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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION
BROADCAST VIA MICROSOFT TEAMS

MARCH 8, 2022

Transcribed by:
Paul A. Gasparotti

<p style="text-align: right;">Page 2</p> <p>BOARD MEMBERS:</p> <p>Julie C. Henn, Board Chair (Absent) Rodney R. McMillion, Vice Chair Kathleen Causey Moalie S. Jose Erin R. Hager Russell T. Kuehn Lisa A. Mack John H. Offerman, Jr. Lily P. Rowe Makeda Scott Christian Thomas, Student Member</p>	<p style="text-align: right;">Page 4</p> <p>Jen Burton.52 Superintendent's Report.55 Chair's Report68 Student Board Member's Report.69 Action Taken in Closed Session74 New Business, Contract Awards.75 State Mask Mandate Update. 110 Unfinished Business, New Northeast Area Elementary School Boundary. 111 Unfinished Business, New Northeast Area Elementary School Name. 138 Report, Maryland Early Fall Assessment Results 141 Report, Update on Transportation 193 Information. 249 Board Member Comments and Agenda Setting . . 252 Legislative and Governmental Relations Committee Update. 256 Announcements. 279 Adjournment. 279</p>
<p style="text-align: right;">Page 3</p> <p style="text-align: center;">INDEX</p> <p>Call to Order. 5 Pledge of Allegiance/Silent Meditation 5 Consideration of Agenda. 6 Special Order of Business - Recognition of Ms. Kimberly Culbertson 9 New Business, Personnel Matters.14 New Business, Administrative Appointments. . .16 Public Comment19 Shelia Reed, BCABSE21 John Clark, AFSCME.24 Bash Pharoan, CAEAC27 Melea Anderson.29 Stephanie Foy32 Amy Adams35 Marlana Pearsell, SWAEAC.37 Sharon Saroff40 Mary Taylor42 Nicole Solomon.45 Bash Pharoan.47 Muhammad Jameel49</p>	<p style="text-align: right;">Page 5</p> <p style="text-align: center;">PROCEEDINGS</p> <p style="text-align: center;">VICE CHAIR MCMILLION: Good evening, my name is Rod McMillion, I'm the vice chair of the Baltimore County Board of Education, and I now call to order the meeting of the Board of Education for Baltimore County for Tuesday, March 8th, 2022. I invite you to recite the Pledge of Allegiance to the Flag to be led by Mr. Christian Thomas. We will then have a moment of silence in recognition of those who have served education in Baltimore County. (Pledge of Allegiance.) (Moment of silence.) Tonight's Board of Education meeting is being held in person and virtually, and broadcast on line through Microsoft Teams, and through BCPS TV, Comcast Xfinity Channel 73, Verizon FiOS Channel 34. In order to efficiently conduct this meeting, all voting items this evening will be done by rollcall vote.</p>

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1 The first item on the agenda is
 2 consideration of the March 8th agenda.
 3 Dr. Williams, are there any additions or changes
 4 to tonight's agenda?
 5 DR. WILLIAMS: There are none.
 6 VICE CHAIR MCMILLION: Hearing none, the
 7 agenda stands -- excuse me. Mr. Thomas?
 8 MR. THOMAS: I move to add legislative
 9 committee updates to Item S with board member
 10 comments and agenda setting.
 11 MS. CAUSEY: Second.
 12 VICE CHAIR MCMILLION: Mr. Thomas, will
 13 you repeat that?
 14 MR. THOMAS: Yes. I move to add
 15 legislative committee updates to Item S of the
 16 agenda.
 17 VICE CHAIR MCMILLION: I move to add
 18 committee updates --
 19 MR. THOMAS: Legislative committee
 20 updates.
 21 VICE CHAIR MCMILLION: Updates to?

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1 MR. THOMAS: Yes, I can put it in the
 2 chat.
 3 VICE CHAIR MCMILLION: Now, if I can
 4 find it to read it. Mr. Thomas moves to add
 5 legislative committee updates to Item S of the
 6 agenda. Do I have a second? Mrs. Causey?
 7 MS. CAUSEY: Yes, second, Ms. Causey.
 8 VICE CHAIR MCMILLION: Okay. Is there
 9 any discussion? Mr. Thomas?
 10 MR. THOMAS: I'll just speak to the
 11 motion. At the last legislative committee
 12 meeting we did take some action in moving some
 13 bills forward to the full board for
 14 consideration, so I know that we could have just
 15 discussed this, I don't see committee updates on
 16 here this evening, so I just wanted to make sure
 17 we had time to review those and discuss them.
 18 Thank you.
 19 VICE CHAIR MCMILLION: Any additional
 20 discussion? Ms. Gover, can I have a rollcall
 21 vote.

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1 MS. GOVER: Ms. Rowe?
 2 MS. ROWE: Yes.
 3 MS. GOVER: Ms. Causey?
 4 MS. CAUSEY: Yes.
 5 MS. GOVER: Ms. Mack?
 6 MS. MACK: Yes.
 7 MS. GOVER: Ms. Jose?
 8 MS. JOSE: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Mr. Thomas?
 12 MR. THOMAS: Yes.
 13 MS. GOVER: Mr. Offerman?
 14 MR. OFFERMAN: Yes.
 15 MS. GOVER: Ms. Scott?
 16 MS. SCOTT: Yes.
 17 MS. GOVER: Dr. Hager?
 18 DR. HAGER: Yes.
 19 MS. GOVER: Mr. Kuehn?
 20 MR. KUEHN: Yes.
 21 MS. GOVER: Thank you.

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1 VICE CHAIR MCMILLION: The motion
 2 carries. This revised agenda is approved and the
 3 agenda stands as approved.
 4 Minutes of closed session. Earlier this
 5 evening the Board met in closed session pursuant
 6 to the Open Meetings Act for the following
 7 reasons: To number one, discuss the appointment,
 8 employment, assignment, promotion, discipline,
 9 demotion, compensation, removal, resignation or
 10 performance evaluation of appointees, employees
 11 or officials over whom it has jurisdiction, or
 12 any other personnel matter that affects one or
 13 more specific individuals. The minutes of the
 14 closed session and information summary can be
 15 found on BoardDocs under this board meeting
 16 agenda date.
 17 Next on the agenda is a special order of
 18 business recognizing Ms. Kimberly Culbertson. At
 19 this time could Ms. Culbertson please join
 20 Dr. Williams and I at the front of the dais?
 21 Okay. Fellow board members, I move that

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1 the Board accept the following resolution,
 2 2022-05 in recognition of Ms. Kimberly Culbertson
 3 as follows: Resolution 2022-05:
 4 Whereas, Ms. Kimberly Culbertson has
 5 served the students of Baltimore County Public
 6 Schools with honor and distinction since 2006;
 7 and
 8 Whereas, Ms. Culbertson's integrity,
 9 compassion and tireless efforts to promote
 10 academic success inspire and enrich the students,
 11 teachers, administrators and staff of Baltimore
 12 County Public Schools; and
 13 Whereas, in honor of Ms. Culbertson's
 14 achievements, leadership and expertise she was
 15 named the Assistant Principal of the Year by the
 16 Maryland Association of Secondary Principals; and
 17 Whereas, Ms. Culbertson's commitment to
 18 education, attention to detail and service to the
 19 Towson High School community has consistently
 20 resulted in academic and social advancements; and
 21 Whereas, in recognition of

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1 Ms. Culbertson's work ethic, collaborative
 2 nature, innovative approach to supporting
 3 students in reaching their fullest potential, and
 4 dedication to building leadership capacity,
 5 therefor, be it
 6 Resolved: That the Board of Education
 7 herewith assembled in regular session on the 8th
 8 day of March in the year 2022, expresses to
 9 Ms. Kimberly Culbertson on behalf of the citizens
 10 of this county our deepest appreciation and
 11 gratitude for her service. And be it further
 12 Resolved: That the Board herewith
 13 extends its best wishes for her good health,
 14 happiness and continued success.
 15 (Applause.)
 16 May I have a second?
 17 MR. THOMAS: Second, Thomas.
 18 VICE CHAIR MCMILLION: All in favor?
 19 (Chorus of ayes.)
 20 Any opposed? The Board is unanimous.
 21 Congratulations, Ms. Culbertson.

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1 (Applause.)
 2 (Photos taken.)
 3 (Applause.)
 4 At this time I invite Ms. Culbertson to
 5 please bring -- thank you.
 6 MS. CULBERTSON: Thank you,
 7 Dr. Williams, Vice Board Chair Mr. McMillion and
 8 the entire BCPS Board for taking the time to
 9 recognize me with this honor tonight. Receiving
 10 this honor has been one of the highlights of my
 11 16-year career in Baltimore County Public
 12 Schools, and I have been extremely grateful and
 13 humbled to represent the determined students,
 14 dedicated educators and supportive community of
 15 not just BCPS but the entire state of Maryland.
 16 In reflecting upon this honor, I recall
 17 the quote from Sir Isaac Newton, if I have seen
 18 further than others it is by standing on the
 19 shoulders of giants. This quote reminds me that
 20 I am where I am today because of others that have
 21 lifted me up, from my grandfather who came to

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1 this country with little education, a few dollars
 2 in his pocket and a dream to build a home, life
 3 and family in Baltimore, to all of my colleagues,
 4 mentors, leaders and friends in BCPS that have
 5 supported and guided me along the way. And to
 6 all the students that have and who continue to
 7 inspire me, teach me and feel my passion, these
 8 are the true giants, the true heroes of my story
 9 and the true reason why I sit before you today.
 10 These giants have instilled in me the
 11 values of service, equity, justice, kindness and
 12 gratitude, and they serve as my motivation each
 13 day to be the best educator and human that I can
 14 be. Although I have held many positions in
 15 Baltimore County Public Schools, being an
 16 assistant principal is one of the most rewarding,
 17 as I have the opportunity every day to lift
 18 others up, students, teachers, leaders and
 19 community members alike, so that each individual
 20 can see further, go further and ultimately reach
 21 their fullest potential. Together as Team BCPS,

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1 let's continue to lift everyone up, to raise the
 2 bar, close the gaps and prepare each and every
 3 student for their gigantically bright future.
 4 Thank you again for this tremendous
 5 opportunity to be with you all tonight, and to
 6 represent and give thanks to all the giants in
 7 BCPS and in Maryland. Thank you.
 8 (Applause.)
 9 VICE CHAIR MCMILLION: Thank you,
 10 Ms. Culbertson. The next item on the agenda is
 11 personnel matters, and for this I call on
 12 Ms. Anderson.
 13 MS. ANDERSON: Good evening, Vice Chair
 14 McMillion, Superintendent Williams and members of
 15 the Board. I would like the Board's consent for
 16 the following personnel matters: Retirements,
 17 resignations, leaves, recognition of service,
 18 certificated appointments.
 19 VICE CHAIR MCMILLION: Do I have a
 20 motion to approve the personnel matters as
 21 presented in Exhibits E-1 through E-5?

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1 MS. MACK: So moved, Mack.
 2 MR. THOMAS: Second, Thomas.
 3 VICE CHAIR MCMILLION: Mr. Thomas
 4 seconds. Any discussion? Ms. Gover, may I have
 5 a rollcall vote?
 6 MS. GOVER: Ms. Rowe?
 7 MS. ROWE: Yes.
 8 MS. GOVER: Ms. Causey?
 9 MS. CAUSEY: Yes.
 10 MS. GOVER: Ms. Mack?
 11 MS. MACK: Yes.
 12 MS. GOVER: Ms. Jose?
 13 MS. JOSE: Yes.
 14 MS. GOVER: Mr. McMillion?
 15 MR. MCMILLION: Yes.
 16 MS. GOVER: Mr. Thomas?
 17 MR. THOMAS: Yes.
 18 MS. GOVER: Mr. Offerman?
 19 MR. OFFERMAN: Yes.
 20 MS. GOVER: Ms. Scott?
 21 MS. SCOTT: Yes.

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1 MS. GOVER: Dr. Hager?
 2 DR. HAGER: Yes.
 3 MS. GOVER: Mr. Kuehn?
 4 MR. KUEHN: Yes.
 5 MS. GOVER: Thank you.
 6 VICE CHAIR MCMILLION: The motion
 7 carries. The next item on the agenda is
 8 administrative appointments, and for that I call
 9 on Dr. Williams.
 10 DR. WILLIAMS: Good evening, Vice Chair
 11 McMillion and members of the Board. I am
 12 bringing forward the following administrative
 13 appointments for your approval: Specialist of
 14 compliance in the Office of Title I, and
 15 enterprise systems engineer backup systems, the
 16 Office Network Support Services.
 17 VICE CHAIR MCMILLION: Do I have a
 18 motion to approve the administrative appointments
 19 as presented in Exhibit F-1?
 20 MR. THOMAS: So moved, Thomas.
 21 MS. CAUSEY: Second, Ms. Causey.

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1 VICE CHAIR MCMILLION: Any discussion?
 2 May I have a rollcall vote, Ms. Gover?
 3 MS. GOVER: Ms. Rowe?
 4 MS. ROWE: Yes.
 5 MS. GOVER: Ms. Causey?
 6 MS. CAUSEY: Yes.
 7 MS. GOVER: Ms. Mack?
 8 MS. MACK: Yes.
 9 MS. GOVER: Ms. Jose?
 10 MS. JOSE: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Mr. Thomas?
 14 MR. THOMAS: Yes.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Ms. Scott?
 18 MS. SCOTT: Yes.
 19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. GOVER: Mr. Kuehn?

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1 MR. KUEHN: Yes.

2 MS. GOVER: Thank you.

3 VICE CHAIR MCMILLION: The motion

4 carries. Dr. Williams?

5 DR. WILLIAMS: So our first appointee is

6 Emily G. Krich, teacher of resource currently at

7 Patapsco High School, appointment to specialist

8 of compliance in the Office of Title I. She

9 brings 16 years of experience in Baltimore

10 County. She served as the resource teacher at

11 Patapsco, academic engagement teacher at Holabird

12 Middle School, and a vocal music teacher at

13 General John Stricker Middle School, Patapsco

14 High School and White Oak. Congratulations,

15 Emily G. Krich.

16 (Applause.)

17 Next we have Peter T. Linthicum,

18 enterprise systems engineer backup system, Office

19 of Network Support Services. This is a new

20 position. Prior to this appointment he has

21 served as the IT director of business development

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1 of Dance of York for seven years, senior

2 solutions architect, senior systems engineer,

3 solutions advisory systems engineer, senior

4 systems consultant and enterprise systems manager

5 and network administrator, so congratulations,

6 Peter T. Linthicum.

7 (Applause.)

8 VICE CHAIR MCMILLION: Our next item is

9 public comment. This is one of the opportunities

10 the Board provides to hear the views and receive

11 the advice of community members. The members of

12 the Board appreciate hearing from interested

13 citizens. As appropriate, we will refer your

14 concerns to the superintendent for followup by

15 his staff.

16 The Board of Education will conduct the

17 public comment portion of this meeting by

18 allowing those who registered to speak to attend

19 in person. Registration was open to the public

20 one week prior to tonight's board meeting and was

21 closed at three p.m. yesterday for anyone wishing

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1 to speak at this evening's meeting. Board

2 practice limits to ten the number of speakers at

3 a regularly scheduled board meeting. Speakers

4 are selected randomly using an electronic

5 selection process from all registrations received

6 within the designated timeframe. Each speaker is

7 allowed three minutes to address the Board. Of

8 course if fewer than ten registrants are

9 received, all who registered will be permitted to

10 speak. However, no speaker substitutions will be

11 allowed.

12 While we encourage public input on

13 policy, programs and practices within the purview

14 of this Board and this school system, this is not

15 the proper forum to address specific student or

16 employee matters, or to comment on matters that

17 do not relate to public education in Baltimore

18 County. We encourage everyone to utilize

19 existing dispute resolution processes as

20 appropriate. I remind everyone that

21 inappropriate personal remarks or other behavior

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1 that disrupts or interferes with the conduct of

2 this meeting are out of order.

3 I ask speakers to observe the

4 three-minute clock, which will let you know when

5 your time is up. Please conclude your remarks

6 when you hear the tone or see that time has

7 expired. The microphone will be turned off at

8 the end of your time, and it could be turned off

9 if a speaker addresses specific student or

10 employee matters, or is commenting on matters not

11 related to public education in Baltimore County.

12 If not selected the public may submit

13 their comments to the board members via email at

14 boe@bcps.org. More information is provided on

15 the Board's website at bcps.org under Board of

16 Education, participation by the public.

17 I now call on our advisory and

18 stakeholder group leaders to speak. Ms. Shelia

19 Reed, with the Baltimore County Alliance for

20 Black Educators.

21 MS. REED: Greetings, Board Chair Henn,

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1 Vice Chair McMillion, and Dr. Williams, and other
 2 board members. My name is Shelia Reed and I come
 3 before you as a proud member of the Baltimore
 4 County Alliance of Black School Educators, fondly
 5 known as BCABSE. We have been tasked as a
 6 chapter affiliate of the National Alliance of
 7 Black School Educators to bring attention to
 8 school communities serving black learners.
 9 BCABSE offers a network of communication for
 10 educators, current and retired, which I am,
 11 particularly educators of color in Baltimore
 12 County, to enhance the skills and capabilities
 13 for improving the quality of education for all
 14 children and students.

15 We hope -- we sadly have seen that
 16 learners, black and white, have become the
 17 unintended, I hope, victims of unapologetic
 18 activism to reverse diversity initiatives and the
 19 offering of truthful, truthful historic and
 20 literary content. This is a dangerous movement
 21 which will lessen the potential of our students

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1 to compete in the world.

2 So BCABSE will be laser focused on two
 3 priorities, those two priorities are advocacy and
 4 persistence. We have witnessed a decline in
 5 engagement for learners in home schooling,
 6 e-learning and VLP, especially learners who
 7 receive special education services. We are
 8 advocating for more resources for special
 9 education services to these programs. BCABSE
 10 appreciates the addition of services and supports
 11 in the new budget and will be advocating for
 12 fiscal support from the county council.

13 It is a long time coming to talk about
 14 just closing the gaps. We must work and partner
 15 with Dr. Williams to do it. Count on us for more
 16 patience and persistence, and being more active.
 17 Thank you and have a good evening.

18 VICE CHAIR MCMILLION: Thank you,
 19 Ms. Reed. Mr. John Clark, with the American
 20 Federation of State, County and Municipal
 21 Employees, Local 434.

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1 MR. CLARK: Excuse me. Good evening,
 2 Dr. Williams and members of the Board. Again, my
 3 name is John Clark.

4 At the Board of Education school board
 5 meeting held on February 22nd, 2022, Board Member
 6 Lily Rowe made a motion, and I quote: I move
 7 that the Board of Education require that the
 8 final county approved transportation allocation
 9 be utilized in whole or in part to begin a
 10 process to outsource all of student
 11 transportation operations and services to a
 12 vendor who will take over our entire student
 13 transportation operation, provided the vendor
 14 will also absorb and comply with the negotiated
 15 BCPS bargaining units, absorb all employees at
 16 current pay and benefits or better, and take into
 17 account the absorption of all student
 18 transportation related assets excluding real
 19 estate as part of the agreement, unquote. This
 20 motion was seconded for discussion and supported
 21 by Board Member Kathleen Causey.

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1 Board Member Rowe further stated that it
 2 was her intention to abolish the entire
 3 transportation department. Now this motion
 4 without a doubt demonstrates Board Members' Rowe
 5 and Causey lack of understanding of school bus
 6 transportation and the operations of BCPS on a
 7 daily basis. School bus drivers, bus attendants
 8 and fleet staff represented by AFSCME take great
 9 pride in their work. While AFSCME recognizes
 10 room for improvement, Board Member Rowe's
 11 suggestion that operations are outsourced is
 12 unrealistic and disrespectful to our work.
 13 Outsourcing will not result in more drivers
 14 behind the wheel or attendants on buses.
 15 Outsourcing will not improve the behavior on the
 16 buses.

17 And sadly, Board Member Rowe also quoted
 18 statistics from Fox News rather than facts
 19 available from MDOT, MVA or the BCPS Office of
 20 Transportation regarding the safety of our school
 21 buses.

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1 As an AFSCME employee, I am concerned
 2 that Board Members Rowe and Causey took this
 3 position to try and abolish the transportation
 4 department, as they have publicly disrespected
 5 our hard work. And just in case you didn't know,
 6 the issues of employee shortages and unruly
 7 students are not exclusive to the Baltimore
 8 County Public Schools system. These same issues
 9 are plaguing school systems all across this
 10 entire nation, and your factless motion will do
 11 nothing to solve our transportation issues, and
 12 has greatly agitated the hard working membership
 13 of AFSCME.

14 And to the remaining members of the
 15 Board, we thank you for being able to see through
 16 the smoke and not allowing this motion to move
 17 forward. It is AFSCME's hope that this motion or
 18 any other motion that even remotely comes close
 19 to this one is never ever brought to the table
 20 again. Let's sit down at the table and have a
 21 conversation. Thank you.

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1 VICE CHAIR MCMILLION: Thank you,
 2 Mr. Clark. Mr. Bash Pharoan, Central Area
 3 Educational Advisory Council.

4 DR. PHAROAN: Good evening to all. The
 5 active members of the Central Area organized a
 6 presentation last Wednesday and it is in relation
 7 as I told you before, about stress, anxiety in
 8 school, adolescents and children. We has had
 9 about 30-plus people attend, many of them were
 10 outside the BCPS employee universe, and I was
 11 very happy with that.

12 Students are really stressed about
 13 grades, about homework, about sleep deprivation,
 14 peer pressure, et cetera, and they have fear and
 15 I think shame of reaching out to the counselors,
 16 which really, a point is made by our very good
 17 student member in his observations.

18 We were blessed to have the county
 19 executive come in and give his vision and
 20 blessing for five, seven, eight minutes. The
 21 speaker was Dr. Todd Peters. He was really

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1 excellent, informative, engaging. His
 2 presentation was 30 minutes, but the question and
 3 answer period was more than 30 minutes, and
 4 honestly by 8:15, if I kept the meeting going,
 5 people would have stayed and spent time with
 6 Dr. Peters. As you know, anxiety would lead to
 7 many wrong things. So this would be my brief
 8 report for the Central Area.

9 I want to mention to you that I made
 10 communication again with Ms. Phelps. I
 11 personally strongly believe that myself and my
 12 team members, the active members of my team,
 13 would be really good to support the Foundation.
 14 I think the county should really support the
 15 Foundation far more than what they do, so the
 16 foundation can support the teachers, the
 17 students, the school system. As you know, all
 18 hospitals have similar systems and people donate
 19 right and left to have more buildings and more
 20 equipment in hospitals, and I just don't get it,
 21 why our county businesses and individuals don't

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1 really contribute more to the Foundation so the
 2 Foundation can contribute to the school system.
 3 Personally I strongly believe in the (microphone
 4 turned off.)

5 VICE CHAIR MCMILLION: Dr. Pharoan,
 6 thank you. Ms. Marlena Pearsell from the
 7 Southwest Area Educational Advisory Council.
 8 Ms. Pearsell? Dr. Bash is going to look for her.
 9 Okay, thank you, thank you very much.

10 Next is the general public comment and
 11 our first speaker is Ms. Sharon Saroff. We must
 12 be way ahead of schedule. That's a joke. Thank
 13 you, Mr. Al. Ms. Melea Anderson? Ms. Anderson,
 14 I hope I pronounced your first name right, sorry.

15 MS. ANDERSON: It's Melea. Good
 16 evening, members of the Board and Superintendent
 17 Dr. Williams. I come before you as a concerned
 18 member of the transportation department. As an
 19 active union member I've watched many board
 20 meetings throughout my 12 years with Baltimore
 21 County, and I've never felt the need to come here

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1 and speak, but after the negative comments about
 2 the transportation department during last board
 3 meeting, I had to.
 4 Many of us, myself included, are
 5 offended that certain board members feel that our
 6 department is so inefficient that we should be
 7 replaced with contractors. Thankfully the motion
 8 was rejected. However, it was still offensive.
 9 Drivers, attendants, routing assistants, field
 10 reps, dispatchers, mechanics, customer service
 11 reps, driver trainers and management work
 12 extremely hard every single day on worse than a
 13 skeleton crew to get these kids to school safely.
 14 The reason we're struggling has nothing
 15 to do with us being ineffective. It has
 16 everything to do with not having enough drivers
 17 and attendants. That's our bottom line, and we
 18 can't get or retain drivers here because of the
 19 inadequate pay and the student behavior on these
 20 buses. Every single day many of us have to deal
 21 with being cursed out by kids, cursed at and/or

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1 threatened by parents, even to the extent of
 2 wanting to do physical harm to us just because a
 3 bus is running late. Ridiculous. When issues
 4 are reported to school administration over and
 5 over and over again and nothing is done, we have
 6 to continue to deal with the problem. How do you
 7 think that affects our morale, or what little
 8 there is left of it?
 9 Our union president Brian Epps has
 10 coordinated visits to all transportation bus lots
 11 along with our director, Dr. Grim.
 12 Superintendent Williams, Vice Chair McMillion and
 13 Student Board Member Christian Thomas have been
 14 to our bus lots to hear concerns from us. Where
 15 is the rest of the Board? We need the full board
 16 support to help us address the real issues that
 17 we're facing in this department, which is no
 18 accountability for poor student behavior on these
 19 buses, and lousy salary which has resulted in
 20 losing far too many drivers and being unable to
 21 hire more, which is a national crisis and not

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1 just a BCPS crisis.
 2 We should be receiving thank yous for
 3 struggling through this tough time right now
 4 instead of insults. The solution isn't to
 5 outsource our department but to work with our
 6 union leadership at the bargaining table to
 7 address the issues that we have. Thank you.
 8 VICE CHAIR MCMILLION: Ms. Anderson,
 9 thank you. Ms. Stephanie Foy?
 10 MS. FOY: Members of the Board of
 11 Education, Dr. Williams and superintendent's
 12 staff, as well as other stakeholders who are
 13 present, my name is Stephanie Foy and I was a
 14 BCPS elementary schoolteacher for 31 years. I
 15 retired in 2014.
 16 I find it disheartening that no
 17 attention was given to the matter of incorrect
 18 benefit deductions from retirees' pensions which
 19 occurred as a result of the ransomware attack in
 20 November of 2020. It is sad to realize the lack
 21 of respect given to those of us who dedicated our

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1 careers to the students of Baltimore County.
 2 Nothing was done about this problem
 3 until a story on Fox News hit the airways on
 4 February 16th. Since then there have been two
 5 more stories aired by Fox and one by WJZ. All of
 6 a sudden the problem is going to be fixed.
 7 Dr. Williams said he would designate a consultant
 8 to address this issue and it's going to be
 9 corrected by May 1st for all 9,000 of us.
 10 Colleagues of mine have been calling the
 11 Office of Benefits for months prior to this news
 12 story, only to be told that the ransomware attack
 13 in November 2020 had caused the problem and that
 14 it had not been corrected. In many cases callers
 15 left messages which were never answered. One
 16 friend lost her husband last summer and could not
 17 get him removed from her insurance and is still
 18 paying for his health insurance as we sit here.
 19 As a member of the TABCO retired
 20 steering committee I have been more informed
 21 about this situation than the average retiree,

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1 some of whom may not even know now that this is
 2 the case. The head of the TABCO retired steering
 3 committee, Angela Leitzer, was contacted through
 4 TABCO president Cindy Sexton and asked to meet
 5 with Dr. Yarbrough about the situation following
 6 the stories in the news. The first meeting took
 7 place on February 18th and there are to be
 8 follow-up meetings weekly.

9 At the meeting on the 18th the BCPS rep
 10 said that the retiree deduction issues, quote,
 11 had been elevated to the highest level of
 12 priority, unquote. While I genuinely appreciate
 13 these words, it is clear that this would not have
 14 happened if this had not hit the press.

15 I am going to briefly review some of the
 16 items that were listed to be done during that
 17 first meeting and whether there has been
 18 progress.

19 First of all, I feel badly for
 20 Dr. Yarbrough for getting stuck with this since
 21 she only came here in December. (Microphone

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1 turned off.)

2 VICE CHAIR MCMILLION: I'm sorry,
 3 Ms. Foy. Excuse me, I didn't hear you? Ms. Foy,
 4 thank you. Ms. Amy Adams?

5 MS. ADAMS: Thank you. I would like
 6 again to state my agreement with Vice Chair
 7 McMillion's previous suggestion to take board
 8 meetings to locations throughout the county to
 9 promote community engagement. I would also,
 10 because of the new guidance that was released
 11 today related to the adjustments to BCPS COVID-19
 12 plans, I would like to request that board
 13 meetings return to open to the public without
 14 capacity restrictions please.

15 The agenda topic I want to focus on
 16 tonight is the presentation by Dr. McComas and
 17 Mr. Connelly about report on the Maryland Early
 18 Fall Assessment results. We are now halfway
 19 through the school year and have two quarters
 20 worth of grades and some standard test scores for
 21 our students post pandemic. A February 25th

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1 Baltimore Sun article titled Maryland Data on
 2 Student Achievement shows dramatic declines in
 3 learning across the region during the pandemic,
 4 reports that Baltimore County students fared
 5 somewhat better than the City. We have seen the
 6 reports about the City Schools; to fare somewhat
 7 better is very concerning.

8 The state data shows 18 percent of
 9 county elementary students in grades three
 10 through five scored proficient in math, 25
 11 percent in English and 40 percent in science. So
 12 more than half of our kids are not proficient.
 13 In grades six through eight, 17 percent of
 14 students were proficient in math, 37 percent in
 15 English and 34 in science; again, way less than
 16 50 percent proficient. High schoolers fared a
 17 little bit better on the assessments, with 60
 18 percent of tenth graders scoring proficient in
 19 English and 45 percent in science. About 16
 20 percent of the county's middle and high school
 21 students who completed algebra and geometry

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1 courses scored proficient in the assessments.

2 If part of our tag line is closing the
 3 gaps, how is BCPS working to make this happen?
 4 We are hearing concerns from parents every day,
 5 especially parents of grades one through four
 6 whose kids have missed their foundation and are
 7 being accelerated right past them. So I hope to
 8 learn tonight in the academic presentation more
 9 about how the curriculum and the staff is going
 10 to respond to the data that is presented. Thank
 11 you.

12 VICE CHAIR MCMILLION: Thank you,
 13 Ms. Adams. Marlana Pearsell is now present,
 14 she's from the Southwest Area Educational
 15 Advisory Council. Ms. Pearsell?

16 MS. PEARSELL: Good evening, thank you,
 17 I was just going to greet everyone, but I
 18 realized -- forget it. Thank you again,
 19 everyone. I am Marlana Colleton Pearsell for the
 20 record, Southwest Area Education Advisory chair,
 21 and I just wanted to bring a report of our

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1 quarterly meetings and to also inform the
 2 Southwest Area of what they can do in the future.
 3 Our January meeting was a joint meeting
 4 with Northwest and Central Area, where we
 5 provided space for Ms. Sue Hahn, program
 6 specialist in the Office of Family and Community
 7 Engagement. We had over 40 in attendance and
 8 many were able to capture strategies to try in
 9 their local schools.
 10 In February we turned up the heat a
 11 little and invited Ms. Stansbury and Dr. Whisted
 12 to the joint meeting with the Northwest Area to
 13 describe the who and the what of community
 14 schools. It was at that meeting, many walked
 15 away, even on Valentine's Day, walked away with a
 16 wealth of understanding and were able to put to
 17 bed a lot of myths that they may have had.
 18 I'm here today to assure everyone and to
 19 make everyone aware that we do have meetings on
 20 the second Mondays of the month, and our next
 21 meeting will be Monday, March 14th. We will have

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1 a panel to discuss in depth the magnitude of the
 2 Blueprint, so I'm inviting each and every one of
 3 you as the Board and Southwest parents to attend,
 4 and it is our hope that you walk away with
 5 specific strategies such as the Blueprint of
 6 Maryland's Future legislation including both the
 7 short-term and long-term timelines, the value of
 8 our community and stakeholder input, and the
 9 avenues which we have available to us, and how to
 10 access and participate in those avenues.
 11 Of course we know that everyone cannot
 12 attend so we are having this meeting virtually.
 13 You may receive the Zoom link when you go on to
 14 the BCPS website. You may always email us if
 15 you're unable to attend or have any questions or
 16 comments, we are open and inclusive. The email
 17 address is emailthebcswaeac@gmail.com. And we
 18 thank each and every one of you for your past
 19 support and welcome any comments as we move
 20 forward. Specifically we're asking Southwest to
 21 show up, make sure that your voices are heard for

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1 the new policies that are in place or going to be
 2 in place, now is the time, not after the policies
 3 are being made. Thank you again for your time.
 4 VICE CHAIR MCMILLION: Thank you,
 5 Ms. Pearsell. I noticed Ms. Sharon Saroff
 6 arrived. Ms. Saroff?
 7 MS. SAROFF: Good evening. I am
 8 concerned about a trend I am seeing in how the
 9 county addresses problems, problems of
 10 transportation, teacher shortage, special
 11 education, technology.
 12 We aren't doing a good job with
 13 transportation, we don't have enough drivers, our
 14 routing software doesn't get our students to and
 15 from school in a timely manner or safely. Over
 16 the years I've heard this excuse over and over.
 17 Now instead of solving the problem ourselves, we
 18 want to farm it out and make it someone else's
 19 problem. That to me is unacceptable.
 20 We are having trouble hiring teachers
 21 and retaining teachers. We gave them a bonus

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1 hoping they would stay. Wouldn't it be better to
 2 listen to their concerns of being overworked and
 3 underpaid? Why should teachers get a wage that
 4 is not a living wage? Why should teachers have
 5 to stay at school and do school work outside of
 6 school hours for free? They have families too,
 7 they should be able to spend time with them.
 8 They should not have to have second and third
 9 jobs to pay for essentials.
 10 Virtual learning. We didn't do a good
 11 job last year, yet some kids were more successful
 12 in the virtual platform than they were in person.
 13 That however isn't important. Our students with
 14 disabilities don't matter unless they are in the
 15 general education classroom. If they need
 16 additional services, they can't accept virtual
 17 learning. You claim you can't do it
 18 successfully. You claim you're following state
 19 recommendations. That's an excuse. It's an
 20 excuse for your lack of willingness to improve a
 21 program and listen to the requests of the

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1 families that you serve. I attended a focus
 2 group back in January and overwhelming members of
 3 that focus group said that they wanted virtual
 4 learning to be open to everyone. You're not
 5 listening.

6 Communication, that's a big deal. We
 7 can't even find on our websites now the names of
 8 principals, vice principals and IEP chairs,
 9 they're not available. Thank you.

10 VICE CHAIR MCMILLION: Thank you,
 11 Ms. Saroff. Ms. Amy Taylor? Excuse me, Ms. Mary
 12 Taylor. Sorry, Mary. Ms. Mary Taylor.

13 MS. TAYLOR: Good evening, Vice Chair
 14 McMillion, Dr. Williams, members of the Board of
 15 Education, I'm here to talk about school safety
 16 this evening. Safety ought to be the first
 17 priority of our schools. The monitor is if you
 18 see something, say something, but in our schools
 19 principals, the SROs, teachers, students and
 20 parents are essentially told if you see
 21 something, don't say or do anything, because if

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1 you do, you'll be the one in trouble.

2 Is this because school administrators
 3 are being held to statistics over safety? Well,
 4 this fear-based drive to decrease disciplining
 5 statistics has destabilized our schools and has
 6 adults putting their own professional interests
 7 in producing lower disciplinary statistics ahead
 8 of their sacred charge to keep our children safe
 9 in school.

10 In Policy 5550 and 5560 the Board of
 11 Education of Baltimore County is committed to
 12 insuring and maintaining an environment of order,
 13 safety and discipline necessary for effective
 14 teaching and learning. The Board understands
 15 that providing a safe and secure learning
 16 environment requires that clear expectations for
 17 appropriate behavior be communicated, supported,
 18 and interventions be provided and consequences
 19 for inappropriate behavior be communicated and
 20 administered equitably. Both these policies use
 21 the word may, which gives those who are

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1 initiating the use of these policies a large
 2 amount of discretion.

3 So let's change the word to must,
 4 because many of these kids are often repeat
 5 offenders, often getting in trouble, in multiple
 6 fights and other illegal activities with no
 7 repercussions. They're back in school in a few
 8 days or not removed at all, repeating the same
 9 issues. This clearly sends a message to these
 10 kids that they can continue to act out, be
 11 disruptive and violent with no repercussions at
 12 school and probably none at home as well.

13 And while I understand discretion may be
 14 warranted under certain circumstances, consistent
 15 consequences must be implemented for severe
 16 offenses. BCPS must stop sending the message,
 17 get the numbers down or else, we need to start
 18 prioritizing statistics over our students'
 19 safety. And while I might say while I was in
 20 Annapolis today speaking on behalf of a couple
 21 education bills in front of our Senate's

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1 education committee today, I want to thank --
 2 well, I want to say I appreciate getting the memo
 3 from BCPS that our schools are going back to some
 4 normalcy and maybe we can all start healing after
 5 two years of COVID. Thank you very much.

6 VICE CHAIR MCMILLION: Thank you,
 7 Ms. Taylor. Nicole Solomon?

8 MS. SOLOMON: Hello, my name is Nicole
 9 Solomon, I drive a school bus and I have children
 10 in BCPS. I'm here tonight because I have ideas
 11 and solutions to the issues with transportation.
 12 Other drivers and employees would love to sit
 13 down and share some ideas as well. We are in the
 14 thick of it and it gives one a good perspective
 15 on how things could be more efficient. Please
 16 set up a way for us to do that with you the
 17 Board. Many of us will volunteer our time to
 18 solve this for the kids, our own time.

19 I want to share with you one money
 20 saving idea that I have, but there are other
 21 ideas, some expanded from the shareholder and

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1 audit surveys. My idea would also work in other
 2 areas of BCPS, especially ones with shortages
 3 like cafeteria workers. An inquiry into the
 4 exact numbers would be great, and I offer my time
 5 and absolutions to any tanks.

6 Picture a two-scale employment. One is
 7 what we currently have, full time with benefits.
 8 The other would be full time, paid at a higher
 9 rate without any benefits. This other avenue
 10 could entice a whole other group of potential
 11 employees that want to work for a larger pay
 12 rate. Start by figuring out the average that
 13 BCPS spends on benefits per employee, my rough
 14 estimate based on my own benefits is around
 15 10,000 a year. This means for the no benefits
 16 employees you could change starting pay from
 17 16.69 to 23 an hour and break even. Or save
 18 money, start at \$20 an hour, beating FedEx and
 19 Amazon's starting wage, coming in at a comparable
 20 rate to other bus driving jobs.

21 The goal is to have enough drivers and

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1 attendants to safely and efficiently get these
 2 kids to school. My soul is crushed when I am out
 3 sick, I know that my kids might not get to school
 4 that day, or they will have a very disruptive day
 5 which doesn't encourage learning.

6 I do not think inquiries into ideas are
 7 bad, and that's what the Board is for, ideas,
 8 inquiries. But the whole idea of fully
 9 privatizing transportation, the numbers should be
 10 run, but I can tell you that a good portion of
 11 drivers will leave without benefits only a very
 12 large employer like BCPS can provide. No
 13 contractor would come close, leaving us with an
 14 even bigger shortage and people worried another
 15 Bethlehem Steel situation would happen. I would
 16 love this idea looked into, if it helps keep the
 17 drivers we have, opens the doors to those that
 18 want a larger wage.

19 Some other ideas I have involve a
 20 solution to bus behavior, a quick turnover rate,
 21 hiring ideas, to name a few. Thank you for your

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1 time. I hope we can meet again.

2 VICE CHAIR MCMILLION: Ms. Solomon,
 3 thank you. Dr. Bash Pharoan?

4 DR. PHAROAN: Good evening again, and I
 5 have an idea for you. Every meeting we stand and
 6 pledge allegiance to the flag with liberty and
 7 justice for all, and of course Maryland is known
 8 to be the land of the free and home of the brave.
 9 So the question is, what's the definition of the
 10 freedom and liberty, and does the school system
 11 really teach that to our generation, our young
 12 generation who will be the future leaders and
 13 military leaders and economists and everything
 14 else? The website doesn't really give me any
 15 access to the curriculum. I mean it's silly,
 16 when I type curriculum I get things that doesn't
 17 tell me anything.

18 So I have been living in Baltimore
 19 County for 48 years, I pay on average \$10,000
 20 every year in county taxes, multiply it by 48,
 21 it's a whole lot of money, if you add interest

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1 and dividends it would be even more. But I have
 2 asked Dr. Hairston for access to the curriculum
 3 and was turned down. I asked Dr. Downs for
 4 access and turned down. I asked Ms. Lolita White
 5 when she was superintendent interim and I was
 6 turned down. And I really don't get it.

7 So why do I need access to the
 8 curriculum? I want to see for myself if the
 9 school system really teaches the meaning of
 10 liberty and justice for all. I really do. I'm
 11 not sure really a good segment of Americans
 12 really know what those two words really mean and
 13 I want to see whether, you know, we have enough
 14 foreign culture and foreign languages in the
 15 curriculum, because if you listen to what's
 16 happening today outside our borders, and can
 17 affect all of us in a most drastic way, our
 18 leaders, which are the school students when they
 19 grow up, they need to understand the world
 20 outside. And the way to understand the world
 21 outside and the mindset is by learning foreign

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1 languages and foreign cultures.
 2 I really want access to the curriculum,
 3 I just want to see, so for half a million
 4 dollars, may I, Mr. Chair, can I have access?
 5 Thank you.
 6 VICE CHAIR MCMILLION: Dr. Pharoan,
 7 thank you. Mr. Muhammad Jameel?
 8 DR. JAMEEL: Good evening, peace and
 9 blessings to all, including those who are
 10 virtually attending the meeting. We have entered
 11 the first quarter of this blessed year. Before
 12 we know it the end of the school year will be
 13 upon us. Last year was a year of revelations
 14 because of course it made the society realize the
 15 importance of relationships and the fragility of
 16 mankind. Six million lives have been lost as of
 17 yesterday, including one million of our own
 18 citizens. The relentless appetite for material
 19 things reduced, which also resulted in some
 20 becoming unemployed. You understand what I mean.
 21 We are all in the same boat.

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1 This epidemic also exposed the potholes
 2 in all aspects of society, whether it is the
 3 health system or administrative operations, the
 4 government sector as well as in the private
 5 sector. Many brick and mortar facilities became
 6 less important if not unnecessary. Education
 7 institutions have been no exception, as you heard
 8 all those issues that have been brought
 9 yesterday. We must not let the lessons learned
 10 go by. There must be collaborative
 11 contemplation, evaluation and innovation to
 12 recalibrate the current operations and methods of
 13 educating our children today as well as tomorrow.
 14 The debate about providing the education
 15 of our students in person or virtually is still
 16 going on. Either method has to be weighed for
 17 the pros and cons, leading to needs of the
 18 teachers, delivery of curricula, socializing,
 19 sports, mental health and relevancy of brick and
 20 mortar facilities, and not to mention the needs
 21 of figuring out the appropriate logistics of

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1 transportation.
 2 Many in the private sector noted
 3 increase in productivity due to virtual
 4 operations. Environment in general improved.
 5 Less commuting and fuel consumption resulted in
 6 reduction of volume of exhaust from the vehicles.
 7 Noise pollution also reduced, benefiting the
 8 animals of the air.
 9 Anyhow, my passion being education and
 10 community service, I could not ignore the serious
 11 deficiencies in the field of education. The
 12 national president of 4-H revealed that 55
 13 million school children, not college or
 14 university students, did not have computers or
 15 any access to Internet. It was also noted that
 16 our teachers faced quite many challenges. This
 17 President has organized distribution of free
 18 computers, as many as the 4-H can afford.
 19 I hope that BCPS is preparing to meet
 20 these challenges next school year for the future.
 21 (Microphone turned off.)

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1 VICE CHAIR MCMILLION: Thank you,
 2 Mr. Jameel. Ms. Jen Burton.
 3 MS. BURTON: Hello. I'm Jen Burton, a
 4 mother of two boys in first and fourth grade at
 5 Carroll Manor Elementary School. I'm the vice
 6 president of our school's PTA, former BCPS
 7 employee and current substitute teacher. I'm a
 8 very involved parent and will continue to be.
 9 In the words of BCPS, if you see
 10 something, say something, so I'm here to say I'm
 11 disappointed in BCPS. I'm here tonight to
 12 advocate for better student-teacher ratios and to
 13 take action on behavior in schools across the
 14 county.
 15 Why do student-teacher ratios matter?
 16 Student-teacher ratios have been found to be one
 17 of the strongest indicators of student success.
 18 BCPS has and continues to fail our children. Our
 19 children are falling behind at alarming rates and
 20 cannot catch up. Many are below grade level for
 21 reading and math. BCPS plans to cut more

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1 teachers next year and class sizes will increase.
 2 Larger class size will lead to more distraction,
 3 less learning and increased behaviors.
 4 Following a pandemic and loss of
 5 consistent schooling for the past two years, we
 6 need more teachers, not less. Many children are
 7 now on IEPs; this is just seeing that these
 8 children need more attention and guidance from
 9 their teachers. They need more small group and
 10 advice individual time with teachers. This is
 11 not possible with class sizes nearing or over 30
 12 students. This is not possible when behaviors
 13 are taking all the time of the teachers. This is
 14 not possible when teachers are being pulled for
 15 meetings.
 16 Children are not only falling behind
 17 academically, but their social-emotional needs
 18 are not being met. We need to increase teachers
 19 and support staff to bring these students back to
 20 grade level academically, socially and
 21 emotionally. We need more teachers and small

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1 class sizes. If we don't take action now, more
 2 students will leave BCPS, and that's even less
 3 funding for our future students. Having lower
 4 student-teacher ratios will not only benefit
 5 students but will benefit our teachers and
 6 support staff. Teachers can focus on teaching
 7 and connecting with students on an emotional
 8 level. Teachers can focus on individual student
 9 needs and give them the attention and support
 10 they so desperately need.
 11 We need to take action now to support
 12 our teachers. If we have learned anything in the
 13 past two years it is that our teachers are
 14 invaluable. They are the key to our student
 15 success. If they are overworked, stressed and
 16 not supported, they cannot provide the best
 17 education they can for our children. They do not
 18 feel supported by BCPS because they're not. We
 19 are losing teachers and staff from being
 20 overworked. Our children and our students depend
 21 on good teachers for their future. They are

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1 teaching the future of our next generation.
 2 Next I would like to bring up
 3 unacceptable behaviors in the school system. In
 4 our small community at Carroll Manor we have seen
 5 an increase of behavioral problems. From what
 6 I'm reading and hearing on the news, this is not
 7 only a countywide but worldwide problem post
 8 pandemic. Children are only so resilient, we can
 9 only expect so much from them. BCPS need rules,
 10 BCPS needs consequences, and most of all, BCPS
 11 needs to follow through.
 12 We should not hear about a fight, a
 13 weapon, an arrest, a threat on the news almost
 14 daily from BCPS. What is it going to take?
 15 (Microphone turned off.)
 16 VICE CHAIR MCMILLION: Thank you,
 17 Ms. Burton. That concludes our speaker portion
 18 of the agenda. The next item on the agenda is
 19 the superintendent's report and for that I call
 20 on Dr. Williams.
 21 DR. WILLIAMS: Good evening, Vice Chair

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1 McMillion and members of the Board. I'm pleased
 2 to present my superintendent's report to the
 3 Board and Team BCPS. My report includes
 4 celebrations, operational updates and evidence of
 5 our strategic plan The Compass, Our Pathway to
 6 Excellence in Education.
 7 So I would like to start by celebrating
 8 the accomplishments of our student athletes who
 9 are in the playoff season. Tonight the
 10 Pikesville girls, and tomorrow Hereford Girls,
 11 Overlea boys and Parkville boys will compete. We
 12 wish them the best of luck in the semifinals. A
 13 shout out to our wrestlers who competed over the
 14 weekend, congratulations to our six state
 15 champions. In our girls, we have Yugochi Onanobe
 16 (phonetic) of Randallstown High School, Elena
 17 Kopalchik (phonetic) of Perry Hall High School,
 18 and Sarah Sunday of Dulaney High School. For our
 19 boys we have Dom Ambrosino of Sparrows Point, we
 20 have Justin Briscoe of Woodlawn High School, and
 21 Gage Carr of Sparrows Point High School. So

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1 congratulations to our student athletes.
 2 (Applause.)
 3 March is Women's History Month, next
 4 slide please, and today is International Women's
 5 Day, so please join us in celebrating the
 6 achievements and contributions of women
 7 throughout history and around the world.
 8 This week take a moment to say thank you
 9 to our wonderful Team BCPS school social workers.
 10 Our social workers provide students, families and
 11 schools with mental health, academic and
 12 classroom support. Social workers help make our
 13 community stronger and we appreciate their
 14 contributions. In honor of National School
 15 Social Work Week, BCPS will present a profile
 16 each weekday of one of its talented and dedicated
 17 school social workers.
 18 It is also National School Breakfast
 19 Week. I would like to give a shout out to our
 20 food and nutrition team for all they do to insure
 21 that all BCPS students have a healthy start to

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1 their school day. We average 38,000 breakfasts
 2 each day, so congratulations and thank you to our
 3 food and nutrition team.
 4 Please join me in congratulating the
 5 four winners of the 2022 Black History Month
 6 writing contest. In the first category, grade
 7 kindergarten through second grade winner is Logan
 8 Abdelfatah, grade two, from Logan Elementary
 9 School. The next category, grades three to five
 10 winner, Kendall Brown, grade four, Riderwood
 11 Elementary School. The next category, grade six
 12 to eight winner, Gabi Perillan, grade six,
 13 Arbutus Middle School. And grades nine through
 14 12 winner we have Lauryn Blair, grade nine,
 15 Catonsville High School. Congratulations,
 16 students.
 17 (Applause.)
 18 We know that our efforts to heal,
 19 rebuild and recover must be ongoing. Slowly but
 20 surely we are seeing signs of the next normal.
 21 Masks optional, spring sports, and end of the

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1 year celebrations are points towards continued
 2 healing. So members of Team BCPS met with our
 3 health partners from the University of Maryland
 4 and Johns Hopkins University on Thursday. We
 5 provided an update to Team BCPS regarding
 6 additional mitigations today. As you know, masks
 7 are optional in Baltimore County Public Schools
 8 and facilities. We understand that the decision
 9 to wear or not wear a mask is a personal choice,
 10 every student and staff member should feel
 11 supported in making the decision that is best for
 12 them. BCPS will not tolerate any bullying,
 13 harassment or intimidation when it comes to the
 14 choices students and staff make about masking.
 15 Additionally, effective immediately,
 16 weekly testing will be optional for unvaccinated
 17 staff, student athletes and students
 18 participating in extracurricular activities.
 19 Visitors and volunteers can resume in-person
 20 visits to schools. All visitors and volunteers
 21 must follow COVID-19 safety protocols in place at

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1 the time of their visit and activity. There will
 2 be no restriction on spectator capacity for all
 3 spring athletic events and other extracurricular
 4 activities.
 5 All BCPS high schools will host
 6 traditional indoor and outdoor activities to
 7 recognize the academic and athletic achievements
 8 of the class of 2022. Additionally, schools are
 9 planning to host spring concerts, plays,
 10 recognition events, and end of the year
 11 celebrations. School-specific information about
 12 these events will be shared with communities in
 13 the upcoming weeks.
 14 BCPS will continue to take the following
 15 steps to protect the health of students and
 16 staff: One, increased access to school-based
 17 vaccination clinics in collaboration with our
 18 Baltimore County Department of Health; two,
 19 optional weekly testing will continue to be
 20 offered at no cost to staff and students through
 21 the end of the school year; three, monitoring

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1 disease trends and guidance from our public
 2 health leaders; four, distribution of additional
 3 KN95 masks; and five, utilizing comprehensive
 4 health and safety strategies, including daily
 5 cleaning, providing access to COVID-19 testing,
 6 case monitoring, contact tracing and quarantine.
 7 As a reminder, please visit our COVID-19 website
 8 for more information.

9 At this time I would like to invite our
 10 deputy superintendent Dr. Yarbrough to provide a
 11 brief efficiency review report update. A more
 12 extensive update is scheduled for the March 22nd
 13 board meeting. Dr. Yarbrough?

14 DR. YARBROUGH: (No audio) ...
 15 communication, and stakeholder satisfaction.
 16 Dr. Williams further stated that based on a
 17 preliminary review, BCPS would realize a cost
 18 savings ranging from six million to seven million
 19 dollars in year one. To date, items number one
 20 and two have been completed and item number three
 21 is in progress. An update on the comprehensive

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1 climate and communications plans are scheduled
 2 for the spring. Responsible cost reductions in
 3 the amounts of \$7.7 million dollars have been
 4 realized. These savings include a reduction of
 5 9.0 FTEs totaling 1.7 million through the
 6 reorganization of cabinet, and \$6 million through
 7 device cost reduction. Next slide please.

8 A 759-page review of our system requires
 9 a balanced and studied approach for successful
 10 implementation. As a reminder, three types of
 11 workgroups were created. This slide shows the
 12 three types of groups that have been involved in
 13 reviewing and assessing the recommendations in
 14 each chapter, division workgroups, the Blueprint
 15 review team and the stakeholder workgroups. Next
 16 slide please.

17 This slide categorizes the type of
 18 recommendations in each chapter. The 197
 19 recommendations included work directly related to
 20 division, personnel/reorganization items, policy
 21 changes, Board of Education items, and the

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1 category other, which included items specific to
 2 the survey results, climate, metrics and
 3 communications. Next slide please.

4 To date, 189 out of the 197
 5 recommendations have been processed by members of
 6 Team BCPS. Eight items remain. This slide
 7 provides a summary of outcomes by chapter. 106
 8 recommendations have moved forward with the
 9 determination of yes as written; 44 have moved
 10 forward with yes, with modifications; 14, no; and
 11 seven recommendations have been held for further
 12 study and review for FY-24 implementation for
 13 additional input, and an opportunity for newly
 14 developed structures and leadership to assess
 15 needs. Next slide please.

16 To date, 96 percent of our
 17 recommendations have been processed. Four
 18 percent, or 26 recommendations do not have a
 19 final determination. 18 of those have been
 20 returned to the division workgroups from the
 21 stakeholder workgroup for additional

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1 clarification and refinement. Two will be
 2 forwarded to the policy review committee and six
 3 are assigned directly to the Board of Education.
 4 Next slide please.

5 The overall rate of implementation for
 6 efficiency review recommendations that the Public
 7 Works LLC project director has led averages 80
 8 percent across school districts. To date of the
 9 171 recommendations that have a final
 10 determination, BCPS has moved forward 88 percent,
 11 that is 150 items with a yes. This number
 12 exceeds the implementation average by eight
 13 percent. Eight percent have moved forward, 14
 14 items with a no, and four percent have moved
 15 forward with a determination to hold for further
 16 review and consideration. The next efficiency
 17 update will include details related to
 18 implementation of all accepted recommendations.
 19 Next slide please.

20 As a reminder, we have created a web
 21 page that members of the public can use to access

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1 artifacts related to system review and
 2 implementation. It includes links to agendas and
 3 action items for all chapter division workgroups,
 4 Blueprint review teams and the multi-stakeholder
 5 workgroup. Additionally, superintendent
 6 efficiency review updates and related
 7 communication are archived on this page. It is
 8 dynamic and will continue to change as materials
 9 and artifacts become available. Thank you for
 10 your time and attention, I turn it back over to
 11 Dr. Williams.

12 DR. WILLIAMS: Thank you, Dr. Yarbrough.
 13 We will continue to update the Board and our
 14 community and Team BCPS during these changing
 15 times. I want to thank you so much for your
 16 continued support and engagement in this work,
 17 and this concludes the superintendent's report.

18 VICE CHAIR MCMILLION: Ms. Causey has a
 19 question, Dr. Williams.

20 MS. CAUSEY: Thank you, Dr. Williams,
 21 thank you, Dr. Yarbrough. So thank you for that

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1 presentation, I believe that was added today to
 2 our BoardDocs so I wasn't able to review it. If
 3 you could put back up the slide that has the
 4 number that are implemented, does the number of
 5 recommendations that are labeled yes, does that
 6 include those that are yes but delayed by a year
 7 from the Public Works recommendation?

8 DR. YARBROUGH: So we have seven items I
 9 believe that have been held for review for FY-24,
 10 and if we look at slide number 12, it tells you
 11 what chapter they're coming from, so five of them
 12 are in Chapter 2 and two of them are in
 13 Chapter 8, so I would have to take a look and let
 14 you know anything more directly.

15 MS. CAUSEY: Okay, thank you. And were
 16 those that were in the, the same that were in the
 17 operating budget document that was presented to
 18 the Board and then it was also attached to
 19 BoardDocs?

20 DR. YARBROUGH: So this has been updated
 21 as of March 5th, so there are additional updates

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1 to this. And to answer directly, a yes or yes
 2 with modifications was not included in the FY-24
 3 category.

4 MS. CAUSEY: So the -- let me see if I
 5 can clarify this. So the recommendations in the
 6 operating budget document that were labeled
 7 postponed fiscal year 24 are not included in the
 8 yeses?

9 DR. YARBROUGH: Everything as of
 10 March 5th is updated in this document, so there
 11 are some FY-24s that still remain in FY-24 and
 12 those are the seven in this document.

13 MS. CAUSEY: Okay, so I just wanted to
 14 clarify because there were significant ones with
 15 savings but also organizational effectiveness
 16 that were requested or recommended to be
 17 implemented in fiscal year 23, so that's a
 18 concern of mine. But thank you for that.

19 DR. WILLIAMS: So just to make a
 20 comment, the savings were presented to the Board.
 21 Let me back up. The superintendent's report is

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1 usually something that I present, we usually
 2 don't have questions, and as was articulated, a
 3 much more extensive report about the efficiency
 4 review will be presented to the Board on
 5 March 22nd.

6 In terms of the savings, we have
 7 followed the savings for the first year and the
 8 estimation of what that will look like over five
 9 years based on Public Works LLC. What you
 10 received with the budget is aligned with the
 11 recommendations and there were several that were
 12 put on hold as we were going through the
 13 reorganization, as I presented to the Board
 14 during my budget presentation back in January.
 15 So any additional questions, we will be happy to
 16 entertain when we present the update on the
 17 efficiency on March 22nd, so thank you.

18 MS. CAUSEY: Thank you.

19 VICE CHAIR MCMILLION: Dr. Yarbrough,
 20 thank you, Dr. Williams, thank you.
 21 The next item on the agenda is the

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1 chair's report. Is Ms. Henn by chance on this
 2 call? She doesn't appear to be. I have no chair
 3 report.
 4 We're going to move on to, the next item
 5 on the agenda is the student board member's
 6 report and for that I call on Mr. Christian
 7 Thomas.
 8 MR. THOMAS: Thank you, Mr. McMillion,
 9 and good evening, everyone. Yesterday I had the
 10 opportunity to visit two of the most influential
 11 places in my life, Middlesex Elementary and
 12 Stemmers Run Middle School. I walked the same
 13 halls I did four, seven, 13 years ago, I talked
 14 with the teachers that helped shape me into the
 15 person I am today, and most importantly I had the
 16 opportunity to meet with the students sitting in
 17 the very seats I used to sit in and talk with
 18 them about their concerns.
 19 It was a very reflective visit as I am
 20 nearing the end of my journey as one of the
 21 students and board members here in Baltimore

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1 County Public Schools. It reminded me of the
 2 power of education, the incredible progress our
 3 school system has made since my term began, or
 4 since my time began in kindergarten 13 years ago
 5 and the people who make our schools not just
 6 places to learn but second homes for our diverse
 7 populations.
 8 As I toured my old schools I started to
 9 think of my little siblings and their journey in
 10 elementary and middle schools. Each of us have
 11 had our unique experience here in BCPS, attending
 12 different schools, but finding the same welcoming
 13 communities with the same support in each of
 14 them. And this idea, for my siblings in each of
 15 the schools that they've attended, being
 16 different schools because of a move that we had
 17 across the street, we moved across the street and
 18 a boundary that made us switch our entire school
 19 communities, and this idea of boundaries snapped
 20 me back to the boardroom and the conversation
 21 we'll be having tonight about the new northeast

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1 elementary school boundaries.
 2 I've been visiting schools from the
 3 southwest part of our county to the northeast.
 4 One thing that is clear is the diversity of our
 5 system, but another clear thing I noticed is
 6 while some of our schools are diverse learning
 7 systems, others are not as diverse. While some
 8 of our schools have a population and boundary
 9 lines reflective of our system's diversity,
 10 others do not have one. Take two of our high
 11 schools for example. In the west zone of our
 12 county we have Milford Mill Academy with a total
 13 minority enrollment rate of 99 percent, while in
 14 the central zone we have Hereford High School
 15 with a total minority enrollment rate of 13
 16 percent. Of course these schools are miles away,
 17 one in an urban setting and another in a rural
 18 area of BCPS, but shouldn't we be questioning
 19 this?
 20 Shouldn't we be taking a look at our
 21 boundaries constantly? Shouldn't we be trying to

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1 break this stark difference between two of our
 2 high schools? Tonight we'll be looking at
 3 schools within a five-mile radius as we draw the
 4 lines for the new northeast elementary school,
 5 but that radius shows a similar stark and
 6 diversity contrast, not as stark but similar.
 7 While one school, Perry Hall Elementary School is
 8 projected to have a student minority rate of 54
 9 percent, why is another school, Shady Spring
 10 Elementary School projected to have an enrollment
 11 student minority rate of 94 percent? Shouldn't
 12 we be working our very best to try to insure that
 13 our student demographics in each of our schools
 14 represents the student demographics of our system
 15 overall, because I think so.
 16 Why aren't we actively trying to combat
 17 the de facto segregation that still persists in
 18 our communities around Baltimore County, because
 19 we should be. I know from visiting schools that
 20 we haven't left the remnants of segregation in
 21 the past. And from contacting the creators of

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1 tonight's boundary recommendations, Crawford,
 2 that we can and we should do more to do this. We
 3 can bring a heightened focus to our boundary
 4 studies and insuring that our demographics aren't
 5 so different between schools. We can make that
 6 factor a priority for our boundaries instead of
 7 just throwing them into the mix of dozens of
 8 other factors, so we can look to insure that
 9 continued limits of diversity in some communities
 10 of Baltimore County are not leading to diversity,
 11 lack of diversity in the classrooms.

12 As our next boundary studies begin to
 13 develop, and not the one tonight but the new
 14 schools and new construction projects, I ask you
 15 all to think of this. I ask you all to take
 16 action to prevent another boundary study
 17 recommendation from coming forward to the Board
 18 for a vote that doesn't make diversity a main
 19 priority in drawing the maps of our school
 20 system.

21 Finally, I want to remind every student

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1 in BCPS that voting for the next student member
 2 of the Board will occur on March 17th, 2022.
 3 Every sixth through 12th grade student will have
 4 the opportunity to have their voice heard and
 5 select who will sit in this space on the board
 6 dais to bring their voice and the voice of their
 7 peers and the students across the county to this
 8 Board and join in the process of continuing to
 9 make our system more equitable and more
 10 responsive to student needs. I know that both of
 11 our finalists, Masah and Roah, will make an
 12 incredible student advocate with all you on this
 13 Board of Education. Thank you.

14 VICE CHAIR MCMILLION: Thank you,
 15 Mr. Thomas. The next item on the agenda is
 16 action taken in closed session and for that I
 17 call on Mr. Brousaides.

18 MR. BROUSAIDES: Good evening,
 19 Mr. McMillion. Nothing to report from closed
 20 session.

21 VICE CHAIR MCMILLION: Thank you very

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1 much. The next item is contract awards, and for
 2 that I call on Ms. Jose, chairman of the building
 3 and contracts committee.

4 MS. JOSE: Thank you, Vice Chair.
 5 Members of the Board, the Board's building and
 6 contracts committee met Monday, March 7th, 2022.
 7 Items L-1 through L-22 are being forwarded to the
 8 full board with full approval from the committee,
 9 unanimously. However, Mr. --

10 MR. HARTLOVE: Good evening, board
 11 members, Vice Chair McMillion, Dr. Williams.
 12 Exhibit L-18, Pikesville High School running
 13 track surface replacement, is being pulled from
 14 tonight's agenda.

15 MS. JOSE: Thank you.

16 VICE CHAIR MCMILLION: Thank you.

17 MS. JOSE: I will now move to approve
 18 Items L-1 through L-8, and L-12 to L-16. No
 19 second is needed.

20 VICE CHAIR MCMILLION: Any discussion?
 21 Ms. Causey?

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1 MS. CAUSEY: Thank you, Mr. Chair.
 2 Earlier I emailed a request to separate for
 3 recusal purposes contracts number 17, 19 through
 4 22, and to separate for discussion contracts
 5 number 9, 10 and 11.

6 MS. JOSE: They have been separated.

7 MS. CAUSEY: Thank you.

8 VICE CHAIR MCMILLION: Okay, do I have a
 9 motion? We've already done that, we don't need a
 10 second. Any discussion? Any additional
 11 discussion? May I have a rollcall -- Ms. Gover,
 12 I should read that? Excuse me. Mr. Thomas?

13 MR. THOMAS: Thank you. Could you just
 14 repeat the numbers again?

15 VICE CHAIR MCMILLION: Yes. Do I have a
 16 motion to approve items -- okay, we had the
 17 motion. It is 1 through 8, and 12 through 16 is
 18 motion one, so we're going to deal with those.

19 MR. THOMAS: Okay, thank you.

20 VICE CHAIR MCMILLION: Ms. Gover, could
 21 I have a vote, a rollcall vote for motion, excuse

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1 me, for contracts 1 through 8, and 12 through 16?
 2 MS. GOVER: Ms. Rowe?
 3 MS. ROWE: Yes.
 4 MS. GOVER: Ms. Causey?
 5 MS. CAUSEY: Yes.
 6 MS. GOVER: Ms. Mack?
 7 MS. MACK: Yes.
 8 MS. GOVER: Ms. Jose?
 9 MS. JOSE: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. GOVER: Mr. Thomas?
 13 MR. THOMAS: Yes.
 14 MS. GOVER: Mr. Offerman?
 15 MR. OFFERMAN: Yes.
 16 MS. GOVER: Ms. Scott?
 17 MS. SCOTT: Yes.
 18 MS. GOVER: Dr. Hager?
 19 DR. HAGER: Yes.
 20 MS. GOVER: Mr. Kuehn?
 21 MR. KUEHN: Yes.

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1 MS. GOVER: Thank you.
 2 VICE CHAIR MCMILLION: Ms. Jose, do we
 3 have a second motion?
 4 MS. JOSE: Yes. I move the Board
 5 approve contracts L-17, and L-19 through L-22.
 6 VICE CHAIR MCMILLION: Is there a
 7 second?
 8 MS. CAUSEY: Second.
 9 VICE CHAIR MCMILLION: Okay. Any
 10 discussion? So we're voting on L-17, and then
 11 L-19 through 22. I'm saying L but it's 19, 17,
 12 and 19 through 22. Any discussion? Okay?
 13 Ms. Gover, can I have a rollcall vote please?
 14 MS. GOVER: Ms. Rowe?
 15 MS. ROWE: Yes.
 16 MS. GOVER: Ms. Causey?
 17 MS. CAUSEY: Recused.
 18 MS. GOVER: Ms. Mack?
 19 MS. MACK: Yes.
 20 MS. GOVER: Ms. Jose?
 21 MS. JOSE: Yes.

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1 MS. GOVER: Mr. McMillion?
 2 MR. MCMILLION: Yes.
 3 MS. GOVER: Mr. Thomas?
 4 MR. THOMAS: Yes.
 5 MS. GOVER: Mr. Offerman?
 6 MR. OFFERMAN: Yes.
 7 MS. GOVER: Ms. Scott?
 8 MS. SCOTT: Yes.
 9 MS. GOVER: Dr. Hager?
 10 DR. HAGER: Yes.
 11 MS. GOVER: Mr. Kuehn?
 12 MR. KUEHN: Yes.
 13 MS. GOVER: Thank you.
 14 VICE CHAIR MCMILLION: Ms. Jose?
 15 MS. JOSE: I move the Board approve
 16 contracts L-9, L-10 and L-11.
 17 VICE CHAIR MCMILLION: Do we have a
 18 second, L-9, L-10 and L-11? Ms. Causey?
 19 MS. CAUSEY: Were we going to separate
 20 those out?
 21 VICE CHAIR MCMILLION: We had talked

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1 about it.
 2 MS. JOSE: Is this for recusal,
 3 Ms. Causey, or discussion?
 4 MS. CAUSEY: Discussion.
 5 MS. JOSE: So in the interest of time,
 6 Mr. McMillion, I decided to clump it together.
 7 You could ask questions in all three, or we could
 8 separate it out, it's up to the chair.
 9 VICE CHAIR MCMILLION: We actually, we
 10 had a conversation among several of us and we
 11 talked about separating 9 into motion three, 10
 12 into motion four, and 11 into motion five. Are
 13 you comfortable with that, Ms. Jose?
 14 MS. JOSE: Okay. I will withdraw my
 15 motion then, and move the Board approve contract
 16 L-9.
 17 VICE CHAIR MCMILLION: Okay, do I have a
 18 second for L-9, anybody?
 19 MR. OFFERMAN: I don't believe a second
 20 is needed.
 21 VICE CHAIR MCMILLION: We don't need a

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1 second, okay. Is there any discussion on L-9?
 2 Ms. Causey?
 3 MS. CAUSEY: Thank you, Mr. McMillion,
 4 and I appreciate the separating them out. So
 5 this contract is, if I could just have staff
 6 unpack it a little bit and then I can ask my
 7 question, it will make more sense.
 8 MR. HARTLOVE: Sure.
 9 DR. WILLIAMS: Excuse me, Mr. Hartlove.
 10 I will ask Mr. Agosto to come to the table.
 11 Ms. Causey, we would appreciate your question at
 12 this time so the staff will be able to respond.
 13 MS. CAUSEY: Certainly. So this
 14 contract goes back to 2017 and it has 39 vendors
 15 and the dollar amounts are \$41 million that's
 16 been spent over the last several years, and the
 17 increase is significant as well, I believe it's
 18 16 million additional dollars. And I understand
 19 from the building and contracts committee that
 20 was held yesterday that there were discussions
 21 about understanding the totality of the

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1 technology plan moving forward, and what seems to
 2 be happening is that we are being, the Board is
 3 being asked to approve 40 million for projectors,
 4 40 million is a newly competitive bid, contract
 5 for laptops. This is asking for an increase in
 6 modification to this current contract that was
 7 approved initially in 2017, which is before this
 8 Board was seated.
 9 So my question is specifically, there is
 10 no evaluation provided, it says on that contract
 11 for any of the vendors, although at \$41 million
 12 it should have been, so I'm just curious about
 13 the evaluation and the individual contractors
 14 that received the most significant portion.
 15 MR. HARTLOVE: From a procurement
 16 perspective, I can say that this is a MEEC,
 17 that's Maryland Education Enterprise Consortium
 18 bid. Many jurisdictions throughout the state of
 19 Maryland, University of Maryland, many
 20 jurisdictions use this procurement vehicle with,
 21 it has very favorable pricing, so it's a typical

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1 type of vehicle that we use for these types of
 2 procurements. As to specifics, I think
 3 Mr. Agosto?
 4 MR. AGOSTO: Yeah. So in terms of what
 5 this is including, the request for authorization,
 6 is, and as mentioned in the contracting, so this
 7 is for the network equipment and separating this
 8 from -- I know there was a question about
 9 strategically how is it affected by the path
 10 moving forward to a cloud-based system. This is
 11 our network request, so this includes items that
 12 would be needed regardless of whether we're on
 13 prem or on cloud system, so this is a request for
 14 our networking core and switch infrastructure.
 15 This also includes the estimate, the school
 16 network equipment for a couple of the schools,
 17 this also includes the requests for paying the
 18 remaining lease payments for the firewalls that
 19 we procured post ransomware attack.
 20 So this particular contract request or
 21 the authorization request is to cover the

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1 network. So it's now, I agree with your
 2 statement in saying we made at the contract
 3 meeting that we provide a strategic plan and that
 4 is part of my goal with the assessment, is that
 5 we're looking at are we where we need to be, are
 6 we requesting funds adequately where, based on
 7 where we want to be year one, year three, year
 8 five.
 9 MS. CAUSEY: Thank you for that, and I
 10 do appreciate that both of you are new in your
 11 positions, and we welcome you to Team BCPS, but I
 12 also believe it would be pertinent to delay for
 13 two weeks so we could do a deep dive into some of
 14 the procurement aspects of these large
 15 complicated programs.
 16 VICE CHAIR MCMILLION: Time. Thank you,
 17 Ms. Causey. Any additional questions? So
 18 Ms. Gover, we're going to vote on number 9,
 19 correct?
 20 MS. GOVER: Ms. Rowe? Ms. Causey?
 21 MS. CAUSEY: Abstain.

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1 MS. GOVER: Ms. Mack?
 2 MS. MACK: Abstain.
 3 MS. GOVER: Ms. Jose?
 4 MS. JOSE: Yes.
 5 MS. GOVER: Mr. McMillion?
 6 MR. MCMILLION: Yes.
 7 MS. GOVER: Mr. Thomas?
 8 MR. THOMAS: Yes.
 9 MS. GOVER: Mr. Offerman?
 10 MR. OFFERMAN: Yes.
 11 MS. GOVER: Ms. Scott?
 12 MS. SCOTT: Yes.
 13 MS. GOVER: Dr. Hager?
 14 DR. HAGER: Yes.
 15 MS. GOVER: Mr. Kuehn?
 16 MR. KUEHN: Yes.
 17 MS. GOVER: Thank you.
 18 VICE CHAIR MCMILLION: The motion
 19 carries. We're going to move on to, Ms. Jose?
 20 MS. JOSE: Thank you, Mr. McMillion. I
 21 move the Board approve contract L-10.

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1 VICE CHAIR MCMILLION: Any discussion?
 2 Ms. Causey?
 3 MS. CAUSEY: Thank you. I have a quick
 4 question. This contract goes back to 2008 and
 5 over time, I've been on the board since 2015, I
 6 wanted to ask the question, has the vendor
 7 agreement for student data privacy been updated
 8 with this vendor?
 9 MR. HARTLOVE: I believe this is another
 10 MEEC contract, so my understanding is they're
 11 pretty thorough in what they do, so I -- yes?
 12 MR. CORNS: Ms. Causey, this contract
 13 does not involve the actual procurement of
 14 Microsoft Office 365 products, this is for the
 15 professional support that Microsoft provides us
 16 as a tier one escalation, so they do not come
 17 into contact with student data in this work and
 18 if they do, we have NDAs put in place as we bring
 19 in those contractors.
 20 MS. CAUSEY: Thank you so much for that.
 21 VICE CHAIR MCMILLION: Ms. Rowe?

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1 MS. ROWE: What's the hourly rate for
 2 that?
 3 MR. CORNS: Ms. Rowe, it's a --
 4 MR. AGOSTO: Yeah, this is not a labor
 5 contract, this is a subscription for services
 6 that Microsoft provides, so this is their access
 7 to Premier Services Knowledge Base, this is
 8 access to escalated tier or higher level tier
 9 support should any of our technicians, anybody in
 10 DIT need Microsoft support.
 11 MS. ROWE: Okay, so how are they billing
 12 that, is it a --
 13 MR. AGOSTO: It's a subscription, it's
 14 an annual fee, this is a subscription basis.
 15 MS. ROWE: What is the annual fee?
 16 MR. AGOSTO: So it's, the actual ask
 17 here is on an annual basis 1.4 million.
 18 MS. ROWE: So how are they calculating
 19 that, based on the size of our system or the size
 20 of our network, or -- because I've seen a lot of
 21 variable rates for that service from Microsoft

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1 and I'd like to know how they're calculating
 2 hours.
 3 MR. HARTLOVE: It's not based on hours,
 4 it's based on our environment cycle.
 5 MR. CORNS: Yeah, that's correct, and
 6 there are 180 hours listed in here of our support
 7 account management and as Mr. Agosto was saying,
 8 the spending authority increases also over
 9 several years of growth, so 1.4 is going to be
 10 not for just a singular year but several, so this
 11 is the escalation service that we used heavily
 12 when the cyber attack was occurring to bring
 13 Microsoft in for hardening of equipment. And as
 14 Mr. Agosto was also pointing out, this is the
 15 service that we use for escalation of our
 16 technicians for training.
 17 So there is an hourly list of 180 hours
 18 per year for this, but that is kind of a break
 19 glass moment for some of the other numbers, like
 20 this 40 hours of 24/7 on support for when stuff
 21 goes down. So the hours are spelled out heavily

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1 in the contractual document as far as how we can
 2 do our incident response and our support.
 3 MS. ROWE: Okay, thank you.
 4 VICE CHAIR MCMILLION: Any additional
 5 questions? Mr. Thomas?
 6 MR. THOMAS: Thank you, I just have a
 7 quick question. So the 180 hours of support are
 8 built into this contract, is that what you just
 9 stated?
 10 MR. CORNS: So Mr. Thomas, there's
 11 several notes in here. We have 180 hours of
 12 support account management, that's an incident
 13 response manager and things of that nature. We
 14 have 40 hours of 24/7 support so if something
 15 happens at three o'clock in the morning we'll get
 16 escalated service, so there's a whole list of
 17 different things they will offer for us.
 18 MR. THOMAS: Okay, thank you. And so
 19 then, do we usually meet that amount with the 180
 20 hours, the 40 hours, or is this just kind of a
 21 safety measure in case we need it, or --

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1 MR. CORNS: I don't, we've never -- I
 2 shouldn't say we've never exceeded it, but it's
 3 usually met our needs, but it is a little bit
 4 like an insurance policy. So there may be times
 5 when we do go with -- I will say that Microsoft
 6 has worked with us in partnership in order to
 7 also provide hourly trainings for different
 8 things where we've had to take some of these
 9 hours and we've actually used them for something
 10 else.
 11 MR. THOMAS: Okay, thank you so much.
 12 VICE CHAIR MCMILLION: Any additional
 13 questions? Ms. Gover, can we have a rollcall
 14 vote please?
 15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: Yes.
 17 MS. GOVER: Ms. Causey?
 18 MS. CAUSEY: Abstain.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Ms. Jose?

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1 MS. JOSE: Yes.
 2 MS. GOVER: Mr. McMillion?
 3 MR. MCMILLION: Yes.
 4 MS. GOVER: Mr. Thomas?
 5 MR. THOMAS: Yes.
 6 MS. GOVER: Mr. Offerman?
 7 MR. OFFERMAN: Yes.
 8 MS. GOVER: Ms. Scott?
 9 MS. SCOTT: Yes.
 10 MS. GOVER: Dr. Hager?
 11 DR. HAGER: Yes.
 12 MS. GOVER: Mr. Kuehn?
 13 MR. KUEHN: Yes.
 14 MS. GOVER: Thank you.
 15 VICE CHAIR MCMILLION: The motion
 16 carries. Ms. Jose, we have one more, correct?
 17 MS. JOSE: Yes, thank you,
 18 Mr. McMillion. I move the Board approve contract
 19 L-11.
 20 VICE CHAIR MCMILLION: Any discussion?
 21 L-11? Ms. Causey?

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1 MS. CAUSEY: Thank you. If you could
 2 just go over the amounts and the procurement
 3 method for this contract please?
 4 MR. AGOSTO: Okay. So in terms of the
 5 amount, so for the first fiscal year that we're
 6 requesting the authority, which is 16 million,
 7 what that includes is the authorization to, for
 8 funding for replacement of, or it's 18,000 staff
 9 devices, which is for administrators, teachers,
 10 anybody using desktop, laptop equipment. That
 11 also includes, as mentioned here, the refresh of
 12 the CTE, the magnet lab and then also fine arts,
 13 so that's part of the plan.
 14 I had mentioned a couple of board
 15 meetings ago we were looking at, based on
 16 comments about evaluating the environments that
 17 are in these labs, that's included in the 16
 18 million. And then also, I do want to mention
 19 that it does include, the price tag includes not
 20 only the device put the peripherals, so the
 21 docking station, the support, break-fix plan for

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1 four years on the equipment. So it is a package,
 2 so it isn't just the devices, it's all the other
 3 things that go along with it.
 4 MS. CAUSEY: Thank you. I appreciate
 5 the quick response to comments from the
 6 schoolhouse about what's needed to help the
 7 children really utilize the technology
 8 effectively for their career designation, what
 9 they're working towards, or their other
 10 curriculum, so I definitely appreciate that,
 11 thank you.
 12 VICE CHAIR MCMILLION: Thank you. Any
 13 additional questions? Mr. Kuehn?
 14 MR. KUEHN: Thanks again, I asked you a
 15 bunch of questions yesterday but I'm going to ask
 16 a few more, and I may ask the same ones.
 17 So this is to replace these laptops that
 18 we have here -- and sorry, I can't see. All
 19 right. So these laptops are going away and new
 20 once will be cycled in. Is it going to happen in
 21 a staggered approach or is it going to be a big

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1 bang and they all come in year one? Because I
 2 know it's a lease we're talking about, correct?
 3 MR. AGOSTO: Correct, so the plan, it is
 4 going to be a staggered plan but it's in terms of
 5 the duration, it's within the fiscal year. One
 6 of the logistical challenges we will have is
 7 working with our vendor to procure the equipment
 8 because of the supply chain, bring them in, get
 9 them, but once we have them they're going to go
 10 out.
 11 And I mentioned this in yesterday's
 12 call, again, the replacement of the machines in
 13 the labs will be in a staggered approach, we will
 14 be working in conjunction with curriculum and
 15 also the lab facilitators to make sure that we're
 16 addressing the labs that need, that have the most
 17 outdated equipment, either have insufficient
 18 equipment based on the specs of the software that
 19 they should be running, and those will be at a
 20 higher priority.
 21 MR. KUEHN: All right, thank you. And

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1 then, so Mr. Sarris was here last night,
 2 Mr. Hartlove, you're here tonight. Could you
 3 please provide the spreadsheet that shows the
 4 expenditures year over year? We've been provided
 5 that in the past so that we could actually see
 6 the money flowing out based on the leases and
 7 when things kind of expire.
 8 MR. HARTLOVE: We can provide that to
 9 the superintendent, yes.
 10 MR. KUEHN: All right, thank you.
 11 VICE CHAIR MCMILLION: Mr. Thomas, next.
 12 MR. THOMAS: Thank you. So reading the
 13 contract and it says, this contract will allow
 14 for continuation of the one-to-one device program
 15 to provide technology for students and staff. So
 16 does this contract include Chromebooks?
 17 MR. AGOSTO: This program does not
 18 include Chromebooks. This is only for -- the
 19 Chromebooks are on a separate procurement, this
 20 is for staff devices and for refresh of the labs.
 21 MR. THOMAS: Okay. So when it says

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1 continuation of the one-to-one device program,
 2 that does not include the student devices,
 3 because student devices are going to be
 4 Chromebooks.
 5 MR. AGOSTO: Correct.
 6 MR. THOMAS: Okay, thank you.
 7 VICE CHAIR MCMILLION: Mr. Kuehn, did
 8 you have another question? Okay. Ms. Rowe?
 9 MS. ROWE: So is it our intention to
 10 continue with the Chromebooks for students and
 11 then for the Windows devices for staff and labs?
 12 MR. AGOSTO: Yes, it is. The specs for
 13 the Chrome devices will meet students' day-to-day
 14 needs. This particular procurement, and the work
 15 that will be spec'ed out will include two models
 16 of computers, one for normal day-to-day staff use
 17 and then the other for, will have a higher spec
 18 memory and CPU requirements for resource
 19 intensive software applications that can be
 20 running in the lab.
 21 MS. ROWE: Okay. And so for some of our

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1 art students who, or even some of our CTE
 2 students if they're doing a lot of things at home
 3 as well, are those students going to have a
 4 Windows device that they can take home and
 5 continue using to do their homework or whatever,
 6 or is it a situation where the Windows device
 7 will only be in the lab so they have to be in the
 8 school building and in that class in order to do
 9 the work?
 10 MR. AGOSTO: Yes. So right now the way
 11 this is planned out is we're looking at the lab
 12 environment, so any exceptions to that will need
 13 to be identified. Part of this request for
 14 equipment also includes a certain amount of stock
 15 for break-fix for any one-off items. So right
 16 now yes, the plan is, the scope is only the lab
 17 equipment.
 18 MS. ROWE: Okay. Are we doing anything
 19 as far as Windows devices for robotics clubs or
 20 anything, or is that just a separate thing?
 21 MR. AGOSTO: If those clubs are not

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1 included in either the standard CTE program, fine
 2 arts or magnets, they are not included in the
 3 scope. Those would have to be, if there's a
 4 specific environment set up for the robotics
 5 club, that would have to come to our attention
 6 and we would have to address that.
 7 MS. ROWE: Thank you.
 8 VICE CHAIR MCMILLION: Ms. Scott?
 9 MS. SCOTT: Yes, thank you. To follow
 10 up on that, it says it's the one-to-one device
 11 program to provide technology for students and
 12 staff, so these were, the technology you're
 13 talking about are the devices that will be in a
 14 computer lab; is that correct?
 15 MR. AGOSTO: Yes, computer lab and then
 16 also staff, so minus students. So the ones who
 17 currently have Chromebooks is not included in
 18 this, this is solely for staff and the computer
 19 labs.
 20 MS. SCOTT: Okay, and maybe this would
 21 be for Dr. Williams or maybe for you all, but

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1 what sort of activities or what sort of things
 2 would they be doing in the computer lab on these
 3 devices?
 4 MR. AGOSTO: I would have to give it to
 5 somebody in curriculum.
 6 MR. CORNS: Ms. Scott, I can give you a
 7 very cursory level. We use software for some of
 8 our fine arts programs like the Adobe suite,
 9 Photo Shop, In Design, Premier, things of that
 10 nature. Those are PC exclusive, they don't have
 11 a Chromebook correlation. As well as our CTE
 12 programs like Project Lead the Way which does
 13 AutoDesk, Inventor and WebIt, and some additional
 14 software that are exclusively PC. And so that's
 15 what really drives this need, is we've worked
 16 with CTE and fine arts to identify anything that
 17 a Chrome extension or a Chrome app or an Android
 18 app that might run on our Chromebooks would
 19 supplant, but these are the ones that will be
 20 unable to be replaced by any lighter version of
 21 themselves, so that really heavy need in our

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1 magnet programs, in our CTE programs, fine arts
 2 programs for Windows based software, so that's
 3 what's really driving this lab scenario.
 4 MS. SCOTT: Okay, great, thank you,
 5 because I wasn't what this would be used for, but
 6 thank you for that.
 7 VICE CHAIR MCMILLION: Any additional
 8 questions? Ms. Causey?
 9 MS. CAUSEY: Just a quick one. We've
 10 heard a lot from staff that para-educators and
 11 our adult assistants wanted to use technology so
 12 they can support the students in the way that
 13 they're learning, so does this contract support
 14 those staff members receiving technology, or are
 15 they receiving Chromebooks, or they're not
 16 scheduled? I know they had been scheduled but we
 17 had some adjustments that had to be made during
 18 COVID and with the ransom attack.
 19 MR. AGOSTO: So if the population you're
 20 talking about is staff, BCPS staff, yes, this
 21 covers the replacement and upgrade for staff

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1 equipment.

2 MS. CAUSEY: Okay. But if they didn't

3 get them initially because there was some staff

4 members that may have been delayed in receiving

5 their technology due to the pandemic and having

6 to send a lot more students home with technology,

7 and then the ransom attack where they had to

8 utilize our supply to exchange.

9 MR. AGOSTO: So the people that were

10 receiving, Ms. Causey, were to receive the

11 technology are students or staff, I just want to

12 be clear?

13 MS. CAUSEY: Staff, para-educators and

14 adult assistants. And if you don't have the

15 answer, you can provide it.

16 MR. AGOSTO: So there's a couple things.

17 So yes, they're in scope. What we haven't talked

18 about because we're not in the execution phase on

19 this, is how we plan out the rollout. Mr. Kuehn

20 had mentioned, or he asked the question, is this

21 going to be in a staggered rollout, so we have to

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1 work all those logistics out, who gets what when.

2 MS. CAUSEY: Okay, thank you. And the

3 other is, it says it's a new competitively bid

4 contract and that the number of vendors

5 requesting and bids received was seven, but it

6 doesn't say whether the bid was chosen because it

7 was low cost. Is it also the lowest cost,

8 because we see that sometimes on some of our

9 contracts.

10 MR. HARTLOVE: I believe when the

11 bidders are qualified that we go low cost, so as

12 long as they're qualified, they would receive the

13 bid at low cost.

14 MR. CORNS: So Ms. Causey, this was

15 based on responsiveness of bids as well as, we

16 were able to select the lowest cost product.

17 MS. CAUSEY: That's fantastic, thank

18 you.

19 VICE CHAIR MCMILLION: Any additional

20 questions? Mr. Thomas?

21 MR. THOMAS: Thank you. So I'm not sure

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1 right now if all of our secondary schools

2 currently have computer labs. Do we currently

3 have computer labs in all the secondary schools?

4 MR. AGOSTO: All the secondary schools

5 do, I think.

6 MR. HARTLOVE: I think we learned in our

7 meeting yesterday that all schools have at least

8 one lab.

9 MR. THOMAS: Including elementary, do

10 elementary schools have a computer lab?

11 MR. AGOSTO: No, not elementary schools.

12 The discussion we had was for high schools.

13 MR. THOMAS: Awesome. And so then for

14 these programs that we're discussing like

15 Premier, like Adobe, elementary school students

16 wouldn't be using those in fourth and fifth grade

17 classes for example, so they wouldn't need to

18 have a computer lab? I'm wondering, what if

19 elementary students also need to use these

20 products?

21 MR. AGOSTO: Yes, that's a question I

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1 can't answer, because all we do is outfit, we

2 will provide the specs for them as far as the use

3 and plan for any of the labs.

4 MR. THOMAS: Okay. I was just

5 wondering, you know, where this contract was

6 being implemented in our system.

7 And then when we're discussing the

8 Windows based devices for the computer labs, when

9 I was in computer lab we had like the box devices

10 and the attached things, but are they now laptops

11 for these labs or are they still the big boxes?

12 MR. AGOSTO: No, this is, and Jim, you

13 can confirm this. I think in the lab, they're

14 primarily going to be desktops, is that correct.

15 And then if they need, from a price point if we

16 can make use with a lab, we'd probably start but

17 with a laptop, but they are, we spec'ed out

18 desktops for the labs.

19 MR. CORNS: And as Mr. Agosto was

20 saying, we've actually got four devices in this

21 bid. There's, I'm going to call it the high end

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1 desktop which is for that real heavy lift. We've
 2 got a high end laptop in case there's a need for
 3 that based on space issues of the school and
 4 things of that nature. We have a standard laptop
 5 and a standard desktop that are also involved as
 6 well.

7 So where we really worked, Mr. Thomas,
 8 is we spent a lot of time with our curriculum and
 9 instruction team to really talk about how
 10 curriculum aligns to the needs of the devices.
 11 So in the instance when you asked what programs
 12 might we use in the elementary, the middle or the
 13 high, those are really conversations that we
 14 partnered heavily with Dr. Boswell-McComas and
 15 her team, to find out what need are we addressing
 16 and what device would do that while being
 17 fiscally responsible.

18 MR. THOMAS: Thank you. And the reason
 19 I was asking about the devices, whether they're
 20 laptops or desktops, and thank you for giving me
 21 the word to describe them, was because, you know,

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1 there was a comment about robotics and other
 2 clubs using these programs, so if they're a high
 3 level laptop that could be transported throughout
 4 the school with the computer lab, that might be
 5 one thing that, I'm glad to see that there are
 6 those high level desktops and laptops involved in
 7 the contract.

8 And going back to another question about
 9 para-educators, will or will not, or will
 10 para-educators not be given devices, these staff
 11 devices, are they included in this staff group?

12 MR. CORNS: So Mr. Thomas, the clarity
 13 on that is this. We have been requested by
 14 para-educators to have devices so they could
 15 participate in student learning. Para-educators
 16 have been issued Chromebooks because that is what
 17 our students are using to engage in their
 18 learning, so it directly mirrors the environment.

19 So these devices are going to focus on
 20 our professional staff, our certificated staff
 21 and our clerical front office staff, our nursing

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1 staff, those individuals. Our paras have been
 2 issued Chromebooks to utilize that have the
 3 functionality to mirror exactly what the students
 4 are seeing that they're supporting.

5 MR. THOMAS: Yeah, and thank you for
 6 that clarification. Will adult assistants also
 7 have Chromebooks, or is it just para-educators?

8 MR. CORNS: We focused it on
 9 para-educators. As Ms. Causey alluded to, during
 10 the pandemic we had to make a lot of different
 11 shifts, but now that we're back to in-person
 12 instruction, those needs are shifting.

13 MR. THOMAS: Okay, thank you so much.

14 VICE CHAIR MCMILLION: Ms. Rowe?

15 MS. ROWE: It's my understanding from
 16 some emails I've gotten from different school
 17 staff members that also every school has a
 18 television studio and that the television
 19 studio's computing needs for video production
 20 mirrors that of some of our CTE labs and our art
 21 programs and magnet programs. Are all of the

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1 television studios also going to be getting
 2 upgraded devices?

3 MR. CORNS: Ms. Rowe, those television
 4 studios are run on track assets and the track
 5 assets are a closed system that are procured
 6 through a specific vendor that this Board has
 7 approved several contracts since I've been here.
 8 But there's, TriCasters are a closed Windows box,
 9 so these devices we could not install that
 10 TriCaster software on.

11 MS. ROWE: Okay. So, are we updating
 12 the television studio devices through a different
 13 contract then?

14 MR. CORNS: So there is a different
 15 contract that supports that. Those refreshes are
 16 run through a different office than DOIT, and so
 17 they've been working through budgetary efforts to
 18 make sure that we have refreshes and updates to
 19 that hardware, but I could get you more
 20 information through Dr. Williams from that group.

21 MS. ROWE: Sure, if you could do that in

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1 an update that would be great, thanks.

2 VICE CHAIR MCMILLION: Okay. Ms. Gover,

3 rollcall vote please?

4 MS. GOVER: Ms. Rowe?

5 MS. ROWE: Yes.

6 MS. GOVER: Ms. Causey?

7 MS. CAUSEY: Abstain.

8 MS. GOVER: Ms. Mack?

9 MS. MACK: Yes.

10 MS. GOVER: Ms. Jose?

11 MS. JOSE: Yes.

12 MS. GOVER: Mr. McMillion?

13 MR. MCMILLION: Yes.

14 MS. GOVER: Mr. Thomas?

15 MR. THOMAS: Yes.

16 MS. GOVER: Mr. Offerman?

17 MR. OFFERMAN: Yes.

18 MS. GOVER: Ms. Scott?

19 MS. SCOTT: Yes.

20 MS. GOVER: Dr. Hager?

21 DR. HAGER: Yes.

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1 MS. GOVER: Mr. Kuehn?

2 MR. KUEHN: Yes.

3 MS. GOVER: Thank you.

4 VICE CHAIR MCMILLION: The motion

5 carries.

6 DR. WILLIAMS: Thank you all.

7 VICE CHAIR MCMILLION: Thanks,

8 gentlemen.

9 The next item on the agenda is the state

10 mask mandate and for that I call on Dr. Williams.

11 DR. WILLIAMS: So good evening, board

12 members. This item was added to this week's

13 agenda based on our February 22nd meeting. Since

14 then we provided the Board and community an

15 update regarding our masks, and so the team has

16 nothing to present this evening, we have no

17 additional information to provide than we

18 provided to the Board and the community at this

19 time, so thank you.

20 VICE CHAIR MCMILLION: Thank you,

21 Dr. Williams. Mr. Thomas?

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1 MR. THOMAS: Yes, I just do have one

2 quick question. I haven't had a look at the BCPS

3 COVID-19 dashboard. I'm wondering, has there

4 been an uptick in cases since the masks were

5 optional, or are we steady still?

6 DR. WILLIAMS: We're studying that at

7 this time. We do not see -- we are not able to

8 provide that answer at this time.

9 MR. THOMAS: Okay, awesome, thank you.

10 VICE CHAIR MCMILLION: Okay. The next

11 item on the agenda is consideration of the new

12 northeast area elementary school boundary, and

13 for that I call on Dr. Zarchin and Mr. Dixit.

14 DR. WILLIAMS: Joining this team is

15 Mr. Paul Taylor. Thank you, Mr. Taylor, for

16 being here.

17 MR. DIXIT: Good evening, Vice Chair

18 Mr. McMillion, Dr. Williams, Superintendent

19 Dr. Williams, members of the Board. I'll just

20 give you a little bit of background information

21 about the purpose of us being here. We are here

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1 to reintroduce for board approval a

2 recommendation of the northeast area elementary

3 school boundary study committee. As part of the

4 \$1.6 billion capital plan known as Schools for

5 the Future, BCPS implemented two elementary

6 school construction projects in the northeast

7 area to improve facility conditions and relieve

8 overcrowding. One project is a new elementary

9 school at Ridge Road and the second is a

10 replacement of Red House Run Elementary School.

11 In order to make the most efficient use

12 of this added capacity, Superintendent

13 Dr. Williams approved in September of 2022 the

14 initiation of a boundary study for elementary

15 schools in this region. I believe it should be

16 2021, not 2022, sorry about that. The boundary

17 study process was facilitated by an independent

18 consultant, Crawford GIS, who made the

19 presentation in one of our last meetings, and the

20 process was managed by the Office of Strategic

21 Planning. Mr. Paul Taylor, who is a member of my

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1 team, he heads the Office of Strategic Planning.
 2 So with this, I'll give it to
 3 Dr. Zarchin.
 4 DR. ZARCHIN: Thank you. On
 5 February 8th, 2022, the Board of Education
 6 received for consideration a report from the
 7 northeast area elementary school boundary study
 8 committee. The committee's recommended boundary
 9 changes affect eight existing northeast area
 10 elementary schools. The recommendation known as
 11 option two affects the boundaries of Elmwood,
 12 Fullerton, Joppa view, McCormick, Perry Hall, Red
 13 House Run, Shady Spring and Vincent Farm
 14 Elementary Schools. A board hearing was held on
 15 the recommended boundary changes on February
 16 16th, 2022. Feedback was received from two
 17 individuals.
 18 Communications regarding the process
 19 were extensive, in multiple language, and made
 20 through the BCPS website, media advisories,
 21 emails and correspondence from principals.

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1 The recommended option was voted on by
 2 the committee, who engaged in a process of data
 3 collection, analysis and community engagement.
 4 Engagement with the public was facilitated
 5 through the completion of a survey, the
 6 availability of a dedicated boundary study
 7 comment form, a public information session and a
 8 board hearing. All the meetings were live
 9 streamed and available for viewing throughout the
 10 process in several languages. Throughout the
 11 months of the study the committee attended five
 12 meetings where they reviewed hundreds of
 13 documents, developed and evaluated options and
 14 worked together to build consensus. We thank
 15 them for their time, effort and commitment
 16 throughout the process.
 17 This concludes our introduction, our
 18 reintroduction of this submission, and request
 19 that the Board vote to approve the northeast
 20 elementary boundary study recommendation of
 21 option two.

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1 VICE CHAIR MCMILLION: May I have a
 2 motion to approve option two of the boundary for
 3 the new northeast elementary school?
 4 MR. KUEHN: So moved, Kuehn.
 5 VICE CHAIR MCMILLION: A second?
 6 MS. MACK: Second, Mack.
 7 VICE CHAIR MCMILLION: Ms. Mack.
 8 Discussion? Any discussion? Mr. Thomas?
 9 MR. THOMAS: Thank you. So prior to
 10 today's board meeting I had a question about --
 11 MR. BROUSAIDES: Pardon me, just a point
 12 of parliamentary procedure. For the student
 13 member to participate in debate on a motion,
 14 there needs to be a suspension of the rules which
 15 requires a two-thirds vote of the Board.
 16 MS. ROWE: So moved.
 17 MR. OFFERMAN: Second, Offerman.
 18 VICE CHAIR MCMILLION: Mr. Offerman.
 19 Any discussion on that? Excuse me?
 20 MS. SCOTT: You need to make the motion.
 21 VICE CHAIR MCMILLION: Ms. Gover, is

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1 that my responsibility to make that motion?
 2 Okay. And who initially said it? Ms. Rowe?
 3 MS. ROWE: So Mr. Brousaides suggested a
 4 rule suspension in not allowing the student
 5 member of the board to debate on something which
 6 he cannot vote on, and I said so moved. So the
 7 motion would be to suspend rules, allowing the
 8 student member to debate on items he cannot vote
 9 on.
 10 MS. CAUSEY: Second.
 11 VICE CHAIR MCMILLION: Any further
 12 discussion? Ms. Gover, rollcall vote?
 13 MS. GOVER: Ms. Rowe?
 14 MS. ROWE: Yes.
 15 MS. GOVER: Ms. Causey?
 16 MS. CAUSEY: Yes.
 17 MS. GOVER: Ms. Mack?
 18 MS. MACK: Yes.
 19 MS. GOVER: Ms. Jose?
 20 MS. JOSE: Yes.
 21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.

2 MS. GOVER: Mr. Offerman?

3 MR. OFFERMAN: Yes.

4 MS. GOVER: Ms. Scott?

5 MS. SCOTT: Yes.

6 MS. GOVER: Dr. Hager? Mr. Kuehn?

7 MR. KUEHN: Yes.

8 MS. GOVER: Thank you.

9 VICE CHAIR MCMILLION: Mr. Thomas, your

10 question please?

11 MR. THOMAS: First, I'd just like the

12 record to reflect that I'm in support of that

13 motion to allow me to participate in this

14 discussion, thank you.

15 My first question is, so prior to this

16 board meeting and last week, I asked about

17 specific demographics for the affected seven or

18 eight schools to kind of get a racial breakdown

19 of what these schools would look like, and it

20 said that it would be presented to us at today's

21 meeting, so is that new?

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1 MR. DIXIT: So that report was completed

2 juts in the last few days and it will be sent to

3 you, we are working with the superintendent's

4 office for you to have that report next week

5 sometime.

6 MR. THOMAS: Okay. So, one of the

7 reasons I was asking for that is because I

8 alluded to it earlier in my SMOB report, but I

9 think we can do more to make sure that the

10 demographics in our schools are reflective of the

11 school system as a whole. You know, to have one

12 school closer to the city to have a minority rate

13 of 94 percent and then further from the city to

14 have it at 54 percent, I mean, this is one, this

15 is a five-mile radius, and we need to hear more

16 about that. So I would have liked to have seen

17 that tonight so I can kind of dissect that, look

18 more into it and see what that really means for

19 minority rates.

20 You know, it could be because there's

21 an, this is an ESOL school so we have more ESOL

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1 students and they have a predominant race, but

2 you know, you said it isn't available tonight, so

3 thank you, and I'd like to see it in the future.

4 VICE CHAIR MCMILLION: Ms. Rowe?

5 MS. ROWE: So just, I saw that report

6 and I saw what Mr. Thomas was asking, and I just

7 wanted to point out that while there has been a

8 history in school systems and in our country of

9 attempting to do anything and everything

10 necessary to desegregate a school, I'd like to

11 point out that there are many situations in which

12 the community that other people would like to

13 desegregate may not actually want to be

14 desegregated.

15 So for example in my district and in the

16 neighborhood I live in we have Halstead Academy

17 that is compared to Stoneleigh Elementary, a very

18 similar situation, but the people who live in

19 Hillendale do not want the children moved from

20 Halstead Academy over to Stoneleigh, and the

21 reason is because there is a PAL center attached

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1 to Halstead Academy and many of the children will

2 walk to the PAL center or get out of Halstead

3 Academy and go to the PAL center. It's after

4 school childcare, it's meals, it's supervision

5 while parents are working, and those things do

6 not exist at Stoneleigh. And crossing Loch Raven

7 Boulevard even if they did exist at Stoneleigh

8 would not be suitable for elementary school

9 students.

10 And so I understand that it's difficult

11 to see two schools that are very segregated like

12 that, and when I first moved into the area it was

13 difficult for me to look at, but in talking to

14 the Hillendale community and other communities,

15 and some of these communities are in my district,

16 it is not always the case that the African

17 American communities have an interest in having

18 their children bused to some other location, and

19 I think it's important to respect their wishes on

20 this also.

21 VICE CHAIR MCMILLION: Thank you,

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1 Ms. Rowe. Ms. Jose?
 2 MS. JOSE: Thank you, Mr. McMillion. I
 3 hear what you say, Dr. Zarchin, that only two
 4 individual feedbacks, you got two people to
 5 respond in a school district that's going to
 6 impact thousands of children; is that correct?
 7 DR. ZARCHIN: No, two at that meeting.
 8 MS. JOSE: Two people at the meeting
 9 that's going to affect thousands of children, so
 10 that's probably all you need to know.
 11 And second of all, I do want to point
 12 out that in 1955 when Brown versus Board of
 13 Education happened, people were opposed to
 14 desegregating our schools. That doesn't mean we
 15 don't do the right thing, we should do the right
 16 thing. It's hard, you're going to get feedback,
 17 but there's also people that when Ruby Bridges
 18 went to a school that were opposing her, jeering
 19 at her, mocking her because she was going to a
 20 desegregated school.
 21 So this Board needs to be ashamed to say

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1 that we are going to perpetuate that
 2 desegregation and oh well, that's the easy thing
 3 to do. No, we need to do the hard thing, we need
 4 to do what's right for all our children. It is
 5 appalling to hear that here on this dais. It's
 6 one thing to hear that on Facebook, another thing
 7 to hear it here on the Board of Education of the
 8 25th largest school district. Thank you.
 9 VICE CHAIR MCMILLION: Any additional
 10 questions? Ms. Causey?
 11 MS. CAUSEY: Thank you. I think it
 12 might be helpful to review the process where
 13 there were members from each school, there were
 14 community members that met regularly and provided
 15 input.
 16 But my specific question relates to the
 17 public hearing that was held where there were
 18 only two people that commented in that open forum
 19 after the recommendation was presented to the
 20 Board. We heard a very compelling comment by a
 21 parent who had a vision impaired spouse and for

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1 whom the transition to a different school
 2 farther, much farther from their home would be
 3 problematic. Was there consideration that was
 4 given by staff to that situation or would the
 5 Board need to make a motion to put that planning
 6 block back? I'm just curious if staff had
 7 evaluated that very compelling circumstance.
 8 MR. DIXIT: So I will share some initial
 9 comments with you and then maybe Mr. Taylor could
 10 add to that.
 11 The issue, number one, the entire
 12 process is community driven and the process is
 13 per Board Policy 1280 and the details of that is
 14 included in the Rule 1280. So a lot of comments
 15 that we have received here that why don't we do
 16 this or why don't we do that, that's a separate
 17 conversation in our mind. Our task is to make
 18 sure that what we do is consistent and compliant
 19 with Board Policy 180. If the Board wants to
 20 change that policy in the future to include some
 21 of the conversation that's taking place here,

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1 that's a different matter, that doesn't apply to
 2 this particular redistricting process.
 3 The second case is that the two comments
 4 that we received had to do with two planning
 5 blocks, and the consultant as they presented in
 6 their presentation looked at that, and the
 7 purpose of redistricting is to make sure that the
 8 maximum efficiency is achieved in terms of
 9 capacity utilization of all the schools, so that
 10 all folks, all children can get the maximum
 11 advantage of the new facility and capacity relief
 12 in the existing facilities.
 13 If we make changes based on one or two
 14 parents' needs, we risk impacting capacity
 15 utilization of several schools. There may be
 16 other ways of accommodating those parents by
 17 using the exception process, and Mr. Taylor can
 18 talk about some of that, but for a few
 19 exceptions, we recommend the Board consider the
 20 entirety of the recommendation by an independent
 21 consultant. Mr. Taylor, do you want to add

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1 anything to what I said?

2 MS. TAYLOR: The only thing I would add

3 is that part of the process is that all of the

4 comments that we received from the public are

5 provided to the committee. The committee is the

6 one who evaluates all the information, staff

7 guides the process but we don't weigh in on the

8 criteria, we let the committee do that. So all

9 the comments that we received from all public

10 sources was provided to the committee in their

11 deliberation.

12 The other thing you mentioned,

13 Mr. Dixit, was the policy that allowed for

14 exceptions, I think it's 5140 that allows for

15 consideration of students that would be in

16 terminal grades to stay in the school, they can

17 do that by a request.

18 MS. CAUSEY: So is that considered a

19 special permission transfer or is it a different

20 process?

21 MS. TAYLOR: I'll look it up but I'm

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1 pretty sure it's a special permission transfer.

2 DR. ZARCHIN: It is.

3 MS. CAUSEY: Okay. And I agree with the

4 concept that we need to make the decisions for

5 the effectiveness of the school system for the

6 whole county for all the students. And I also,

7 from several boundary studies that I've been

8 engaged with over the years, it would seem that

9 with two people showing up at the public hearing

10 after the full recommendations are being

11 presented means that there's consensus among the

12 community, because we've seen boundary studies

13 where when the recommendations are presented,

14 then we receive intensive feedback that the

15 community is not satisfied with that, and the

16 Board has from time to time made adjustments

17 based on analyzing the situation. So we

18 appreciate the work that was done by the

19 community members to get to that point of

20 consensus.

21 VICE CHAIR MCMILLION: Thank you,

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1 Ms. Causey. Ms. Scott?

2 MS. SCOTT: Thank you very much for

3 that. I guess, one, I like to hear these

4 conversations, they're robust, I think they need

5 to happen so that we can make sure that we're all

6 inclusive in what we do. And I do thank

7 Mr. Thomas for being one of the, well, the

8 youngest person on the Board, but leading us in a

9 way so that we can be holistic in our approach to

10 make sure that our schools are not segregated, or

11 at least trying to minimize the impact of

12 segregation in our schools.

13 You know, school segregation in the

14 United States, I was just reading in Wikipedia

15 that currently it says more than half of all

16 students in the United States attend school

17 districts with high racial concentration, over 75

18 percent either white or nonwhite, and about 40

19 percent of black students attend schools where 90

20 to a hundred percent of students are nonwhite.

21 So this leads me to believe that Baltimore County

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1 is basically a microcosm of what's happening in

2 the larger United States, and I think that we can

3 be robust in our ways that we address this.

4 I think some of the things that were

5 spoken about as far as this school may have this,

6 this school may not have that, I think that leads

7 us to making sure as we just did in the budget

8 that we have equal resources at all of our

9 schools. It also shows us that we've come far

10 but we still have so much further to go. So I

11 just think that we need to make sure that we're

12 making sure that our schools are equally

13 resourced.

14 And it was mentioned as far as African

15 American students or parents, and speaking as an

16 African American parent, I want my child to have

17 the best education that's available and that's

18 out there. As far as busing and things like

19 that, I think that we need to make sure that all

20 of our schools are well resourced so that we can

21 do that. And I can speak on behalf of African

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1 American parents because I am one, so I feel that
 2 I am an authority in that area. Thank you.
 3 VICE CHAIR MCMILLION: Ms. Jose?
 4 MS. JOSE: Thank you. I do want to
 5 remind us as a school system, was this taken to
 6 the equity office to look at it from an equity
 7 point of view how we could be more diverse? The
 8 school district is 66 percent children of color,
 9 and to see that lack of diversity and to think
 10 that just two people showing up is enough, it
 11 clearly shows that it's a community that needs
 12 more from the powers that be, local government,
 13 state government. And it is sad, because it's
 14 because of the Immigration Act that happened in
 15 1965, it's because of the Civil Rights Act that
 16 Dr. Bastrow sits here, I sit here, it's because
 17 of Dr. Martin Luther King and what he did to
 18 desegregate and bring civil rights to all of us.
 19 So I find it extremely insensitive and
 20 offensive to hear that we are not going to do
 21 enough to desegregate our schools. We should, we

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1 must, that's the right thing to do, and I will
 2 not be voting on this.
 3 VICE CHAIR MCMILLION: Okay.
 4 Mr. Thomas?
 5 MR. THOMAS: Thank you. Again, looking
 6 at this, the document that was provided, I asked
 7 for median income and was told that could not be
 8 provided. One of the reasons I asked for median
 9 incomes was because I'm trying to see why do we
 10 have these FARMs rates, these protected FARMs
 11 rates for our schools, you know. I'm trying to,
 12 again, dissect the data we were given and look
 13 deeper into the boundary study. But that data
 14 cannot be provided, so a concern I have is we
 15 have some schools that are 35 percent students
 16 with free and reduced meals and then another
 17 school that has 76 percent of students. So I'm
 18 like well, what do the families do, how are they
 19 going to be able to provide the PTAs, how engaged
 20 are the parents going to be if they're working
 21 two jobs, three jobs in this community, and the

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1 entire community is like that, when we have some
 2 schools where only a small fraction of the
 3 community has parents that would have to work
 4 twice as hard in order to provide it. So you
 5 know, I, what I -- coming to the question I
 6 wanted to ask you all was, how were the
 7 individuals selected to serve on those committees
 8 for the new northeast elementary school boundary
 9 study? How did we select the two representatives
 10 from each school from parents and all these
 11 things?
 12 MS. TAYLOR: The principals of each
 13 school polled their community, they asked for
 14 volunteers, they submit those names to the
 15 executive directors that they report to, and
 16 those executive directors then make a
 17 recommendation to the superintendent, who
 18 approves the final list.
 19 MR. THOMAS: Okay. And did this
 20 committee have any public hearings themselves to
 21 hear from other individuals that weren't the

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1 individuals on the committee?
 2 MS. TAYLOR: There was a public
 3 information session that was held where the
 4 public was allowed to weigh in on their opinion
 5 of all the different options, and the committee
 6 listened to that and also took in, there was a
 7 survey that was done after the public information
 8 session, and the results of those surveys was
 9 provided to the committee.
 10 MR. THOMAS: Thank you.
 11 VICE CHAIR MCMILLION: Dr. Hager, do you
 12 have a question?
 13 DR. HAGER: I do not. I had to step
 14 away briefly, which is what I was telling Tracy
 15 in the chat, but I do share the concerns when
 16 looking at the documents that others have about
 17 the continuation of the segregation by school and
 18 the different options that were provided, that
 19 there wasn't much of a dramatic change. That's
 20 all.
 21 VICE CHAIR MCMILLION: Thank you.

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1 There's a motion on the floor to approve option
 2 two of the boundary for the new northeast area
 3 elementary school. Ms. Gover, can we have a
 4 rollcall vote please?
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Abstain.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Ms. Scott?
 18 MS. SCOTT: Abstain.
 19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Abstain.
 21 MS. GOVER: Mr. Kuehn?

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1 MR. KUEHN: Yes.
 2 MS. GOVER: In favor is six.
 3 VICE CHAIR MCMILLION: So the motion
 4 carries. Mr. Thomas?
 5 MR. THOMAS: Thank you. I'd like the
 6 record to reflect that I would be voting no on
 7 this if the student member was able to vote, and
 8 my reason for that is that we need to change our
 9 processes in BCPS. I had a great conversation
 10 with Crawford about the ways that we can make
 11 sure that our schools have the demographics that
 12 are reflective of our school community a
 13 priority, and it was just thrown into the mix of
 14 all the other priorities. So I really thing we
 15 need to analyze how we are using our boundaries,
 16 we need to look at all of our schools again and
 17 how the boundaries are set, and I would like us,
 18 sorry, I just think we could be doing more as a
 19 school system. So thank you, and I would vote no
 20 on this if given the opportunity.
 21 VICE CHAIR MCMILLION: Dr. Williams?

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1 DR. WILLIAMS: I want to remind the
 2 Board that, something that was very important
 3 that Mr. Dixit said. May I finish please?
 4 Board, you need to look at your policy, which we
 5 will then look at our rule. So it's just that
 6 the northeast area, I was just visiting a school
 7 this morning, three percent African American. So
 8 if you really want to do the work, then you have
 9 to look at the policy regarding a boundary study.
 10 If you really want to do that work, to make sure
 11 we have diversity in each one of our schools,
 12 that's your work.
 13 This committee, this team followed the
 14 board policy and rule. First I want to thank
 15 those principals, the nominated folks, I want to
 16 thank the committee that worked tirelessly on
 17 this, because the other piece you need to
 18 understand with boundary, there's staffing
 19 implications and this is staffing season, so our
 20 principals I'm sure are watching at this time
 21 saying I need the vote so I know how many staff

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1 members I may be losing because of the number of
 2 staff. But if you really want to do the work, it
 3 is the system, the system of schools, that you
 4 probably should look at the policy to think about
 5 a boundary study, but I've been through that in
 6 my other life, and that's not easy work, because
 7 you're talking about populations.
 8 Mr. Thomas, we have a system that is
 9 made up of a suburban, urban and rural
 10 configuration. In reality it would be great to
 11 have diversity of students, great to have
 12 diversity of staff, that's our work, but we're
 13 following the policy as written. But I do want
 14 to commend the committee that worked tirelessly
 15 on this to make a recommendation. I want to
 16 thank these gentlemen for presenting and for
 17 answering your questions this evening, and I do
 18 see Principal Jennings out here who's waiting to
 19 know what will be the new name of that school.
 20 Thank you so much. Thank you all.
 21 VICE CHAIR MCMILLION: Thank you. The

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1 next item on the agenda is consideration of the
 2 name of the new northeast area elementary school,
 3 and for that I call on Dr. Zarchin.
 4 DR. ZARCHIN: Good evening. Now I have
 5 the pleasure of bringing forward for your
 6 consideration the name Rossville Elementary
 7 School for the new northeast area elementary
 8 school.
 9 VICE CHAIR MCMILLION: May I have a
 10 motion to approve the name of Rossville
 11 Elementary School for the new northeast area
 12 elementary school?
 13 MS. ROWE: So moved, Rowe.
 14 VICE CHAIR MCMILLION: Ms. Rowe.
 15 Second?
 16 MS. MACK: Second, Mack.
 17 VICE CHAIR MCMILLION: Ms. Mack was the
 18 second. Any discussion? Ms. Jose?
 19 MS. JOSE: Real quick. I looked at the
 20 statistics and it looked like you were just off
 21 by two votes between Gum Spring Elementary and

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1 Rossville Elementary, and I'd also like to know
 2 what Principal Jenkins would vote for, or
 3 Jennings, sorry, what would be his vote. All
 4 right, thank you.
 5 VICE CHAIR MCMILLION: Any further
 6 discussion? Yes, Mr. Thomas?
 7 MR. THOMAS: Thank you. Just that in
 8 preparing for this naming tonight, I'm going to
 9 respect the decision of the vote, I happen to
 10 believe that it should be something, but I was
 11 considering the possibility of recognizing some
 12 of the trees that were cut down in creating this
 13 building, as Dr. Pharoan had mentioned in his
 14 testimony. I was trying to think of some
 15 creative names like Arbor Elementary School or I
 16 don't know, Rossville Arbor Elementary School,
 17 something, but you know, I want us to continue to
 18 ponder environmental sustainability in a natural
 19 environment for future school construction, so I
 20 just wanted to say that. Thank you.
 21 VICE CHAIR MCMILLION: There's a motion

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1 on the floor to approve the name of Rossville
 2 Elementary School for the new northeast area
 3 elementary school. Ms. Gover, rollcall vote
 4 please?
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Mr. Thomas?
 16 MR. THOMAS: Yes.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: Yes.
 19 MS. GOVER: Ms. Scott?
 20 MS. SCOTT: Yes.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: Yes.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: Thank you.
 5 VICE CHAIR MCMILLION: The motion
 6 carries.
 7 The new item on the agenda is a report
 8 on the Maryland early fall assessment results,
 9 and for that I call on Dr. McComas and
 10 Mr. Connelly.
 11 DR. MCCOMAS: Good evening,
 12 Dr. Williams.
 13 DR. WILLIAMS: Yes, so good evening,
 14 Vice Chair McMillion and members of the Board,
 15 and the BCPS community. This evening we will
 16 provide an overview of the early fall assessment
 17 results. There seems to be some confusion about
 18 them so I'm so glad that our team here is to
 19 provide some clarity about what the fall
 20 assessments are and are not. The intention is to
 21 share the reading and math data for students as

<p style="text-align: right;">Page 142</p> <p>1 we fully engage in face-to-face learning. 2 Families who elected to participate in our 3 virtual learning program were provided with the 4 opportunity to participate in the early fall 5 assessment. 6 Students who participated in the 7 assessments will receive a home report from MSDE, 8 the Maryland State Department of Education, 9 detailing their performance level in reading and 10 mathematics. 11 The early fall assessments are one data 12 point that will be used in conjunction with other 13 assessments of academic growth and achievement to 14 provide us with important insights into the 15 current levels of student performance and 16 acceleration needed for students to demonstrate 17 skills which meet or exceed the expectations of 18 college and career readiness grade level 19 standards. Dr. McComas? 20 DR. MCCOMAS: Yes, thank you, 21 Dr. Williams, and good evening. I'm joined this</p>	<p style="text-align: right;">Page 144</p> <p>1 Assessment Program in ELA and mathematics. This 2 is just one example of how our Compass 3 intentionally raises the bar for all of our 4 students to permit college and career readiness. 5 Next slide please. 6 It's important as we move forward this 7 evening to understand that we triangulate data to 8 support learning. This fall we did engage in 9 multiple measures to assess our student 10 performance and their readiness for grade level 11 learning, one of which was through our measures 12 of academic performance or MAP. Another is 13 through the MSDE early fall assessments which we 14 will be focusing on this evening. And of course, 15 everyday student work samples. This evening as 16 mentioned, we will focus specifically on the 17 Maryland State Department of Education's early 18 fall assessments that were given this year in 19 complement to the previous presentation we 20 provided on MAP. 21 During the onset and continuation of</p>
<p style="text-align: right;">Page 143</p> <p>1 evening by Mr. Connelly, who's our executive 2 director of research and accountability. Next 3 slide -- oh, I'm sorry, you're on the right 4 slide. 5 The Compass, our Pathway to Excellence, 6 provides us a systemwide focus on raising the 7 bar, closing gaps and preparing our students for 8 their future. Our dedication to insuring that 9 our students do graduate college and career ready 10 is a thoughtful and research-based approach to 11 understanding key metrics of student progress. 12 We utilize MCAP data in reading and mathematics 13 as just one measure of our student achievement 14 and growth along that college and career 15 trajectory. 16 As we collaboratively developed the 17 Compass, research showed us that students who 18 scored at or above 61st percentile on measures of 19 academic performance or MAP assessments were more 20 likely to score proficiency levels of four or 21 five on the corresponding Maryland Comprehensive</p>	<p style="text-align: right;">Page 145</p> <p>1 COVID-19 pandemic, schools across the state 2 focused on student learning and social and 3 emotional wellbeing, and state assessments did 4 not occur for 18 months, that being March 2020 5 until just this past fall of 2021. Testing did, 6 as you know, resume this fall with the 7 administration of these early fall assessments 8 and they did include assessments in English 9 language arts, mathematics and science, often 10 referred to as our Maryland Interface Science 11 Assessment or MISA. The MSDE early fall 12 assessments should be viewed differently than the 13 traditionally given MCAP assessments as they are 14 shortened versions of previous tests given under 15 the Maryland Comprehensive Assessment Program. 16 Mr. Connelly will share more details 17 with you around the difference between these 18 early fall assessments and our traditional 19 assessments further in our presentation. 20 On the screen before you, what you see 21 is just a quick recap of our MAP assessments that</p>

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1 we provided a presentation to you previously. We
 2 know that the Maryland fall assessments are only
 3 one data point and that multiple points are used
 4 to measure student growth and achievement along
 5 their trajectory. For example, the data on the
 6 slide before you was shared at our January 25th
 7 meeting and the results indicate that most of our
 8 elementary students and some of our middle school
 9 students outperformed their 2019 peer groups for
 10 the percent of students achieving at or above the
 11 21st percentile. The graph illustrates student
 12 progress towards our 2024-2025 school year target
 13 of having 50 percent of students achieving high
 14 or above average. Coming soon, the quarterly
 15 results report will also provide additional
 16 insights into student course grades and
 17 performance. The use of these multiple measures
 18 or data points for our student performance
 19 includes MAP, unit assessments, SAT, PSAT,
 20 teacher-created assignments and assessments, as
 21 well as the state assessments that we're looking

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1 at this evening.
 2 At this point I will turn it over to my
 3 colleague Mr. Connelly who will begin sharing
 4 with you the differences between our early fall
 5 assessment and the traditional MCAP.
 6 MR. CONNELLY: Thank you, Dr. McComas.
 7 Next slide please. Thank you.
 8 Under the Every Student Succeeds Act or
 9 ESSA, MSDE was required to give the early fall
 10 assessments this year to students who
 11 participated in courses assessed by MCAP during
 12 the 2020-2021 school year after a request for
 13 waiver for the spring 2021 testing was denied by
 14 the U.S. Department of Education.
 15 There are a few important aspects to
 16 note regarding the MSDE early fall assessment.
 17 The items used for the early fall assessment were
 18 for standard setting purposes for the upcoming
 19 spring 2022 MCAP ELA, math, and Maryland
 20 Integrated Science of MISA assessments. These
 21 assessments differ greatly in the amount of time

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1 and items used per assessment.
 2 This chart illustrates the difference in
 3 the MSDE early fall assessments and historical
 4 MCAP assessments for ELA and math. Early fall
 5 assessment testing time and number of test items
 6 were 50 percent or less than the time and test
 7 items used for historical MCAP assessments. In
 8 addition to less testing time and test items, the
 9 early fall assessments used selected response
 10 items only, compared to traditional MCAP
 11 assessments which include selective response,
 12 technology enhanced, constructed response, and
 13 the written constructive response items. The
 14 early fall assessment further reported three
 15 performance levels compared to previous MCAP
 16 assessments which reported five proficiency
 17 levels for ELA and math. The result is that
 18 students who did not meet or exceed standards
 19 were identified as approaching expectations
 20 regardless of how many items they got correct.
 21 Next slide please.

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1 In order to meet the federal ESSA
 2 reporting requirements once again, MSDE
 3 administered the early fall assessments to
 4 students this fall. The early fall assessment
 5 results for BCPS are similar to the results
 6 reported across Maryland, student performance
 7 being displayed by proficiency level or by
 8 percentage of points earned. Due to the
 9 substantial decrease in the number of test items
 10 for the MSDE early fall assessments coupled with
 11 the change in performance level, all resulted in
 12 a greater range of possible student performance
 13 within the approaching proficiency level, since
 14 any student not meeting or exceeding standards,
 15 regardless of how many points they got correct,
 16 were identified as approaching expectations. As
 17 shown on the next slides, the percentage of
 18 points earned out of possible points provides us
 19 a greater insight into student performance. Next
 20 slide please.
 21 Thank you. Compared to the MCAP ELA and

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1 math spring assessments, the number of possible
 2 points that students could earn for the early
 3 fall assessments for ELA and math were greatly
 4 reduced, and the test items used did not include
 5 constructive response items. Assessment results
 6 displayed are reported based on the percentage of
 7 points earned on each assessment. The number of
 8 points available was dependent on what form of
 9 the tests a student took. On both the ELA and
 10 math tests, elementary students performed similar
 11 to all students across Maryland.

12 Comparing the early fall assessment
 13 results with our upcoming MCAP spring results may
 14 provide BCPS with insight into the impact of
 15 systemwide initiatives on continued student
 16 growth, such as Open Court, Number Corner and
 17 Bridges, which are designed to accelerate student
 18 learning at the elementary level while building
 19 foundational skills, critical thinking and
 20 fluency. Next slide please.

21 The early fall assessment results for

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1 middle school students show BCPS students
 2 performed similar to students across the state,
 3 scoring within two to five percentage points of
 4 the state average. However, it is important to
 5 note that there were only 16 possible points
 6 earned on the math test. We have focused on
 7 middle school mathematics this school year and
 8 will provide full implementation of illustrative
 9 math for next school year. Comparing the results
 10 of the early fall assessments with the upcoming
 11 MCAP spring results may provide BCPS with insight
 12 into the growth of students new to middle school
 13 initiatives such as disciplinary literacy,
 14 rigorous and relevant first instruction, targeted
 15 professional development, and programs and
 16 supports such as Illustrative Math, Ellevation
 17 and AVID. Next slide please.

18 Students taking the early fall
 19 assessments to fulfill high school graduation
 20 requirements were administered, once again, a
 21 shortened version of the graduation test.

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1 Students were not required to pass the early fall
 2 assessment high school tests in order to meet
 3 their graduation requirements, as participating
 4 in the test fulfilled the state requirement for
 5 graduation. Students who completed English 10
 6 during the 2020-2021 school year participated in
 7 the early fall assessment. On average, these
 8 students earned 53 percent of the possible
 9 points, two percentage points higher than the
 10 state average.

11 Students in middle school were required
 12 to take the assessment that matched the math
 13 course they took in the 20-21 school year.
 14 Algebra I results are based on middle school and
 15 high school students who passed Algebra I for the
 16 first time in the 20-21 school year. The
 17 geometry and Algebra II results are based on the
 18 20-21 middle school students who took those
 19 courses last year, since those assessments are
 20 not given in high school. Middle school students
 21 participating in the Algebra II assessments who

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1 are twice accelerated in the mathematics
 2 coursework outperformed the state average by 16
 3 percentage points.

4 High schools are focusing on providing
 5 students with opportunities to increase
 6 participation or having success in advanced
 7 academic college and career pathways to
 8 accelerate student learning, including programs
 9 such as AP, IB, dual enrollment, early college
 10 assess and CTE programs. Next slide please.

11 Under the ESSA Act, the MSDE was
 12 required to give the early fall assessments for
 13 students who participated in grades five and
 14 eight science in the 20-21 school year after a
 15 request for that waiver was also denied. The
 16 MSDE early fall assessment items were used for
 17 standard setting for the upcoming spring 2022
 18 MCAP/MISA assessments. The MSDE early fall
 19 assessments for science, or MISA, greatly
 20 differed in the amount of time and items used for
 21 assessment, just like the ELA and math

<p style="text-align: right;">Page 154</p> <p>1 assessments for early fall.</p> <p>2 This chart illustrates the difference in</p> <p>3 the MSDE early fall assessments and historical</p> <p>4 MCAP assessments for MISA. As noted, the</p> <p>5 duration of the MSDE early fall assessments and</p> <p>6 the number of test items once again, was 50</p> <p>7 percent or less than the time and test items used</p> <p>8 for the historical MCAP assessments. In addition</p> <p>9 to less time and less tested items, the early</p> <p>10 fall assessments were selective response items</p> <p>11 only compared to traditional MCAP assessments</p> <p>12 which include selective response, technology</p> <p>13 enhanced responses and constructed response</p> <p>14 items.</p> <p>15 The early fall assessments reported</p> <p>16 three performance levels compared to previous</p> <p>17 reporting of four performance levels. This</p> <p>18 resulted in students who did not meet standards</p> <p>19 as being identified as approaching, regardless of</p> <p>20 how many items they scored correct. Next slide</p> <p>21 please.</p>	<p style="text-align: right;">Page 156</p> <p>1 their scientific knowledge and understanding</p> <p>2 through an inquiry and project-based learning</p> <p>3 approach. Next slide please.</p> <p>4 BCPS students participate in MCAP</p> <p>5 assessments throughout any given school year.</p> <p>6 Kindergarten students participate in the KRA or</p> <p>7 kindergarten readiness assessment in the fall,</p> <p>8 high school students who need to meet assessment</p> <p>9 requirements for graduation participate in fall</p> <p>10 block and winter block assessments. English</p> <p>11 language learners participate in Access for Els</p> <p>12 in the winter. And students in grades three</p> <p>13 through eight participate in ELA, math and</p> <p>14 science assessments beginning in the spring.</p> <p>15 Additionally, students in grade eight</p> <p>16 take a social studies assessment in the spring,</p> <p>17 middle school students in advanced mathematics</p> <p>18 take course specific MCAP assessments for</p> <p>19 Algebra I, geometry or Algebra II, and high</p> <p>20 school students take the graduation requirement</p> <p>21 tests for ELA 10, Algebra I, life sciences or AP</p>
<p style="text-align: right;">Page 155</p> <p>1 The early fall assessments for grades</p> <p>2 five and eight MISA results by average points and</p> <p>3 by performance level show that BCPS students</p> <p>4 performed similar to the average performance of</p> <p>5 students across the state. Rigorous science</p> <p>6 instruction across grade levels provides students</p> <p>7 with opportunities to build upon their scientific</p> <p>8 foundational knowledge and understanding through</p> <p>9 exploration, hands-on learning, safety and</p> <p>10 outdoor learning.</p> <p>11 Elementary school science curriculum is</p> <p>12 aligned with the next generation science</p> <p>13 standards. For each unit, students learn about</p> <p>14 scientific phenomena while solving real world and</p> <p>15 local problems.</p> <p>16 Middle school science units begin with a</p> <p>17 problem or a scenario which establishes a purpose</p> <p>18 for problem solving while integrating science</p> <p>19 concepts, which deepens student knowledge,</p> <p>20 curiosity and critical thinking.</p> <p>21 High school students extend and apply</p>	<p style="text-align: right;">Page 157</p> <p>1 biology. Our schools across all grade levels are</p> <p>2 providing students with rigorous and relevant</p> <p>3 standards-based instruction to prepare students</p> <p>4 to meet or exceed grade level expectations.</p> <p>5 We look forward to reporting the results</p> <p>6 of state and local assessments to the Board of</p> <p>7 Education and our community, and how curriculum,</p> <p>8 teaching and learning are promoting student</p> <p>9 growth and achievement. Next I would like to</p> <p>10 turn it over to Dr. Mary Boswell-McComas.</p> <p>11 DR. MCCOMAS: Thank you, if you could go</p> <p>12 the next two slides, what you see on this slide</p> <p>13 and the one right after it is our ongoing</p> <p>14 schedule of future academic achievement reports.</p> <p>15 And with that, we would like to conclude this</p> <p>16 presentation. Thank you, Mr. McMillion.</p> <p>17 MR. MCMILLION: Thank you. Any</p> <p>18 questions? If there's no -- wait a minute, I</p> <p>19 think we've got one. Ms. Mack?</p> <p>20 MS. MACK: Yes. Good evening,</p> <p>21 Mr. Connelly and Dr. Boswell-McComas. I have one</p>

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1 question about MAP and two questions about MCAP.
 2 For the abbreviated MCAP, what is the correlation
 3 between percentage of points earned and
 4 proficiency? I ask this because slide nine shows
 5 percentage of points earned, which slide six
 6 indicates was an option for this abbreviated
 7 version of MCAP, but I am concerned that the
 8 information as shown on slide nine could be
 9 misconstrued, because pre pandemic BCPS's 2019
 10 ELA 10 proficiency was 33.6, and our Algebra I
 11 proficiency was 17 percent, which are vastly
 12 different than what is shown on slide nine.
 13 DR. MCCOMAS: So I'll get started,
 14 Ms. Mack, and then I'll have Mr. Connelly join
 15 us. So first, I think it's important to
 16 recognize that the instruments that were used
 17 prior to the pandemic are a different instrument.
 18 The state was in the process, regardless of the
 19 pandemic, of shifting the actual instrument they
 20 used to assess the standards. I think that's
 21 important to recognize.

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1 And second, I'm going to hand the points
 2 correlation question over to Mr. Connelly because
 3 that's his area of expertise.
 4 MR. CONNELLY: Sure, thank you. So back
 5 in the spring MCAP of 2020, a few LEAs had
 6 already started participating before the COVID-19
 7 global pandemic had hit, so they had a few
 8 thousand responses to determine some of the
 9 standard setting for items. The state of
 10 Maryland did not have enough information to
 11 create the next adapted spring MCAP assessment
 12 based on the small sample size, so they did put
 13 in a waiver for the next school year because they
 14 didn't have an assessment that was ready. And
 15 while that waiver was denied, we came back in the
 16 fall to gather the information needed in order to
 17 have an assessment that we could put forward in
 18 the spring that may be comparable to previous
 19 spring assessments.
 20 But the early fall assessment, given how
 21 the test was given for the number of items, the

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1 time that was used, and the types of questions
 2 that were asked which were selected response
 3 only, makes it a very different test than what we
 4 traditionally considered MCAP assessments. The
 5 amount of time and effort that's put into
 6 standard setting for those MCAP assessments are
 7 extensive. The Maryland early fall assessments
 8 were intended to provide additional information
 9 to improve the quality of those spring
 10 assessments.
 11 One of the things that does stand out is
 12 that different forms for ELA had a different
 13 number of items possible, somewhere between 32
 14 and 38. So while one student may have gotten,
 15 let's say 24 out of 38, another student may have
 16 gotten 24 out of 32. You would look and say 24
 17 is 24, but the denominator is different so the
 18 percent correct is different, so that person that
 19 was 24 out of 32 would have a higher percent
 20 correct than the person that was 24 out of 38,
 21 and that may lead to a different proficiency

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1 level, so that's some of the concerns and
 2 questions that we had when we were looking at
 3 interpreting the early fall, MSDE early fall
 4 assessments.
 5 MS. MACK: Thank you for that, and I do
 6 understand that it's a different test and a
 7 different assessment, but I am concerned that
 8 anybody looking at slide nine, briefly looking at
 9 it, would potentially think that we have a 58
 10 percent proficiency in Algebra II, when in fact
 11 the highest it's ever been in the last five years
 12 was 24.4, and that was in 2016. So I do
 13 understand it's a new test, I do understand that
 14 we are coming off two years of a pandemic, but I
 15 just wanted to point that out.
 16 So my question about MAP is, during the
 17 January 25th presentation on MAP we were informed
 18 that in the fall of 2021 administration of MAP
 19 was the first time that second graders without a
 20 specific accommodation were not allowed to have a
 21 reader based on MWEA research that indicated we

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1 needed to have a different scale to properly show
 2 growth. And I asked the question to insure a
 3 valid comparison between winter and, fall and
 4 winter growth, was the MAP test for winter and
 5 spring going to be administered exactly the same
 6 way. And I have been hearing from teachers over
 7 the last couple of weeks that second graders
 8 without accommodations are allowing readers. Can
 9 you explain that please?

10 MR. CONNELLY: Yes. So first and
 11 foremost, there's a misconception that you're
 12 sharing, and I just want to bring light to that.
 13 This is not an accommodation and it's not a
 14 reader. The program for MAP, the K-2 version of
 15 MAP reads to students, the program does that,
 16 it's not a reader, it's not an accommodation,
 17 it's not a modification, it's a part of the
 18 testing environment.

19 What MWEA came back and said was when we
 20 read to all second graders in the fall, we're
 21 actually skewing our own growth data, because

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1 students along a continuum, we expect them to
 2 learn and grow across second grade. Second grade
 3 is that transition of learning to read to reading
 4 to learn that we would expect to see in the
 5 beginning of third grade, and that's a research
 6 based component of development. We know that all
 7 kids develop in different ways, they all have
 8 different strengths, but the reality is that the
 9 test change was based on being able to get more
 10 balanced growth about student learning, not just
 11 skew any type of experience like that.

12 What we have shared with folks is that
 13 for students who score below a certain RIT score,
 14 they're not demonstrating the independent skills
 15 to be able to read the test as a reading
 16 comprehension test, so they're having more
 17 opportunities to move back into a K-2
 18 environment. Initially we predicted for the MAP
 19 testing, initially we predicted about 14 percent
 20 of our kids would actually be better served by a
 21 K-2 assessment while 86 percent of our kids would

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1 be better served by the 2-5 assessment. We
 2 designed a baseline data in order to go through
 3 and make that decision across the board for all
 4 grade two students, so we need to develop
 5 baseline data, and our baseline data is holding
 6 true to that and we'll have better growth data to
 7 inform instruction as a direct result of that.

8 MS. MACK: Thank you.

9 VICE CHAIR MCMILLION: Mr. Kuehn?

10 MR. KUEHN: Thank you. And just a
 11 followup from Ms. Mack's questions, because she
 12 really highlighted slide nine and how it had me
 13 questioning what I'm looking at. You made
 14 mention that if there is 38 questions in one test
 15 and 32, and you both got 24, that it would look
 16 like they got the same number of questions right,
 17 which is accurate, but if we just made those
 18 percentages, wouldn't we get an accurate feel for
 19 how they did?

20 MR. CONNELLY: And that's what we're
 21 doing, we're not going by the number of items

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1 scored correct, and this slide that Ms. Mack
 2 referenced is actually the percentage of points
 3 earned. So for this slide when you look at MAP
 4 where we reference the 58 percent, that's
 5 actually out of 16 questions, so that mean we
 6 averaged eight point something items correct when
 7 you percentage it up to 58 percent. So it's not
 8 58 percent proficient, it's the percent of points
 9 based on the denominator that was possible, so it
 10 was out of 16 points.

11 MR. KUEHN: Okay. The point being, it's
 12 very challenging to understand that from what's
 13 being presented here.

14 So, I know there's a lot of different
 15 assessments and there seems to be transitioning
 16 from one to the other, and we have COVID on top
 17 of everything.

18 MR. CONNELLY: I would agree with that.

19 MR. KUEHN: Right, and you're living in
 20 the data, so I appreciate your insight.

21 So based on all of this, can you tell us

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1 that we're -- because I look at this and it looks
 2 like we made progress in Algebra II; are we
 3 making progress in Algebra II or are we staying
 4 the same or, I can't tell.

5 MR. CONNELLY: So to go back to the very
 6 beginning, Dr. Boswell-McComas had mentioned that
 7 we use multiple data points, and the early fall
 8 assessment was an opportunity to get one set of
 9 data, it's not comparable in comparison to MCAP
 10 that we had previously, so to try to make
 11 comparisons doesn't work, they changed the
 12 proficiency levels, they changed the points
 13 possible and the test items. So when we look at
 14 Algebra I in conjunction with curriculum based
 15 assessments and we look at how our students are
 16 doing on fall MAP, you know, each of these pieces
 17 gives us an entry point.

18 And so what I'm most excited about is
 19 not what we found out for baseline but what we're
 20 going to find out this year, to see how much
 21 growth our students have experienced because of

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1 what's happening in each classroom in each
 2 school, and then work at central office to
 3 support that work. It's coming.

4 MR. KUEHN: Great, thank you.

5 MR. CONNELLY: You're welcome.

6 VICE CHAIR MCMILLION: Mrs. Causey?

7 MS. CAUSEY: Thank you very much. In
 8 terms of presenting the data and understanding
 9 progress, we do not have a goal to be average, we
 10 have a goal to be the highest, so I think it
 11 would be helpful to add in future reports or even
 12 update this one, as to what are the metrics of
 13 the most successful district in Maryland with
 14 where we are and where we want to go, right?

15 Second is, the content that was tested,
 16 is it last year's content?

17 MR. CONNELLY: That's right, it's for
 18 students who were completing those courses in the
 19 previous year.

20 MS. CAUSEY: Okay. Were they given any
 21 opportunity to review in the fall?

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1 MR. CONNELLY: That was not, unless a
 2 course had some natural overlap like ELA or math,
 3 then they may have opportunities built into the
 4 curriculum where we revisit the previous skills.
 5 So if a student is moving from AP biology to AP
 6 chemistry, they're not getting biology
 7 instruction prior to this assessment.

8 MS. CAUSEY: Okay, thank you. And is
 9 there any indication that MSDE will continue to
 10 use the assessments as they are on an ongoing
 11 basis?

12 MR. CONNELLY: MSDE has not indicated
 13 that this will be going forward as an early fall
 14 assessment at this comprehensive of a level.

15 MS. CAUSEY: Okay. And then with the
 16 numbers that are showing up, what is the struggle
 17 that the students are having in the middle school
 18 math, and what are the strategies that are being
 19 looked into? We understand that early on in the
 20 elementary school level we changed the math
 21 curriculum after the evaluation and so that

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1 should really make a big difference, but what are
 2 we going to do for these students now that need
 3 math and they need to progress?

4 DR. MCCOMAS: So I think that's where I
 5 enter the conversation, so thank you. As you
 6 know, I think there are a lot more layers of
 7 strategies here, Ms. Causey, to address the
 8 instructional needs of our middle school
 9 students. And thank you for pointing out, we
 10 have been in this ongoing transition around our
 11 math curriculum as you've stated, and we've, you
 12 know, when we look at the math data in particular
 13 we're beginning to see the impact of that, right,
 14 and of course that will also matriculate to our
 15 middle school.

16 But what we're doing right now for this
 17 year's middle school students is one, we are in
 18 the process of field testing illustrative math at
 19 the secondary level, so we're in the very very
 20 early stages of implementing a new curriculum.
 21 In addition, we have really followed the research

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1 and anchored our work in learning acceleration,
 2 and what that really means, and we did a
 3 presentation way back at the beginning of the
 4 school year in curriculum committee, and feel
 5 free for your viewing pleasure to go back and
 6 look at that. But fundamentally what the
 7 research says is that when students have had
 8 significant interruption to learning, and this
 9 research really grows out of school systems that
 10 have experienced national disasters such as
 11 Katrina and the New Orleans school system, is
 12 that you have to really focus on those key anchor
 13 standards, because there are some, forgive the
 14 layman's term, power standards, if you will,
 15 right, that are these enduring standards, and
 16 other standards then hang off of those power
 17 standards. You focus on those and then you
 18 identify what are those gaps that students may
 19 have that they didn't have because things were
 20 interrupted or moved at a different pace, right?
 21 And then you target those in real time as you're

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1 making progress along with the grade level
 2 standards.
 3 What's really important is that you are
 4 exposing students to the grade level standards.
 5 So when we talk about math, we're really layering
 6 those two strategies together, the learning
 7 acceleration along with layering in a new
 8 evidence-based curriculum in illustrative math.
 9 So that's what we're doing right now, so thank
 10 you.
 11 MS. CAUSEY: Thank you, and I think
 12 that's what people don't see is the background.
 13 Years and years ago shifts were made, decisions
 14 made, didn't work out, but we are trying to as a
 15 board, as the superintendent, school system, we
 16 are trying to make corrections and adjustments
 17 and huge shifts where needed to help our
 18 children, so I really appreciate that.
 19 DR. MCCOMAS: Thank you.
 20 VICE CHAIR MCMILLION: Dr. Hager?
 21 DR. HAGER: Sorry, I had a different

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1 screen up. Thank you for the great presentation.
 2 I'm sorry I couldn't be there in person to see
 3 your faces, but I had two quick questions. I was
 4 trying to flip back and forth on the slides, so I
 5 just want to make sure that this is correct.
 6 So as a researcher who does this type of
 7 work looking at the standardized test scores, I
 8 have been frustrated over the years about them
 9 changing the standardized tests so many times,
 10 I'm sure you feel the same way. And so it sounds
 11 like they changed the MCAP for the fall
 12 administration and they're changing it again for
 13 the spring administration so that it's not going
 14 to be the same as prior MCAP tests; is that
 15 correct?
 16 MR. CONNELLY: So what MSDE has shared
 17 with us, that yes, they are making changes to the
 18 spring 2022 MCAP assessment. They have told us
 19 that they believe that there will be alignment
 20 and that is what their psychometricians are
 21 working toward, that we will be able to compare,

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1 but there's multiple changes. The items are
 2 changing for the platform, they're moving towards
 3 an adaptive platform so it will look more like
 4 MAP testing rather than students getting the same
 5 bank of questions. And then the third piece is
 6 changing proficiency levels from five levels to
 7 four, so there are a lot of -- in a lot of ways,
 8 Dr. Hager, this is like another repeat of a whole
 9 new beginning, and while we can look for some
 10 research-based alignment from MSDE, they're
 11 changing multiple points of the assessment, and
 12 so we haven't seen those items, we haven't seen
 13 the research and it hasn't been shared with us,
 14 it's not public at this point.
 15 DR. HAGER: So that will be the sixth
 16 test, I think, in eight years or something like
 17 that, so wow, thank you. And again, we talked
 18 before about how the MAP test is, it provides
 19 different information, and so I'm glad that we
 20 rely on the MAP test in so many ways.
 21 And my other quick question is about the

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1 MAP test and following up with some things that
 2 Ms. Mack said. And again, I apologize if I got
 3 lost in the conversation, but is the second grade
 4 administration for winter the same, then, as the
 5 fall, as if there were no differences?
 6 MR. CONNELLY: So to go back to the
 7 first part of your question, you know, the one
 8 thing that MSDE has shared is that the standards
 9 haven't changed, so the college and career ready
 10 standards are the college and career ready
 11 standards. To address the question you just
 12 asked when it comes to MAP, we needed baseline
 13 data from our second grade students in order to
 14 know which assessment was best for them.
 15 Previously from the spring of 2019 looking at
 16 first grade spring assessments, we saw that 86
 17 percent of our students were ready for the MAP
 18 2-5 beginning second grade. We did not have that
 19 baseline data during COVID because we did not
 20 give MAP testing.
 21 Does that clarify? So then from fall to

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1 winter, what we've determined is that if a
 2 student is at or below the recommended RIT score
 3 of 170, that we've been training our schools and
 4 SECs to move that student back into the K-2 MAP
 5 assessment, so that we can better get an
 6 understanding of all the components that are
 7 assessed through MAP. And that is a standardized
 8 practice through MWEA. Ideally the spring
 9 assessment for grade one will inform us about
 10 which students in grade two should take which
 11 assessment.
 12 DR. HAGER: Got it. So would a parent
 13 get that information on their MAP printout, that
 14 says the test is administered differently, or
 15 would it just look as if they needed another MAP
 16 essentially?
 17 MR. CONNELLY: So what a parent sees on
 18 their MAP report is the test that the student
 19 took, so K-2, 2-5 or 6-12, they'll see the
 20 content area so ELA or math, and then they'll see
 21 the sub content areas such as informational text,

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1 literary text, vocabular use, problem solving for
 2 mathematics, those types of things. The RIT
 3 score is the standardized score that is used for
 4 all of the other interpretations, so a 170 RIT is
 5 a 170 RIT regardless of what grade level you're
 6 in or which assessment you take. So that's the
 7 difference with MAP testing than comparing MCAP,
 8 which each assessment and each grade level is its
 9 own entity, and MAP is scored across every
 10 student as a RIT score calculation based on how
 11 they were able to perform.
 12 So really that's a fundamental
 13 difference in a norm reference versus a criterion
 14 reference assessment.
 15 DR. HAGER: Yeah, and I was just
 16 wondering how a parent might interpret it.
 17 MR. CONNELLY: It does give the level of
 18 performance of a student in five different bands,
 19 and that performance is then broken down into
 20 each of the four or five sub content standards,
 21 depending on whether it's ELA or math.

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1 DR. HAGER: Thank you.
 2 MR. CONNELLY: You're welcome.
 3 VICE CHAIR MCMILLION: Ms. Jose?
 4 MS. JOSE: Thank you. Thank you,
 5 Dr. McComas, for this presentation. So my
 6 questions are looking at how we went from five
 7 performance levels to three, and when we got the
 8 scores as parents you had three levels,
 9 approaching, meeting and exceeding. How could a
 10 parent tell if it was approaching and they were
 11 at the lower end of the spectrum, say zero, and
 12 have we caught that data, how many kids are
 13 actually at the lower end of approaching, zero to
 14 10 or 30, how is it broken down?
 15 DR. MCCOMAS: So again, I'm going to ask
 16 Mr. Connelly, because they're the ones who
 17 process all of that data file as it comes in.
 18 MR. CONNELLY: So, the challenge that we
 19 have is that was a limited test item pool, MSDE
 20 couldn't match what we were used to getting
 21 previously, so they could only do three

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1 proficiency levels, which is the minimum
 2 requirement from ESSA from the federal
 3 government. They actually requested to go down
 4 to two proficiency levels, that was not met,
 5 because they knew they had a small sample size of
 6 testing. That was also denied by the U.S.
 7 Department of Education, so they did the standard
 8 minimum of three proficiency levels. We do not
 9 have a way of informing parents, you know, where
 10 a child sits across that approaching level, which
 11 is what we had shared as a concern throughout
 12 this presentation, that approaching now becomes
 13 this really big bucket.

14 And so at the individual student level
 15 we can look at percent correct compared to the
 16 number of items that they've done to kind of get
 17 an idea of where a student sits, but I think that
 18 that's too much interpretation for such a limited
 19 test.

20 MS. JOSE: So if you were to look at
 21 where it comes to approaching, there's a little

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1 arrow that would show up at the bottom end and
 2 then one that would be leaning more towards
 3 meeting expectations. Is there any way for us to
 4 capture that data to see the kids that are truly
 5 failing, and while I agree after the pandemic
 6 standardized testing is not equitable and our
 7 children are recovering, but is there a way for
 8 us to catch that data, and do we have a breakdown
 9 on how our more socioeconomically challenged
 10 children did?

11 MR. CONNELLY: Those are great questions
 12 and if there's a better testing instrument, I'll
 13 be honest with you, I would say we have to have
 14 that information. But what we have instead are
 15 multiple data points, so we have to look at our
 16 students by what they're being taught and how
 17 they're demonstrating that understanding from the
 18 fall to where they're at now based on what's
 19 happening in classrooms, what's happening in
 20 curriculum-based assessments.

21 You know, MAP and the MSDE early fall

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1 assessment were just a baseline. Like KRA, it's
 2 an entry point, but it doesn't give you an
 3 indication moving forward that there's enough
 4 comprehensive data to really make instructional
 5 decisions based on that, you have to dig deeper.
 6 And I applaud our teachers and our school
 7 administrators and our central office support
 8 team for digging deeper. We have to go beyond
 9 that level.

10 DR. MCCOMAS: I think just one of the
 11 things I want to offer that's really critical for
 12 our classroom teachers and they have been
 13 actively engaged, is those performance assessment
 14 tasks at the beginning of each unit, right,
 15 because that's really where you get to as a
 16 teacher, teachers aren't really looking at this,
 17 they're going to be looking at the student's work
 18 in front of them, they're going to see exactly
 19 where each student is performing against those
 20 standards, and that's where it's really important
 21 for our teachers to understand how to accelerate

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1 that learning based on those key, those
 2 fundamental skills and not content knowledge
 3 skills that move us through the grade level.

4 So I just want to offer that, is that
 5 the daily practice of classroom teachers is
 6 really anchored very much in student work,
 7 because that's the most immediate data that's
 8 going to be needed evidence of where a student
 9 can demonstrate what they know and can do versus
 10 what they're struggling to do, so I just offer
 11 that in complement to the state data.

12 MS. JOSE: Thank you. And that's what I
 13 was driving at, that the teachers would know. So
 14 if a student could do well and learn his or her
 15 data, but would not be able to take a
 16 standardized testing as well, or proficiency. So
 17 that doesn't necessarily mean they're not
 18 learning, and is there a way for us to capture
 19 that in a more granular way from schools and give
 20 to the teachers, because they truly know how
 21 their children are doing, more than a

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1 standardized testing.

2 MR. CONNELLY: As a former principal --

3 DR. WILLIAMS: Let me respond to that.

4 That's the important -- I love this conversation,

5 because we've had conversations about data

6 checks, that's what exactly happens in our school

7 building with the teachers and the leadership of

8 their building. They look at the data to make

9 informed decisions. A month ago we had the

10 principal of Owings Mills here and he talked

11 about what happens in the school building, so I

12 just want to, I want to say kudos, because these

13 are the conversations we have at cabinet, these

14 are the conversations we have at our school base.

15 But I want to go back to the

16 presentation, just to remind the Board and the

17 public this is new, it's called the early fall

18 assessment. There's a lot of questions about it.

19 So if you go back to slide five, I really want

20 you to -- your homework tonight is to go back to

21 slide five, Mr. Thomas, and look at the

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1 difference between the early fall assessment and

2 the MCAP. If you continue to compare the

3 results, I think Dr. Hager said it, Mr. Connelly

4 said it, you're comparing apples and oranges, the

5 assessment change.

6 We're still in the pandemic. We're

7 trying to assess. Because you remember a year

8 ago, this Board talked about learning loss, and

9 we came to you and said well look how our

10 students are doing, or have done on our MCAP, I'm

11 sorry, on our MAP, on our fall assessment. I do

12 want us to go back to slide nine since there was

13 some comment about slide nine. Again, it's a

14 baseline data source about how our students are

15 doing. It's one data point, folks.

16 Dr. McComas said constantly looking at

17 multiple data, getting to your point, what is the

18 classroom teacher saying about the students, what

19 are those informed decisions that are being made

20 in the classroom at the school level in terms of

21 acceleration, in terms of remediation, in terms

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1 of intervention? So it's all of this. This is

2 to show just what we look like, but I want to

3 echo what Mr. Connelly said, when you look at the

4 scores, that band is not helpful data for that

5 classroom teacher, because the form is different

6 and the results are different. So I would just

7 say go back to slide five, go back to slide nine

8 to really understand the differences, and at the

9 very end Mr. Connelly talked about what we think

10 the new MCAP will look like coming up in the

11 spring.

12 But I will say the work that our

13 parents, our teachers and our students did to

14 really prepare our students over the last two

15 years, and looking at the standards and trying to

16 accelerate and fill in gaps, that's hard work.

17 We changed our curriculum, we're looking at our

18 own assessments and so this is, again, a glimpse

19 as to what's happening in our school system. And

20 so we'll have some more data points. Again, this

21 is our work this year, providing these multiple

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1 academic achievement reports, but I just want to

2 reference, there's a lot of questions about these

3 fall assessments statewide. Go to the state

4 board meetings, you can listen, read the

5 articles.

6 This is to give a glimpse of how we're

7 doing, because a year ago this Board talked about

8 the learning loss. Now we know what our students

9 know, what they need assistance in, and how we

10 can provide the support when we bring in our

11 principals to have these data checks.

12 So again, I love the fact we're making

13 you all little data chat groups, I appreciate

14 that, but I will caution you, when you compare

15 every year you're going to get a false report

16 because it's different assessments. When we

17 start looking at 2016 data, 2017 data, and all

18 that's transpired between that year and now, it's

19 a lot.

20 And I have to commend our students who

21 are really working hard, really working hard.

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1 I've been in classes, I've been in schools. I've
 2 seen the students working hard, as well as the
 3 staff. And I have to thank our parents for
 4 filling in all last year when we were looking at
 5 the pandemic and virtual and hybrid. So I just
 6 have to say that because we're spending a lot of
 7 time on the fall assessments. It's one data
 8 point, and you all can sit and take -- maybe you
 9 all should take the test. I think that would be
 10 a good challenge, that if you're not -- I'm
 11 serious. I took the MAP. If you haven't sat and
 12 taken it, you don't understand, you really don't
 13 understand as a student how that feels. So maybe
 14 I'll add that to the list, Ms. Gover, and offer
 15 that to the board members, really so you have an
 16 understanding of what these assessments look
 17 like.

18 VICE CHAIR MCMILLION: I saw Ms. Rowe's
 19 hand first.

20 MS. ROWE: So I have -- this is where I
 21 struggle with all of this. I have sat and

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1 listened to these board meetings since my
 2 daughter entered kindergarten, and she's a
 3 sophomore in high school. I've heard this exact
 4 presentation multiple times and the basic format
 5 of the presentation sounds something like oh, but
 6 look at these MAP scores, kids grew from point A
 7 to point B, but don't look at these MCAP scores
 8 because the state changed something about the
 9 test and we really don't know this, and it's
 10 literally baffling. So my question is, if we
 11 have no confidence in the state's testing scores
 12 from one year to the next, or from two years to
 13 this third year or whatever as a way to track
 14 data, then why are we not using some other system
 15 within our school system so that, we have MAP to
 16 test growth, but what are we using to test if the
 17 child meets the standards, so is the child
 18 reading on a third grade level on third grade?

19 Because I don't see that the state
 20 assessment is doing that, at least not according
 21 to the presentations given by central offices for

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1 the last 12 years. So if this is what our school
 2 system is saying, is that the state test is not a
 3 reliable system to determine where students are,
 4 Conn Academy is reliable, there's other tests out
 5 there that are reliable, we can create our own
 6 reliable test to test all students. So I just, I
 7 have a hard time with the idea that -- and if
 8 we're not doing that, then maybe the state
 9 testing is reliable, because -- so I'm very
 10 confused by a lot of this because -- and then we
 11 have a number of students who couldn't even take
 12 the test because they had computer problems in
 13 the middle of the test. I have one child who has
 14 no data for MAP, or MCAP, or fall, so, you know,
 15 I'm struggling with this.

16 VICE CHAIR MCMILLION: Thank you,
 17 Ms. Rowe.

18 DR. WILLIAMS: I would offer that there
 19 may need to be a session about, for board members
 20 to understand assessments, and multiple
 21 assessments, and how we use multiple data points.

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1 So I can't speak to what happened in 2016, '17,
 2 and I would probably argue these presentations
 3 are different than the previous ones, so I will
 4 argue that any day, any day, because of how we
 5 look at data. So I will question that, Ms. Rowe,
 6 but I will say that if you rely on one
 7 assessment, is that an accurate way of saying
 8 what students know and should be able to do? My
 9 belief is it's not accurate, it's not accurate,
 10 and the overarching issue of what's happening is
 11 we're still in a pandemic, so there is still
 12 trauma that our students are dealing with, as
 13 well as our staff.

14 And what we have always painted to this
 15 Board is multiple data points, and there's a
 16 slide that we did not include, perhaps we should
 17 include it, that had all the multiple assessments
 18 that we look, and that the schools use to make
 19 informed decisions.

20 So we have to abide by what the state is
 21 asking us to do, provide the assessment, we get

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1 the results. We say to our parents, it's one
 2 data point. We also want to look at what's
 3 happening in that classroom, the teachers provide
 4 assessments. I think we also have to fall back
 5 on the profession of our teachers who are making
 6 good decisions, and who have been trained to
 7 assess how our students are doing.

8 And then the other issue, Mr. Connelly,
 9 is always the availability of these test data,
 10 right? So in years past the assessment data from
 11 the state would not arrive until the fall, or
 12 sometimes winter, it just depends on what's
 13 happening. How is a school able to -- I think
 14 what this is telling me, maybe we need to do some
 15 small group for the Board to understand about
 16 assessments, because I will question that I think
 17 that these presentations provide a better idea
 18 and the continuity of what we do based on the
 19 board goal, to give you a bigger picture of how
 20 students are really doing, and give you the
 21 bigger picture that it's just not one data point.

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1 I think its unfair to assess based on one data
 2 point. That's the work of our schools, that's
 3 the work of our leaders, that's the work of our
 4 teachers. So I would just offer that I think the
 5 team has finished the presentation, but it feels
 6 like we have to clarify information about
 7 assessments, the totality. And I would also
 8 offer, please read the executive summary that's
 9 attached to this presentation.

10 VICE CHAIR MCMILLION: Ms. Causey?
 11 MS. CAUSEY: Thank you, Mr. Chair. Can
 12 I ask when this document was attached to
 13 BoardDocs for board members review, the
 14 presentation of the executive summary?
 15 DR. WILLIAMS: When it was published?
 16 MS. CAUSEY: Approximate date, time?
 17 Okay, thank you.
 18 DR. WILLIAMS: So it was published, just
 19 for the record, last Tuesday. Thank you.
 20 MS. CAUSEY: Great, thank you. So
 21 that's available to the public, then? Sometimes

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1 we do things in executive content, but these are
 2 available to the public.

3 My question was around initiatives I
 4 talked about before, and one of the upcoming
 5 reports on achievement is supposed to be related
 6 to grading, because the grading policy was
 7 approved in 2015 and it was implemented in 2016
 8 before Dr. Williams, with a great deal of
 9 controversy and struggle, and we were supposed to
 10 receive some information about that. And the
 11 issue is, are the grading procedures faithful to
 12 the policy and are they supportive of the
 13 students, and how is the attendance policy
 14 implementation for that time period.

15 VICE CHAIR MCMILLION: Thank you.
 16 DR. WILLIAMS: Thank you, Ms. Causey.
 17 As reported in our previous board meeting, I was
 18 trying to retrieve it, you know that we will be
 19 providing an annual report on the grading and
 20 reporting procedures, and that is a part of the
 21 academic achievement timeline so that is

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1 forthcoming.

2 VICE CHAIR MCMILLION: Any additional
 3 questions? Okay, we're going to move on to the
 4 next agenda item, correct? Thank you very much.
 5 The next item is the update on transportation and
 6 for that I call on Dr. Jess Grim.

7 DR. WILLIAMS: I will ask Dr. Yarbrough
 8 to join Dr. Grim, thank you.

9 DR. GRIM: Good evening, Dr. Williams,
 10 Vice Chair McMillion and members of the Board.
 11 The purpose of tonight's presentation is to
 12 educate, inform and provide a brief update on the
 13 current state of BCPS transportation. This
 14 presentation will cover the following five
 15 aspects of our work: Our mission and vision,
 16 what we do and who we are, school bus inspection
 17 update, service challenges, vacancies, callouts
 18 and leaves, and ongoing goals. Next slide
 19 please. Next slide please.

20 The mission of the Office of
 21 Transportation is to provide safe and efficient

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1 school transportation services in an environment
 2 that fosters positive social interaction and
 3 allows students to be successful learners. In
 4 our current operational paradigm our service is
 5 not as effective and efficient as we would like
 6 it to be, and we aim to improve that service for
 7 our students. However, our operations are safe,
 8 and we strive to provide service in a positive
 9 environment for our students.

10 After all, our school buses are the
 11 first classroom of the day for many BCPS
 12 students. Our core mission is emphasized in
 13 continuous improvement in transportation. Next
 14 slide please.

15 What we do. We provide safe school bus
 16 service twice a day for over 77,000 students.
 17 The picture on this slide is of M&T Bank Stadium,
 18 home to the Baltimore Ravens. The capacity of
 19 this stadium is just over 71,000. To visualize
 20 BCPS's service, think about this stadium. We
 21 would overfill Ravens Stadium by more than 6,000

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1 students and empty it twice a day to account for
 2 our school bus service.

3 We travel over 80,000 miles per day,
 4 over 14 million miles for the regular school year
 5 alone. We operate approximately 785 bus routes
 6 and of those 785, approximately 645 are operated
 7 by BCPS bus drivers and approximately 140 are
 8 contracted. We service over 200 schools each day
 9 including facilities in Howard County, Harford
 10 County, Frederick County and Baltimore City.
 11 We've also had students in the recent past that
 12 we've transported to Prince George's and
 13 Montgomery Counties on a daily basis. We operate
 14 and maintain over 800 BCPS buses at 11
 15 facilities; these buses range in capacity from
 16 77-passenger to buses that can only safely
 17 transport a handful of students with
 18 disabilities. We maintain and support over 440
 19 white fleet vehicles systemwide, and we partner
 20 with five school bus contractors who supplement
 21 our BCPS school bus service. Next slide please.

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1 The map on this slide shows the
 2 placement of BCPS's 11 bus lot locations
 3 throughout Baltimore County. We work at these
 4 facilities and have an office at Pulaski Park.
 5 BCPS's school bus contractors operate their own
 6 facilities. We proudly employ over 1,000 AFSCME,
 7 ESPBC and OPE staff. BCPS currently employs
 8 approximately 545 full-time bus drivers and
 9 approximately 265 bus attendants. At present
 10 BCPS has a small number of substitute bus drivers
 11 and attendants. Over 48 percent of BCPS bus
 12 drivers have ten years or more experience with
 13 us. In our current operational paradigm our
 14 routing assistants, dispatchers, field
 15 representatives and in some lots fleet staff,
 16 customer service clerks and senior operations
 17 supervisors are driving buses or serving as bus
 18 attendants on a daily basis, in addition to their
 19 primary roles. Our staff are our greatest
 20 assets.

21 We partner with another 150-plus

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1 contracted personnel. Most of these are school
 2 bus contractors, but we also have students with
 3 disabilities who utilize other allowable
 4 transportation services under COMAR. These are
 5 also contracted.

6 We include business management, fleet
 7 and operations as areas in which we work together
 8 to provide service, and we represent
 9 approximately four percent of BCPS's total
 10 budget, and this has been consistent since fiscal
 11 year 17.

12 It is important to highlight that we are
 13 a nontraditional school bus service. We don't
 14 simply take students to and from their
 15 neighborhood schools. Instead we transport
 16 students throughout the county and across
 17 catchment boundaries multiple times a day to
 18 service mid-days, ESOL, magnet, displaced,
 19 homeless, students with disabilities, college
 20 programs and more. Next slide please.

21 School bus inspection update. The

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1 safety of BCPS school buses has been the subject
 2 of one media outlet's recent attention. The
 3 Office of Transportation thanks the Board for
 4 this opportunity to set the record straight and
 5 provide an update regarding school bus
 6 inspections and MDOT MVA's recent random
 7 inspection of our fleet.

8 First, it is important to understand
 9 that our school buses are constantly inspected.
 10 School bus driver conduct pretrip and post-trip
 11 inspections of their school buses every day.
 12 These daily inspections also identify issues from
 13 trip to trip. When a school bus driver
 14 identifies an issue from their pretrip or
 15 post-trip, or they identified an issue while
 16 driving the bus, they communicate the issue with
 17 our fleet staff to determine if the bus needs to
 18 be pulled from service and when the repair will
 19 be completed. Again, this happens on a daily
 20 basis.

21 In addition to pretrip and post-trip

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1 inspections and the repair tickets that our bus
 2 drivers and lot staff submit to our fleet staff,
 3 all school buses in the state of Maryland are
 4 subject to four inspections each year, one Type A
 5 and three Type B. The difference between an A
 6 and a B is that an A is considered a major and
 7 includes removing the tires from the vehicle as
 8 part of the inspection. Although MDOT MVA notes
 9 inspection results as pass-fail, reporting
 10 pass-fail per MDOT MVA school bus inspections is
 11 not standard.

12 There are three categories used most
 13 frequently for these inspections, pass, 30-day
 14 repair, and major defect. While a 30-day repair
 15 and major defect are technically considered a
 16 fail, how MDOT MVA handles a 30-day repair versus
 17 a major defect is very different. For example, a
 18 torn seat, a clearance light, the contents of a
 19 first aid kit, or an LED light out could
 20 technically fail a bus for inspection and result
 21 in a noted defect, but it would still be operable

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1 within a 30-day repair category. That means the
 2 bus continues to operate and MDOT MVA's
 3 expectation is that the bus will be repaired
 4 within 30 days.

5 We know that there was misinformation
 6 reported about fuel tank strap inspection
 7 failures on BCPS buses. As shared in November,
 8 as soon as we received questions about fuel tank
 9 straps and out of an abundance of caution, the
 10 Office of Transportation immediately removed the
 11 identified buses from service. We consulted with
 12 the manufacturer and the Maryland State Police,
 13 as well as MDOT MVA, in addition to reviewing
 14 COMAR inspection reports and procedures.

15 To err on the side of safety, the BCPS
 16 Office of Transportation repaired, reinforced or
 17 replaced the fuel tank straps on 52 school buses.
 18 However, none of these fuel tank straps were
 19 cited in MDOT MVA's random inspection, and those
 20 that were repaired would arguably not have failed
 21 inspection because they were still secure by the

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1 definition of COMAR.

2 During MDOT MVA's recent random
 3 inspection of BCPS's school bus fleet, 39 of 801,
 4 or 4.8 percent of school buses were noted as
 5 having a major defect. These buses were pulled
 6 from service and repaired, with most repairs
 7 completed the same day they were cited. The BCPS
 8 Office of Transportation is confident that these
 9 numbers are some of the lowest out of service
 10 school bus figures in the state of Maryland and
 11 support our high standards of safety.

12 For context and comparison, in 2022 the
 13 FMCSA, or Federal Motor Carrier Safety
 14 Administration, while conducting commercial
 15 vehicle inspections nationwide, cites an out of
 16 service rate of 21.6 percent. While this is not
 17 comparing apples to apples, the commercial motor
 18 vehicles share a lot of similarities with a
 19 school bus chassis and engine. But school buses
 20 actually have a much more stringent out of
 21 service criteria due to the nature of the vehicle

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1 and the service it provides. Thus by this
 2 comparison, BCPS's out of service percentage is
 3 outstanding.

4 BCPS school buses are safe. As I said
 5 back in November, I am very proud of our fleet
 6 staff and our fleet staff are very proud of their
 7 work, and would never knowingly enter an unsafe
 8 school bus in service. They drive our buses,
 9 their spouses and parents drive or serve as
 10 attendants on our buses, and their children ride
 11 our buses. Nonetheless, in alignment with our
 12 vision of continuous improvement and focus on
 13 safety, we have provided additional training to
 14 staff and updated forms related to our Type B
 15 inspections in this new cycle which began last
 16 week.

17 The purpose of this slide is to provide
 18 insight to our greater community regarding the
 19 cause of service challenges and the resulting
 20 delays. During the month of February 2022 the
 21 Office of Transportation compiled the following

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1 data regarding bus driver vacancies, leaves and
 2 callouts. A callout occurs when a staff member
 3 cannot report to work, whether because of a
 4 family emergency, illness or another personal
 5 issue. Callouts are sometimes known prior to the
 6 day of the callout, but can happen hours,
 7 minutes, and even during our service.

8 In February we averaged 97 bus driver
 9 vacancies. We averaged 63 callouts each day,
 10 which represent eight percent of BCPS's total
 11 routes, or 12 percent of BCPS's full-time
 12 drivers. The highest number of callouts was 84.
 13 The unpredictable nature and variance in these
 14 callouts make it difficult for staff to plan and
 15 implement effective coverage. We averaged 45 bus
 16 drivers out on leave each day, which represents
 17 six percent of BCPS's total routes or eight
 18 percent of BCPS's full-time drivers.

19 Thus on average, 205 of BCPS's 785 total
 20 routes needed to be covered each day in February,
 21 which represents 26 percent of our routes.

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1 When you combine a national shortage of
 2 drivers with leaves and other reasons during an
 3 active pandemic, and people calling out, there is
 4 a direct impact on the timeliness of service. In
 5 neighboring districts they have canceled or
 6 eliminated routes for school bus service as a
 7 result of these circumstances, and some have even
 8 asked families to transport their own students.
 9 While last service is not our goal, we respect
 10 and understand that many students need our
 11 services, and our team works tirelessly day in
 12 and day out to transport over 77,000 students
 13 safely across our school system and beyond.

14 Every day our team is focused on the
 15 mission of serving students. We adjust and
 16 problem solve in real time to support our bus
 17 drivers as they double and triple back and
 18 combine trips and routes to transport our
 19 students to and from school. Next slide please.

20 The Office of Transportation has several
 21 ongoing goals with the focus on continuous

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1 improvement. We have been working with a
 2 consultant to continue to critically consider
 3 community feedback regarding our practices and
 4 procedures regarding measures we can take to
 5 increase our efficiency. Specifically, we are
 6 partnering with the Division of Human Resources
 7 in support of their efforts to recruit qualified
 8 transportation staff and streamline our
 9 onboarding process. We continue to improve
 10 processes and procedures in compliance with
 11 COMAR, including anticipated changes to school
 12 vehicle options that will give us additional
 13 flexibility in the near future to transport
 14 students to and from school. We are working to
 15 implement bus radios as a means of communication
 16 in collaboration with the Department of
 17 Technology. We continue to work with our
 18 partners in the Department of Facilities
 19 Management to assess and improve facilities for
 20 our staff. Next slide please.

21 We continue to partner with AFSCME in

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1 retaining school bus drivers and bus attendants
 2 by advocating for our staff and assisting in the
 3 resolution of employee issues. As previously
 4 stated, our employees are our most valuable
 5 assets. We are working to improve routing
 6 practices and procedures by consistently
 7 implementing best practices, analyzing available
 8 data and making decisions that result in safer,
 9 more efficient and more effective service. We
 10 are working to improve communication with schools
 11 and other stakeholders regarding service as well
 12 as being responsive to the issues as they arise.
 13 We implemented a procedure in October of this
 14 school year that we are continually refining in
 15 order to provide accurate information to schools
 16 about daily a.m. and p.m. bus changes and delays.
 17 Next slide please.

18 Again, the Office of Transportation is
 19 committed to continuous improvement. We are
 20 committed to meeting the needs of our students
 21 and finding creative ways to address bus driver

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1 shortages and related service issues, while
 2 improving our communication and efficiency. We
 3 would also like to take this opportunity to thank
 4 the Board and the county executive for your
 5 support of our transportation staff. Your
 6 efforts to remove onboarding roadblocks and to
 7 compensate potential and current employees
 8 through temporary wage increases this year and
 9 bonuses is appreciated.

10 The following quote from proud BCPS bus
 11 drive Jackie W. says it all. Quote, I've had my
 12 run for many many years and it's a good run. I
 13 have kids of kids of kids. I enjoy talking to my
 14 students and their parents because I drove their
 15 parents. I go to their graduation parties and
 16 love seeing them grow up. With everything going
 17 on now, I also really appreciate the additional
 18 hourly pay, that's really important and really
 19 big. End quote.
 20 (Applause.)
 21 VICE CHAIR MCMILLION: Thank you. Any

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1 questions? Ms. Jose?
 2 MS. JOSE: Thank you, Mr. McMillion.
 3 First of all, Dr. Williams, thank you for this
 4 presentation and coming here and presenting to
 5 the Board. The Board recognizes that there are
 6 challenges that the transportation department
 7 faces, and I know nationwide we have a shortage
 8 of bus divers, so we have to do everything that
 9 we could as a board at the governance level to
 10 help you.

11 When you're talking about improving
 12 routing practices, are you currently using a
 13 software or algorithm, and how do you intend to
 14 improve it coinciding with the school bell times?
 15 DR. GRIM: So yes, we currently do use
 16 routing software to route our students. We use
 17 the software to look at our different school
 18 boundaries where we need to transport students to
 19 and from. What the software helps us do is we
 20 can create bus capacities, and it basically
 21 assigns the students to a bus based on those

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1 rated capacities at different levels. We also
 2 have to take into account students with
 3 disabilities and other different trips that we
 4 do, so we manually put into the software some of
 5 our more complicated trips, some of our shuttle
 6 stops for example, and some of our students with
 7 disabilities.

8 In terms of our schools' starting bell
 9 times, we use that in conjunction with the
 10 software to look at how many students in a
 11 particular area we have to move at any given
 12 time. Currently we have four tiers, we have an
 13 A, a B, a C and a D tier with our school bell
 14 times. The A and the B tiers are high schools
 15 and our middle schools, the C and our D tiers are
 16 our elementary schools. So we have early
 17 elementary and we have late elementary. We do
 18 have some other special schools or kind of
 19 outlier schools I'll call them, that cross some
 20 of those times, that may start a little bit
 21 earlier or a little bit later than the group of

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1 students that would typically fall under that
 2 high, middle or elementary time. So that's a
 3 continual process that we look at.
 4 We are somewhat constrained with our
 5 bell times when looking at the totality of what
 6 we do in terms of insuring safe service, both in
 7 the morning and in the afternoon. We have some
 8 students this year who unfortunately because of
 9 delays in our service are getting home around
 10 six o'clock on a relatively consistent basis, and
 11 so those are things that we look at because that
 12 plays into the safety of our students.
 13 MS. JOSE: Thank you, and also thank you
 14 for clarifying some of the misinformation that's
 15 been out in the media. We have 175 schools, and
 16 you said we transport children to 200 schools?
 17 DR. GRIM: Over 200, yes, ma'am.
 18 MS. JOSE: Over 200, so those are --
 19 DR. GRIM: Those are public schools,
 20 they are also facilities that are out of county
 21 as well. So we are not just limited to our 175

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1 schools.
 2 MS. JOSE: And that needs to be
 3 emphasized because we always just hear the bad
 4 stuff, so thank you for everything you're doing,
 5 and hopefully this Board supports our Department
 6 of Transportation wholeheartedly, because you
 7 carry our children to school. Thank you.
 8 VICE CHAIR MCMILLION: Ms. Mack?
 9 MS. MACK: Yes, thank you,
 10 Mr. McMillion, and thank you, Dr. Grim, for the
 11 information and for the work you and your team
 12 do. In the November meeting I asked, I believe I
 13 asked you, do we expect there to be any material
 14 findings at the conclusion of the MVA MDOT
 15 inspections, and you responded that you did not
 16 expect any material findings other than what
 17 normal inspections would find. What contributed
 18 to the difference in what we expected the state
 19 to find and what they actually found, and what
 20 changes, if any, have we made to our inspection
 21 and trouble reporting processes as a result of

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1 the findings?
 2 DR. GRIM: So to clarify, I believe your
 3 first point, Ms. Mack, and thank you for that,
 4 this is what we expected to find. These are
 5 typical, these are typical B inspection results
 6 for us. A 4.8 percent on our majors is a very
 7 very small number, and if data were to be pulled
 8 from around the state, I think that you would
 9 find that that is an extremely low number for our
 10 majors. And given the fact that most of our
 11 majors, out of those 39, almost all of them were
 12 back in service within a day with the exception
 13 of parts that we were waiting for, shows the
 14 commitment of our staff.
 15 So I think the results were actually
 16 consistent and on point with what we did expect
 17 from MDOT MVA, so I'm sorry if that wasn't clear
 18 in my comments.
 19 MS. MACK: Okay, thank you very much for
 20 that.
 21 And also, I've had teachers tell me, and

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1 I understand that you are doing the best that you
 2 can, but sometimes when we have students whose
 3 parents work and the students, and the buses are
 4 late and the parent says don't go outside, keep
 5 running to the window and see if the bus is
 6 there, a lot of times when the kids are
 7 particularly young and the parents aren't there,
 8 those kids end up not coming to school. What can
 9 we do about that? I mean, you've talked about
 10 your next steps and your goals, but when we have
 11 kids who just don't come to school because
 12 they've checked five times and the bus is late,
 13 you know, any ideas around that?
 14 DR. GRIM: Yes, ma'am, and actually I
 15 would like to go back to, I didn't answer the
 16 second part of your first question, which was
 17 what were some of the changes that me made, and I
 18 just wanted to comment on that. We have changed,
 19 we have provided some additional training to our
 20 staff on COMAR and parts of the inspection
 21 process, we've changed some of our documentation

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1 practices related to that. We've actually
 2 invited MDOT MVA in to do some additional
 3 training with us. And actually last week we, our
 4 county hosts the statewide meeting of the fleet
 5 supervisors, and we do that one monthly or
 6 quarterly basis, it's typically monthly but it's
 7 ramping back up from COVID. So we have put a
 8 number of measures in place to continually
 9 improve.

10 As for your second question, I
 11 completely understand where that's coming from in
 12 terms of the timeliness of our service, and I
 13 think where we can continue to improve is the
 14 accuracy of our communication with our schools
 15 around latenesses and changes and delays. Our
 16 staff, with the means that we have, is working
 17 very hard at this time to try and do that,
 18 because we do know that that is a challenge for a
 19 number of our families.

20 MS. MACK: Again, thank you for the work
 21 you do, thank you for the updates, and thank you

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1 for answering my questions.

2 VICE CHAIR MCMILLION: Dr. Hager?
 3 DR. HAGER: Yes, thank you, and actually
 4 my question is related to what you were just
 5 saying at the end, and I thank you for the
 6 presentation and everything that you do. My
 7 children ride buses like others do on the
 8 Board and so, you know, through personal
 9 experience but also through talking to a number
 10 of people bus related, you know, and like routes
 11 gets merged which causes the bus to come home
 12 later, and things like that have happened this
 13 year and I think most people's first reaction is
 14 to give everybody grace and understand that there
 15 is a lot going on, but when it kind of goes on
 16 and on, and weeks go by and it's consistent, who
 17 is it that a parent should reach out to, is it
 18 the child's principal, is it someone within the
 19 transportation department, what's the right route
 20 to go just to have, you know, is this going to be
 21 over soon, what is the solution, to have kind of

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1 one of those conversations?
 2 DR. GRIM: So I think that that is a
 3 great question, Dr. Hager, on many levels. We
 4 always refer questions to our main line number
 5 which is 443-809-4321, it's staffed from
 6 6:30 a.m. to 5:30 p.m. on a daily basis on every
 7 school day, and so we can field questions there
 8 and direct them to the right individual.

9 We also encourage folks to email us, we
 10 have a contact us email address, it's listed on
 11 our website, and we can provide those answers
 12 individually to those constituents as best we
 13 can.

14 I think some of the challenges as I've
 15 shared with you in our February data, are really
 16 about some of the unknowns and some of the
 17 strategies that we need to do to compensate from
 18 day to day with the three buckets that we have
 19 between our vacancies, our callouts and our
 20 leaves. So for example, we might have a very
 21 consistent bus driver that is healthy and is able

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1 to come to work every day and is consistently
 2 riding. And then something happens to another
 3 driver and we need to as you said, combine the
 4 bus driver A's route with bus driver B's route,
 5 and that causes a disruption not only in the
 6 route that's being covered, but in the consistent
 7 route as well. And right now that is just part
 8 of the operational paradigm in which we have. We
 9 have been working as best we can to tell schools
 10 when we do know a problem will continue for a
 11 period of time or if we anticipate there will be
 12 a period of time that a certain bus will be
 13 consistently delayed.

14 Also, if we believe there's going to be
 15 something that we believe is going to be delayed
 16 for a long period of time, we do try to make
 17 changes to see if we can pull it apart, cover it
 18 in a different way, combine it with something
 19 else, so for those long-term absences in which we
 20 are aware, those are some of the plans that we do
 21 try to make on a daily basis.

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1 DR. HAGER: Thank you, and I do
 2 appreciate those emails in the morning letting me
 3 know the bus will be late so the kids don't just
 4 stand out in the cold, so all of those changes
 5 are really helpful, so thank you.

6 VICE CHAIR MCMILLION: Mr. Thomas?
 7 MR. THOMAS: Thank you. So one slide,
 8 or I don't have the slide, but one of the slides
 9 said that we are trying to implement bus radios.
 10 Where are we at right now with this in
 11 collaboration with the Department of IT and
 12 implementing bus radios?

13 DR. GRIM: So the Department of
 14 Technology is responsible for working with the
 15 vendors to program our radios, it's extremely
 16 technical and beyond the scope of work that we do
 17 in transportation, we're really the customer in
 18 that regard, and they've been working diligently
 19 with the vendor to make sure over COVID the FCC
 20 licensing, the towers, those communications are
 21 set up. Currently the radios have been

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1 installed, they're being programmed is my
 2 understanding. I believe that we will be testing
 3 the radios, come the fall is the current timeline
 4 that they have provided to us between, you know,
 5 finishing the installation pieces, the
 6 programming and the other nuances. I believe
 7 they're looking to test them in the fall.

8 MR. THOMAS: Okay. And what is the
 9 purpose of the radios? Like what service will
 10 they provide to our bus drivers?

11 DR. GRIM: So it's actually part of a
 12 larger scale safety initiative. What it will
 13 enable us to do is to centrally communicate with
 14 all of our school buses, which we are presently
 15 unable to do. So it will allow us to send mass
 16 messages or to announce mass messages to a large
 17 group of drivers or to one area of drivers for
 18 example, safely. Because right now our driving
 19 staff, if they have a personal cell phone, they
 20 cannot use it absolutely positively while they're
 21 on the road. That's not only an infraction in

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1 our office, but it's an infraction of their
 2 licensing, so communication can be a challenge
 3 with them. A radio would be a safe and efficient
 4 way to do that.

5 It would also allow us to communicate
 6 more efficiently across the system. Right now
 7 our leadership staff have radios that we use, our
 8 routing assistant buses, our 25 routing assistant
 9 buses are equipped with a confined radio system
 10 that they're able to use and then our other
 11 leadership staff, we're able to communicate from
 12 our central base in Pulaski Park with each of the
 13 areas and then with those limited number of folks
 14 in leadership. This will expand that
 15 communication out to our bus drivers and other
 16 staff.

17 MR. THOMAS: That's incredible, thank
 18 you so much.

19 When I visited the Hopkins Creek lot
 20 with you, I noticed that there wasn't running
 21 water at the lot. How many of our lots currently

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1 don't have the infrastructure for running water
 2 and that kind of stuff?

3 DR. GRIM: So Hopkins Creek and -- I
 4 want to make sure that I'm clear. Our Department
 5 of Facilities has done a tremendous job at
 6 Hopkins Creek. There is no sewer line at Hopkins
 7 Creek. That was built as a temporary bus lot
 8 about 40 years ago, so what the Department of
 9 Facilities has done to compensate for that, they
 10 have put in trailers that provide restroom
 11 facilities and our office facilities. So they
 12 technically do not have running water. There is
 13 a current project there in development that is
 14 hooking sewer up through that area, it is a
 15 protected area in terms of the county, so we'll
 16 see what that leads to.

17 At two of our other facilities, the
 18 Inwood facility and the Windsor Mill facility,
 19 our fleet staff do not have access to water where
 20 they are located. I've recently had meetings
 21 again with our Department of Facilities to assess

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1 those to determine how we might be able to
 2 address that situation.

3 MR. THOMAS: Thank you. And I ask that
 4 just to kind of learn about what kind of
 5 conditions our bus drivers are in on these lots
 6 and what kind of, you know, features they have
 7 access to.

8 How, what are the roles of our staff
 9 members, like at a specific bus lot, who all is
 10 involved at the bus lot? And I learned about
 11 this when I visited with you, but I'm asking for
 12 the whole Board, who are the staff members that
 13 are at a bus lot supporting our bus drivers?

14 DR. GRIN: So at each of our lots we
 15 have fleet staff, and we have three full shops
 16 which are Arbutus and -- our Arbutus shop, our
 17 North Point facility and our Cockeys facility.
 18 Those are what are called large fleet shops, they
 19 handle trucks, they handle school buses, they
 20 handle, they can handle major repairs at each of
 21 those three facilities. At the remainder of our

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1 facilities we have fleet staff that can handle
 2 minor day-to-day type issues, you know, batteries
 3 that need to be recharged, torn seats, glass,
 4 other issues, oil changes, some of those types of
 5 things.

6 So we have fleet staff at each one of
 7 our lots. We have a customer service person at
 8 each one of our bus lots, we have two to three
 9 routing assistants at each one of our bus lots,
 10 we have a dispatcher for each area, we have a
 11 field representative at each bus lot, and we have
 12 a senior operations supervisor per area, and then
 13 of course our bus drivers and bus attendants at
 14 each lot.

15 MR. THOMAS: Okay, thank you. And
 16 looking at slide five, we see a geographic
 17 outline as to where our bus lots are at compared
 18 to the county. And I'm looking at like the
 19 northeast zone and when I'm looking at parts of
 20 the northwest zone, there's a large gap in terms
 21 of where the bus lots are and how they're

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1 transporting our students. I'm wondering how do
 2 we determine which lot is specific to a certain
 3 community, to which schools, what do we look at
 4 for those boundary lines?

5 DR. GRIM: So I think that's an
 6 excellent question in terms of the facilities we
 7 have and where they're placed. One of the things
 8 that I've learned in taking this job is that
 9 nobody in the community wants a bus lot next to
 10 where they live, right? So the bus lots that we
 11 have, the facilities that we have are facilities
 12 that are either owned by BCPS or they are county
 13 owned properties, and so all of them have been in
 14 existence for a good number of years.

15 We determine which schools are serviced
 16 by the lot based on that geography as best we
 17 can. To the point that you just made, some of
 18 our challenges in the northeast and when you look
 19 at the growth and expansion of schools and
 20 service in that area where the lots are located
 21 relative to that area does pose challenges to us,

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1 does pose service challenges to us.

2 However, part of what we do, for example
 3 when you look at a magnet program like Carver
 4 that's here in the central area, but students
 5 from Dundalk can attend Carver, we split service
 6 between our central area and our southeast area
 7 in that example, so that we can use those buses,
 8 utilize those buses most efficiently where
 9 they're coming and going. So Carver is a really
 10 good example where we will send a bus from the
 11 central area in the morning to get those students
 12 and bring them into Carver. Why? Because once
 13 they're back in the central area, we can use them
 14 for, to service other buses in that area, and we
 15 do the reverse in the afternoon. So that's just
 16 one example.

17 MR. THOMAS: Thank you. And one of the
 18 concerns we've been hearing from our community
 19 members when they testified through stakeholder
 20 comments and in general is the student behavior
 21 on buses. I'm wondering, what are the ways that

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1 we monitor student behavior on our buses, and how
 2 can the Board help to enhance monitoring student
 3 behavior on buses?
 4 DR. GRIM: So presently within the
 5 Office of Transportation our protocol is that our
 6 bus drivers can address the behavior that they
 7 are trained and feel comfortable addressing.
 8 Their procedure is to notify the school via a
 9 referral process of the behaviors that occur
 10 there. Schools can also request meetings with
 11 our drivers or attendants or other staff, or bus
 12 videos from us. Oftentimes there's an exchange
 13 of information, we'll hear from a parent or a
 14 stakeholder, or we'll hear from a bus driver
 15 about a particular issue and then we'll follow
 16 up. We will pull the bus video, all of our buses
 17 are equipped with internal cameras that we're
 18 able to take a look at what the video is, and
 19 provide that to the schools so that they can
 20 address the student behavior.
 21 Our staff does not directly address

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1 student behavior, we partner with our school
 2 staff in order to do that, and in support of our
 3 bus drivers and attendants, we often work with
 4 the school administration on different issues
 5 that they see, whether it's a solitary incident
 6 or something that's ongoing, so we can get the
 7 best resolution for the student. Sometimes just
 8 like in the schoolhouse, it's a matter of
 9 placement, a student might need more supports
 10 that a more specialized bus or a different bus
 11 can provide for them.
 12 MR. THOMAS: Thank you. And what can
 13 the Board do to kind of, I guess assist with -- I
 14 don't know, because I know from experience and
 15 talking to bus drivers, when it comes to the
 16 cameras on the buses, you know, they are only
 17 internal, and so you have to physically take the
 18 hard drive from the bus in order to look at them.
 19 Is there anything that the Board can do, any
 20 future contracts that we might be able to approve
 21 that would help make this better?

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1 VICE CHAIR MCMILLION: Thank you,
 2 Mr. Thomas.
 3 DR. GRIM: At this time we don't have
 4 any contracts that are pending for something like
 5 that.
 6 VICE CHAIR MCMILLION: Okay.
 7 Mr. Offerman?
 8 MR. OFFERMAN: Yes. First of all, I
 9 would just thank you for not only this fine
 10 presentation, but also all the work that you and
 11 all your staff are doing.
 12 My question is a concern, concerns the
 13 contract people who serve our kids who are not
 14 part of our system. Is there, to your knowledge,
 15 is there any difference between the training that
 16 their drivers get compared to what our drivers
 17 all get, and secondly, is there any concern from,
 18 when they're late or they're unable to go or show
 19 up, in terms of getting that notice to you?
 20 DR. GRIM: So thank you for those
 21 questions, Mr. Offerman. So to answer your first

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1 question, we actually train all of their bus
 2 drivers, they attend our training classes, and so
 3 we train and certify them as school bus drivers.
 4 We cannot currently, we are not allowed by the
 5 MVA to currently test contractors like we can
 6 internal bus drivers, so the contracted bus
 7 drivers have to actually go to the MVA to get
 8 their license and to test, but that is the only
 9 difference in their training from what we get
 10 and, from what our bus drivers get and what our
 11 contracted services get.
 12 In relation to your second question,
 13 when a contractor is unable to fulfill their
 14 obligations, it is up to our staff to fill those
 15 in. Last year our contractors were able to
 16 take -- or actually prior to the pandemic, last
 17 year is kind of an unusual year obviously with
 18 our return to school, but we had approximately
 19 167 contracted routes and so between that time
 20 and what we're servicing now, we've actually had
 21 to reduce the number of contracted routes by 25,

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1 because of what our contractors have been able to
 2 commit to, which has resulted in those additional
 3 vacancies that we've been talking about this
 4 school year.
 5 MR. OFFERMAN: Thank you.
 6 DR. GRIM: You're welcome.
 7 VICE CHAIR MCMILLION: Mr. Kuehn?
 8 MR. KUEHN: Thank you for your
 9 presentation. So I'm looking at slide six and I
 10 just have some, and it has to do with your
 11 inspections and processing results. My question
 12 to you is kind of a basic one. Is all of the
 13 maintenance mileage driven, meaning like as
 14 certain miles, you know, like a car, you get a
 15 maintenance schedule, so you follow that schedule
 16 for all major, all maintenance, is it all mileage
 17 driven?
 18 DR. GRIM: All of it's not mileage
 19 driven. We actually replace our brake pads at a
 20 faster rate than is allowable by COMAR because we
 21 believe it's safer to do so. So it's not just

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1 related to mileage, although that is an indicator
 2 just like your normal process would be. It's
 3 also by time, so we take a look at, you know,
 4 just these regular intervals when things happen,
 5 we do that maintenance.
 6 So during the course of these four
 7 inspections that we do each year, there's certain
 8 procedures that we check each time, and we might
 9 replace the oil filter or we might replace other
 10 filters, or the oil itself during that period
 11 regardless of what the mileage is, if we believe
 12 that's the safest thing to do.
 13 MR. KUEHN: Okay. And you had mentioned
 14 a Type A versus a Type B and that you do the
 15 Type A once a year and you do Type B three times
 16 a year. So Type A, you're actually taking the
 17 wheels off?
 18 DR. GRIM: That's correct.
 19 MR. KUEHN: And that's when you have
 20 access to the brakes, correct?
 21 DR. GRIM: That's correct.

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1 MR. KUEHN: So are you only looking at
 2 the brakes once a year?
 3 DR. GRIM: No. There's a visual
 4 inspection that's part of the school buses that's
 5 part of the Type Bs, but the actual, actually
 6 taking the wheels off is only part of the Type A
 7 inspection. Of course we would address that any
 8 time we would need to, if the driver hears
 9 something or sees something that's wrong. But
 10 through the visual inspection we can take a look
 11 at the -- sorry, I don't remember the technical
 12 term on the brakes, and the bags that are in the
 13 back of where the axle is, to make sure that the
 14 system is working properly.
 15 MR. KUEHN: Okay. Now I'm going to
 16 switch things up on you a little bit now. This
 17 is a large fleet and it needs a lot of fuel, and
 18 as everybody has watched, the fuel prices have
 19 shot up. Do we buy bulk fuel or are we going to
 20 be affected by this, you know, budget wise?
 21 DR. GRIM: So we do bulk buy fuel and we

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1 do that in, with county government as well, so we
 2 share our fuel facilities with Baltimore County
 3 Government.
 4 MR. KUEHN: Okay. So do you anticipate
 5 a need for more funds to cover the rest of the
 6 school year with the situation that we're in now
 7 with the price of diesel and gasoline going up
 8 significantly?
 9 DR. GRIM: At this time I would say no,
 10 we do not, but I was speaking to one of our
 11 contractors today, and with the volatility in the
 12 market, ask me the question again in a couple
 13 weeks and we'll see. At this time, no.
 14 MR. KUEHN: All right, thank you.
 15 DR. GRIM: You're welcome.
 16 VICE CHAIR MCMILLION: Mrs. Causey?
 17 MS. CAUSEY: Thank you for the
 18 presentation and your passion for transportation
 19 and getting our students to school, Dr. Grim. As
 20 a parent and a board member, I appreciate and
 21 respect the dedication and the care and

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1 compassion, the hard work of the transportation
 2 staff. I was happy to support each initiative to
 3 increase the compensation for transportation,
 4 AFSCME and all employees as we acknowledge the
 5 challenges and the extra effort that's been
 6 required to get through the pandemic and now to
 7 return to in-person learning.

8 I also wanted to say that it is as one
 9 public commenter said, it's good to throw out
 10 ideas and see what might happen, and so I think
 11 with the conversation that we had at the last
 12 board meeting, that there has been increased
 13 awareness and engagement, and one of the things
 14 is we heard the suggestion, but we've heard it
 15 before, which is a two-tier bus driver
 16 compensation, one with benefits and one without
 17 at a higher pay. Given the timeline and where we
 18 are, is that something that's being evaluated and
 19 discussed in the collective bargaining that's
 20 going on as one possible immediate solution?
 21 DR. GRIM: I don't believe that I can

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1 speak to that. I am part of the negotiations
 2 team but I don't believe that I can speak to
 3 that.

4 DR. WILLIAMS: Ms. Causey, that was
 5 addressed by HR in a different setting, and so
 6 that's not part of the negotiations.

7 MS. CAUSEY: I'm suggesting that it
 8 needs to be reconsidered.

9 DR. WILLIAMS: I think HR responded to
 10 that same question when they provided an update
 11 to the Board.

12 MS. CAUSEY: Okay, so maybe there's a
 13 version that can come out.

14 The other issue is, I provided an email
 15 earlier with a document attached which states
 16 that as a performance metric for the school
 17 system, on time arrival for buses was included in
 18 that, and that was in a strategic plan between
 19 2014 and 2018. I was not able to locate the
 20 complete document on the website, perhaps because
 21 of the ransomware attack, but I request

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1 Dr. Williams provide, have staff locate and
 2 provide the document to the Board because I
 3 believe we should include it again as a key
 4 performance metric. We know that our children
 5 cannot access instruction, nutrition,
 6 engagement --

7 VICE CHAIR MCMILLION: Thank you,
 8 Mrs. Causey.

9 MS. CAUSEY: I had more to say, but
 10 thank you for what you're doing.

11 VICE CHAIR MCMILLION: Thank you.
 12 Ms. Rowe?

13 MS. ROWE: How many students are in the
 14 second part of a double run which causes them to
 15 routinely arrive late to school after the bell
 16 too late to receive breakfast?

17 DR. GRIM: I'm sorry, can you repeat
 18 your question please?

19 MS. ROWE: How many students are the
 20 second part of a double run which causes them to
 21 routinely arrive late to school after the bell

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1 and too late to receive breakfast?

2 DR. GRIM: Well, in some schools the
 3 double run is planned, it's planned ahead, so
 4 none of the students are late. If it's as a
 5 result of a callout that happens on that
 6 particular day or is something that we couldn't
 7 plan ahead, it could be one bus for a school, it
 8 could be several, depending on how many callouts
 9 we have that particular day, how many routes we
 10 had to combine, and how many we had to double or
 11 triple.

12 MS. ROWE: So do we know how many are
 13 routinely late to school?

14 DR. GRIM: Because of bus service, no,
 15 we do not.

16 MS. ROWE: Okay. How many bus eligible
 17 students are driven or walked to and from school
 18 by their parents because of unreliable bus
 19 service?

20 DR. GRIM: I would have no way of
 21 calculating that, Ms. Rowe.

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1 MS. ROWE: So you don't know like how
 2 many students start riding the bus in the
 3 beginning of the year but then drop off partway
 4 through?
 5 DR. GRIM: Well, our ridership changes
 6 during the course of the year based on many many
 7 many factors. It's based on student
 8 participation in different after school events,
 9 it's based on the parents proclivity or work
 10 schedule. It may be based on a parent's living
 11 arrangement or student's living arrangement where
 12 they get picked up or delivered one or two days a
 13 week and not other days of the week. So that
 14 ridership often fluctuates throughout and during
 15 the year, so I'm not sure that we would have the
 16 means or ability to be able to pinpoint it due to
 17 a lateness issue or anything of that nature.
 18 MS. ROWE: So we've never surveyed
 19 parents to find that out?
 20 DR. GRIM: The Office of Transportation
 21 has not.

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1 MS. ROWE: Okay. What's the difference
 2 in pay between the contract routes that we have
 3 and our own drivers?
 4 MR. GRIM: So we spent approximately, we
 5 budgeted, the last pre-COVID year we spent
 6 roughly, we were on track that year to spend
 7 \$17.5 million on our contracted service and they
 8 supplied service to, again, that year was about
 9 167 of our routes, and our total budget for that
 10 year I believe was somewhere in the neighborhood
 11 of, I believe that year was about \$75 million.
 12 MS. ROWE: So a driver working for a
 13 contractor makes how much per hour compared to
 14 our driver?
 15 DR. GRIM: It depends because their
 16 compensation package is different, many of our
 17 contractors provide a higher hourly rate and they
 18 only pay by the hour for the hours that they
 19 drive, so they're not given any other benefits,
 20 and they're only working what their time and
 21 mileage is. Our BCPS bus drivers have a 40-hour

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1 guaranteed workweek and based on the schedules
 2 that they have, our middays and so forth, they
 3 are scheduled for those full 80 hours.
 4 MS. ROWE: So can you break down that
 5 date for an update?
 6 DR. GRIM: What specifically would you
 7 like?
 8 MS. ROWE: I would like to know the
 9 contractors that we have, that we use, the hourly
 10 rate for those drivers versus our drivers.
 11 DR. GRIM: So we can't, I don't believe
 12 that we can force our contractors to tell us what
 13 their hourly rate to their employees is, because
 14 what they do is they actually bid on a mileage
 15 based on the contract that they have, so our
 16 contractors will provide a different hourly rate
 17 based on where they are, their mileage, what
 18 other benefits they may be providing. There were
 19 some figures that were provided in the efficiency
 20 audit that had at that point in time what the
 21 hourly rate was that they were compensating, but

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1 our contractors are able to adjust that as a
 2 private entity at any point in time.
 3 MS. ROWE: So they don't advertise their
 4 job listings and available jobs with hourly
 5 rates?
 6 DR. GRIM: Some of them do, some of them
 7 do not.
 8 MS. ROWE: I guess what I'm asking for
 9 is some basis, some basis, what we can find out
 10 either through advertisements or otherwise.
 11 You cited a phone number but you also
 12 said people who answer the phones get pulled to
 13 drive buses at a previous meeting, and I would
 14 like to know, why can't people be hired by
 15 transportation to answer phones and communicate
 16 with schools and parents, as opposed to having
 17 administrative staff driving buses?
 18 DR. GRIM: So our call center in the
 19 last two months is now fully staffed, so that
 20 443-809-4321 number goes right to our main call
 21 center which is at Pulaski Park. Those are not

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1 individuals at our bus lots driving buses.
 2 However, it's the folks at those lots that we
 3 rely on to get some of our information, so
 4 sometimes that communication is challenging to
 5 get from them, but between 6:30 and 5:p.m. we do
 6 fully staff that call center.
 7 MS. ROWE: So how come we don't have
 8 people just to answer phones at the lots?
 9 DR. GRIM: Because it's been all hands
 10 on deck to make sure our kids get to and from
 11 school every day.
 12 MS. ROWE: Can't we hire someone to just
 13 answer the phone and have the information, who
 14 doesn't end up driving a bus?
 15 DR. GRIM: I suppose that we could look
 16 at that model as well. Those folks, their
 17 primary job is to answer the phones, but in the
 18 operational paradigm we've all been out on buses.
 19 I myself have been out as a bus attendant on days
 20 that we've been so short we've needed them there.
 21 MS. ROWE: I find it remarkably

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1 inefficient that you could have any part of a
 2 transportation organization that cannot at any
 3 time and every time communicate with every other
 4 part when you're transporting children, and I
 5 just, I don't understand that.
 6 DR. WILLIAMS: Dr. Grim, thank you for
 7 responding to these questions. I want to go back
 8 to a point that Mr. Thomas said about more radios
 9 and looking at ways to improve the communication.
 10 And so I appreciate making the decision all hands
 11 on deck to try to get our students to school and
 12 from school, and yes, there's always as you
 13 presented, always ways to improve transportation,
 14 so thank you for that.
 15 VICE CHAIR MCMILLION: I just have a
 16 couple real quick questions. I'm curious, what's
 17 the name of the routing software, the routing
 18 software that you use?
 19 DR. GRIM: Route Finder.
 20 VICE CHAIR MCMILLION: Route Finder?
 21 DR. GRIM: Yes.

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1 VICE CHAIR MCMILLION: How old is it?
 2 DR. GRIM: The update that we have,
 3 we're actually upgrading to their plus version,
 4 which they just released that last year, within
 5 the last year, but we've had versions of Route
 6 Finder for the past eight or ten years or more.
 7 It hasn't been fully implemented that long but
 8 they have been in business for a number of years.
 9 VICE CHAIR MCMILLION: Would the stop
 10 sign contract have replaced Route Finder?
 11 DR. GRIM: So it would have more quickly
 12 upgraded that. What it would have allowed us to
 13 do, however, was look at our planned routes
 14 versus what we're actually running, and do an
 15 overlay of that, which would have improved our
 16 efficiency.
 17 VICE CHAIR MCMILLION: And personally, I
 18 thought it was a very -- damn, I had that word --
 19 impressive when the gentleman came down from
 20 Canada and addressed us about that contract, I
 21 thought that was impressive.

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1 I passed Hopkins Creek today. Is
 2 Hopkins Creek being crowded out by that new
 3 development?
 4 DR. GRIM: So there is some construction
 5 that's occurring, they're putting in a new sewer
 6 line, we believe, along that area in Hopkins
 7 Creek. And as you can see, they've eliminated a
 8 number of the trees that served as a buffer in
 9 that area.
 10 VICE CHAIR MCMILLION: Is there any
 11 conversation about moving Hopkins Creek, are you
 12 looking for another piece of property for that?
 13 DR. GRIM: Not at this time.
 14 VICE CHAIR MCMILLION: And one of the
 15 slides showed 205, I think routes, which was 26
 16 percent, do you remember that slide?
 17 DR. GRIM: Yes, sir.
 18 VICE CHAIR MCMILLION: Was that routes
 19 that were being doubled up? I didn't understand
 20 that slide.
 21 DR. GRIM: So what that shared was on a

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1 daily basis in the month of February, we were
 2 covering approximately 26 percent of our routes
 3 every day, which were 205 of our 785 routes. So
 4 that means that 205 routes were either being
 5 combined, we were doubling back, tripling back,
 6 of finding some other way to cover them because
 7 of our combination of vacancies, callouts and
 8 leaves.

9 VICE CHAIR MCMILLION: Thank you very
 10 much. Any other questions? Yes, Ms. Scott?

11 MS. SCOTT: Thank you. I wanted to
 12 know, I was looking at the slide here, I'm not
 13 sure, it's the second to last, or the last one
 14 actually, ongoing goals, and it said improved
 15 communication with schools and other
 16 stakeholders. And I wanted to know right now,
 17 how do you communicate with the schools and
 18 stakeholders like when a bus is running late, how
 19 is that usually communicated?

20 DR. GRIM: So in October, and thank you
 21 for that question, in October we looked at that

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1 as a major issue and we came up with a process
 2 where we put some timelines on our operations
 3 staff and said at X time, and it varies a little
 4 bit between our levels, our high, our middle and
 5 our elementary, but we said we expect that
 6 schools are communicated with any known changes
 7 or delays for that particular morning. And one
 8 of the challenges, Ms. Scott, is that if a driver
 9 calls out late because of an emergency or
 10 something happens, our high school service may
 11 well already be underway, so our high schools are
 12 typically receiving that information anywhere
 13 from quarter to seven to 7:15 which, some routes
 14 are well underway for our high schools by that
 15 time. But we get much better for our middle
 16 schools and our elementary schools because by
 17 that point we have that data.

18 So what happens is our bus lots
 19 translate the individual information that they
 20 have at our 11 lots, we have created school
 21 distribution lists and what they do is they enter

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1 into a spreadsheet the information about those
 2 changes and delays and they email that to
 3 identified school personnel, who then take that
 4 information and they share that with their school
 5 community the best way that they see fit. Some
 6 are using social media, others are using the
 7 school messenger system, others are using email
 8 that they've created, so each school is tailoring
 9 that direct communication to their constituents
 10 based on how we provide it to them.

11 And since October we've worked hard to
 12 improve the accuracy of that information, because
 13 what often happens is the minute we send it out,
 14 something else happens, we have a callout, a bus
 15 is in an accident, or something else occurs,
 16 there's a major traffic delay or impediment, and
 17 we need to make other additional adjustments, so
 18 we try to communicate them as timely as we can
 19 with the schools.

20 MS. SCOTT: Great, thank you.

21 DR. GRIM: You're welcome.

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1 VICE CHAIR MCMILLION: I think
 2 everybody's had the opportunity to speak. Thank
 3 you very much.

4 DR. GRIM: Thank you.

5 DR. WILLIAMS: Thank you, Dr. Grim and
 6 Dr. Yarbrough.

7 VICE CHAIR MCMILLION: The next item on
 8 the agenda is the information, which includes the
 9 Revised Superintendent's Rule 4202, personnel,
 10 retirement.

11 We are going to move to S on the agenda,
 12 S-1 is -- the next item on the agenda is board
 13 member comments and consideration of agenda items
 14 for future board meetings. Board members, please
 15 note that items provided at past meetings have
 16 been received and are being reviewed. Ms. Rowe?
 17 I'm sorry, I didn't hear you.

18 MS. ROWE: I'm sorry, say that again.

19 VICE CHAIR MCMILLION: We're in Item
 20 S-1, the next -- this particular item on the
 21 agenda is board member comments and consideration

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1 of agenda items for future board meetings. Board
 2 members, please note that items provided at past
 3 meetings have been received and are being
 4 reviewed. I'm going around the dais and I just
 5 happened to start with you, I'm sorry.
 6 MS. ROWE: I'm sorry, I wasn't paying
 7 attention at the moment. I have no comments.
 8 VICE CHAIR MCMILLION: Okay, thank you.
 9 Ms. Causey?
 10 MS. CAUSEY: I'm getting my screens open
 11 here. A quick question, we're doing a
 12 legislative update next?
 13 VICE CHAIR MCMILLION: That's S-2, yes.
 14 MS. CAUSEY: Thank you. I just wanted
 15 to say that I've heard a lot of positive remarks
 16 about the mask optional and also about the
 17 announcements for in-person graduation, end of
 18 year celebrations, activities, the performances
 19 that we're going to be able to have with band and
 20 dance and robotics and everything else, so I
 21 think we are improving things for our students,

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1 staff and families, so that's wonderful.
 2 I also wanted to congratulate all the
 3 athletes that are finishing up their winter
 4 sports. Again, just a wonderful opportunity that
 5 they did not have last year that we've been able
 6 to facilitate. And especially, personally I'm
 7 going to congratulate wrestling because that's
 8 what my family's been engaged in in the public
 9 schools for 25 years at least. And it just, one
 10 thing on International Women's Day that I'd like
 11 to say is that this year is the first year that
 12 they have had a dedicated young women, the girls
 13 bracket for the women to compete and it's just a
 14 thrill to watch, so that was wonderful.
 15 I appreciate the, I also want to point
 16 out the town hall on student behavior and
 17 discipline that's happening on Thursday, there's
 18 information on the BCPS website about that.
 19 And I also want to hear, for an agenda
 20 item, Public Works recommendations, there's so
 21 many that are involved in improving board

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1 governance, the agenda setting for the meetings,
 2 I really think that the Board needs to discuss
 3 those specific ones related to governance and
 4 leadership and it will really help the school
 5 system, so thank you.
 6 VICE CHAIR MCMILLION: Okay, Ms. Causey?
 7 Okay, great. Ms. Mack?
 8 MS. MACK: Yes. Now that the mask
 9 mandate is lifted and volunteers and parents are
 10 allowed back in schools, I look forward to
 11 beginning school visits again. That's it.
 12 VICE CHAIR MCMILLION: Thank you.
 13 Ms. Jose?
 14 MS. JOSE: Great job, Mr. McMillion,
 15 thank you. Everybody have a good night.
 16 VICE CHAIR MCMILLION: Thank you. It's
 17 my turn. I'm excited about schools, you know,
 18 all the activities coming back, everything that's
 19 opening up, I'm excited about that.
 20 I'd like to congratulate Ms. Culbertson
 21 again and I want to point that she, if I'm not

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1 mistaken, her first setting, or her first
 2 assignment was Chesapeake High School teaching
 3 science, and she was also the head girls varsity
 4 soccer coach for Chesapeake High School, so
 5 congratulations on that. Mr. Thomas?
 6 MR. THOMAS: Thank you, Mr. McMillion,
 7 and great job leading the meeting tonight.
 8 I have a few comments and then
 9 discussion, so I am excited to continue my school
 10 visits across the county. Tomorrow I am visiting
 11 New Town High School, Sudbrooke Magnet Middle
 12 School and Windsor Mill Middle School, so I'm
 13 excited to head over to the west side. I'm
 14 excited for all the work that's happening in the
 15 equity committee and in the curriculum committee,
 16 as well as the policy review committee. I want
 17 to congratulate our assistant principal of the
 18 year Ms. Culbertson again because she gave such
 19 incredible remarks over there today. And I'm
 20 excited about my SMOB town hall tomorrow which
 21 will be about student wellness and how we're

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1 really doing in our schools.
 2 For an agenda item, and I think I've
 3 said this before but I'm going to say it again,
 4 I'd like to see if we could have another contract
 5 similar to that zero dollar contract for
 6 transportation that we didn't discuss tonight,
 7 but we've discussed in the past. I think it's
 8 really important, especially with hearing from
 9 our AFSCME employees and hearing from the
 10 transportation department update that we should
 11 bridge that contract back up and discuss it
 12 again. So thank you all, and I can't wait for
 13 the legislative discussion right after this.
 14 VICE CHAIR MCMILLION: Mr. Offerman?
 15 MR. OFFERMAN: Yes. I look forward to
 16 hearing the grade and reporting meeting we'll
 17 have soon. I would also ask everyone to keep all
 18 the citizens in the Ukraine in their thoughts.
 19 VICE CHAIR MCMILLION: Thank you.
 20 Ms. Scott?
 21 MS. SCOTT: Thank you, Mr. McMillion. I

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1 look forward to Mr. Thomas visiting the west
 2 side, I look forward to you coming to our
 3 schools, thank you for that. Also, I would like
 4 to congratulate all the athletes who worked hard
 5 this winter and congratulate those who, you know,
 6 just for a job well done.
 7 And I would also like to say that I look
 8 forward to hearing some more information as far
 9 as the efficiency review from Public Works. I
 10 know we, I spoke about this last time at the
 11 board member agenda items for consideration and
 12 I'd like to reiterate that again, because there
 13 were quite a few suggestions and I think that it
 14 would be beneficial for us to look at those, to
 15 review them and to work on them going forward.
 16 Thank you.
 17 VICE CHAIR MCMILLION: Thank you.
 18 Dr. Hager?
 19 DR. HAGER: I don't have any comments.
 20 VICE CHAIR MCMILLION: Okay. Mr. Kuehn?
 21 MR. KUEHN: Thank you. Two items for

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1 upcoming agenda items. One, I would love to hear
 2 an overall plan from our new CIO about what we're
 3 doing IT wise, so we fully understand and grasp
 4 all the moving parts there.
 5 And two, I would like to understand the
 6 plan for maintaining and addressing and replacing
 7 the tracks around the county at the high school
 8 level. I had sent a request for information, but
 9 I think that this needs to become something that
 10 we should talk about so we fully understand how
 11 it works, and when or if they can ever expect a
 12 replacement. Thank you.
 13 VICE CHAIR MCMILLION: Thank you.
 14 Ms. Henn, are you available, are you on line?
 15 Okay.
 16 We're going to move on. The next item
 17 on the agenda is Item S-2, legislative and
 18 governmental relations committee update.
 19 Ms. Causey please?
 20 MS. CAUSEY: Thank you. I appreciate
 21 Ms. Henn appointing me chair of the legislative

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1 and government relations committee and I want to
 2 appreciate Mr. Thomas as vice chair of that
 3 committee since I'm transitioning in, he's been a
 4 great help. And so the first, first of all, we
 5 had a meeting on March 3rd and we reviewed a
 6 number of bills, and they're making their way
 7 through the legislative session. We did bring
 8 forward a recommendation to the Board and I think
 9 I'll let Mr. Thomas address the bill that he's
 10 bringing forward.
 11 So Bill 476 was recommended by the
 12 legislative and government relations committee to
 13 come forward to the Board, but without a
 14 recommendation. So Mr. Thomas, if you'd like to
 15 address that?
 16 MR. THOMAS: Thank you so much, yes. So
 17 this is the bill that we discussed a little bit
 18 last time and we didn't end up voting on because
 19 we didn't have the amendment information
 20 available to us, but since then the amendment
 21 information has been available.

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1 This bill would with its current form
 2 now with the amendments which have passed the
 3 Baltimore County House delegation unanimously,
 4 would require the staggered selection for the
 5 appointed members of the Board of Education
 6 starting with this next term. However, the
 7 elected members of the Board would begin in
 8 November or, sorry, the first meeting in December
 9 is when they would have their first meeting as
 10 elected members, but the appointed members for
 11 the 2022 school year only would start sometime
 12 when the governor appoints them, sometime prior
 13 to February 1st, 2023.

14 So that could mean, the governor is, the
 15 gubernatorial inauguration is mid January, so
 16 between mid January and February, the appointed
 17 members would transition into that role. Now
 18 your question might be well, what about the
 19 appointed members we have right now who are
 20 currently in the role? Well, their term would be
 21 extended for two months and in the event that

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1 they did not want to continue participating, they
 2 could resign from the Board of Education in order
 3 to, you know, not continue to participate.

4 So those are, that's how this bill is
 5 being, those are the amendments and they are, I
 6 sent them all out to all the board members so you
 7 have access to them in writing. It addresses the
 8 concerns, I believe, that were raised last time
 9 and if there's any questions, I'm here to answer
 10 them, or we can have some board members answer
 11 them as well from the legislative committee.
 12 Thank you.

13 VICE CHAIR MCMILLION: Mr. Kuehn has a
 14 question. I'm sorry? Okay, I'm sorry.
 15 Dr. Hager, please.

16 DR. HAGER: Yes. I just would like to
 17 say that I still object to the amendment that has
 18 the governor elect appointing new members in
 19 January this time around. I can see, you know,
 20 changing it for the future, but doing it this
 21 time, I don't know, I find it a little bit

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1 offensive in a way, that there is, it just feels
 2 like there's a concern about the choices of the
 3 current governor, which would include the four of
 4 us that are appointed now, and I don't know. And
 5 then also making us stay on two more months after
 6 our term is over, it's just a very odd amendment
 7 to me and I really don't think it's a very good
 8 amendment to an overall good bill. That's all.

9 MR. THOMAS: If I may?

10 VICE CHAIR MCMILLION: Mr. Thomas, would
 11 you like to comment on Dr. Hager's comment?

12 MR. THOMAS: Thank you, yes. So in
 13 accordance with state law, and I don't have the
 14 law in front of me, but a governor in the state
 15 of Maryland is not supposed to be able to appoint
 16 anyone in their, I don't know what the exact date
 17 is, but in the final months leading up to the end
 18 of their term. So if we were to have the
 19 governor appointing members for this next year,
 20 who cannot run for office for another term
 21 because they've expired the amount of terms that

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1 they can exhaust, it would be breaking kind of
 2 the law in a sense.

3 So that's why it's important that our
 4 legislators felt, and it was unanimous in the
 5 sense that we need to change this so that in the
 6 future, you know, this won't occur again, because
 7 it would be in the off, it would be in a
 8 presidential election instead of a gubernatorial
 9 election. So it needs to be addressed because of
 10 the law this year and moving forward, and it
 11 doesn't have, in terms of my decision, this is
 12 nothing personal against the governor who is
 13 currently in office.

14 And as was discussed in another bill in
 15 the legislative committee, you know, the
 16 nominating commission really determines who the
 17 finalists are for the appointed members. So you
 18 know, it doesn't, in my opinion it wouldn't
 19 really matter who's appointing the members
 20 because we already have our stakeholders choosing
 21 who those finalists for those positions would be.

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1 So this isn't required by law, and I've spoken
 2 with Delegate Ebersole about it, and our
 3 legislators in Baltimore County voted unanimously
 4 to support it. Thank you.
 5 VICE CHAIR MCMILLION: Thank you.
 6 DR. HAGER: So Mr. Thomas, so if, for
 7 prior governors who had not run for reelection,
 8 they did appoint board members; is that correct?
 9 MR. THOMAS: I can't speak to prior
 10 elections because I don't know how that was.
 11 This is the first time we have a hybrid board
 12 that, you know, we have a governor who has
 13 expired all their terms and cannot run again to
 14 appoint someone else.
 15 DR. HAGER: Okay. I still, I do not
 16 agree with that amendment at all. That's all.
 17 VICE CHAIR MCMILLION: Okay. Mr. Kuehn?
 18 MR. KUEHN: Thank you, Mr. McMillion. I
 19 disagree with this. I think besides the comments
 20 that Dr. Hager made that I agree with, one of the
 21 key issues that I have with this is not seating

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1 your entire Board at the same time creates some
 2 management issues for the Board. And it also
 3 creates a significant issue because you're
 4 talking about replacing board members that have
 5 been involved in the budget process right around
 6 the time that they're supposed to go and start
 7 voting for an operating budget, I believe like
 8 the second Tuesday in February is usually when it
 9 occurs. So that's a tremendous issue that I just
 10 see like a reality setting in type issue.
 11 So you know, I've already made my
 12 opposition to this known. I will not be sticking
 13 around for extra months, my term is up, and they
 14 need to see people, and like you made the
 15 right -- you know, Mr. Thomas made the point that
 16 the nominating committee is not going to change
 17 and the people that are going to be nominated and
 18 brought forward to the governor is not going to
 19 change, so I just see very little value of that.
 20 I do agree with the actual staggering going
 21 forward, but I don't think that this is going to

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1 be valuable, and I will be voting against it.
 2 VICE CHAIR MCMILLION: Dr. Hager has a
 3 comment to Mr. Kuehn's comment, and then we will
 4 go to Mrs. Causey, okay?
 5 DR. HAGER: No, I mean the budget
 6 comment is a really relevant one, but in addition
 7 the board leadership -- I mean, there's so many
 8 things that happen when you don't seat your board
 9 at the same time. I just, I think the comment
 10 that Mr. Kuehn made about the budget, though, is
 11 incredible important to consider, so that's all.
 12 VICE CHAIR MCMILLION: Thank you.
 13 Ms. Causey?
 14 MS. CAUSEY: Thank you. I appreciate
 15 the discussion and I know there will be more.
 16 I'm opposed to this legislation. While the Board
 17 did vote specifically to stagger, the Board did
 18 not vote to change the timing of the seating of
 19 the members and those other things, and I think
 20 they are incredible negative impacts of that.
 21 There is in fact a method I understand and if I

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1 could ask the board counsel to check on this, if
 2 that's okay, Mr. McMillion, and provide an input
 3 to the Board, because my understanding is that in
 4 a situation that happens in other districts as
 5 well, the governors would make the appointment
 6 before the primary. So my understanding is the
 7 nominating commission has already started
 8 accepting applications, but I think it would be
 9 helpful to have that clarified, because people
 10 have made the statement that there is no way for
 11 board members to be appointed and I don't think
 12 that that's a fair statement. I think that there
 13 is a plan right now to use the nominating
 14 commission to appoint board members that would
 15 then be seated in December at the same time as
 16 those that are elected, but I will be not
 17 supporting this bill, thank you. You can
 18 evaluate that request, thank you.
 19 VICE CHAIR MCMILLION: Thank you.
 20 Mr. Thomas is next.
 21 MR. THOMAS: Thank you. I just wanted

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1 to remind everyone that, you know, this time when
 2 the elected and appointed members wouldn't be at
 3 the same time is for one year, and it's kind of
 4 in my eyes the only way to really transition to
 5 this much better system of governance for the
 6 Board of Education. You know, it's only for one
 7 year, I just want to make that very clear.
 8 And also to a point that was just made,
 9 you know, if we are supporting this bill, then
 10 we're really not supporting fixing the problem
 11 that is, that we could currently be breaking --
 12 or this is, the governor could be breaking the
 13 law for not appointing another board member. So
 14 to me this very clear but I understand the
 15 concerns of other board members. I think that we
 16 just need to think long term what's going to be
 17 best for the Board of Education in governing our
 18 school system, instead of maybe how we personally
 19 would feel about sitting on the Board for an
 20 additional few months. Thank you.
 21 VICE CHAIR MCMILLION: Thank you.

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1 Ms. Rowe?
 2 MS. ROWE: So Mr. Thomas, we discussed
 3 in the legislative committee about an amendment
 4 because this had seated the elected members at
 5 the same time as the appointed members in January
 6 or February, and you said that they had changed
 7 that in the amendment. But I've looked through
 8 the documents and I've looked through the
 9 amendments, and I cannot find, the language
 10 appears to still be the same in that it says
 11 that, it deletes beginning on the first Monday in
 12 December after the member's election or appointed
 13 and, and then it inserts the section that says a
 14 member elected to the county board should begin
 15 their term on the day that members are appointed
 16 in accordance this paragraph, which would still
 17 have the entire new board being seated in
 18 February, right about when we vote on the budget,
 19 and I wondered if you could point to the language
 20 where that was amended.
 21 MR. THOMAS: So I'm reading right now

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1 what I said that I was referencing what
 2 Mr. Bazemore had said in our committee. On
 3 amendment HB 476 14392451 it says, in line eight
 4 strike 2 and substitute 3; in the same line
 5 strike in 2022 the and substitute in 2023 the; in
 6 line 20 strike A.2 and substitute A.3; in line 26
 7 strike a gubernatorial election year and
 8 substitute 2023 after line 39, 29 insert.
 9 And then the next amendment strikes
 10 elected and, so it would just be appointed.
 11 So to my knowledge, the two amendments
 12 that I shared with the whole board, I forwarded
 13 the email from Mr. Bazemore, this was what was
 14 accepted and voted unanimously by the Baltimore
 15 County House delegation. It does explicitly
 16 state for the 2023 year that this is for the
 17 appointed members. And it's a little all over
 18 the place in the amendments, but that's what our
 19 legislators --
 20 MS. ROWE: All right. Can you slowly
 21 read that amendment again so I can read it with

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1 the actual document, because --
 2 MR. THOMAS: Yes, I emailed it over to
 3 everyone.
 4 MS. ROWE: I can see it, it just doesn't
 5 make any sense if that's what it actually says.
 6 MR. THOMAS: Yes. So the amendments
 7 that were adopted, they weren't, they aren't
 8 actually on the initial bill document, but those
 9 amendments were supported by the Baltimore County
 10 House delegation unanimously. And so when it
 11 goes forward in the House, these amendments will
 12 have to be reported separately. So what I was
 13 hoping to do today was request a favorable report
 14 from the Board of Education with the bill and the
 15 amendments, but seeing that it doesn't sound like
 16 a consensus, then I would prefer we take no
 17 action on this bill since it was brought forward
 18 with no recommendation, just leave it with no
 19 action and continue to move along, since there
 20 are concerns and you know, maybe they could be
 21 resolved through more conversations.

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1 VICE CHAIR MCMILLION: Ms. Rowe, I'm
 2 sorry?
 3 MS. ROWE: I concur with taking no
 4 action.
 5 VICE CHAIR MCMILLION: Mrs. Causey?
 6 MS. CAUSEY: Thank you. I just want to
 7 point out that comments made about this will fix
 8 everything and it will be better moving forward,
 9 the original hybrid elected school board bill did
 10 have staggered starts, but apparently the
 11 legislature at some point decided that they
 12 wanted to remove all the appointed members at the
 13 same time as the elected members, and so they
 14 changed the law. So this is not the first change
 15 or proposed change, so I think what the Board
 16 voted on was to have staggered starts, should try
 17 and be developed fully next session in a way that
 18 makes sense and does not have dysfunction at the
 19 beginning of a full board's transitioning in with
 20 board members not, with appointed members not
 21 being able to vote for the chair and vice chair.

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1 So I'm actually going to make a motion
 2 to oppose House Bill 476.
 3 MS. MACK: Second, Mack.
 4 VICE CHAIR MCMILLION: Okay. So we have
 5 a motion on the floor to oppose the bill. We
 6 have a second. Discussion? Mr. Thomas?
 7 MR. THOMAS: Thank you. I have a
 8 question for legal counsel, so I don't have the
 9 state law in front of me right now, but if we
 10 were to oppose this bill when it's fixing the law
 11 that would allow a lame duck governor to -- I'm
 12 sorry -- that would allow a lame duck governor to
 13 appoint members even if it's against the law
 14 currently, could we face legal ramifications on
 15 this Board for opposing this bill that would be
 16 fixing something that would occur that is
 17 currently breaking the law?
 18 VICE CHAIR MCMILLION: I don't have a
 19 clue.
 20 MR. THOMAS: Could counsel respond?
 21 MR. BROUSAIDES: I'm happy to respond.

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1 No, the Board's vote on this bill doesn't expose
 2 you to anything. The General Assembly is going
 3 to do what the General Assembly's going to do.
 4 MR. THOMAS: Okay, thank you. And
 5 again, I'd just like to state that I think we
 6 should take no action, because I really believe
 7 that this is something that if we need
 8 clarification we can take action at a later date,
 9 but you know, it's something in our legislative
 10 priority and I just think no action should be
 11 taken. Thank you.
 12 VICE CHAIR MCMILLION: Dr. Hager has a
 13 comment.
 14 DR. HAGER: I just was wondering about
 15 the language of the motion, because again, I like
 16 the other parts of it, it's just the amendment
 17 that reads the delayed appointments. So my
 18 question is if we oppose the bill, would it be
 19 better to oppose the bill as amended, or is there
 20 better language, unless others feel differently.
 21 But again, I like the bill overall, I just very

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1 much disagree with the extension of the appointed
 2 term for all the reasons we've talked about.
 3 So I don't know, if we oppose it now we
 4 oppose it totally, right? We oppose it as it
 5 currently stands, so if it ends up that they end
 6 up dropping that amendment, is it breaking rules
 7 to then support it later?
 8 MR. BROUSAIDES: No, that would be fine.
 9 If it comes back to the Board in another form,
 10 the Board can vote on it again.
 11 DR. HAGER: Okay, thank you.
 12 VICE CHAIR MCMILLION: Ms. Jose?
 13 MS. JOSE: Thank you. And Mr. Thomas, I
 14 apologize, I looked at the bill and there was
 15 something ambiguous about it, but my question to
 16 Mr. Brousaides, what does it matter whether this
 17 Board votes yes or no, the General Assembly will
 18 make the law, does it have any impact?
 19 MR. BROUSAIDES: That's more of a
 20 political question than a legal question.
 21 MS. JOSE: So I guess I have no

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1 feelings, Mr. Thomas. I mean, what was the
 2 intention of bringing this to the Board if you
 3 had discussed it in committee?
 4 MR. THOMAS: The intention was for
 5 discussion amongst the other board members, to
 6 hear what other board members had to say about
 7 this bill. In general it's a bill that relates
 8 to our educational system in general, so we just
 9 brought it with no recommendation to hear
 10 feedback from other members to see if we could or
 11 should take a position, if we should or should
 12 not.
 13 I don't have anything further but I did
 14 have another question, but it just slipped my
 15 mind as I was responding to you, Ms. Jose, so
 16 I -- oh yes, I remember it. So as the bill
 17 stands right now there were two amendments
 18 proposed. The Baltimore County House delegation
 19 submitted a favorable report for this but it
 20 still has to go to the House Ways and Means
 21 Committee, so you know, the bill right now is

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1 still in the original language in its process.
 2 The committee hasn't taken any position on the
 3 amendment yet, so I do think if we were to oppose
 4 it in the intent that was being raised by a
 5 former board member at large, then it might be
 6 better to say opposed with amendments, because
 7 with the amendments supported by the Baltimore
 8 County House delegation, or we could take no
 9 action.
 10 VICE CHAIR MCMILLION: Ms. Causey?
 11 MS. CAUSEY: So, I made the motion to
 12 oppose it because the original language was not
 13 in my opinion satisfactory and the full Board did
 14 not want to take action on it with the original
 15 language, did not want to give it a favorable
 16 report with the original language. And I feel
 17 like the amendments did not solve the issues, and
 18 so I made my motion to oppose it. And actually I
 19 was looking at the screen, and maybe I should say
 20 give it a nonfavorable report.
 21 Also, the issue is the timeframe. We

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1 have a nominating commission that's already
 2 accepting applications, and there is a timeline
 3 where it can be accomplished before the primary.
 4 So I feel it's important to have the Board's
 5 perspective known so that it can be set and it
 6 can be accomplished, and then next year when
 7 there's more time in the legislative session,
 8 they can address it in a more clear and
 9 functional method for the next cycle.
 10 VICE CHAIR MCMILLION: Thank you.
 11 Ms. Mack?
 12 MS. MACK: Yes. I support Ms. Causey's
 13 motion simply because this is the third time we
 14 have had late night discussions about this one
 15 bill, and we continue to have questions and
 16 ambiguities, and I think that to Ms. Causey's
 17 point, let's get it right the next time and not
 18 continue to try to push this through when it's so
 19 unclear, and the legislators are going to do what
 20 they want to do anyway.
 21 VICE CHAIR MCMILLION: Okay.

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1 Ms. Causey, exactly what was the wording of your
 2 motion?
 3 MS. CAUSEY: I move to oppose House Bill
 4 476.
 5 VICE CHAIR MCMILLION: Oppose, okay.
 6 Mr. Kuehn is typing something? No? How about
 7 Dr. Hager? Okay, so there's a motion on the
 8 floor to oppose Bill, what is it?
 9 MR. THOMAS: House Bill 476.
 10 VICE CHAIR MCMILLION: House Bill 476.
 11 There's a motion on the floor to oppose House Bill
 12 476. Ms. --
 13 MR. THOMAS: Point of parliamentary
 14 procedure?
 15 VICE CHAIR MCMILLION: Excuse me?
 16 MR. THOMAS: Point of inquiry.
 17 VICE CHAIR MCMILLION: Go for it.
 18 MR. THOMAS: Thank you. So just for
 19 clarification, so if we vote yes then we want to
 20 oppose it, if we vote no we do not want to oppose
 21 it.

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1 VICE CHAIR MCMILLION: Correct.
 2 MR. THOMAS: Thank you, I just wanted to
 3 clarify, thank you.
 4 VICE CHAIR MCMILLION: Ms. Gover, please
 5 conduct a rollcall vote.
 6 MS. GOVER: Ms. Rowe?
 7 MS. ROWE: Abstain.
 8 MS. GOVER: Ms. Causey?
 9 MS. CAUSEY: Yes.
 10 MS. GOVER: Ms. Mack?
 11 MS. MACK: Yes.
 12 MS. GOVER: Mr. McMillion?
 13 MR. MCMILLION: Yes.
 14 MS. GOVER: Mr. Thomas?
 15 MR. THOMAS: No.
 16 MS. GOVER: Mr. Offerman? Ms. Scott?
 17 MS. SCOTT: No.
 18 MS. GOVER: Dr. Hager?
 19 DR. HAGER: Yes.
 20 MS. GOVER: Mr. Kuehn?
 21 MR. KUEHN: Yes.

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1 MS. GOVER: Thank you. In favor is
 2 five.
 3 VICE CHAIR MCMILLION: So the motion did
 4 not pass, okay.
 5 We're on to D, in excuse me, T, it's
 6 been a long night. The last item on the agenda
 7 is announcements. The Board will hold a special
 8 public hearing on Board Policies 5550 and 5560
 9 regarding school climate and school discipline on
 10 Thursday, March 10th, 2022 at 7:30 p.m. The
 11 meeting will be held virtually and
 12 preregistration will be required to sign up to
 13 speak. More information may be found on the
 14 Board's participation by the public website or in
 15 BoardDocs under this agenda item.
 16 The Board's next meeting will be held on
 17 Tuesday, March 22nd, 2022 at 6:30 p.m.
 18 Thank you for joining us tonight, the
 19 meeting is now adjourned.
 20 (Meeting adjourned.)
 21

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1 STATE OF MARYLAND
 2 BALTIMORE COUNTY: SS
 3
 4 I, Paul A. Gasparotti, a Notary Public in and
 5 for the State of Maryland, Baltimore County, do
 6 hereby certify that the foregoing is a true and
 7 accurate transcription of the recording to the
 8 best of my ability.
 9 I further certify that I am not of counsel to
 10 any of the parties nor in any way interested in
 11 the outcome of these proceedings.
 12 As witness, my hand and notarial seal this
 13 14th day of March, 2022.
 14
 15
 16 _____
 17 Paul A. Gasparotti
 18
 19
 20
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