
 13 We could hire at least 50 more drivers immediately to address  
 14 route coverage and issues related to absences.  
 15       While we've experienced shortage issues on specific  
 16 days in each of our five geographic areas, our amazing staff has  
 17 found ways to safely cover these needs. By far, the northeast  
 18 has been our region of greatest need and concern so far this  
 19 school year. The main concerns from the northeast, many of  
 20 which you've heard this evening, include route and stop issues,  
 21 late busses and overcrowded busses.

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1 The route stop issues are associated with past  
 2 practices in routing and the rerouting that occurred over the  
 3 summer to address these issues. All of our routes in the  
 4 northeast were rewritten and although our staff picked through  
 5 each of these routes, there were adjustments and ongoing changes  
 6 that need to happen with routes and stops in this area.

7 In fact, we've spent the last two weeks  
 8 strategically rerouting schools again in this area. We've also  
 9 had issues with drivers missing stops as well as not knowing the  
 10 proper routes or adjusted routes. These are all communication  
 11 issues which are my responsibility and we've been working with  
 12 our staff to fix them.

13 Along the lines of communication, our call center  
 14 received over 7,000 calls since the last week of August and  
 15 we've conservatively handled over 500 unique email inquiries.  
 16 We're also making adjustments to routes and stops as needed to  
 17 address safety concerns first and foremost.

18 It is also important to note that our routing  
 19 software pulled over 8,000 students into our routing bus stop  
 20 system from the student information system the day our schools  
 21 received their initial routes which was Monday, August 12th to

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1 Friday, September 13th. So, just in a month's span, we moved  
 2 8,000 kids.

3 With this very high number of enrollments this past  
 4 month, we are closely monitoring our bus ridership numbers  
 5 through observation and the reports we were getting from  
 6 drivers, schools and parents. We cannot stress enough the need  
 7 for parents to enroll their children in school earlier.

8 We are evaluating changes that might be necessary  
 9 based on these numbers systemwide and, again, I want to take  
 10 this opportunity to thank our drivers in attendance and the rest  
 11 of our office of transportation staff for the amazing work  
 12 they've done so far this school year. But, we can improve.

13 BOARD CHAIR CAUSEY: Thank you for that  
 14 presentation. I'm now going to open the floor for questions and  
 15 comments from Board members. I have Ms. Henn, Mr. McMillion,  
 16 Ms. Rowe and then we'll move around the dais. Ms. Henn?

17 VICE CHAIR HENN: Thank you. Mr. Patillo, Dr. Grim,  
 18 thank you very much for your presentation this evening and thank  
 19 you very much for your behemoth efforts on behalf of our  
 20 students and families since the beginning of the year.  
 21 Tonight's public comment had to have been difficult to sit

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1 through. So, I also appreciate you being here and hearing that.

2 As you may know, I represent a district in the  
 3 northeast. So, it's been a painful beginning to the year for me  
 4 as well as thank you for fielding the many dozens of emails I  
 5 know I personally have forwarded through the office of the  
 6 superintendent. I think I fielded about 100 in the first week.  
 7 But, that's nothing compared to the numbers Dr. Grim, that you  
 8 shared with me.

9 I do have one question and that is why the northeast  
 10 seems to be so disproportionately affected? I will also share  
 11 that I'm hearing very opposite experiences in the central area  
 12 of the county which I also represent. When I talk to principals  
 13 in that area, I hear very positive experiences, no issues.  
 14 Towson, for instance, very vocal communities. If there were  
 15 issues, I'd be hearing about them and I have gotten zero  
 16 complaints about transportation from the central area this year  
 17 so far. That is fantastic. I wish I could say the same for the  
 18 northeast. I feel like we seceded at some point from the office  
 19 of transportation and that we're being serviced by a different  
 20 office because the experiences have been day and night. My  
 21 constituents are asking why. Why are they having such issues,

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1 as you mentioned, and I appreciate your candor in listing what  
 2 those issues are with lateness, with overcrowding.

3 Perry Hall seems to be especially hit hard. I've  
 4 heard that busses were removed from Perry Hall Middle, one of  
 5 our largest schools in the area, one that's experienced the  
 6 greatest growth. Perhaps you can speak to what's going on in  
 7 the northeast. Why does it seem like we're being hit so  
 8 disproportionately with the issues and what actions are you  
 9 taking to provide these families with some relief?

10 DR. GRIM: Thank you for your question. I do  
 11 apologize for our service thus far in the northeast area in  
 12 particular. I think that one of the main challenges is that  
 13 there were a number of problems stemming from last year and  
 14 prior years in the northeast area. There were some measures put  
 15 in place to fix them last year and it's my understanding that  
 16 some of the service in that area got better at the very end of  
 17 the school year.

18 Those solutions are not long-term sustainable  
 19 solutions to fix that area. They were not long-term solutions  
 20 to fix that area. Part of the rerouting that we underwent in  
 21 your area that started in the springtime and extended into the

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1 summer was in an effort to provide a long-term solution to the  
 2 growth that we see in that area, to some of the other issues in  
 3 terms of the number of students that we transport from out of  
 4 area into the area, how those bus lots service the particular  
 5 northeast area. So, logistically, there's just a number of  
 6 challenges that we need to work through.

7 So, in going forward this year, we thought we had a  
 8 solid plan to address a number of those issues. I think part of  
 9 your question focused around taking busses away to provide more  
 10 efficient service in the entire area. We just changed the  
 11 limited resources that we have. Without an overabundance of  
 12 resources, we took what we had and we attempted to make it more  
 13 efficient.

14 Some of the routs that had been in place for years  
 15 are not efficient the way that they were run. So, we needed to  
 16 improve upon them. Some of those worked very well. Some of  
 17 them did not work at all. Part of what we found over the last  
 18 several weeks, as you know, one tier affects another. So, if  
 19 there's a problem at the high school, there's going to be a  
 20 problem at the middle school and there's going to be a problem  
 21 at the elementary level as well.

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1 So, with that in mind, we needed to take a very  
 2 strategic approach. What I've instructed my staff to do, first  
 3 and foremost, we're addressing safety concerns and safety  
 4 issues. But, more importantly, we don't want to put a fix on  
 5 top of a fix that isn't going to provide you a long-term  
 6 solution to your problem in the area.

7 So, as I said, we have gone back, we actually  
 8 rerouted almost all of Perry Hall Middle which went into effect  
 9 yesterday morning. That was a huge ask of our staff to do  
 10 during these opening weeks but it needed to be done to correct a  
 11 number of the issues there.

12 I've heard from some parents that it has positively  
 13 affected overcrowding, that busses were on time. It was  
 14 reported to me, I have not verified this, that everything at  
 15 Perry Hall Middle was on time this morning for the first day  
 16 this school year. That's not acceptable. We can do better.  
 17 But, in my opinion, that's a step in the right direction.

18 VICE CHAIR HENN: Thank you. I'm seeing those  
 19 improvements as well. Of course, safety is my first concern  
 20 when I hear about students in the aisles without a seat. Three  
 21 to a seat. Could you speak to what you're trying to do to

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1 reduce those student to seat ratios? Particularly in Perry Hall  
 2 and in Parkville and a lot of the schools in the northeast, what  
 3 we're hearing is that the norm is middle and high schoolers are  
 4 three and four to a seat, students not having their own seats.

5 I had been getting pictures almost on a daily basis  
 6 of students seated on the floors of the bus, standing in aisles,  
 7 that's not safe. It's not legal for that to happen. It's one  
 8 thing for students to arrive late at home. It's another for  
 9 them to be safe. I would rather see multiple runs and for those  
 10 busses to not pull away with students standing or without a  
 11 seat.

12 So, what are you doing to ensure that our drivers  
 13 are not leaving school without every student in a seat?

14 DR. GRIM: Thank you for that question. Our  
 15 utilization is based on national numbers and numbers that we've  
 16 observed last school year and so far this school year.

17 So, as we determine, by onsite visits, that we do  
 18 have overcrowded conditions, we have been adjusting those busses  
 19 to safely accommodate those issues. I think, to your point and  
 20 to your question, we can certainly re-emphasize with our drivers  
 21 and attendants the need to ensure that they are safely

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1 implementing those practices. We agree that students should not  
 2 be in those situations, that is a safety issue.

3 I can also tell you, part of what we partner with  
 4 with our schools, we've had some areas where we've had reports  
 5 of overcrowding. It's because students are not utilizing the  
 6 correct bus. They're not utilizing the correct stop.

7 So, we're working, too, to educate our schools and  
 8 to work with our families and our community members to make sure  
 9 that we're following those rules as well in terms of stops and  
 10 bus ridership.

11 It's a real challenge for our bus drivers. They  
 12 don't want to turn any students away. They want to get them  
 13 safely to school. We just need to make sure that we're doing  
 14 that as safely as possible.

15 VICE CHAIR HENN: Thank you. My last point, your  
 16 office has been very responsive when we've brought up these  
 17 individual cases. You've removed stops from busses that have  
 18 been overcrowded. You've responded to, certainly, concerns I've  
 19 escalated and to parents who have contacted you directly and the  
 20 customer service has improved drastically this year.

21 So, I really want to commend you and your team for

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1 that. I'd like to hear about systemic improvements. Of course,  
 2 the responsiveness has been great on those isolated incidents  
 3 that get reported. But, what about the others? What about  
 4 those kids, their busses aren't being reported or escalated to  
 5 your attention.

6 So, systemically, are drivers being trained? Are  
 7 they their treatment is of concern as well. So, systemically,  
 8 do they know that, are they empowered to not pull away when kids  
 9 are not in seats? Are they empowered to make that call? To  
 10 say, no, I'm not leaving and to leave some kids behind and to do  
 11 a second run? Those are the types of changes that,  
 12 systemically, will address some of these issues.

13 One run with kids standing or seated in the aisle is  
 14 too many. We need to address that overall.

15 DR. GRIM: Thank you, Ms. Henn. I think  
 16 communication in the 62 days that I've been in the position thus  
 17 far, communication needs to improve through our office beginning  
 18 with our office and with our drivers and attendants and with the  
 19 schools.

20 I'm very clear. There's a real need to make sure  
 21 that that communication is getting out. If parents and our

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1 stakeholders and our schools know and understand that a bus is  
 2 going to be late or what the parameters are and how it's  
 3 operating, we can adjust to that. So, that's an area of  
 4 definite improvement that I look forward to working with as I  
 5 move forward in this role.

6 VICE CHAIR HENN: Thank you, Dr. Grim.  
 7 BOARD CHAIR CAUSEY: Thank you. We had Mr.  
 8 McMillion and then Ms. Rowe.

9 MR. MCMILLION: Good evening. Gentlemen, I have two  
 10 comments to make and three questions. They'll all be brief. I  
 11 really appreciate and I commend you for an outstanding  
 12 presentation and I appreciate the fact that you accept  
 13 responsibility for your actions.

14 Anybody that knows me very well know I have a CDL.  
 15 It's an updated CDL. I know how difficult that test is to pass.  
 16 I know how difficult it is to drive a busload of students.  
 17 I've driven 50-plus football players and coaches on a bus with  
 18 all their equipment at night with the windows steaming and I was  
 19 scared to death. I know how difficult it is.

20 So, I commend those drivers when they climb in those  
 21 busses every morning. It's a very difficult job.

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1 My three questions. One, is Route Finder pro  
 2 antiquated? Do you need something better than that software?  
 3 DR. GRIM: I can't yet answer that question, Mr.  
 4 McMillion. I'm still evaluating that software.

5 MR. MCMILLION: Okay. Number two, does the location  
 6 of Rosedale and Kenwood in the northeast area contribute in a  
 7 minor way to some of the issues you're facing?  
 8 DR. GRIM: I believe it may but I don't know that  
 9 for sure. Certainly, their distance, if you look at Kenwood,  
 10 the Kenwood lot, for example, that's right across from Kenwood  
 11 High School. Kenwood High School is serviced by Hopkins Creek  
 12 as I know you well know.

13 So, when you look at our Kenwood and Rosedale lots,  
 14 they service the entire northeast area.

15 MR. MCMILLION: Okay. My last question, how can we,  
 16 as the Board of Education of Baltimore County, help you  
 17 gentlemen correct these problems?  
 18 MR. PATILLO: I think just support. Again, if  
 19 things rise to your level, we just ask you to contact us or send  
 20 an email to us. Again, we want to utilize our staff at the most  
 21 important points so we can get back to the constituency as quick

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1 as possible. I think that would help us get to the issues  
 2 quicker, when there are issues out there. And, that would help  
 3 the communication process.

4 MR. MCMILLION: Thank you very much.  
 5 MR. PATILLO: Thank you.  
 6 BOARD CHAIR CAUSEY: Ms. Rowe?  
 7 MS. ROWE: Well, Julie and Rod asked a lot of my  
 8 questions. So, I won't reiterate. My district runs just south  
 9 of Julie's and I have central area and northeast. I had to take  
 10 my kids off the bus because they weren't getting to school on  
 11 time. I can drive them so I don't really mind doing that. But,  
 12 there's a lot of parents that can't.

13 One of the schools in my district that I'm hearing  
 14 from is Red House Run. What I'm hearing from that school, it's  
 15 an elementary school and the teachers are starting instruction  
 16 45 minutes later than they usually would because, in one  
 17 particular classroom, there were only 6 students in the  
 18 classroom on time out of 24. Because, when the students get  
 19 there, they have to give them breakfast and settle them and calm  
 20 them down from sometimes a very tumultuous bus ride.  
 21 That is impacting instruction in a way that is

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1 really intolerable in my opinion. My kids and a lot of the  
 2 busses at their school are getting there a couple minutes after  
 3 the bell. But, for teachers not to be able to begin instruction  
 4 for 45 minutes simply because there's only 6 out of 24 kids in  
 5 the classroom, I have a problem with that.

6 While we support the drives, we need more concrete  
 7 things from you as a Board as to recommendations of what you  
 8 need from this Board. Simply continuing to forward complaints  
 9 to you is insufficient.

10 I would like to know do the drivers need more money?  
 11 Do you need us to advocate for more money? Do you need  
 12 different types of incentives and different types of terms?

13 My brother has a CDL and what our school system  
 14 offers is what the day, the work day looks like and the amount  
 15 of compensation. When I explained this to him, he laughed at me  
 16 and he said, "I could do a New York City run, there and back, in  
 17 8 hours. Get paid a lot more money and not have cargo that  
 18 smacks me in the head."

19 So, do you need more aides on the bus? I would like  
 20 for you to come back to us with a concrete list of things that  
 21 you actually need to permanently solve this problem.

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1 Parents are not satisfied with the answer of just  
 2 continuing to do case-by-case constituency service solutions.  
 3 We need some systemic solutions.

4 So, I understand you're beginning on the job. But,  
 5 please come back to us with something more. Thank you.

6 DR. GRIM: Thank you.

7 BOARD CHAIR CAUSEY: Other Board members? Ms.  
 8 Scott?

9 MS. SCOTT: Thank you all so much for coming and for  
 10 that presentation. It was quite informative. I'm actually from  
 11 the northwest area. So, we also have some concerns about busses  
 12 and some of what you've heard here. It sounds like it's  
 13 happening in the northeast as well and in Lily's area as well.

14 What my question was, because I think a lot of  
 15 things have been covered and it sounds like you're going to come  
 16 back to us with some more ideas on how we, as a Board, can  
 17 really support you.

18 But, I wanted to know, you said there was a  
 19 stakeholder bus tracking in your presentation. I wanted to know  
 20 what that looked like. You said, as far as radios. But, is  
 21 there a bus app or is there something where parents can track

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1 the busses?

2 DR. GRIM: Yes. There are a few other counties,  
 3 local jurisdictions in the state, that are currently utilizing  
 4 those. We're investigating how we can best use something like  
 5 that. With a district our size and with some of the other  
 6 challenges that we do have, we want to make sure we have that  
 7 data with fidelity.

8 An app like that would be no good if we don't have  
 9 the right data in it to be able to share with parents and  
 10 students. So, as changes are made, we need to identify ways  
 11 that we can provide that change in data that day to make sure  
 12 that those things work. So, that is a priority of mine  
 13 personally.

14 MS. SCOTT: So, that's something you're studying and  
 15 looking at now?

16 DR. GRIM: Yes. Yes.

17 MS. SCOTT: Oh, okay. Would that be something that  
 18 you would be able to come back to us, I guess, and gives us an  
 19 update or something on where we are with that and, hopefully,  
 20 maybe when that could be available to parents so they could see?  
 21 DR. GRIM: Yes.

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1 MS. SCOTT: Okay.

2 DR. GRIM: We need to find a way to better  
 3 communicate with parents, and with schools, quite frankly, when  
 4 we have late busses or busses that are going to be extremely  
 5 late or something else occurs with them.

6 MS. SCOTT: Absolutely. Then, my other question is  
 7 I did hear you say that there were drivers who didn't know their  
 8 routes or didn't know the routes. I guess I just wanted some  
 9 more information on that. Is it because the routes are  
 10 changing?

11 DR. GRIM: That's because they're changing and I own  
 12 that because I believe that's communication as we get that  
 13 information to the drivers. If you've ever had the opportunity  
 14 to be at a bus lot in the morning, there's a lot going on and  
 15 these folks are moving out very early in the morning. Some  
 16 check in in the office, some do not. They head right to their  
 17 bus and get started right away. So, if a change goes out,  
 18 sometimes there's a miss in that communication. I think we need  
 19 to do a better job centrally with how we're communicating with  
 20 our drivers and attendants.

21 I don't believe it's their issue. Drivers also will

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1 tell us, as changes come up, they're trying to look at a route  
 2 sheet and drive a bus and manage students all at the same time.  
 3 As Mr. McMillion said, that's a job I certainly couldn't do.  
 4 So, we appreciate and applaud them.  
 5 MS. SCOTT: So, it's communicating with them in  
 6 advance and in enough time so that they know that the route has  
 7 been updated.  
 8 DR. GRIM: Yes. That would be an issue. Or, if  
 9 they're doing a really late coverage and something happens and  
 10 we have a breakdown or an accident or we have a trip that needs  
 11 to be covered, sometimes the drivers, at the very last minute,  
 12 are getting those route sheets because we don't have a really  
 13 great way to get them that information quickly. So, it's  
 14 difficult for them to be able to navigate through that.  
 15 MS. SCOTT: That's something you're working on?  
 16 DR. GRIM: That's on our office. Not on the drivers  
 17 and attendants.  
 18 MS. SCOTT: Thank you.  
 19 BOARD CHAIR CAUSEY: Mr. Kuehn?  
 20 MR. KUEHN: Thank you for your presentation. It was  
 21 very informative. Currently, how many vacant driver positions

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1 do you have?  
 2 DR. GRIM: So, that number is a little bit of a  
 3 moving target.  
 4 MR. KUEHN: Give me a ballpark number.  
 5 DR. GRIM: We could hire 50 drivers immediately. We  
 6 probably have closer to 70 vacancies. We filled some of the  
 7 vacancies that we had at the end of last year to address some of  
 8 the issues that we had with contract drivers, as well with our  
 9 contractor partners. So, that number moves a little bit.  
 10 I was informed we have several drivers right now in  
 11 the pipeline to be drivers by the end of the month. But, also  
 12 know of four that will be leaving us at the end of this month.  
 13 MR. KUEHN: All right. So, if, magically overnight  
 14 you had 70 new drivers, do you have the equipment that you need?  
 15 Seventy other busses sitting around for them to drive?  
 16 DR. GRIM: Yes.  
 17 MR. KUEHN: So, we have just busses that aren't, in  
 18 essence, being used at this moment in time?  
 19 DR. GRIM: We have the ability to cover those routes  
 20 if we had those drivers. Yes.  
 21 MR. KUEHN: Okay, great. This is an incredible

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1 optimization operation that you have going on, trying to hit  
 2 everybody perfectly and manage various flows of children into  
 3 different schools. So, I understand that's truly a difficult  
 4 activity that you're undertaking.  
 5 As you continue and, especially in the northeast  
 6 because we've heard a lot and I've seen a lot of emails flowing  
 7 through, I heard one thing tonight about the fact that you've  
 8 added one new hire in the last three years with people leaving  
 9 and people coming. Yeah, we have 1,700 more students over that  
 10 period of time.  
 11 So, it sounds like we're definitely in need of  
 12 growth in this area. I don't know when we will see you again  
 13 for your next report on this issue. But, as you're working out  
 14 this in the future and, especially in the northeast because I'm  
 15 looking at one of the slides where you have a picture of the  
 16 county and you have the bus lots all the way down at the bottom  
 17 of that area for the northeast. Significant amount of territory  
 18 to cover.  
 19 Please be thinking of how to best situate those  
 20 locations so that you can manage this activity to your advantage  
 21 because that makes it even more difficult.

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1 So, again, thank you for coming. Please keep us  
 2 up-to-date on what's going on, if there's anything we can do  
 3 beyond immediately having you hire 70 new people, that would be  
 4 great. But, there is growth in the system and this is just  
 5 dealing with the fire today. But, we're adding students  
 6 constantly here. So, there has to be a plan going forward. I'm  
 7 not quite sure how you address that or if you're even thinking  
 8 that far ahead at this point in time. Perhaps that's a topic  
 9 for conversation the next time you come. But, please keep it in  
 10 the back of your mind because those are definitely questions  
 11 I'll have going forward. Thank you.  
 12 BOARD CHAIR CAUSEY: Ms. Jose and then Ms. Mack.  
 13 MS. JOSE: Thank you for the presentation. I live  
 14 in the northeast and that area has undergone exponential growth  
 15 in the past 20 years that I've been there. So, I understand the  
 16 overcrowding and we have an overcrowding issue.  
 17 My question is, is it possible for you to update  
 18 your logistics software to integrate with the drivers' GPS where  
 19 it would optimize the routes more efficiently? It's something  
 20 FedEx does and a lot of the logistics companies. I know that's  
 21 way beyond your purview but that could help the drivers as well

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1 as optimize routes and prevent kids from being stuffed in busses  
 2 like tunas. It would just help you do more with the busses that  
 3 you have.  
 4 DR. GRIM: Thank you.  
 5 BOARD CHAIR CAUSEY: Ms. Mack?  
 6 MS. MACK: Thank you very much for that  
 7 presentation. I may have missed this earlier but I've talked to  
 8 bus drivers on my side of town. When they are driving, you  
 9 cannot communicate with them at all. Is that true?  
 10 DR. GRIM: By and large, that is true. As Mr.  
 11 Patillo said, that's why we're working on a plan to provide  
 12 radios.  
 13 MS. MACK: Right. Because, they're not allowed to  
 14 look down at their cell phones or anything like that.  
 15 DR. GRIM: That is correct.  
 16 MS. MACK: And, I am very glad to hear that. But,  
 17 that limits last-minute changes also for you.  
 18 DR. GRIM: It does. It poses a number of logistical  
 19 challenges for us.  
 20 MS. MACK: Okay. Then, Ms. Rowe asked you to come  
 21 back to us and tell us what you need. Is there any benefit in

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1 your looking at your resignations and your exit interviews,  
 2 gleaning information from those interviews and compiling that in  
 3 such a way that it would allow you to answer her questions?  
 4 What is it that you need?  
 5 One of the things I hear is bus drivers, kids are  
 6 out of control on the bus, there's only so much they can do. I  
 7 had a bus driver tell me she pulled over to the side of the road  
 8 and waited for the police. If that's an issue, come back to us  
 9 and tell us that. So, as we go through the budget, we can  
 10 allocate, hopefully, additional resources on the busses where  
 11 they're needed. But, we would need the data to support that.  
 12 DR. GRIM: Thank you.  
 13 BOARD CHAIR CAUSEY: Ms. Rowe?  
 14 MS. ROWE: Do the busses have GPS?  
 15 DR. GRIM: The busses do not have GPS for the  
 16 drivers. We are able to track where the busses are.  
 17 MS. ROWE: Okay. So, the drivers are using strictly  
 18 a paper route sheet?  
 19 DR. GRIM: That is correct.  
 20 MS. ROWE: And, if it changes that morning, they get  
 21 a new sheet and then they have to follow that sheet while

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1 they're driving?  
 2 DR. GRIM: That is correct.  
 3 MS. ROWE: Okay, thank you.  
 4 BOARD CHAIR CAUSEY: Dr. Williams would like to make  
 5 some comments relative to all of the conversation.  
 6 DR. WILLIAMS: So, Mr. Patillo, Dr. Grim, thank you  
 7 for your presentation. I had the pleasure of visiting Kenwood  
 8 and Rosedale and having conversations with some, because it was  
 9 in between shifts, some drivers and attendants. So, I just want  
 10 to respond to the question that the Board posed about what you  
 11 need in terms of the Department of Transportation.  
 12 So, based on the conversations that I had, I heard  
 13 about the current conditions and the current situations and  
 14 folks were very honest about what's happening. They were so  
 15 appreciative of the visit. It was unannounced. I think I was  
 16 visiting Kenwood High School and just happened to walk across  
 17 the street.  
 18 But, I want to go back to that question. So, from  
 19 my perspective, and we have done this with several topics thus  
 20 far, 60 days in my work here in Baltimore County Public Schools,  
 21 we always have a debriefing of how did we do with opening, how

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1 did we do with our curriculum and assessment. So, I think we  
 2 will have that debriefing in terms of senior leadership.  
 3 But, based on the feedback from our drivers and our  
 4 bus attendants, there's this educational piece for all. So, not  
 5 only the principals, our teachers, but our students and  
 6 families. What does it mean about riding a bus and what does  
 7 that safety, we've heard it all night.  
 8 There's some budgetary issues that we will be  
 9 presenting and we'll present to the Board. So, there's training  
 10 that needs to happen across the board. Not just the Department  
 11 of Transportation, but a system.  
 12 So, I'm just pre-empting. This is what you'll hear  
 13 from me probably a month or two months down the road about our  
 14 training plan for staff.  
 15 But, it was said today that we need to look at our  
 16 conditions for hiring and retaining bus attendants and bus  
 17 drivers. There's a common theme that's happening. Bus  
 18 attendants and drivers are saying about the conditions. They're  
 19 looking at some of the reasons why some are resigning.  
 20 But, I think for our work, in terms of the team, to  
 21 look at the educational piece, how we're educating our students,



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1 our parents, our staff, our leaders, the training and definitely  
 2 those conditions in order to recruit and retain our bus drivers.  
 3 I've heard it over the last two months. We can do  
 4 better, we will do better. But, for this Board, we're going to  
 5 need your assistance to make sure we can get those conditions,  
 6 such as the technology, such as the benefits, such as salaries,  
 7 we're going to need that kind of support from the Board in order  
 8 to move forward so we don't have year four, year five, dealing  
 9 with the same issues. I definitely want to explore why the  
 10 northeast area, particularly, yes we've had certain issues  
 11 across the system but, as Dr. Grim, they spent time to analyze  
 12 and made some changes.  
 13 So, a part of our work is to go back and look at a  
 14 debriefing of what happened, preparing for the future to look at  
 15 our dry runs, to make sure we're clear. But, I really think  
 16 we're going to need to upgrade our resources and our recruitment  
 17 efforts.  
 18 BOARD CHAIR CAUSEY: Thank you. I'm going to wrap  
 19 this up because we have another presentation. I do want to say  
 20 thank you to Dr. Williams for you and your team bringing this  
 21 presentation and this report to us. This is the most

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1 comprehensive report on transportation that I've heard in the  
 2 four years that I've been on the Board.  
 3 We also appreciate that Dr. Williams and Dr. Grim  
 4 and others of the new members of transportation that this is a  
 5 challenge that you all walked into and it's a challenge that's  
 6 been building over years of budget realignment, resource  
 7 allocation and priority that was not placed on transportation.  
 8 I think what everyone has heard tonight, Mr. Patillo  
 9 and Dr. Grim and all of our public, is that this Board is  
 10 committed to transportation, to getting our children to their  
 11 schools safely and on time.  
 12 We understand the value of every minute, every  
 13 instructional minute, but also the social-emotional piece of  
 14 getting our children there on time and feeling good about  
 15 school.  
 16 I also want to say one thing that's been consistent  
 17 with the Board and what we're hearing which is that we  
 18 appreciate the bus drivers. We know it is a difficult job.  
 19 It's challenging. There's other drivers on the road that don't  
 20 respect the busses and pose challenges to our children's safety.  
 21 So, we know that there's a lot of impact and we, of

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1 course, have Mr. McMillion with his primary experience with  
 2 that, sharing that with us. That helps us to focus on that.  
 3 So, we want to say thank you to our bus drivers and the  
 4 attendants. Not only is it the first classroom of the day where  
 5 they step away from home and into the school system, it's often  
 6 times the last smile they receive in the day.  
 7 But, sometimes that bus driver or the bus attendant  
 8 is the trusted adult that that student connects with that allows  
 9 them to have that safe space or the time to debrief after a  
 10 tough day at school or getting ready after maybe stepping out of  
 11 a tough circumstance at home and getting prepared to come to the  
 12 school ready to learn.  
 13 So, we appreciate everyone that's working together  
 14 to try and develop solutions to provide safety and on-time  
 15 transportation for all of our students.  
 16 So, we will revisit this. I'm sure Dr. Williams  
 17 will have you back for an update. So, we just appreciate all of  
 18 your work. Thank you very much.  
 19 At this time, we do have another presentation but  
 20 we're going to take a 7th inning stretch. A five-minute recess  
 21 and then we'll be back for the rest of the meeting. I make a

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1 motion to recess.  
 2 VICE CHAIR HENN: Second.  
 3 (PROCEEDINGS RECESSED.)  
 4 (PROCEEDINGS RESUMED.)  
 5 BOARD CHAIR CAUSEY: Thank you as we reopen the  
 6 Board of Education meeting of September 24th, 2019. The next  
 7 item on our agenda is Item M, Report on Student Performance  
 8 Measurements. For that, we ask Dr. Wheatley-Phillips, Dr.  
 9 McComas, Ms. Byers, Dr. Jones and Dr. Roberts to come forward to  
 10 present a report on student performance measurements. Following  
 11 the presentation, allowing time for discussion if the Board so  
 12 desires. Good evening and welcome.  
 13 VOICE: Good evening, Chairwoman Causey, Vice Chair  
 14 Henn, Superintendent Williams and members of the Board. Tonight  
 15 we bring forward for review a file report of student  
 16 performance. This presentation is part of a series of  
 17 performance reports that will be presented to you throughout the  
 18 year as the plans we outline are implemented.  
 19 Tonight's overview serves a number of purposes.  
 20 While the initial portion examines systemic K-12 assessment  
 21 data, our presentation will also describe how, through the lens

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1 of the written, taught and assessed curriculum, we are working  
 2 across divisions to increase student performance.

3           There are many types of assessments. There are  
 4 formative assessments that provide short cycle feedback and  
 5 ongoing support during the learning process. Summative  
 6 assessments provide systemic analysis of learning after longer  
 7 intervals.

8           When we compare assessments, there are  
 9 norm-referenced assessments that tell us how students perform  
 10 who are at the same age or in the same grade level.  
 11 Criterion-referenced assessments compare achievements to a  
 12 standard or a pre-established benchmark.

13           In looking at these data, it is important to note  
 14 that this is an assessment that is administered in the fall of  
 15 each school year to determine students' readiness for the rigors  
 16 of Kindergarten.

17           A notable gain is that in 2019, students  
 18 demonstrating readiness for Kindergarten has increased over the  
 19 past two years and surpassed the state average of 47 percent.  
 20 An opportunity that exists for us is that of the 8,000  
 21 Kindergarten students in BCPS, 20 percent, or 1,600, completed

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1 the assessment.

2           For the MAP reading assessment, the percentage of  
 3 students in K, 1 and 2 who are at or above the 58th percentile,  
 4 we have a high percentage of students in grade 1 or 2 who are at  
 5 or above the 58th percentile compared to their national peers.  
 6 The opportunity that is presented to us is that over the last  
 7 three years, primary reading achievement has decreased.

8           The same holds true for mathematics. For the MAP  
 9 assessment, of the percentage of students in Kindergarten  
 10 through Grade 2 who are at or above the 58th percentile, we have  
 11 a high percentage of students in grades 1 and 2 who are at or  
 12 above the 58th percentile compared to their national peers.  
 13 Additionally, over the last three years, Kindergarten scores  
 14 show gradual gains.

15           When we look at the winter MAP reading achievement,  
 16 a high percentage of students in grades 3 to 5 and 7 to 8 are  
 17 achieving at or above the 58th percentile. The opportunity  
 18 focus is that, overall, in grades 3 through 8, achievement has  
 19 decreased or remained the same over the past three years.

20           In looking at the winter MAP mathematics achievement  
 21 for grades 3 through 8, the opportunity focus is that, overall

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1 in the area of math, achievement has also decreased or stayed  
 2 the same over the past three years.

3           When we examined MCAP criteria-based assessment,  
 4 while the achievement levels are less than the state average,  
 5 student achievement has stayed the same or increased over the  
 6 past three years.

7           When we look at the MCAP mathematics achievement in  
 8 grades 3 through 8, achievement has decreased or stayed the same  
 9 and it's less than the state average.

10           For the MCAP Algebra I assessments, these data  
 11 represents students that are first-time test takers or retesters  
 12 who completed the assessment. The gains that we enjoy that  
 13 while the overall percentage of students meeting or exceeding  
 14 standards in Algebra I have steadily decreased and is less than  
 15 the state average, the percentage of first-time test takers  
 16 increased from 8,270 students to 8,433 students.

17           When we look at our English 10 achievement, while  
 18 the data presented here show a decline in achievement that is  
 19 below the state average, between the school years of 2016 to  
 20 2017 all the way to 2018 to 2019, the pass rate for first-time  
 21 test takers increased from 46.4 percent to 47 percent. As a

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1 system, we have the opportunity to increase that percentage to  
 2 above 47 percent.

3           In looking at our students' performance across  
 4 subject areas on the SAT, there were opportunities for  
 5 improvement on both the evidence-based reading and writing and  
 6 also the mathematics sections.

7           At this time, I turn the next section of the  
 8 presentation over to Dr. McComas.

9           DR. MCCOMAS: Good evening. This evening, I'll be  
 10 walking us through the aspects of our written curriculum and  
 11 what is our response to move our student performance in the  
 12 direction that we all wish to see it.

13           To begin with, I'd like to put some quality to our  
 14 student performance. We just reviewed quantitatively how our  
 15 students are performing. But, what does that mean in terms of  
 16 our student work?

17           So, qualitatively speaking, our students in English  
 18 language arts continue to demonstrate relative strength in their  
 19 ability to read and comprehend a singular text and to identify  
 20 key ideas and support that key idea with details from a singular  
 21 text.

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1 Where we need to continue to build our student  
 2 capacity to reach the rigor or the standard is our students'  
 3 ability to read non-fiction text, to read multiple complex text  
 4 and to be able to select evidence or cite text from multiple  
 5 sources to develop an argument or what we often refer to as a  
 6 claim support by evidence in both a verbal format as well as in  
 7 writing.

8 So, when we talk about how do we begin to address  
 9 this issue, at the elementary level, as many of you are aware,  
 10 we have renewed our focus around foundational skills with our  
 11 Open Court phonics program this year. Along with that, and I do  
 12 want to say that our Open Court phonics program will really  
 13 focus on decoding and coding which are foundational skills for  
 14 reading, writing and comprehension.

15 In addition to that, our teachers will be receiving  
 16 specific small group instruction professional development that  
 17 really focuses on phonemic awareness, phonics, fluency and  
 18 vocabulary development. In addition, our school administrators  
 19 will be receiving support to help them in their instructional  
 20 coaching so that they are providing feedback around  
 21 implementation with fidelity.

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1 As we move into the secondary levels, we will  
 2 continue to go deeper with our content disciplinary literacy  
 3 demands. As many of you remember, last year, because of the  
 4 Maryland State Department's Driving Readers grant, we introduced  
 5 reading apprenticeship at the secondary level. This is a  
 6 resource that helps our teachers engage our students in  
 7 disciplinary specific texts that requires them to be able to  
 8 read, understand and analyze a non-fiction text. You often will  
 9 hear us speaking of reading apprenticeship in the form of  
 10 teaching our students to read, write and think like scientists  
 11 who read, write and think like engineers, historians, very  
 12 specific to career readiness and literacy demands.

13 Overall, what I ask that you walk away with is an  
 14 understanding that to raise the bar, the rigor of our classroom,  
 15 our students need to have equitable access to rigorous daily  
 16 instruction that requires our students to practice and to  
 17 demonstrate their skills around engaging in a variety of complex  
 18 texts across each and every discipline and the ability to  
 19 identify a reasoned argument pulling evidence from multiple  
 20 texts.

21 When we look at how we will close gaps for students

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1 who are demonstrating gaps in specific learning areas, we will  
 2 continue with many of the initiatives that we have been working  
 3 on and that many of you are aware of. One of which is the  
 4 Orton-Gillingham training that really provides a multi-sensory  
 5 method of instruction for students who are identified with  
 6 specific dyslexia learning challenges.

7 In addition to that, we will continue to expand our  
 8 professional learning for teachers regarding the language  
 9 essentials for teachers of reading and spelling. That  
 10 professional learning really anchors our teachers' understanding  
 11 in the science of learning to read. I know Board members who  
 12 are on the Curriculum Committee, we've done extensive  
 13 presentations around the science of learning to read.

14 In addition, we are piloting this year secondary  
 15 reading programs to determine which one would best serve the  
 16 needs of our students. We will continue in service of support  
 17 our L-student population to provide expanded professional  
 18 learning on the sheltered instructional observation protocol  
 19 which is a research-based method to support English learners.

20 So, moving forward, one of the initiatives that the  
 21 ELA office will undertake is they are actually in the process of

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1 coordinating with MSDE to receive training on a tool that MSDE  
 2 developed last year. MSDE used what schools that were in  
 3 comprehensive support. Fortunately, we, as a system, did not  
 4 have any schools in that category. So, this year, we are able  
 5 to go and get training and we will be using that resource to  
 6 begin an overall analysis of our ELA curriculum. Of course,  
 7 that will then drive revisions and refinements in our ELA  
 8 curriculum.

9 As we move our attention into mathematics, likewise,  
 10 I would like to put some quality to our student performance.  
 11 So, in mathematics, what we continue to see is that our students  
 12 demonstrate relative strength in procedural fluency and  
 13 computational accuracy. Where we need to continue to increase  
 14 the rigor and provide ample opportunity for our students is for  
 15 our students to demonstrate mathematical reasoning in real world  
 16 problems in which they are able to identify a model to  
 17 problem-solve.

18 So, similar to ELA, we know that the heart of our  
 19 work is really providing that equitable access to rigorous daily  
 20 instruction that not only builds procedural fluency and  
 21 computational accuracy, but then gets students to that rich

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1 complex problem-solving in a real world scenario in which they  
 2 have to identify their reasoning and which models may solve the  
 3 problem. Paired with the resources of high-quality  
 4 instructional materials.  
 5         So, when we talk about closing gaps, interestingly  
 6 enough, the field of mathematics does not have the plethora of  
 7 diagnostic resources that we see in English language arts. So,  
 8 we're really looking at shifting how we have the adults focus  
 9 and coordinate around identifying specific learning gaps and  
 10 specific learning needs to shift the way that we are  
 11 coordinating support for students.  
 12         In addition to that, we will keep an eye on, we have  
 13 approximately 30 schools that, through Title I funding and some  
 14 recent state funding that came in late in the summer, that are  
 15 using their grant funds to fund a school-based math resource  
 16 teacher that would be like a parallel to a reading specialist.  
 17 We talked about this last year in the budget process. We had  
 18 proposed that we were not able to bring that all the way to  
 19 fruition. But, fortunately, some grant funding, we're trying  
 20 that and we're monitoring the impact that that has so we can  
 21 bring forward to you that return on investment. I thank those

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1 principals that chose to use their grant funds that way.  
 2         Lastly, we will continue to analyze the opportunity  
 3 for our students around our math sequence. That is part of our  
 4 overall audit.  
 5         Lastly, moving forward with mathematics, we will  
 6 continue to work with Johns Hopkins through the additional  
 7 phases of our math program review which, as you know, I just  
 8 mentioned involves looking at our math sequence with Algebra and  
 9 Geometry and it also, once we make revisions, will help us go  
 10 into classrooms and do observations so that we can monitor the  
 11 fidelity of implementation.  
 12         So, we have, as a result of our math audit, made  
 13 some immediate short-term adjustments. We have clarified the  
 14 critical path through our curriculum. One of the highlights was  
 15 that we have robust resources in our curriculum but it was not  
 16 clear what the essential path was for. So, we have worked to  
 17 rectify that as part of our immediate action in addition to  
 18 analyzing and we will pursue ensuring that we replace any  
 19 resources that we have that are not high-quality resources with  
 20 those that are ESSA rated high-quality instructional resources.  
 21 We will continue to provide immediate and long-term professional

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1 learning, all of which have to be truly anchored in the  
 2 standards of mathematics practice on a daily opportunity.  
 3         Lastly, before I close, I would just like to  
 4 personally thank our Board because I know there was robust  
 5 debate about the opportunity for us to engage in that audit.  
 6 That audit has allowed us to have a very clear and decisive path  
 7 forward related to our math program. So, I truly thank you.  
 8         MR. ROBERTS: Thank you, Dr. Bozwell-McComas and  
 9 good evening, Board members and Dr. Williams. As mentioned  
 10 earlier, my name is George Roberts and I serve as the Community  
 11 Superintendent for the east zoned schools. Joining me this  
 12 evening is Dr. Raquel Jones, Community Superintendent for the  
 13 west zoned schools, and Ms. Christina Byers, Community  
 14 Superintendent for central area schools.  
 15         So, as you see on this slide, part of Dr. Williams'  
 16 vision in Baltimore County was to provide more targeted supports  
 17 for our schools. One of the immediate things that he recognized  
 18 and put in place was a re-organization of the office of the  
 19 community superintendents into the slide you see here, the  
 20 division of school support and achievement.  
 21         So, as we go through this portion of the

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1 presentation, we're going to explain to you how our division  
 2 supports not only the work of curriculum and instruction and  
 3 DRAA and the other divisions within Baltimore County Public  
 4 Schools, but how we support the day-to-day work of principals,  
 5 assistant principals, building leaders and teachers to carry out  
 6 and ultimately improve student achievement.  
 7         So, one of the first orders of business for our team  
 8 under the re-organization or under the division of school  
 9 support and achievement was really setting a vision for the  
 10 school.  
 11         So, a couple points I wanted to point out to you on  
 12 this slide as you read through it, the division not only  
 13 supervises and evaluates principals for all 174 schools, but we  
 14 provide the support and what we feel is important, the coaching.  
 15 We wanted to really make sure we added that into our vision  
 16 statement. The coaching for principals and school leaders to  
 17 effectively support them in strategically making the decisions  
 18 they need to make on a daily basis.  
 19         So, the ultimate goal of this work is to enhance  
 20 teacher practice and improvement student outcomes. So, as we  
 21 move through the presentation, Dr. Jones is going to walk you

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<p>1 through, really, you saw this a little bit earlier in Dr. Grim's 2 presentation, how we support schools in a visual way. 3 DR. JONES: Thank you, Dr. Roberts. Good evening. 4 Consistently, the most important school-based factors affecting 5 academic success are the classroom teacher and the school 6 principal. 7 Under the leadership of Dr. Williams and in direct 8 response to the aforementioned research-based finding, feedback 9 from principals, conversations with teacher leaders and the 10 diverse learning needs of our students, the division of school 11 support and achievement strategically developed the thinking 12 behind this graphic known as the school support model. 13 This BCPS support model intentionally places schools 14 at the center with an overarching focus on student achievement, 15 equity and empowered leadership. The orange, green and blue 16 sections represents three broad yet critical areas. 17 Instructional leadership, teaching and learning and operational 18 systems. 19 The green section of the model drills down slightly 20 further and depicts key areas of support centered on improving 21 teaching and learning and the implementation of the taught</p>	<p>1 schools with implementing the taught curriculum really requires 2 our central offices to coordinate and differentiate the supports 3 that we are providing our school leaders and their staff. 4 Consequently, this year we have established the 5 instructional core team. This is a group of cross-divisional 6 leaders whose work really surrounds the concept of providing 7 targeted and differentiated supports to principals, teachers and 8 staff. 9 The instructional core team is made up of the 10 division of school support and achievement, the division of 11 research, accountability and assessment, the division of 12 curriculum and instruction, the division of organizational 13 effectiveness and the division of school safety and climate. 14 This team is very data-driven, analyzing both 15 qualitative and quantitative data in areas that impact both 16 achievement and school climate. Uniquely, though, this team 17 really focused this analysis on school-level data as opposed to 18 system-level data. That data is then used to drive the work. 19 Additionally, what makes this unique is that it 20 involves the voice of the principal. So, we couple the analysis 21 of school-level data with the voice of the principal around what</p>
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<p>1 curriculum which is found in instruction and classroom practices 2 within our schools. Our goal is to raise the bar, close gaps 3 and prepare for our future. 4 To that end, the division of school support and 5 achievement collectively believes that teaching and learning is 6 a dynamic process. This school year, we are collaboratively and 7 more closely working with CNI to provide school-based 8 differentiated supports centered on the taught curriculum and 9 that are outlined on the slide. 10 This list is not totally exhaustive. However, an 11 overview of these essential areas include culturally responsive 12 curriculum and instruction and assessment, targeted teacher and 13 staff professional learning and academic services and 14 social-emotional learning supports for our students. 15 During the `19-`20 school year, the plan is to 16 mobilize and differentiate supports to schools based on the 17 schools' unique needs. This will be done through a large-scale 18 central office initiative and the newly established 19 instructional core team. Ms. Byers will share more about the 20 instructional core team and how we move this work forward. 21 MS. BYERS: Thank you, Dr. Jones. So, supporting</p>	<p>1 they're seeing their needs are in their buildings based on their 2 data as well. 3 So, using a cyclical process, this team aligns 4 differentiated and targeted supports to meet school needs 5 indicated in data. The majority of the supports and resources 6 that are provided to schools through this process are really 7 designed to build capacity in leaders and teachers regarding the 8 written curriculum. 9 Additionally, these supports work to help establish 10 systems and structures within a school that help support the 11 implementation of both the written curriculum and the assessed 12 curriculum. 13 The division of school support and achievement will 14 liaison between the instructional core team and schools to 15 monitor the implementation of these supports and then to 16 ultimately evaluate the effectiveness of the supports. 17 So, overall, the ultimate goal of the instructional 18 core team is to connect schools with targeted resources and 19 supports that will build and maximize the capacity of the 20 instructional leadership staff and the teachers in the school. 21 At this time, I'm going to turn things over to Dr.</p>

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1 Williams and he is going to summarize how we're going to  
 2 continue to focus on differentiated supports to schools as well  
 3 as the processes and protocols that will be implemented and that  
 4 are designed to increase outcomes for all of our students.  
 5 DR. WILLIAMS: So, in closing, this is just a  
 6 snapshot. It's a 30,000 view of what we are planning to do and  
 7 what we have done thus far. So, the hope is to have several  
 8 presentations moving forward providing this Board with updates  
 9 on how our students are performing.  
 10 So, what you see here is there is this plan of  
 11 really studying and revamping our professional learning  
 12 opportunities for staff. As you saw earlier, the written as  
 13 well as the taught and assessed curriculum.  
 14 So, we need to know what our staff members are  
 15 doing. We need to know what they need and we need to plan  
 16 accordingly.  
 17 You heard the conversation around the instructional  
 18 core team. So, that's analyzing the deployment of support.  
 19 It's the how, it's the when and it's by whom.  
 20 Also, strengthening our processes. As you heard  
 21 earlier today, we really have to focus on our structures and

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1 processes. As you heard today about transportation, it's the  
 2 same when it comes to the written, assessed and taught  
 3 curriculum.  
 4 So, we want to ensure that there's alignment of the  
 5 written, taught and assessed curriculum. We will update our  
 6 teaching and learning framework and we will begin summarizing  
 7 our data, comparing our schools to other schools, us as a system  
 8 to other systems, state as well as national data, if applicable.  
 9 The last piece I just want to identify, we gave you  
 10 the aggregate of data. In future presentations, we will be  
 11 disaggregating our data by student groups and service groups.  
 12 I just want to reference an earlier comment that was  
 13 made today. At the ANS meeting, I shared the data to our  
 14 principals and I said, we have an achievement gap. We have to  
 15 close the achievement gap.  
 16 There was another part that I shared that I just  
 17 want to re-emphasize. It was made earlier in public comment.  
 18 Even though I stress the data, I talked about principals knowing  
 19 the names behind the data and knowing the whole child. As we  
 20 have visited classrooms and schools, principals know their  
 21 students. They're able to name them by names. They're able to

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1 talk about their history and then they're also able to  
 2 succinctly describe their school progress plan.  
 3 So, we took a 10-plus page document and condensed it  
 4 to a one-page conversation starter. So, if parents, Board  
 5 members, constituents, want to know what's the focus and how  
 6 we're closing the gap and raising the bar, they can start there  
 7 and then invite more folks into the building.  
 8 So, our goal tonight is to give you just an overview  
 9 of some of the thinking that we want to do as a system and also  
 10 to describe some of the work that we have done thus far. In  
 11 future meetings this year, we'll be providing updates as  
 12 indicated.  
 13 BOARD CHAIR CAUSEY: Thank you. Board members,  
 14 questions or comments? Ms. Pasteur?  
 15 MS. PASTEUR: Well, I have a whole bunch of little  
 16 stickies with things on the front and things on the back. God  
 17 knows that I love everybody sitting right up there and I really  
 18 applaud this work and I applaud everything that's said here  
 19 because it goes to, the things that I'm hearing is PD for our  
 20 staff, our administrators, our teachers. I'm hearing going into  
 21 specific schools and looking at specific problems and addressing

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1 those things.  
 2 I'm also happy to hear that all of this will be  
 3 spread out for us because, as Board members, I was filled with  
 4 consternation prior to coming on every time I heard someone say,  
 5 oh, we don't do a whole lot of talking about instruction on the  
 6 Board. That just really made me want to go to a rooftop and  
 7 just look around, just look.  
 8 So, now I'm hearing that we're going to be getting  
 9 constant information because we cannot be a part of supporting  
 10 this system if we don't know a whole heck of a lot more than we  
 11 come to the table knowing.  
 12 All of that being said, to me, the important piece,  
 13 because some of us have schools that are so far behind and  
 14 they've been far behind for way too long. So, just like there  
 15 are people who think we only have transportation problems on one  
 16 side of the county when we have them on the other side, too, we  
 17 also don't always think that we need to embrace what's going on  
 18 on that other side.  
 19 So, I guess the children get to school on busses and  
 20 then nothing happens because we can look at these numbers and we  
 21 can see from where we are getting that proliferation of numbers.

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1 So, I know because I think I'm the only Board  
 2 member, other than the people who are, whatever you're called,  
 3 at-large people, that have all three of you. So, I know that  
 4 we've had conversations about the kinds of things you have  
 5 wanted to do.

6 So, I think this is saying we're now giving them the  
 7 opportunity to do those things so we won't think that community  
 8 superintendents don't really do a whole heck of a lot. So, now  
 9 we can see that and you'll be working.

10 One of the things you said at ANS is that sometimes  
 11 one department doesn't know what the other department is doing  
 12 and that's critical because my worry always has been that if we  
 13 don't start doing better, we buy right into all of the  
 14 stereotypes and all of the misthinking that people start to have  
 15 when, year after year, you see failure happen.

16 One of the things I do want to make sure happens and  
 17 we talked about this at the curriculum meetings, that for all of  
 18 the wonderful things that we vote on and we get, I have started  
 19 asking in the schools in my district and other districts, what  
 20 about, and I name them and some of them say we use them. Some  
 21 of them say they don't. Some of them have them in storerooms or

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1 wherever sitting on a shelf.

2 So, it's called accountability. So, as we are  
 3 working with these schools, making sure that everyone is doing  
 4 that and there's a note somewhere I have here. One of these  
 5 little stickies. I'll find it later.

6 Oh, Dr. McComas said about a grant that she, in  
 7 essence, applauds the principals who chose to use their grant  
 8 monies in that way. That was your quote.

9 I would just like to encourage the staff, you know  
 10 it, you're good. In my world, there's none better at doing what  
 11 you do. You know I believe it because I say what's on my mind.  
 12 So, if I didn't believe it, I'd trash you right here.

13 DR. MCCOMAS: I know. (Laughter.)

14 BOARD CHAIR CAUSEY: I don't think I'd let that  
 15 happen. But, continue, Ms. Pasteur.

16 MS. PASTEUR: It would not. But, I do believe in  
 17 you. So, I'd like just to encourage folks. When you see those  
 18 good things happening that we are sharing and saying to folks  
 19 sometimes, I need you to do this. This really isn't a  
 20 discussion. I really need to see you do this for your child or  
 21 your children because I am the expert right now or I am the

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1 whatever and I need you to do this because I am convinced some  
 2 people just aren't. And, it is.

3 My good friend on the other side there, she can talk  
 4 data. But, we had that conversation so we're now trying to  
 5 bridge that gap so that we are working and thinking where does  
 6 that data take us? That young man who came up tonight spoke  
 7 truth and the truth is we look at the data but we have to  
 8 transfer that and translate it to human beings. And, I wouldn't  
 9 trash anyone, for real. I might think it. But, I'm finished  
 10 for tonight because I really enjoyed that presentation.

11 BOARD CHAIR CAUSEY: Okay. Mr. McMillion.

12 MR. MCMILLION: Good evening. On slide five,  
 13 Kindergarten readiness, it says, of the 8,000 Kindergarten  
 14 students in the fall of 2018, 20 percent or 1,600 completed the  
 15 assessments. Why such a low number?

16 DR. JONES: Sample versus census.

17 DR. MCCOMAS: So, Mr. McMillion, we had the option  
 18 to provide either a sample or a census administration. A census  
 19 would be everyone. A sampling would be a portion of our  
 20 students and that is the one that we implemented. Like, a  
 21 random sampling.

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1 MR. MCMILLION: So, out of the 8,000, you just  
 2 picked 1,600?

3 DR. MCCOMAS: Yeah, we worked in, our DRAA works in  
 4 partnership with MSDE around identifying the sample. There's a  
 5 process to that.

6 MR. MCMILLION: So, out of the 1,600, then you came  
 7 up with the average of 49.4 percent out of the 1,600 that  
 8 actually met that standard. Is that right?

9 VOICE: The state average was 47 percent. Of the  
 10 sampling that we chose to administer the readiness assessment,  
 11 we had 20 percent or 1,600 students who actually took the  
 12 assessment and, based on the information, they actually achieved  
 13 that number.

14 MR. MCMILLION: Okay. So, out of 8,000 Kindergarten  
 15 students that we had in Baltimore County Public Schools, you  
 16 randomly picked 1,600. Out of the 1,600, 49.4 percent of them  
 17 scored that?

18 VOICE: Yes.

19 MR. MCMILLION: Okay. Then, on slide 11, the MCAP  
 20 math achievement, one percent met or exceeded the standards? Is  
 21 that associated with the curriculum not aligning with the

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1 standards? Why one percent? And, the grade 8?

2 DR. JONES: For that particular number, what we have

3 to look at it how we suppress scores. So, we had a small number

4 of students who actually took the assessment. We have to really

5 think about how we suppress the scores because we have a small

6 number of students that actually completed it.

7 But, when you look at the assessment numbers, we had

8 one percent of our students who met the target.

9 MR. MCMILLION: Met or passed. Right.

10 DR. MCCOMAS: Will add, Mr. McMillion, we certainly

11 own that we need to work on our curriculum and we are. As you

12 are fully aware, you have the report that talks about it by

13 grade level. So, I don't want that to go without us saying. We

14 certainly recognize and own that we have work to do around the

15 curriculum in addition to what Dr. Wheatley-Phillips shared.

16 MR. MCMILLION: Thank you.

17 BOARD CHAIR CAUSEY: Ms. Mack?

18 MS. MACK: Thank you all very much. I found it very

19 informative and you know I'm going to have a lot of questions.

20 I was happy to hear Dr. Williams say that in future

21 presentations, that we would compare our data not only to the

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1 state average but to other counties, I think you said in

2 Maryland and nationally.

3 I think we need to set the bar higher than the state

4 average which is so low. I think we're doing our students a

5 disservice by having that as the target.

6 I pulled an article about the correlation between

7 MAP and PARCC that Montgomery County put out in 2016 and said

8 that there was a strong positive correlation between MAP and

9 PARCC. Does the same hold true for Baltimore County?

10 VOICE: In terms of the correlation between them? I

11 think we'd have to look at it grade level by grade level. But,

12 I think some aspects of that would be highly correlated.

13 MS. MACK: I guess my concern is, well, let me ask

14 another question. Do you know why we decided to report MAP out

15 at percent met or, I'm sorry, percent of students at or above

16 the 50th percentile. Was that chosen because that's the

17 national standard? Or, was it randomly chosen? Why did we

18 choose that? It seems like a low bar to me.

19 VOICE: I think because it's a norm-referenced test.

20 We wanted to look at that 58th percentile and then start at the

21 58th percentile and look at students that are at or above that.

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1 MS. MACK: I guess why I'm asking that question,

2 when I came on the Board and pulled this report, when we got our

3 budget books, we had performance measures. When I looked at

4 those performance measures, I immediately thought that that was

5 the percent of students at grade level.

6 But, that's not the case. These MAP scores are not

7 the percent of students at grade level. Is that a correct

8 statement?

9 VOICE: Right. They are the percent of students

10 that are at or above the 58th percentile.

11 MS. MACK: Right. One of the examples I looked at

12 is the MAP reading achievement, the winter grade for grade 3.

13 The chart shows 52.3 but the MCAP data that came out shows that

14 only 37 percent of our students are proficient in reading.

15 So, I just think the way that it is shown here is

16 very confusing and misleading. I looked at other school systems

17 and all they simply show is the percent, the number of students

18 in each percentile which I think is a more clear picture and

19 better matches MCAP scores. I think it's very misleading to see

20 all these 50s and 60s on these charts when on grade 8, 2018-19,

21 we have 58.3. But, in fact, our MCAP achievement was 29.9

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1 percent proficient for winter reading.

2 So, I'm trying to understand why we show it this

3 way. I guess that's my question. Why do we show it this way

4 when it's misleading and it doesn't match up to what our actual

5 proficiency levels are?

6 VOICE: I think because the MAP score really focuses

7 on looking at how students performed that are the same age or at

8 the same grade level. You start at the 50th percentile. So, if

9 all students are at the 50th percentile, then this data shows,

10 starting at the 50th percentile, what percentage of students are

11 at or above that particular percentile rank.

12 I think MCAP is different because it's

13 criterion-referenced and because it's criterion-referenced, it's

14 looking at a specific standard.

15 So, while MAP focuses on norm-referenced, how they

16 perform compared to other students, the MCAP really looks at a

17 specific criteria. That's where the standards-based

18 conversation comes in. I think it provides a more accurate

19 measure of where kids are because it's comparing them against

20 standards.

21 So, I think it's kind of apples and oranges in terms



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1 of how we look at the data. Does that make sense?  
 2 MS. MACK: Not really. But, I think I'm going to  
 3 send you an email with some questions. I do have a specific  
 4 question. One of the slides about high school references a  
 5 pilot that we're doing for secondary reading. Is a level  
 6 literacy intervention, what is that? Is that using Fountas and  
 7 Pennell?  
 8 DR. MCCOMAS: Yes. So, we are currently piloting  
 9 three different potential programs for consideration. Level of  
 10 Literacy intervention is one of them. Level of Literacy is  
 11 something we actually have in the elementary grades and that is  
 12 really where we have students working specifically on texts that  
 13 are at their text but with high-interest materials to engage  
 14 them. Because, when you fear that you have a secondary student,  
 15 you have a student who is 13, 14, 15 years old who may be  
 16 reading at a low elementary level, it's important to make sure  
 17 that you're getting materials that are stretch materials for  
 18 their actual reading ability but that are also of high interest  
 19 and relevant interest to students in that age group.  
 20 So, the Level of Literacy is one that we are using.  
 21 Read 180 and System 44 is another one that we're looking at, as

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1 well as I-Lit.  
 2 MS. MACK: I guess my question there is if we would  
 3 use something that uses the queueing method and, I mean, we  
 4 assume that kids who are 13, 14, have strong phonemic awareness,  
 5 strong foundations in reading. But, in some cases, they don't.  
 6 Are we setting them up for failure by thinking that, at that  
 7 age, they should be able to read the text that you mentioned but  
 8 they can't?  
 9 DR. MCCOMAS: First, Ms. Mack, I'm so proud of you.  
 10 I feel like our curriculum time has not been wasted.  
 11 MS. MACK: I'm learning.  
 12 DR. MCCOMAS: I know, I'm so proud. So, I would say  
 13 that recognize that these students, a reading intervention  
 14 program at the secondary level, the teachers who deliver that  
 15 have extensive professional development to help support them  
 16 because many of our secondary teachers, if they do not have  
 17 reading specialist background, are trained in literature.  
 18 They're not trained in the science of learning how to read. So,  
 19 those teachers get a lot of support. So, it's not that our  
 20 students are just given those texts without actual reading  
 21 instruction that goes with that.

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1 MS. MACK: I have one more quick question. Is it  
 2 possible for the Board, it's my understanding one of the key  
 3 indicators of success for a child learning to read is the  
 4 foundational skills for the rit score. Can we get that data for  
 5 our K, 1st and 2nd graders so that we can see where they are?  
 6 Do you guys use that? Do you actually look at that when you  
 7 look at, like, Open Court and the various purchases that we  
 8 make?  
 9 VOICE: So, just to clarify, your request is for the  
 10 rit score for all of our students?  
 11 MS. MACK: Just the foundational skills part of the  
 12 rit score.  
 13 VOICE: For every student?  
 14 MS. MACK: No. I'm just saying do we have an  
 15 aggregate number for our 1st graders, our 2nd graders? The  
 16 average.  
 17 VOICE: I do know we have charts that identify,  
 18 based on the rit score, what grade level students would be in.  
 19 So, we can provide that information.  
 20 MS. MACK: That's exactly what I'm looking for.  
 21 Thank you.

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1 VOICE: Also, just to share with you, Ms. Mack, we  
 2 truly appreciate the questions. One of the things that Dr.  
 3 Williams has been clear about is that we're going to be open,  
 4 we're going to be transparent, we're going to own the data.  
 5 So, we certainly welcome any questions you may have  
 6 because we really want to be able to communicate very clearly  
 7 with the Board regarding where we are as a school system. So,  
 8 any questions that you have regarding the data, we certainly can  
 9 make that part of the weekly update. So, we welcome your  
 10 questions.  
 11 MS. MACK: I know and I wanted to thank you because  
 12 I called you and you walked me through something and I  
 13 appreciate that.  
 14 Finally, I found this online that Montgomery County  
 15 sends home to parents about MAP data. It just shows the end of  
 16 year target rit score. For example, in math, Kindergarten is  
 17 159, 1st grade is 181, 2nd grade is 192. Do we provide anything  
 18 like that to parents so that they can analyze their own  
 19 children's data? I can give you this.  
 20 VOICE: I am not aware of that but we can certainly  
 21 look into it.

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1 MS. MACK: This just looks like a very handy tool  
 2 and that's the end of my questions. Thank you very much.

3 BOARD CHAIR CAUSEY: Dr. Williams, did you want to  
 4 add something?

5 DR. WILLIAMS: Let me just make a brief comment.  
 6 The MAP assessment here in Baltimore County is given in the fall  
 7 and winter. So, the document that you're sharing from that  
 8 other district is because of the multiple times they give in the  
 9 year.

10 So, even in conversations with schools, we're  
 11 comparing what students have done in the fall, then two months  
 12 later, I think it was articulated, is the winter. That won't  
 13 give the full picture of how our students are doing on the MAP.  
 14 The MAP is to inform the instruction and what teachers may do  
 15 differently in the classroom.

16 Let me shift to the MCAP which was known as PARCC.  
 17 If you haven't looked at the PARCC exam, sorry, I said PARCC.  
 18 The MCAP assessment. We, as a leadership team, looked at the  
 19 math MCAP. There is a lot of reading interpretation and the  
 20 amount of rigor to write and respond to your answer. That, too,  
 21 raises the question about are our students exposed to that and

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1 to respond in that way and then how is our curriculum aligned.  
 2 And, the hearing from the staff.

3 So, there are differences in how we give the MAP and  
 4 the frequency of that, fall and winter, Montgomery County does  
 5 something slightly different.

6 I believe there is a good point about the rit score  
 7 but this is to inform the instruction. We're using it as a  
 8 system of reporting on how we're doing as a system. So, I have  
 9 some strong feelings about that.

10 But, I think we can look at the rit. We can explore  
 11 the utilization of the rit to inform the instruction. But,  
 12 again, the window is so short, it will not necessarily show  
 13 growth until that student takes the MAP the following year.

14 But, the MCAP was given. The state is looking at a  
 15 new assessment. We're waiting to hear more information about  
 16 what that will look like. But, if you ever unpack these  
 17 assessments, they're very rigorous, a lot of text, a lot of  
 18 understanding questions. They may say choose all of the answers  
 19 that will support this problem. So, it's not the usual multiple  
 20 choice. It's a rigorous exam.

21 MS. MACK: I appreciate that. One of the things

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1 that I've talked to Dr. McComas about and brought up in the  
 2 Curriculum Committee is we could have children who are  
 3 inherently brilliant in math but, on the MCAP, if they don't  
 4 read well, they can do the math part of the problem but they  
 5 can't read the nuances of the problem to even put the equation  
 6 down.

7 So, I don't tend to focus on math as much as I do  
 8 with ELA. But, I do understand. I took the test online just to  
 9 see what it was like. You're right. It's pretty rigorous.

10 But, I think we have kids who are probably better in  
 11 math than we think they are but because they don't read well  
 12 enough, they don't get the nuances of the question to answer  
 13 appropriately.

14 BOARD CHAIR CAUSEY: Ms. Rowe?

15 MS. ROWE: So, I appreciate all this. I have a  
 16 question that's a little bit different. In the last budget, we  
 17 reduced the ratio of devices for the younger kids. But, I've  
 18 been talking to some of the elementary school teachers and one  
 19 of the things that's coming up is that the curriculum doesn't  
 20 fit the new device ratio. So, it's not just MAP testing that  
 21 they have to do a couple times a year that they need a whole

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1 classroom full of devices.

2 Apparently, our math curriculum has a test every  
 3 month. So, it's a lot of pulling all the devices into a  
 4 classroom for a test and pulling them all into another  
 5 classroom. Then, taking some from 5th graders, etc.

6 So, what are we doing to adjust the curriculum to  
 7 fit the new device ratio?

8 DR. MCCOMAS: I'm so glad you asked. We have, in  
 9 fact, put out guidance and we can share that again.

10 So, a couple things. We have put out guidance on  
 11 methodology of how you adjust. Some of the things that you may  
 12 have done before that were whole group and now you have to  
 13 adjust because the materials you have are more constrained.

14 We have also made adjustments to those unit  
 15 assessments in terms of accepting them in written format which  
 16 then, it shifts the work load because then there is more manual  
 17 grading and data entry on teachers who are using paper which  
 18 helps alleviate when you have a different ratio of resources. I  
 19 think that's really kind of the heart of our response.

20 BOARD CHAIR CAUSEY: Board members, other questions  
 21 or comments? I just wanted to say again thank you very much to

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1 Dr. Williams and staff for putting together a very comprehensive  
 2 report. We had the transportation report earlier but this is  
 3 where the rubber hits the road for our children which is  
 4 achievement which is mastery of the content and the skills that  
 5 they need to be college and career ready when they leave us.  
 6 So, we really appreciate the work that you're doing.  
 7 We understand there's room for improvement, a lot of room for  
 8 improvement. But, as someone said earlier, we have to identify  
 9 that there is that room for improvement. There are issues that  
 10 need to be address. Then, working together, we can address  
 11 them.  
 12 So, again, as was said earlier, we want to  
 13 understand what support, what policy changes, what budgetary  
 14 constraints the Board needs to understand so that we can help  
 15 Dr. Williams and the team move the system forward. So, we  
 16 really appreciate all that you've done. Ms. Scott?  
 17 MS. SCOTT: I'm sorry. In what you're saying, I  
 18 wanted to also say as far as when you all were speaking about  
 19 collecting data and developing individualized plans, keeping in  
 20 mind what may work in another area or another school or another  
 21 district may not work in all districts. So, making sure that

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1 plans and approaches to children is reflective of the community,  
 2 it's reflective of the school and also reflective of the  
 3 children and their parents and everything and that that's  
 4 individual.  
 5 I think sometimes there can be, like, a one size  
 6 fits all. But, our district is so vast and has so many  
 7 different components and it sounded like, from your  
 8 presentation, that's what you all are doing. Actually  
 9 customizing it. So, I think that's important because we talk  
 10 about data but data is tied to children, tied to human beings.  
 11 So, thank you.  
 12 BOARD CHAIR CAUSEY: Thank you very much. As Dr.  
 13 Williams said, this is not going to be the only report. So, if  
 14 Board members have questions or comments, they can email Dr.  
 15 Williams.  
 16 The next item on the agenda is Item N, Board  
 17 Committee Updates. For that, we'll just go around the room  
 18 starting with Ms. Mack for Curriculum Committee.  
 19 MS. MACK: At the last Curriculum Committee, we did  
 20 get an update, as Dr. McComas just said, on the math audit. We  
 21 know that we will be getting future updates. We also got an

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1 overview of all that occurs in the school system during the  
 2 summer which I found to be very informative.  
 3 There are kids who want to be in school in the  
 4 summer who want to improve learning in an area that appeals to  
 5 them and we accommodate those children.  
 6 We talked a little bit about the extended learning  
 7 year and what happens with those kids. But, it seems to me that  
 8 we almost have full-year school because there's so much going on  
 9 in the schools throughout the summer. I really appreciated  
 10 hearing about that. So, thank you.  
 11 BOARD CHAIR CAUSEY: So, for the Policy Review  
 12 Committee, I did just want to, again, remind the Board and the  
 13 community that at its August 6th, 2019 meeting, the Board of  
 14 Education approved revisions to Policy 8130, Policy Formulation.  
 15  
 16 As amended, the policy replaces the three-reader  
 17 approval of policies with a two-reader process. This new  
 18 process will begin with policies forwarded from the Policy  
 19 Review Committee for Board approval this school year starting  
 20 with the committee's September 16th meeting.  
 21 Policies scheduled for a first reading will be

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1 available to the public when the Board agenda is released.  
 2 Concurrent with the publishing of the Board agenda, the policies  
 3 will also be available for public comment on the school system's  
 4 policy webpage at  
 5 [www.bcps.org/system/policies\\_rules/openforcomment.asp](http://www.bcps.org/system/policies_rules/openforcomment.asp).  
 6 During the first reading, the public and Board  
 7 members have an opportunity to comment on the policy proposal  
 8 during the regular public meeting. Based on the comments  
 9 received, the Policy Review Committee has the option of  
 10 reviewing and incorporating in its proposal those comments from  
 11 the public and Board members.  
 12 At the second reading, the Board takes final action  
 13 on the policy. This new process will be in effect with policies  
 14 currently scheduled for a first reading on October 22nd, 2019.  
 15 Additionally, the Policy Review Committee met on  
 16 September 16th and we went through a lot of work which I won't  
 17 go over in the interest of time. But, we are continuing a lot  
 18 of work with cell phone policy development and other policies  
 19 that we will be deliberating. You can see all of those, the  
 20 agendas, the Education Transparency Act, minutes, and then the  
 21 official record of the meeting, all of that is available on our

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1 website.

2 I did want to let Ms. Pasteur have a moment to

3 comment about some of the work in the Policy Review Committee.

4 MS. PASTEUR: At the September PRC meeting, I

5 requested that the committee consider the inclusion of the

6 language in BCPS Policy 5560 and the Maryland Annotated Code's

7 7-304 and 6-203 referencing the use of Hearing Examiners in

8 matters of student disciplinary appeals.

9 Because the Board is concerned that we are

10 equitable, judicious and efficient, when serving our students,

11 Chairwoman Causey asked that I discuss the matter with the

12 Superintendent and the law office. I have done that and will

13 bring the matter to the Board in October for discussion. Thank

14 you.

15 BOARD CHAIR CAUSEY: Thank you. Ms. Henn with

16 Building and Contracts?

17 VICE CHAIR HENN: There are no updates for Building

18 and Contracts as we did not meet.

19 BOARD CHAIR CAUSEY: Thank you. Ms. Pasteur?

20 MS. PASTEUR: On October 16th, the Legislative and

21 Governmental Committee will meet at 4:00 p.m. at which time we

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1 will share Kirwan funding updates, legislative priorities for

2 the coming session from Mr. Bazemore, as well as the inclusion

3 of the legislative interest of the members of the committee.

4 BOARD CHAIR CAUSEY: Thank you. Mr. Kuehn for Audit

5 Committee?

6 MR. KUEHN: That last Audit Committee meeting was

7 held on Monday, September 16th. Topics discussed were focused

8 on the follow-up of the FY19 physical education uniform audit.

9 Mr. Smith and Mr. Saris shared information regarding the

10 corrective action plan updates related to the FY15 office of

11 legislative audit along with corrective action plan updates

12 associated with FY19 UHY audit.

13 After that point in time, we moved into

14 administrative function. That's it.

15 BOARD CHAIR CAUSEY: Thank you very much. All of

16 the committee meetings scheduled and agendas and the recorded

17 meetings are available on the website. Our next item is Item O,

18 Information.

19 In Board Docs for public review is included the

20 revised Superintendent's Rule 3710 which is non-instructional

21 services, safety and security, identification badges, revised

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1 Superintendent's Rule 4201, Personnel, Compensation, Benefits

2 and Retirement, Employee Insurance Benefits. Also, revised

3 Superintendent's Rule 5320, Student Activities, Student

4 Organizations and Clubs.

5 Our final agenda item is announcements which is the

6 next Board meeting is Tuesday, October 8th at 6:30 p.m. here in

7 the Greenwood building. Thank you very much. We really

8 appreciate everyone's contribution to this evening. It was

9 really wonderful. Thank you very much. The meeting is

10 adjourned.

11 (PROCEEDINGS CONCLUDED.)

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1 STATE OF MARYLAND

2 SS:

3 I, Dawn L. Brown, a Notary Public of the

4 State of Maryland, do hereby certify that the

5 foregoing transcript of a Baltimore City Board

6 of School Commissioners proceeding was

7 transcribed under my supervision as herein

8 appears and is an accurate transcript of what is

9 recorded and audible on the recording.

10 I further certify that I am not of

11 counsel to any of the parties, nor an employee of

12 counsel, nor in any way interested in the outcome

13 of this action.

14 As witness my hand and notarial seal this

15 15th day of October, 2019.

16 \_\_\_\_\_

17 Notary Public

18

19

20

21 My commission expires September 21, 2022

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