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BOARD OF EDUCATION  
BALTIMORE COUNTY

PUBLIC MEETING OF THE BOARD OF EDUCATION  
BROADCAST VIA MICROSOFT TEAMS

JANUARY 25, 2022

Transcribed by:  
Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Julie C. Henn, Board Chair

4 Cheryl E. Pasteur, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Lily P. Rowe

13 Makeda Scott

14 Christian Thomas, Student Member

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1 **PROCEEDINGS**

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

3 Chairwoman Julie Henn. I now call to order the

4 meeting of the Board of Education of Baltimore

5 County for Tuesday, January 25th, 2022. I invite

6 you to recite the Pledge of Allegiance to the

7 Flag to be led by Mr. Christian Thomas. We will

8 then have a moment of silence in recognition of

9 those who have served education in Baltimore

10 County.

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 Tonight's board of education meeting is

14 being held in person and virtually, and broadcast

15 on line through Microsoft Teams and through

16 BCPS TV, Comcast Xfinity Channel 73, Verizon FiOS

17 Channel 34.

18 In order to efficiently conduct this

19 meeting, all voting items this evening will be

20 done by rollcall vote.

21 The item on the agenda is consideration

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1 of the January 25th agenda. Dr. Williams, are  
 2 there any changes or additions to tonight's  
 3 agenda?  
 4 DR. WILLIAMS: Yes, I would like to  
 5 recommend to the Board that Item L, unfinished  
 6 business, work session on the FY-2023 operating  
 7 budget be postponed, rescheduled to a later date.  
 8 CHAIRWOMAN HENN: Thank you. May I have  
 9 a motion, board members, to postpone Item L, work  
 10 session on the proposed FY-2023 operating budget,  
 11 to a date to be determined prior to the  
 12 February 8th, 2022, board meeting.  
 13 MS. MACK: So moved, Mack.  
 14 MS. ROWE: Second, Rowe.  
 15 CHAIRWOMAN HENN: Thank you for the  
 16 motion, Ms. Mack, and thank you for the second,  
 17 Ms. Rowe. Any discussion? Hearing none, may I  
 18 have a rollcall vote please?  
 19 MS. GOVER: Ms. Rowe?  
 20 MS. ROWE: Yes.  
 21 MS. GOVER: Ms. Causey?

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

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1 CHAIRWOMAN HENN: The motion passes.  
 2 The agenda is approved as amended.  
 3 Earlier this evening the Board met in  
 4 closed session pursuant to the Open Meetings Act  
 5 for the following reasons: To one, discuss the  
 6 appointment, employment, assignment, promotion,  
 7 discipline, demotion, compensation, removal,  
 8 resignation or performance evaluation of  
 9 appointees, employees or officials over whom it  
 10 has jurisdiction, or any other personnel matter  
 11 that affects one or more specific individuals;  
 12 seven, consult with counsel to obtain legal  
 13 advice; and nine, conduct collective bargaining  
 14 negotiations or consider matters that relate to  
 15 the negotiation. The minutes of the closed  
 16 session and information summary can be found on  
 17 BoardDocs under this board meeting agenda date.  
 18 The next item on the agenda is personnel  
 19 matters and for that I call on Ms. Anderson.  
 20 Good evening.  
 21 MS. ANDERSON: Good evening, Chairwoman

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1 Henn, Vice Chairwoman Pasteur, Superintendent  
 2 Williams and members of the Board. I would like  
 3 the Board's consent for the following personnel  
 4 matters: Retirements, resignations, deceased  
 5 recognition of service.  
 6 CHAIRWOMAN HENN: Thank you. Do I have  
 7 a motion to approve the personnel matters as  
 8 presented in Exhibits D-1 through D-3?  
 9 MR. OFFERMAN: So moved, Offerman.  
 10 MS. MACK: Second, Mack.  
 11 CHAIRWOMAN HENN: Thank you,  
 12 Mr. Offerman, thank you for the second, Ms. Mack.  
 13 Any discussion? May I have a rollcall vote?  
 14 MS. GOVER: Ms. Rowe?  
 15 MS. ROWE: Yes.  
 16 MS. GOVER: Ms. Causey?  
 17 MS. CAUSEY: Yes.  
 18 MS. GOVER: Ms. Mack?  
 19 MS. MACK: Yes.  
 20 MS. GOVER: Mr. McMillion?  
 21 MR. MCMILLION: Yes.

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1 MS. GOVER: Ms. Jose?  
 2 MS. JOSE: Yes.  
 3 MS. GOVER: Ms. Pasteur?  
 4 VICE CHAIR PASTEUR: Yes.  
 5 MS. GOVER: Mr. Thomas?  
 6 MR. THOMAS: Yes.  
 7 MS. GOVER: Mr. Offerman?  
 8 MR. OFFERMAN: Yes.  
 9 MS. GOVER: Ms. Scott?  
 10 MS. SCOTT: Yes.  
 11 MS. GOVER: Dr. Hager?  
 12 DR. HAGER: Yes.  
 13 MS. GOVER: Mr. Kuehn?  
 14 MR. KUEHN: Yes.  
 15 MS. GOVER: Ms. Henn?  
 16 CHAIRWOMAN HENN: Yes.  
 17 MS. GOVER: Thank you.  
 18 CHAIRWOMAN HENN: The motion carries.  
 19 The next item on the agenda is  
 20 administrative appointments and for that I call  
 21 on Dr. Williams.

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1 DR. WILLIAMS: Madam Chair and Madam  
 2 Vice Chair and members of the Board, I am  
 3 bringing forth the following administrative  
 4 appointments for your approval, there are five.  
 5 Assistant principal at Perry Hall Middle School;  
 6 chief of schools, the Office of the Deputy  
 7 Superintendent; executive director, middle and  
 8 high schools in the Office of the Chief of  
 9 Schools; executive director, social and emotional  
 10 support in the Department of Social and Emotional  
 11 Support; and specialist in the Office of Teaching  
 12 and Learning.  
 13 CHAIRWOMAN HENN: Thank you. Do I have  
 14 a motion to approve the administrative  
 15 appointments as presented in Exhibit E-1?  
 16 MR. THOMAS: So moved, Thomas.  
 17 CHAIRWOMAN HENN: Thank you, Mr. Thomas.  
 18 Do I have a second?  
 19 VICE CHAIR PASTEUR: Second,  
 20 Ms. Pasteur.  
 21 CHAIRWOMAN HENN: Thank you,

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1 Ms. Pasteur. Any discussion? May I have a  
 2 rollcall vote?  
 3 MS. GOVER: Ms. Rowe?  
 4 MS. ROWE: Yes.  
 5 MS. GOVER: Ms. Causey?  
 6 MS. CAUSEY: Abstain.  
 7 MS. GOVER: Ms. Mack?  
 8 MS. MACK: Yes.  
 9 MS. GOVER: Mr. McMillion?  
 10 MR. MCMILLION: Yes.  
 11 MS. GOVER: Ms. Jose?  
 12 MS. JOSE: Yes.  
 13 MS. GOVER: Ms. Pasteur?  
 14 VICE CHAIR PASTEUR: 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: Ms. Henn?  
 5 CHAIRWOMAN HENN: Yes.  
 6 MS. GOVER: Thank you.  
 7 CHAIRWOMAN HENN: The motion carries.  
 8 Dr. Williams?  
 9 DR. WILLIAMS: Yes. Our first  
 10 appointment is Kenneth M. Berlett, I think he is  
 11 in the room, as the assistant principal at Perry  
 12 Hall Middle School.  
 13 (Applause.)  
 14 Welcome, I think he has some supporters  
 15 around him. He brings to us 14-and-a-half years  
 16 in Baltimore County. He was a school counselor  
 17 at Milford Mill Academy, he also served as a  
 18 social studies teacher at Milford Mill Academy.  
 19 Congratulations, Mr. Berlett.  
 20 (Applause.)  
 21 Our next appointment is Kimberly S.

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1 Ferguson as executive director of social and  
 2 emotional support in the Department of Social  
 3 Emotional Support. I believe she is present with  
 4 us, please stand.  
 5 (Applause.)  
 6 Currently she serves as the director of  
 7 student support services. She also has 22 years  
 8 of service in Baltimore City Public Schools.  
 9 Congratulations, Ms. Ferguson.  
 10 (Applause.)  
 11 The next appointment is Jessica E. Grimm  
 12 as a specialist in the Office of Teaching and  
 13 Learning. She brings to us 10.5 years of service  
 14 in Baltimore County. Previously she was a  
 15 resource teacher in the Office of Teaching and  
 16 Learning. She's also served as a special  
 17 education teacher, inclusion, at Lyons Mill  
 18 Elementary, also instructional support at  
 19 Baltimore Highlands Elementary, and special ed  
 20 teacher, inclusion, Baltimore Highlands  
 21 Elementary, and special ed teacher at West Town

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1 Elementary. She also has previous experience of  
 2 seven years in the Carroll County Public Schools.  
 3 Congratulations, Jessica E. Grimm.  
 4 (Applause.)  
 5 Our next appointment is Dr. Eric Minus,  
 6 I believe he is present in the room, please  
 7 stand, as the executive director of middle and  
 8 high schools in the Office of the Chief of  
 9 Schools.  
 10 (Applause.)  
 11 Currently he's serving as the executive  
 12 director, research and data analytics, in the  
 13 Division of Research, Accountability and  
 14 Assessment. His previous experience includes  
 15 Newport News City Schools for three years,  
 16 Montgomery County Public Schools over 19 years,  
 17 and Howard County Public Schools for two years.  
 18 Congratulations, Dr. Minus.  
 19 (Applause.)  
 20 And next we have Dr. Michael J. Zarchin  
 21 as chief of schools in the Office of the Deputy

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1 Superintendent. He is present, please stand,  
 2 Dr. Zarchin.  
 3 (Applause.)  
 4 Currently he is the chief of school  
 5 climate and safety in the Division of School  
 6 Climate and Safety. He has served previously in  
 7 Montgomery County Public Schools for over 27  
 8 years, and Gwinnett County Public Schools for a  
 9 year. Congratulations, Dr. Zarchin.  
 10 (Applause.)  
 11 Thank you all.  
 12 CHAIRWOMAN HENN: Thank you. The next  
 13 item on the agenda is the report on board  
 14 policies. This is the first reader for this  
 15 policy and for that I call on Ms. Lily Rowe,  
 16 chair of the policy review committee.  
 17 MS. ROWE: Thank you, Madam Chair. The  
 18 policy review committee brings forward Policy  
 19 7330, facilities and construction, financing  
 20 capital projects funded by private donations.  
 21 This is for first reader for this policy.

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1 CHAIRWOMAN HENN: Thank you. May I have  
 2 a motion to accept recommendation of the Board's  
 3 policy review committee for Policy 7330?  
 4 MR. THOMAS: So moved, Thomas.  
 5 CHAIRWOMAN HENN: No second is needed  
 6 since the recommendation comes from the  
 7 committee. Mrs. Causey?  
 8 MS. CAUSEY: I just had a question when  
 9 you get to that point.  
 10 MS. ROWE: So do we vote on this now, or  
 11 since it's first reader it comes to public  
 12 comment first, or are we voting to accept --  
 13 CHAIRWOMAN HENN: We're voting to accept  
 14 the recommendation from the committee.  
 15 MS. ROWE: Okay.  
 16 CHAIRWOMAN HENN: No second is needed.  
 17 Any discussion? Ms. Causey?  
 18 MS. CAUSEY: Thank you, Madam Chair.  
 19 Since this policy is at first reader there is the  
 20 opportunity for the policy to be amended or  
 21 edited, and I just wanted to let the Board know,

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1 and the policy review committee chair, that I  
 2 will be bringing an amendment to the next meeting  
 3 in the interest of time because this meeting  
 4 started late, to make suggestions for additions  
 5 to the policy.  
 6 I have been made aware of a donation  
 7 that was started seven years ago at Hereford High  
 8 School where the members of the community raised  
 9 money to restore the historic barn that's on the  
 10 property because it is part of the agreement of  
 11 the family that donated the land to the Board of  
 12 Education to build that high school so many years  
 13 ago, and I just wanted to put in additional  
 14 language around timelines and oversight in order  
 15 to make sure that those sorts of progress are  
 16 moved along in a timely fashion. The concern  
 17 here is Hereford High School has the only  
 18 agricultural program in the county and the  
 19 development of a new barn for career and  
 20 technology classes is being delayed because of  
 21 this project, so we have programs of education

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1 being delayed.  
 2 I'm also going to be asking to amend it  
 3 to more clearly identify the policy donations, so  
 4 I just wanted to --  
 5 MS. ROWE: Thank you, Mrs. Causey.  
 6 MS. CAUSEY: -- and let the Board  
 7 beware.  
 8 CHAIRWOMAN HENN: Thank you. May I have  
 9 a rollcall vote please?  
 10 MS. GOVER: Ms. Rowe?  
 11 MS. ROWE: Yes.  
 12 MS. GOVER: Ms. Causey?  
 13 MS. CAUSEY: No.  
 14 MS. GOVER: Ms. Mack?  
 15 MS. MACK: Yes.  
 16 MS. GOVER: Mr. McMillion?  
 17 MR. MCMILLION: Yes.  
 18 MS. GOVER: Ms. Jose?  
 19 MS. JOSE: Yes.  
 20 MS. GOVER: Ms. Pasteur?  
 21 VICE CHAIR PASTEUR: Yes.

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1 MS. GOVER: Mr. Thomas?  
 2 MR. THOMAS: Yes.  
 3 MS. GOVER: Mr. Offerman?  
 4 MR. OFFERMAN: Yes.  
 5 MS. GOVER: Ms. Scott?  
 6 MS. SCOTT: Yes.  
 7 MS. GOVER: Dr. Hager?  
 8 DR. HAGER: Abstain.  
 9 MS. GOVER: Mr. Kuehn?  
 10 MR. KUEHN: Yes.  
 11 MS. GOVER: Ms. Henn?  
 12 CHAIRWOMAN HENN: Yes.  
 13 MS. GOVER: Thank you.  
 14 CHAIRWOMAN HENN: Thank you, the motion  
 15 carries.  
 16 Our next item is public comment. This  
 17 is one of the opportunities the Board provides to  
 18 hear the views and receive the advice of  
 19 community members. The members of the Board  
 20 appreciate hearing from interested citizens. As  
 21 appropriate, we will refer your concerns to the

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

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1 the proper forum to address specific student or  
 2 employee matters, or to comment on matters that  
 3 do not relate to public education in Baltimore  
 4 County. We encourage everyone to utilize  
 5 existing dispute resolution processes as  
 6 appropriate. I remind everyone that  
 7 inappropriate personal remarks or other behavior  
 8 that disrupts or interferes with the conduct of  
 9 this meeting are out of order.

10 I ask speakers to observe the  
 11 three-minute clock, which will let you know when  
 12 your time is up. Please conclude your remarks  
 13 when you hear the tone or see that time has  
 14 expired. The microphone will be turned off at  
 15 the end of your time, and it could be turned off  
 16 if a speaker addresses specific student or  
 17 employee matters, or is commenting on matters not  
 18 related to public education in Baltimore County.

19 If not selected the public may submit  
 20 their comments to the board members via email at  
 21 boe@bcps.org. More information is provided on

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1 the Board's website at bcps.org under Board of  
 2 Education, participation by the public.

3 I now call on our advisory and  
 4 stakeholder group leaders to speak. We do not  
 5 have any of those this meeting so we will go  
 6 right to general public comment. Our first  
 7 speaker is Sharon Saroff. Good evening and  
 8 welcome.

9 MS. SAROFF: Good evening. Last month I  
 10 noted that several cities around the country were  
 11 going virtual because of the continuing COVID  
 12 cases. School districts across the country are  
 13 starting to recognize the importance of virtual  
 14 learning in situations such as pandemics and  
 15 weather. States like Tennessee, who have a law  
 16 against virtual learning, are recognizing that  
 17 the circumstances of COVID warrant exceptions.

18 When it is not safe for students to be  
 19 in person in the classroom, virtual learning is  
 20 an option. When weather prevents students from  
 21 attending schools for more than a couple of days

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1 in a row as it did six years ago, virtual is an  
 2 option.

3 Last week students from Montgomery  
 4 County walked out of their classrooms demanding  
 5 virtual learning because of their safety and  
 6 health concerns due to the pandemic. I have  
 7 heard similar from students in Howard and our own  
 8 Baltimore County. What are we waiting for?

9 I acknowledge the learning loss and the  
 10 fact that virtual learning is not for everyone,  
 11 but let me ask you a question. Aren't students  
 12 losing instruction every time they're exposed to  
 13 COVID and in quarantine? It doesn't matter if a  
 14 student is absent ten days or five days, they are  
 15 not receiving actual instruction but they are  
 16 expected to complete assignments. Instruction  
 17 through virtual platforms is an option.

18 However, I am not here just to advocate  
 19 for virtual learning. I'm here to bring to your  
 20 attention an alarming trend. Since before the  
 21 pandemic, parents of students with disabilities

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1 have found it increasingly difficult to have  
 2 their input recognized and therefore, get their  
 3 children's needs met. In the name of least  
 4 restrictive environment, students are being  
 5 forced into general education classrooms or  
 6 inappropriate placements. Schools and the  
 7 offices of special education and compliance have  
 8 resorted to bullying and intimidation to get  
 9 parents to back down. When a parent doesn't  
 10 agree or is persistent, the only recourse parents  
 11 have is mediation or if they can afford a lawyer,  
 12 due process. There is no longer central IEP  
 13 meetings to try and resolve disagreements. The  
 14 new administration seems to be less interested in  
 15 the quality of services and instruction, and more  
 16 interested in continuing the approach of one size  
 17 fits all.

18 CHAIRWOMAN HENN: Thank you. Our next  
 19 speaker is Tatanisha Love. Good evening and  
 20 welcome.

21 MS. LOVE: Good evening, Dr. Williams

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1 and members of the School Board. My name is  
 2 Tatanisha Love and I'm a school librarian in  
 3 Baltimore County. Based upon the proposed budget  
 4 for the fiscal year 2022-2023, I would like to  
 5 thank Dr. Williams and the School Board for their  
 6 continued support of school library programs in  
 7 the Baltimore County Public School system. By  
 8 providing funding for school libraries you are  
 9 helping to insure that all students succeed.  
 10 School libraries provide resources to the entire  
 11 school community. Through lessons related to  
 12 research, school libraries are spaces that  
 13 encourage inquiry. Through additional  
 14 citizenship lessons, school librarians promote  
 15 online safety and proper use of technology.  
 16 Through the purchase of print and non-print  
 17 materials, school librarians help to insure that  
 18 students have access to reading that is  
 19 entertaining, informative and engaging.  
 20 Your continued support of school library  
 21 programs is one of the reasons why the BCPS

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1 Office of Library Services has been nationally  
 2 recognized for its innovative partnerships and  
 3 leading edge technology. In the future, please  
 4 consider connecting with school librarians to  
 5 hear about some of the wonderful programs they  
 6 offer to students, teachers, parents and other  
 7 members of their school communities, whether it  
 8 is co-planning with teachers, working with  
 9 students on projects, or partnering with members  
 10 of the community, I am sure you will be delighted  
 11 by the examples of collaboration.  
 12 And before I conclude, while I thank you  
 13 for that, I would like to state that I would like  
 14 you to consider looking into virtual learning as  
 15 an asset for students, especially in school  
 16 communities where they have high numbers of COVID  
 17 cases. Thank you.  
 18 CHAIRWOMAN HENN: Thank you. Our next  
 19 speaker is Carol Vidal. Good evening.  
 20 DR. VIDAL: Good evening, Dr. Williams,  
 21 Ms. Chair Henn, Chair Ms. Henn and members of the

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1 Board. I want to thank you for adopting the  
 2 five-day quarantine that the CDC recommends and  
 3 which will allow for more staff and students to  
 4 be in school. I believe this will help with our  
 5 shortage and with continuing of education for  
 6 many children who are quarantined for days when  
 7 only 1.4 percent tested positive for COVID. Now  
 8 that COVID-related decisions are making sense, we  
 9 should make academics make sense as well.  
 10 A report from UNICEF published two days  
 11 ago said that global disruption of education  
 12 meant that millions of children significantly  
 13 missed out on the academic learning they would  
 14 have acquired if they had been in the classroom,  
 15 with the younger and disadvantaged children  
 16 facing the greatest loss. The report actually  
 17 mentioned the U.S. and states like Virginia and  
 18 Maryland among others as states where learning  
 19 losses have been observed. The consequences will  
 20 be seen for a long time not only in academics but  
 21 also in behaviors, school disengagement, mental

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1 health and increased drug use. For over a  
 2 decade, the chief of delegation at UNICEF says in  
 3 the report that while the disruption of learning  
 4 must end, just reopening schools is not enough.  
 5 Students need intensive support to recover lost  
 6 education.  
 7 It is hard to understand how knowing  
 8 about such levels of learning loss, we continue  
 9 to have disrupted education at BCPS. As of last  
 10 Friday, between snow days, asynchronous days and  
 11 holidays, our kids had no more than seven days of  
 12 school in 2022, and that was the lucky ones whose  
 13 schools were not closed or who were not  
 14 quarantined. Since we started this school year,  
 15 only eight weeks out of the 22 weeks have been a  
 16 five-day week. Are five-day weeks over for good  
 17 in public schools, working parents would like to  
 18 know.  
 19 Our community is now calling the snow  
 20 days rain days because they have been called at  
 21 over 40-degree temperatures and most had no snow



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1 on the ground. I have heard middle schoolers  
 2 laugh at the situation and saying things like  
 3 wow, it's supposed to be a delay tomorrow but I  
 4 bet they will call it a full snow day in the  
 5 morning, or it was supposed to be a snow day,  
 6 lol.

7 We have yet to be informed about how  
 8 we're going to make up for January 10th and  
 9 January 11th, the asynchronous days or what  
 10 parents are now calling the do nothing days. The  
 11 Maryland State Board of Education wants all  
 12 schools reopened for in-person instruction five  
 13 days a week according to the resolution approved  
 14 in the spring, and any exception will require  
 15 state board approval. Has BCPS asked for an  
 16 exception? These days should not count as school  
 17 days because our children were not in school.

18 Parents who can continue to leave the  
 19 system for many reasons, but most of them because  
 20 of the answers to questions that go not answered.  
 21 They have questions about planning time for

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1 teachers but very little instruction for kids,  
 2 about in-person learning that continues to be  
 3 delivered through a string, and about closures  
 4 that don't make sense for children. We need  
 5 again to make this system health focused and  
 6 include academic outcomes as a standing board  
 7 agenda item. Academics should be the guide of  
 8 any school system, and I tell you that we need  
 9 more -- (microphone turned off).

10 CHAIRWOMAN HENN: Thank you. Our next  
 11 speaker is Robert Stankowski. Good evening.

12 MR. STANKOWSKI: How you doing?  
 13 COVID-19 is not going away. My name is Rob  
 14 Stankowski, my goal today is explaining why we  
 15 don't want to have any more school closures, no  
 16 more mask mandates.

17 Oxygen is your number one antiviral. No  
 18 PCR testing. The FDA just said the approval, the  
 19 emergency approval was done away with January of  
 20 2022. You're segregating kids by those that are  
 21 vaxed and not having the PCR tested unvaxed

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1 getting tested weekly in order to play sports.  
 2 There should be no vaccination requirements.  
 3 What kind of public policy pushes children into  
 4 anxiety and depression for a disease that has  
 5 little to no risk for them?

6 The CDC as of January 1st, said there  
 7 was 140 children hospitalized and since the start  
 8 of the epidemic was 5,500. At the peak of 2014  
 9 and 2015, the flu sent twice as many kids to the  
 10 hospital. According to the CDC, COVID-19 did not  
 11 have any increase in deaths over the past.

12 Right now we have testing that goes on  
 13 in schools, kids get false positives, they're out  
 14 of school for a period of time, they're mask  
 15 wearing, locked down, pressured to get a vaccine,  
 16 we're treating those vaxed differently. You know  
 17 what it's creating, it's doubled the number of  
 18 drug and alcohol induced deaths in children. The  
 19 mask mandates have caused a 350 percent surge in  
 20 speech delays, a 30 to 50 percent increase in  
 21 anxiety and depression. Counselors and

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1 psychologists are booked. The vaccine does not  
 2 prevent infections or the spread of COVID, or we  
 3 wouldn't keep getting shots one after another.  
 4 We're putting fear into our kids.

5 In Scotland and Germany the case ratio  
 6 is lower in unvaxed and those that have the  
 7 double jab are seeing the most rise in  
 8 hospitalizations. Myocarditis, there's one of  
 9 over 2,000 kids that get it, it's irreversible,  
 10 it's inflammation and damage to the heart. The  
 11 paper Gynecology and Obstetrics published a vax  
 12 significant increase in menstrual cycle length.  
 13 They're not sure what it means for the short term  
 14 or for the long term.

15 Medical decisions are based on clear  
 16 risk ratio. There is zero benefit in children  
 17 for this vaccine and all risks. States with no  
 18 mask mandates are not showing an additional  
 19 infection rate compared to those states that have  
 20 a mask mandate.  
 21 I ask you to look at the roundtable that

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1 was on the other day where Senator Ron Johnson  
 2 was talking to a group of doctors, and look at  
 3 the numbers. There was a 300 percent increase in  
 4 the number of miscarriages as somebody reported  
 5 from the DOD, a whistleblower, a 300 percent  
 6 increase in cancer, 71 percent of the cases were  
 7 people that were fully vaxed. I have a letter  
 8 here that talks about the VERS report and while  
 9 the secondary inoculations distributed the  
 10 vaccines, are not -- (microphone turned off).

11 CHAIRWOMAN HENN: Thank you. Our next  
 12 speaker is Lloyd Allen. Good evening.

13 MR. ALLEN: Good evening, Chair Henn,  
 14 Vice Chair Pasteur, members of the Board. My  
 15 name is Lloyd Allen, I am a special educator in  
 16 mathematics in Baltimore County. Recently while  
 17 my friends and I were performing our morning  
 18 ritual of antigen tests over coffee waiting for  
 19 our strips to display one line or two, we heard  
 20 some news. I'm having difficulty reconciling  
 21 messages that I'm hearing at the state and local

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1 levels and I'm trusting you, Dr. Williams, fellow  
 2 mathematician, to be able to understand data and  
 3 the stories the data tells.

4 Although we celebrate that the function  
 5 of new cases is falling with a steep negative  
 6 slope, this has to be tempered by the fact that  
 7 we are at about five times the threshold of the  
 8 CDC's frightening highest thresholds. We are  
 9 still on fire. We can guess where we are going  
 10 by talking about the slopes but we can't measure  
 11 where we are from the slopes. The only thing  
 12 that measures where we are is where we are.

13 Please don't let down our guard by  
 14 sending inappropriate off ramps that contribute  
 15 to spread. I agree with the theory that  
 16 vaccinations should reduce infection rates, but  
 17 the ultimate measure of infection rates is  
 18 infection rates. We can't let our guard down  
 19 until the actual rate of infection is in the  
 20 green zone, in Baltimore County when we're down  
 21 to ten new cases per day, then we can start to

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1 think that we're coming out of this. We're not  
 2 there right now.

3 At least we're no longer at such a  
 4 degree of infection that the daily case counts  
 5 could only be reported with figures that are  
 6 rounded to the nearest hundred cases. Let's not  
 7 pursue risky strategies that just go for two  
 8 because we want to be done through sheer force of  
 9 will. Sometimes when you take risks and go for  
 10 two there are catastrophic outcomes. With COVID  
 11 the stakes are high. However, we have great  
 12 special teams. Slow down, use all of our tools,  
 13 continue to offer mask game and we will make it  
 14 through in overtime.

15 I'm especially confused to hear the  
 16 state board give clear metrics for letting up,  
 17 while the metrics for using tools such as virtual  
 18 schooling are opaque. Please be straightforward.  
 19 When decision-making metrics are not clearly  
 20 defined there is an appearance the decision  
 21 making is arbitrary and folks find patterns and

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1 decisions whether those patterns are real or not.

2 Schools aren't the first thing to  
 3 physically open and the last thing to physically  
 4 close, hospitals are, as underlined by the recent  
 5 gubernatorial executive order. We're also not  
 6 warehouses. We exist to create future  
 7 opportunities for children, youth and society. I  
 8 recognize that you're in a tough spot. This is  
 9 an unenviable and kobayashi maru moment for  
 10 leaders and it as such requires extremely  
 11 creative solutions.

12 I look forward to that day in May, June,  
 13 that Baltimore County has ten cases per day,  
 14 which would be a small enough number that we  
 15 would be able to use schools like pool testing to  
 16 identify the pockets of smoldering embers and  
 17 then have manageable contact tracing to keep  
 18 those embers from starting a new blaze. Use our  
 19 tools, up our mask game, and continue to report  
 20 data until the pandemic has actually been put  
 21 out. Bless you. Be well, thank you.

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1 CHAIRWOMAN HENN: Thank you. Our final  
 2 speaker is Jean Milstein. Good evening.  
 3 MS. MILSTEIN: Good evening,  
 4 Dr. Williams and members of the Board. My name  
 5 is Jean Milstein and I am a para-educator in a  
 6 comprehensive high school. I want to talk to you  
 7 tonight about staffing. I know you've heard it  
 8 over and over again, we do have a severe staffing  
 9 shortage, but it is not just teachers that we're  
 10 short of. I am a para-educator and I work in a  
 11 variety of classroom settings. Each of those  
 12 settings has its unique set of challenges.  
 13 However, some of the most challenging situations  
 14 I found myself in this year are the classes of  
 15 30-plus students of all levels and ability.  
 16 These classes, physical education and engineering  
 17 to name a few, are graduation requirements.  
 18 Oftentimes in these environments I find  
 19 myself clarifying a concept to a student who  
 20 needs help with calculation, at the same time  
 21 making sure that the student with sensory issues

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1 takes a break before melting down, while  
 2 simultaneously attempting to listen to the  
 3 teacher for next step directions. If that sounds  
 4 like it's impossible, it's because it is.  
 5 Additional adult assistants are staff  
 6 members who work either one on one or in very  
 7 small groups for students with higher support  
 8 needs. These individuals are vital to the  
 9 functioning of our schools. However, they are  
 10 contractual employees who currently make minimum  
 11 wage. Their jobs are challenging and in the  
 12 current climate of the pandemic especially  
 13 dangerous considering they, one, work very  
 14 closely with students, and two, do not have  
 15 health insurance. Many positions remain  
 16 unfilled, which means that para-educators,  
 17 teachers and other staff members have to pick up  
 18 the slack.  
 19 I am encouraged to see that the fiscal  
 20 year 2023 budget proposes an increase in the  
 21 hourly rate for AAs to \$14 an hour starting in

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1 July. While this is absolutely a step in the  
 2 right direction, I am afraid that it might not be  
 3 enough. Until they either become part of the  
 4 para-educator pool or get benefits through some  
 5 other process, we will never be able to recruit  
 6 or retain enough staff in this area. Thank you.  
 7 CHAIRWOMAN HENN: Thank you.  
 8 The next item on the agenda is public  
 9 comment on Board Policy 7330 and we have no  
 10 speakers on that item.  
 11 The next item on the agenda is action  
 12 taken in closed session and for that I call on  
 13 Mr. Brousaides.  
 14 MR. BROUSAIDES: Good evening, Ms. Henn,  
 15 nothing to report from closed session.  
 16 CHAIRWOMAN HENN: Thank you,  
 17 Mr. Brousaides.  
 18 The next item on the agenda is the  
 19 superintendent's update on COVID-19 and for that  
 20 I call on Dr. Williams.  
 21 DR. WILLIAMS: I'm going to request

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1 Dr. Zarchin and Ms. Somerville to please report  
 2 to the table. Good evening, Board Chair Henn,  
 3 Vice Chair Pasteur and members of the Board of  
 4 Education. I am pleased to present a brief COVID  
 5 update to the Board and Team BCPS. My team and I  
 6 will regularly update the Board, our community  
 7 and Team BCPS during this time of change, and our  
 8 partnership is critical to insuring high quality  
 9 services to the students, staff and families of  
 10 Baltimore County. I believe there is a slide.  
 11 Thank you. Next slide please.  
 12 As a system, we continue with our  
 13 efforts to recover, rebuild and heal. While  
 14 there continues to be signs that this year  
 15 presents unprecedented challenges, our ongoing  
 16 partnership remains vital to achieving our system  
 17 goals. To that end the public will find a  
 18 virtual and -- sorry -- this plan presented  
 19 tonight is simply an update. Tonight we are  
 20 pleased to provide Team BCPS an update on our  
 21 responses to COVID-19, and with that we have Deb

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1 Somerville, Director of Health Services, along  
 2 with Dr. Michael Zarchin to provide a status  
 3 report. Next slide please.  
 4 MS. SOMERVILLE: So, it's a pleasure to  
 5 be here tonight to give you good news. In the  
 6 week that ended last Friday, January 21st, we saw  
 7 a 60 percent reduction in reported cases in both  
 8 students and employees. What we saw countywide  
 9 is very similar. Our overall seven-day case rate  
 10 has dropped from a high of 1,500 cases per  
 11 100,000 residents to -- that was on January  
 12 9th -- to 470 cases per 100,000 residents. The  
 13 rate is dropping at about 40 to 50 percent each  
 14 week. If we continue to drop cases at this rate,  
 15 we are likely to be at the hundred threshold,  
 16 which is CDC's transmission from high to  
 17 substantial, by early, by mid February probably,  
 18 and we could be at moderate transmission levels,  
 19 which is below 50, by the end of February.  
 20 There are no guarantees that rates will  
 21 continue to drop this quickly, but we have good

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1 reason to be hopeful that by spring we will see  
 2 substantially fewer cases of COVID. Next slide  
 3 please.  
 4 You've heard Dr. Zarchin, Dr. Williams  
 5 and me say many times that we must and can safely  
 6 preserve in-person learning and, as one of our  
 7 previous speakers said, we must continue  
 8 mitigation. Our website has been updated to,  
 9 with resources to support safe operations, adding  
 10 a calendar to help folks understand the return  
 11 timeline with the new quarantine and isolation  
 12 guidelines. We are continuing to expand testing  
 13 resources for both PCR tests for our students at  
 14 the secondary level and home testing for all of  
 15 our employees and students.  
 16 Our KN95 mask delivery is expected to  
 17 arrive this week with supplemental masks and  
 18 logistics is ready to deliver those to schools  
 19 upon receipt. Our team continues to have our  
 20 central office staff deployed to schools to  
 21 prioritize in-person learning. Next slide

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1 please.  
 2 The final slide shows how the dropping  
 3 rates and staff deployment is working to result  
 4 in decreased numbers of schools and programs  
 5 needing to operate virtually. It's good news.  
 6 DR. WILLIAMS: So we will continue to  
 7 update the Board and our community and Team BCPS  
 8 during these times, and so we were asked to give  
 9 an update and this concludes that update at this  
 10 time. Thank you.  
 11 CHAIRWOMAN HENN: Thank you. Board  
 12 members, any questions at this time?  
 13 DR. WILLIAMS: I just want to thank the  
 14 board members for emailing us questions or  
 15 reaching out to Dr. Zarchin and Ms. Somerville.  
 16 So I don't have any questions, but I'll turn it  
 17 back over to you, Chair Henn.  
 18 CHAIRWOMAN HENN: Thank you. Ms. Rowe?  
 19 MS. ROWE: I just want to say to the two  
 20 of you and all of our Team BCPS staff and all of  
 21 our nurses, thank you truly. You get beat up a

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1 lot in the community for trying to do the best  
 2 job you can, and I appreciate that no matter what  
 3 happens, you just keep moving forward.  
 4 CHAIRWOMAN HENN: Thank you, Ms. Rowe.  
 5 Mr. Thomas?  
 6 MR. THOMAS: Thank you. I have a few  
 7 questions, eight of them but I just wanted to,  
 8 can I -- yes?  
 9 CHAIRWOMAN HENN: This was not scheduled  
 10 for a full discussion, but if you have a quick  
 11 comment or question.  
 12 MR. THOMAS: Okay. So the first one is,  
 13 have we been able to distribute the testing, the  
 14 at home tests for elementary students, the ones  
 15 they were supposed to pick up on the two  
 16 asynchronous days, have we handed them out to all  
 17 elementary students?  
 18 MS. SOMERVILLE: They've been made  
 19 available to all elementary students, yes. They  
 20 did not go home in backpacks.  
 21 MR. THOMAS: Okay.

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1 MS. SOMERVILLE: Parents needed to come  
 2 up to the schools and if the parents have not  
 3 done that, they can make those arrangements with  
 4 their principal to pick up their test kits.  
 5 MR. THOMAS: Okay. I know there was a  
 6 delay in the mask situation with KN95 masks, my  
 7 younger siblings were unable to get theirs at  
 8 their elementary school. I heard that we would  
 9 be getting supplemental masks in the  
 10 presentation, so for those schools that have yet  
 11 to receive the masks, are they getting  
 12 supplemental masks or are the 126,000 masks that  
 13 we had originally, are some of them still being  
 14 distributed to students?  
 15 MS. SOMERVILLE: Yes to both.  
 16 MR. THOMAS: Okay.  
 17 MS. SOMERVILLE: So the initial  
 18 pediatric KN95s from the 126 are still on order.  
 19 We have a second order, that second order is  
 20 arriving in shipments for the pediatric masks.  
 21 We are hopeful that those should be in the

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1 warehouse this week. Again, shipping is an  
 2 issue. Amazon has it down.  
 3 MR. THOMAS: I understand, thank you.  
 4 And my last question real quickly is, so  
 5 I ended up, from the time school started there  
 6 were going to be biweekly tests, or biweekly  
 7 masks to students, once every two weeks is what I  
 8 heard. And I'm wondering, is that something  
 9 we're able to consider or is that not feasible?  
 10 MS. SOMERVILLE: So the plan for the  
 11 KN95 part of it is because of the bulk of the  
 12 order, is to give five masks out to all secretary  
 13 students and staff upon arrival of the order. So  
 14 when it comes to school, at least the directions  
 15 to principals will be to give five out. How a  
 16 student or staff member chooses to use it, I  
 17 wouldn't say five at once, but --  
 18 MR. THOMAS: Okay. That's incredible  
 19 news, thank you so much for sharing that, and  
 20 thank you so much for everything you're doing.  
 21 CHAIRWOMAN HENN: Yes, thank you both.

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1 Thank you, Dr. Williams.  
 2 DR. WILLIAMS: I do want to put a plug  
 3 for our health officials as well as our partners.  
 4 We don't make these decisions in isolation so we  
 5 work collaboratively with Dr. Branch and the  
 6 Baltimore County Health Department, as well as  
 7 our partners at the University of Maryland and  
 8 Johns Hopkins.  
 9 CHAIRWOMAN HENN: Thank you. The next  
 10 item on the agenda is the report on academic  
 11 achievement, MAP results for the fall  
 12 administration, and for that I call on  
 13 Dr. Wheatley-Phillip.  
 14 DR. WILLIAMS: Yes, so this evening we  
 15 will provide an overview of our fall MAP or  
 16 Measures of Academic Progress assessment results,  
 17 so joining us are the following members of Team  
 18 BCPS: Mr. Scott Conway, the proud principal of  
 19 Owings Mills Elementary School; Dr. Heidi Miller,  
 20 executive director of school support and  
 21 achievement; Mr. Kevin Connelly, executive

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1 director of performance management and  
 2 assessment; Dr. Eric Minus, executive director,  
 3 research and data analytics; as well as  
 4 Dr. Wheatley-Phillip, chief academic officer.  
 5 The purpose of this presentation is to  
 6 report reading and mathematics baseline data for  
 7 students in grades one through eight as we fully  
 8 engage in face-to-face learning. Families who  
 9 elected to participate in our virtual learning  
 10 program were provided with the opportunity to  
 11 participate in the fall MAP assessment. All  
 12 students who participated in the fall MAP  
 13 assessment received a home report detailing their  
 14 performance levels in reading and math.  
 15 The fall MAP assessments are just one  
 16 data point that will be used in conjunction with  
 17 other assessments of our academic growth and  
 18 achievement. They provide us with important  
 19 insight into current levels of student  
 20 performance and acceleration needed for students  
 21 to demonstrate skills which meet or exceed the

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1 expectations of college and career readiness  
 2 grade level standards. Next slide.  
 3 DR. WHEATLEY-PHILLIP: Thank you,  
 4 Dr. Williams. The Compass, Our Pathway to  
 5 Excellence provides a systemwide focus on raising  
 6 the bar, closing gaps and preparing students for  
 7 the future. Our dedication to insuring our  
 8 students graduate college and career ready is a  
 9 thoughtful and research-based approach to  
 10 understanding key metrics of student progress  
 11 along the trajectory of learning across school  
 12 levels. BCPS utilizes MAP assessments in reading  
 13 and mathematics as one measure of student  
 14 achievement and growth along the college and  
 15 career success pathway.  
 16 As we collaboratively developed the  
 17 Compass, research showed that students who score  
 18 at or about the 61st percentile on MAP  
 19 assessments were more likely to score a  
 20 proficiency level of four or five on the  
 21 corresponding MCAP assessments in ELA and

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1 mathematics. This is just one example of how the  
 2 Compass intentionally raises the bar for all  
 3 students to promote college and career readiness.  
 4 Next slide please.  
 5 Due to the impact of COVID-19, the  
 6 COVID-19 global pandemic, MAP testing was not  
 7 administered from the spring of 2020 through the  
 8 spring of 2021. Testing resumed this fall with  
 9 the administration of the MAP assessments in math  
 10 and reading for students in grades one through  
 11 eight. The MAP assessments allow us to compare  
 12 our students' performance with that of their  
 13 national peers. In addition to measuring student  
 14 achievement, MAP assessments from one point in  
 15 time to the next provide our parents and other  
 16 BCPS internal stakeholders with important  
 17 norm-referenced information about student growth  
 18 in reading and math.  
 19 Growth measures will help to inform the  
 20 quality of implementation of our curriculum and  
 21 instructional practices as a part of the key

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1 initiatives for focus area one, learning  
 2 accountability and results, as well as the  
 3 academic impact of our priority to accelerate  
 4 student learning.  
 5 On the next slide Mr. Connelly will  
 6 discuss the MAP data in addition to curriculum  
 7 and instructional highlights, parent reports and  
 8 the assessment landscape. Next slide please.  
 9 MR. CONNELLY: Thank you,  
 10 Dr. Wheatley-Phillip. To support our partnership  
 11 with parents and care providers, every student  
 12 who participates in MAP testing receives a home  
 13 report. The home report provides parents and  
 14 care providers with information about their  
 15 child's reading and math performance, student's  
 16 score, growth target, percentile rank, Lexile  
 17 range for reading, and district and national mean  
 18 scores for comparison. Additionally, parents and  
 19 care providers receive information for each of  
 20 the goal areas for reading and mathematics which  
 21 describes student performance on a given set of

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1 skills as low, low average, average, high average  
 2 or high. Goal areas are based on the grade bands  
 3 of the MAP assessment given.  
 4 Goal areas for reading may include  
 5 foundational skills, language and writing,  
 6 literature, informational text, and vocabulary  
 7 use and acquisition. Goal areas for math include  
 8 operations and algebraic thinking, numbers and  
 9 operations, measurement and data, the real and  
 10 complex number systems, geometry, and statistics  
 11 and probability. Next slide please.  
 12 Thank you. The Compass establishes  
 13 three, five and eight-year targets and goals for  
 14 winter MAP performance for students in  
 15 kindergarten and grade two based on the 2019-2020  
 16 baseline year. The targets and goals are set on  
 17 the percent of students achieving at or above the  
 18 61st percentile, which represents performance at  
 19 a high average to high level. A percentile rank  
 20 compares the performance of a student with the  
 21 performance of all students who take the same

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1 assessment.

2 The displayed graphs show the

3 performance of students in grades one through

4 five from the fall of 2019 compared to 2021. The

5 five-year target established expectations that at

6 least 50 percent of students will be performing

7 at or above the 61st percentile by 2024-2025 and

8 that is represented by the Y axis.

9 Due to the global pandemic, the last MAP

10 assessments were given in the winter of 2020. In

11 February of 2020 NWEA, the testing vendor for

12 MAP, provided a technical brief on the findings

13 of their research team. The NWEA research team

14 recommended that moving forward, grade two

15 students participate in a more rigorous version

16 of the MAP assessment which is aligned to the

17 expectations for student growth over the course

18 of the second grade school year. This shift in

19 the assessment given to grade two students, which

20 no longer was allowed to them, resulted in a

21 decrease in grade two performance in reading and

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1 math. We will evaluate the impact of this change

2 on the grade two targets and goals following the

3 winter MAP administration.

4 In December of 2021 NWEA's research team

5 reported national trends in student achievement

6 based on the fall of 2021 MAP assessments.

7 Overall national student achievement was lower

8 for the fall MAP 2021 assessment compared to

9 previous years with relative declines of nine to

10 11 percentile points in math and three to seven

11 percentile points in reading.

12 For BCPS, the fall 2021 MAP assessments

13 indicated that students in grades, one, three,

14 four and five demonstrated an increase in the

15 percentage of students performing at or above the

16 61st percentile compared to the performance of

17 their peer groups for the 2019 pre-pandemic fall

18 MAP assessments. When analyzing student

19 performance it is important to know that the

20 norms were set prior to the COVID-19 global

21 pandemic. The growth demonstrated in elementary

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1 fall math and reading from 2019 to 2021 indicates

2 that student achievement has increased despite

3 the learning interruptions created by the

4 COVID-19 global pandemic for first, third, fourth

5 and fifth grade students.

6 Home and school partnerships were

7 critical to the student academic growth,

8 supported by the implementation of systemwide

9 initiatives such as Open Court, comprehension of

10 expository texts, accelerated pathways for

11 learning, Number Corner and Bridges. Next slide

12 please.

13 Thank you. As we move towards looking

14 at middle school data, as previously stated, the

15 testing vendor's research team reported that

16 across the nation student achievement was lower

17 for the fall MAP 2021 assessments than in

18 previous years. The displayed graphs show the

19 performance of students in grades six through

20 eight from the fall of 2019 compared to 2021.

21 For BCPS middle school students, the fall 2021

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1 MAP assessment results show that a similar

2 percentage of students performed at or above the

3 61st percentile compared to their peer groups in

4 2019 for grade six math and reading, as well as

5 grade seven reading. Yet compared to the 2019

6 peer groups, students in grade seven demonstrated

7 a decrease in performance for math, while

8 students in grade eight had a decreased

9 performance in both math and reading.

10 Middle school teachers and staff working

11 with school administrators and curriculum

12 specialists implement specific strategies to

13 increase disciplinary literacy, working on best

14 practices in teaching and learning, and on using

15 an instructional approach to support students

16 such as Elevation and Avid. Illustrative Math, a

17 new initiative for the school year, is designed

18 to further enhance student growth and achievement

19 in mathematics.

20 We know that there is much work to be

21 done across grade levels to accelerate student

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1 learning to meet and exceed our high expectations  
 2 for student performance. Our commitment to  
 3 rigorous three, five and eight-year targets and  
 4 goals pursued at the cross-grade levels serves as  
 5 evidence of our belief in actions to raise the  
 6 bar, close gaps and prepare students for the  
 7 future.

8 We thank you parents and care providers  
 9 for helping your child with their schoolwork,  
 10 supporting student participation in extended day  
 11 and extended year learning opportunities and  
 12 serving as powerful partners to support student  
 13 learning. Together with school staff, this  
 14 critical partnership supports the instructional  
 15 growth and social-emotional wellbeing of our  
 16 students. Next slide please.

17 Thank you. MSDE has resumed normal  
 18 administration times for all state assessments.  
 19 In addition to these assessments, Team BCPS uses  
 20 a variety of assessments such as teacher-created  
 21 and curriculum-based or CBAs, to monitor student

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1 learning and adjust instruction to meet the needs  
 2 of students. Standards-based assessments are  
 3 administered to students in grades K-12 across  
 4 all content areas and at regular intervals.  
 5 Growth and achievement over time is measured by  
 6 assessments such as MAP, PSAT, SAT and AP.  
 7 Career and technical education certification  
 8 exams further evaluate student mastery of  
 9 specific skills based on benchmarks or industry  
 10 standards.

11 This evening we highlighted the results  
 12 of the fall MAP assessments. The winter MAP  
 13 testing for students in kindergarten through  
 14 grade eight begins on February 14th, 2022. The  
 15 results allow us to compare student growth from  
 16 the fall to the winter, and student performance  
 17 of peer groups across the nation to our students,  
 18 while informing teachers about instructional  
 19 pathways to accelerate and enhance student  
 20 learning.

21 In the spring we will provide an update

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1 on student growth and achievement based on the  
 2 winter math and reading MAP assessment results,  
 3 the use of MAP data at the system level and in  
 4 schools to inform instruction and measure  
 5 progress, as well as how MAP data supports our  
 6 partnership with parents and care providers to  
 7 inform student growth.

8 On the next slide, Dr. Miller will  
 9 discuss how focus area one is operationalized at  
 10 the system level through the Division of School  
 11 Support and Achievement. Next slide please.

12 DR. MILLER: Thank you, Mr. Connelly.  
 13 From the system level, as executive director of  
 14 school support and achievement, we support  
 15 principals in using MAP as one of multiple data  
 16 points to support teaching and learning.

17 As shown in a previous slide that  
 18 reviewed the assessment landscape, schools  
 19 administer curriculum-based assessments,  
 20 teacher-created assessments, and provide checks  
 21 for understanding during the classroom lessons to

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1 determine the strengths and needs of students.

2 As you know, every school has developed  
 3 their school progress plan to create a roadmap  
 4 for improvement. Elementary and middle schools  
 5 use MAP as one data point to guide the  
 6 development of the school progress plan and to  
 7 develop action steps from the BCPS teaching and  
 8 learning framework. Professional development for  
 9 staff is then planned to build the capacity and  
 10 skill set of teachers. In addition, MAP data is  
 11 used to design interventions and supports for  
 12 students who are not making expected progress, as  
 13 well as providing access to advanced accelerated  
 14 learning to students that are doing well.

15 And finally, effective use of resource  
 16 staff is key. School leaders create  
 17 instructional schedules using student data such  
 18 as MAP to insure the needs of students are being  
 19 met.

20 Our principals are working very very  
 21 hard to support their schools during this very



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1 challenging time. Please join me this evening in  
 2 welcoming Principal Scott Conway, our principal  
 3 representative who has worked tirelessly to  
 4 support students, families and staff at Owings  
 5 Mills Elementary. Mr. Conway will describe how  
 6 he leads his school team at Owings Mills  
 7 Elementary to use MAP as one data point and how  
 8 systems and structures are in place at Owings  
 9 Mills to insure that all students are making  
 10 progress. On the next slide Mr. Conway will  
 11 explain how learning, accountability and results  
 12 occur at the school-based level. Next slide  
 13 please.

14 MR. CONNELLY: Thank you, Dr. Miller.  
 15 Good evening to board members, thank you for your  
 16 continued support in these challenging times.

17 I would like to start by sharing some  
 18 demographics for our school. The current  
 19 enrollment is 747 students. We are one of the  
 20 largest Title I elementary schools in BCPS. Our  
 21 diverse and amazing students are represented by

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1 approximately 35 percent Hispanic, 60 percent  
 2 African-American, and five percent varying  
 3 student groups. About 30 percent of our entire  
 4 school population receives ESOL services at this  
 5 time.

6 So, some about MAP. Students in grades  
 7 one through five take the MAP in the fall,  
 8 students in grades K through five take the MAP in  
 9 the winter and then finally, students in grades  
 10 K, one and two take the MAP assessment in the  
 11 spring. The MAP assessment for math is  
 12 administered in one day on line. This is also  
 13 the same for reading.

14 As Dr. Miller indicated, MAP is one data  
 15 point in conjunction with in-class data, DIBELS,  
 16 reading and math curriculum-based assessments and  
 17 Fountas & Pinnell, which determines reading  
 18 levels for students, and then we use that to  
 19 support our students, that data.

20 We are especially proud of the teamwork  
 21 that exists in our school. We have systems

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1 instructors in place to look at student data to  
 2 determine interventions, acceleration and  
 3 advancement. Our instructional leadership team  
 4 meets on a weekly basis to look at student data  
 5 across all grade levels. Members of this team  
 6 include the administration, the reading and math  
 7 resource teacher, the staff development teacher,  
 8 a special educator and the school counselor.

9 Grade level teams meet with the ILT two times per  
 10 month to discuss next steps in supporting  
 11 students and reviewing school schedules.

12 We use MAP data during this time to look  
 13 at where students are performing in their Lexile  
 14 levels, which allows us then to make decisions  
 15 about reading. MAP has helped us to identify  
 16 students not making progress, especially reading,  
 17 with the MAP result. As a result, our reading  
 18 specialist and staff development teacher have  
 19 designed an intervention program in reading that  
 20 we call literacy support program. Students were  
 21 selected for this daily intervention based on

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1 performance on MAP, class performance, and also  
 2 on DIBELS. We currently have almost 50 students  
 3 in grades one through three who participate in  
 4 this daily intervention that focuses on reading  
 5 fluency, comprehension, vocabulary and writing.  
 6 100 percent of students have made growth in their  
 7 reading level and we are thrilled about this. I  
 8 invite any of the board members to come and see  
 9 this program in action.

10 On the next slides, Dr. Minus will  
 11 discuss the system resources that are available  
 12 to support the use of data to inform our decision  
 13 making.

14 DR. MINUS: Great, thank you,  
 15 Mr. Conway, and thank you for the work you and  
 16 your team are doing on behalf of the students  
 17 that we serve.

18 Good evening, everyone. As part of  
 19 Dr. Williams' and Team BCPS' commitment to  
 20 transparency, the school profile dashboard has  
 21 been publicly available to all stakeholders since

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1 March 2019 through our BCPS.org site. The  
 2 school's profile dashboard, which is updated  
 3 annually, provides a wealth of information about  
 4 our schools, including academic achievement,  
 5 climate and demographic data, as well as more  
 6 operational information such as operating budget,  
 7 building utilization and the number of teachers.  
 8 Parents and other community stakeholders are  
 9 encouraged to access the BCPS public dashboards,  
 10 as it is an outstanding resource in providing a  
 11 high level view of multiple system data points  
 12 and accompanying information.

13 As a complement to the highlights tab,  
 14 there are three additional tabs that provide  
 15 additional academic achievement data, including  
 16 MAP for elementary and middle schools, the  
 17 Maryland Comprehensive Assessment Program or MCAP  
 18 for elementary, middle and high schools, as well  
 19 as PSAT and SAT data for high schools. We look  
 20 forward in the very near future to providing  
 21 additional upgrades to support parents and other

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1 community stakeholders in navigating these robust  
 2 resources. The school profile dashboard is  
 3 available along with the COVID, facilities  
 4 management, Compass and stakeholder survey public  
 5 dashboard through our BCPS.org site. Next slide  
 6 please.

7 Thank you. The MAP fall data shared  
 8 today in our presentation and the data report  
 9 provides us with valuable baseline data as we  
 10 work to heal, recover and rebuild. We will  
 11 examine and share the additional fall data points  
 12 to support our understanding of current levels of  
 13 student performance in relation to  
 14 standards-based achievement from the Maryland  
 15 early fall assessment and readiness standards for  
 16 kindergarten students. We will also have winter  
 17 and spring MAP administrations to provide  
 18 additional data on student growth and  
 19 achievement. The assessment results will support  
 20 our understanding of priorities for student  
 21 learning, growth of students over time, and areas

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1 in need of continued accelerations.

2 Throughout the 2021-2022 school year,  
 3 Team BCPS will continue to provide regular  
 4 updates on how our students are progressing.  
 5 Some of these upcoming reports include college  
 6 and career readiness, advanced placement and  
 7 course grades, to name a few. These reports are  
 8 available on the BCPS key reports on our website  
 9 and new reports will be uploaded throughout the  
 10 year as data become available and shared. Next  
 11 slide please.

12 And finally, the attached slide just  
 13 displays a timeline of the academic achievement  
 14 reports scheduled to be presented to the Board  
 15 and public throughout this school year, and we  
 16 thank you for your time and engagement this  
 17 evening.

18 CHAIRWOMAN HENN: Thank you very much.  
 19 Board members, at this point I'll open it up to  
 20 questions, comments, discussion. Mr. Thomas?  
 21 MR. THOMAS: Thank you, that was an

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1 excellent presentation on MAP. So I only have  
 2 one question and that was about the second grade  
 3 MAP reading and math levels. Those were the only  
 4 consistent -- second grade was consistently  
 5 declined in all those areas and everyone else had  
 6 at least one increase. Do we know what it is  
 7 about second grade, do we have any ideas as to  
 8 why that would happen, the decrease in every  
 9 category?

10 MR. CONNELLY: Yes, thank you. Prior to  
 11 the fall administration of the 2021 MAP  
 12 assessments second graders took the K through  
 13 second grade MAP test and that, the items were  
 14 read to students. When MWEA did some research  
 15 based on knowing that they were re-norming and  
 16 looking back at about seven years worth of data,  
 17 they had recognized that the typical second  
 18 grader needed to be on a different scale to  
 19 properly show growth over the course of the year.  
 20 So when we moved students based on the  
 21 recommendations from one assessment to the other,

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1 about 84 percent of our students, you know, we  
 2 expected to be in that range and we expected  
 3 about 16 percent of our students not to be, since  
 4 it's a statistic that they're in a growth  
 5 trajectory. That is why we saw a dip. And if  
 6 you look at second grade data overall, you can  
 7 see that where they actually performed is more  
 8 aligned with where everyone else was performing,  
 9 versus being an outlier, which is what they had  
 10 been previously.

11 MR. THOMAS: Okay, thank you, that makes  
 12 a lot of sense. I've heard that before but I  
 13 didn't remember it, so thank you so much.

14 CHAIRWOMAN HENN: Thank you. Dr. Hager,  
 15 Ms. Mack and then Ms. Pasteur.

16 DR. HAGER: Thank you so much for that  
 17 presentation, I really appreciate how much work  
 18 goes into preparing these data reports so  
 19 quickly, and I know that you probably have all  
 20 kinds of analyses that you want to do that you  
 21 just had to pull this together instead, so I

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1 appreciate that.

2 As a parent, I really like MAP tests, to  
 3 see them come home, to see the growth, and I  
 4 personally am a big fan of the MAP test and I am  
 5 cautiously optimistic about the results you  
 6 shared today, I know it's only one data point,  
 7 but I know I and probably others anticipated  
 8 seeing perhaps a decline or at least more stable  
 9 trends, and so I am very pleased with the results  
 10 and very excited about the presentation that you  
 11 had.

12 A few things that I know I would like to  
 13 see in the future perhaps. The way that we have  
 14 a report as well on BoardDocs, I don't know if  
 15 that's been made public, that also outlines data  
 16 by race, English language learner, and things  
 17 like that, but without knowing if that changed  
 18 from 2019 to 2021, the change is not that  
 19 helpful. So seeing that there are disparities  
 20 still is less helpful to me than to see if the  
 21 disparities were enhanced due to the pandemic, if

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1 that makes sense, so that would be my preference  
 2 in the next data report if you're able to pull  
 3 that together.

4 Two quick questions. One is, were the  
 5 numbers of students that took the test similar?  
 6 I know that we had a decline in enrollment, but  
 7 generally similar in the fall, or were there  
 8 reasons the students didn't take it or anything?

9 MR. CONNELLY: So Appendix A lists the  
 10 student participation and we're hovering between  
 11 7,800 students and 8,100 students, which mirrors  
 12 the typical assessments that we provide for MAP.

13 DR. HAGER: Okay, good. I saw that but  
 14 I didn't have again, the reference, so I didn't  
 15 know what I was comparing it to, so thank you,  
 16 that's really helpful.

17 And then I saw that we had set our goals  
 18 for grades two, five and eight, which I thought  
 19 was really interesting given that grade two has  
 20 the test issues, we're never really going to know  
 21 how we've done with two. Fifth grade looks

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1 pretty on par and then eighth grade is the one,  
 2 right, that really stands out as an area where we  
 3 declined. And having an eighth grader, they're  
 4 the ones who didn't get, you know, they missed  
 5 most of middle school because of the pandemic, so  
 6 they really were affected. Have you guys thought  
 7 more about the eighth grade scores?

8 DR. WILLIAMS: So let me respond. When  
 9 we developed those benchmarks, second grade,  
 10 fifth grade, eighth grade, that was pre-pandemic,  
 11 so we were looking at those transitional years,  
 12 the transitional years in elementary and the  
 13 transitional year before they get to middle  
 14 school and then eighth grade before they get into  
 15 ninth grade, high school.

16 So these are the conversations, I just  
 17 love these questions because these are the  
 18 questions that we raise, you are really  
 19 demonstrating the work that happens in every  
 20 school to really drill down and ask the  
 21 questions, and so I just want to reference why we

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1 singled out second grade, fifth grade and eighth  
 2 grade, those were part of our Compass  
 3 pre-pandemic.  
 4 And then the question, thank you,  
 5 Mr. Conway, because that question is what we were  
 6 asking about second grade and what we may have to  
 7 revisit because of the change from NWEA, but  
 8 anything else the team wants to add?  
 9 MR. CONNELLY: As far as the eighth  
 10 grade data piece, yeah. When we compared our  
 11 data and we had these discussions as well  
 12 internally before bring it to you, to the NWEA in  
 13 December of 2021, they produced their results and  
 14 we were pleasantly surprised. Not only did we  
 15 have some growth when they were showing loss, you  
 16 know, across the nation. Even our areas where we  
 17 had a dip due to instructional interruptions, it  
 18 wasn't as significant as their average.  
 19 One of the things to take a look at in  
 20 the very beginning of the report are the actual  
 21 RIT scores. Our RIT scores are slightly below

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1 national norms, so what that really means is that  
 2 while we didn't fall as significantly, you know,  
 3 we fall marginally or even made growth, you know,  
 4 that shows us we're on a trajectory to accelerate  
 5 and that's the big piece in all of this, is that  
 6 we have by 2024-2025 the opportunity to have  
 7 50 percent or more of our kids as our target, our  
 8 goal at or above the 61st percentile, that's  
 9 shifting the bell curve and that's going to  
 10 require a lot of work. I'm really excited to get  
 11 to the winter piece so we can see where it's  
 12 really working and the initiatives that we put in  
 13 place, some were started last year at the  
 14 elementary level in middle school and some were  
 15 brought in this year, and so the curricular  
 16 impact of our collective efforts, hopefully, will  
 17 be demonstrated as we're looking forward to that  
 18 winter data.  
 19 DR. HAGER: Thank you so much.  
 20 MR. CONNELLY: You're welcome.  
 21 CHAIRWOMAN HENN: Thank you. Ms. Mack?

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1 MS. MACK: Thank you very much for this  
 2 information. And I would like to publicly thank  
 3 our schoolhouse staff, our advocates who pushed  
 4 for evidence-based curriculum for many years, and  
 5 for the C&I staff for implementing Open Court,  
 6 Bridges, et cetera.  
 7 My first question is just a format  
 8 question. Is there any relevance to the Y axis  
 9 going to 50 and not to 100?  
 10 MR. CONNELLY: Yes, that is the goal  
 11 that we set for the 2024-2025 school year, that  
 12 we would have 50 percent of our kids, because  
 13 we're not talking about 100 percent being above  
 14 the 61st percentile. 100 percent is represented  
 15 by a bell curve, so what we're looking at is what  
 16 the goal target is in reference to actual  
 17 performance.  
 18 MS. MACK: Thank you. And then you  
 19 mentioned, and Mr. Thomas asked for  
 20 clarification, that this was the first time that  
 21 second graders were not allowed to have a reader

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1 for the fall administration of MAP, and we think  
 2 that that is contributing to the decline in the  
 3 scores. To insure that we have an apples to  
 4 apples comparison, will the second graders take  
 5 both the winter MAP, and that same cohort of  
 6 second graders taking the spring MAP also not  
 7 have a reader, or readers, having it read to them  
 8 rather?  
 9 MR. CONNELLY: Yeah, that's correct.  
 10 The platform itself doesn't have reading for all  
 11 students, students that receive that as an  
 12 accommodation absolutely have a reader provided  
 13 to them, so we're talking about the majority of  
 14 kids taking the assessment. Prior to this fall's  
 15 assessment we didn't have baseline data as a  
 16 reference due to the global pandemic from first  
 17 grade, so the way that the research worked for  
 18 the NWEA is that RIT scores really drive where a  
 19 student goes next.  
 20 So if a student is performing below 170,  
 21 which is the beginning of first grade, they would

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1 actually go back to the K-2 assessment, where  
 2 students who are above that level or on the range  
 3 of second grade learning, they would be staying  
 4 with their two to five. So the majority of kids,  
 5 about 88 percent of our kids, we would anticipate  
 6 based on data from 19-20, would continue on this  
 7 trajectory of the two to five assessment, and  
 8 that will be provided to all schools through our  
 9 winter training.

10 MS. MACK: So just to be clear, the  
 11 cohort of kids who took this fall 2021 will take  
 12 it the same exact way for both winter and spring.

13 MR. CONNELLY: Yes, the vast majority of  
 14 kids.

15 MS. MACK: Okay. And then do third  
 16 graders, unless they have a specific  
 17 accommodation, do they take MAP independently?

18 MR. CONNELLY: Yes, they're part of that  
 19 two to five MAP assessment group. It was just  
 20 the second graders where there was an overlap,  
 21 and that's where the research came in to let us

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1 know the majority of kids really should be in the  
 2 two to five to show growth over the course of the  
 3 year that's commensurate with their skill level.

4 MS. MACK: And then you mentioned, your  
 5 statement was when compared to students who take  
 6 the same assessment, but then on one of the  
 7 slides it says child specific, student test is  
 8 tailored to individual students.

9 MR. CONNELLY: Sure, so there's a bank  
 10 of items that second graders, let's say would  
 11 take, since we're talking about second graders.  
 12 An entry level item is designed to be adaptive so  
 13 it's going to say okay, this is what you're doing  
 14 in math for operations, you know, you're able to  
 15 solve this problem. Depending on how a student  
 16 does, it will make it more difficult or it will  
 17 make it less difficult. And MAP typically has 47  
 18 to 53 test items that the goal is to get the kids  
 19 right in the middle, half right, half wrong, and  
 20 that's how it's adaptive. So the kids do start  
 21 on the same pathway, but then the tests adjust to

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1 them based on what they get correct and what they  
 2 don't get correct.

3 MS. MACK: Okay, that's very helpful,  
 4 thank you. And I would, Dr. Hager said that as a  
 5 parent she likes MAP. I often hear teachers say  
 6 of every assessment that they give students they  
 7 find MAP to be the most helpful, and I really  
 8 appreciate this information, so thank you.

9 MR. CONNELLY: You're welcome.

10 CHAIRWOMAN HENN: Thank you.  
 11 Ms. Pasteur?

12 VICE CHAIR PASTEUR: Yes, thank you.  
 13 Thank you so much for this presentation and the  
 14 way it's laid out. I want to address my question  
 15 or comment or whatever, or both, to Dr. Williams.

16 As you navigate your way through the  
 17 Compass, because all of this is attached to the  
 18 Compass, and you're looking at the efficiency  
 19 report, I think that the information we were  
 20 given tonight goes to this thinking in my head,  
 21 that sometimes we say more is not necessarily

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1 better, but I now say not only is more better,  
 2 but it's critical. So with the questions that  
 3 were asked, in order to make sure that we have  
 4 equity school by school because all of this is  
 5 going to be looked at by the schools, every  
 6 school, it is imperative that we not reduce the  
 7 executive directives for middle school and high  
 8 school. I'm suggesting even looking at separate  
 9 ones and not a lump is possible. In order to  
 10 move all of our administrators, our people in our  
 11 schoolhouses to help move our children, there  
 12 needs to be that consistent language coming from  
 13 those central office people with whom they will  
 14 be working, because clearly some of the  
 15 discrepancies we're seeing goes back to that.  
 16 The kind of support that each school is getting  
 17 must be on one hand the same, but with people  
 18 from central office understanding those little  
 19 quirks and differences by school, by the nature  
 20 of the students in the school, what the numbers  
 21 look like. So as you're plowing through your

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1 organization and the budget, it's not enough just  
 2 for us to be sitting here looking at numbers and  
 3 hearing the explanation, which was beautifully  
 4 done, but now how do we take this information and  
 5 move forward in supporting all of our principals,  
 6 because everyone is not at the same place, not  
 7 every administrator is at the same place or as  
 8 gifted. Thank you.

9 CHAIRWOMAN HENN: Thank you. Ms. Jose?  
 10 MS. JOSE: Thank you. Thank you for  
 11 this presentation. The MAP scores that you send  
 12 home, it's something that I also look forward to,  
 13 and most parents look at these MAP scores. Are  
 14 the MAP scores sent in languages other than  
 15 English to parents?  
 16 And my second question is you talked  
 17 about the intervention, that we have a team, I  
 18 believe instructional leadership team that looks  
 19 into the data for kids that are I guess falling  
 20 behind. Could you explain that in a little bit  
 21 of detail, how does curriculum instruction, your

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1 office and the schools team coordinate for those  
 2 students that don't have parents advocating for  
 3 them?  
 4 DR. MILLER: Mr. Conway, why don't you  
 5 address that?  
 6 MR. CONWAY: I can directly talk to you  
 7 about it on the school level. So obviously  
 8 curriculum and instruction helps us with, they  
 9 design the curriculum for us to utilize with the  
 10 kids, but as far as MAP, I have access to those  
 11 scores directly. The DRAA office as they went  
 12 through has all that available to us, but I can  
 13 actually use the website to go in.  
 14 There are several ways that I use the  
 15 data. I explained to you about the intervention  
 16 program. Our team is made up of instructional  
 17 leaders within the school, so I have my own team,  
 18 I have different members from each one. So I  
 19 have my assistant principals, I have my staff  
 20 development teacher who's a lead in the school, I  
 21 have reading resource teachers that include my

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1 reading specialist, math resource teacher and  
 2 special educator, and we all, we take the scores  
 3 and look at it as a whole. So when I use MAP I  
 4 can look at it by the school, what area am I  
 5 lacking that I need to provide professional  
 6 development for my teachers, do I need one for a  
 7 specific grade level, do I need one for the  
 8 school as a whole? Then I can look by class or  
 9 teacher, is there a teacher that just needs  
 10 professional development provided only to her or  
 11 him? And then I can look at individual students  
 12 and see, that's where we look at the students and  
 13 I use that as one section. So we look at the  
 14 Lexile scores which kind of gets us in range with  
 15 classroom performance, classroom assessments,  
 16 where are students reading, who's reading below  
 17 the standard that we want, and then we look at  
 18 that to form groups of students that, you know,  
 19 who need intensive support, who need some  
 20 supports that maybe we can provide where they're  
 21 just barely off grade level, with an extra push

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1 they'd be on. It also gives me a look at the  
 2 students that are performing above the grade  
 3 level and are they, there's different reports in  
 4 there that show me, do I have a student that is  
 5 high but they're not showing growth, so they're  
 6 already at an academic achievement level that's  
 7 above, am I not doing the right thing in my  
 8 school that I can push them forward.  
 9 So there's a lot of various different  
 10 things and ways we can utilize it. Now it's only  
 11 one piece so you've got to couple that together  
 12 with a lot of other things and you have to have  
 13 open discussions and you have to have those  
 14 discussions in terms of each individual student.  
 15 But we've been able to put together the  
 16 intervention program based on reading, and it's  
 17 our kids that are, you know, not quite there but  
 18 just there, and then we use programs provided by  
 19 the county, Dr. Williams, things like that to  
 20 then put together and really try to move them  
 21 along quicker.

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1 And like I said, anybody can come and  
 2 see the program in action, how we split it up,  
 3 what we do to attack various reading necessities  
 4 to create good readers.

5 DR. MILLER: And I'd like to add on to  
 6 Mr. Conway's comments, the principals, one of the  
 7 most important things, that every classroom has  
 8 effective teaching, like effective first  
 9 instruction. So if our teachers are teaching to  
 10 their highest level, that will translate into,  
 11 you know, higher test scores altogether because  
 12 students are learning. So again, you know,  
 13 reiterating, it's one data point that you look  
 14 at, but principals also, you know, use the  
 15 teaching and learning framework created by  
 16 curriculum and instruction, and all us on the ED  
 17 support team to guide instruction and to look at  
 18 those best practices and make sure they're  
 19 happening in classrooms.

20 DR. MINUS: And so I would also add just  
 21 from the research and data analytic side where we

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1 are in DRAA, this is where the collaboration I  
 2 think is very powerful among central office  
 3 colleagues as well, because as we get the data,  
 4 as we look at the data, we have people within  
 5 these offices who have also been in schools, they  
 6 have been principals, and so it helps us to be  
 7 able to identify blind spots that others may not  
 8 be seeing and we begin to bring it to our  
 9 colleagues so we have different structures in  
 10 place within our central office that allow us to  
 11 have these conversations whether it's the  
 12 cross-divisional ED meetings, the other ATM  
 13 meetings, various meetings that allow us to bring  
 14 some data to the table that will help us answer  
 15 or ask some provocative questions around how  
 16 we're going to reach some of our students. So I  
 17 think that's the beauty of the collaboration  
 18 amongst the central offices that then trickle  
 19 down into the schools as well.

20 MS. JOSE: Thank you for answering that,  
 21 that was well answered, thank you so much.

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1 And you keep talking about inviting  
 2 board members to come visit with what you do.  
 3 Where can we come and see how you're doing this  
 4 great collaboration?

5 MR. CONWAY: Owings Mills Elementary  
 6 School, right on Reisterstown Road, you'll see me  
 7 in the morning waving cars in, come on in.

8 MS. JOSE: All right. Thank you so  
 9 much.

10 CHAIRWOMAN HENN: Thank you.  
 11 Mrs. Causey?

12 MS. CAUSEY: Thank you for this  
 13 presentation, we really appreciate it. I had a  
 14 quick question. What method of assessment is the  
 15 MAP given in this year, and then was it  
 16 consistent with previous years?

17 MR. CONNELLY: Yes, so the assessment is  
 18 consistent. The item bank is based on our Common  
 19 Core state standards that came out, I believe in  
 20 2015 when it was re-normed. Prior to that it was  
 21 based on the voluntary state curriculum, so it

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1 is, you know, adjusts to what our expectations  
 2 are for teaching and learning, there's an  
 3 alignment there that's really nice. Students  
 4 take an adaptive electronic assessment, some kids  
 5 may do it in 20 minutes, other kids may do it in  
 6 50 minutes, so it's a self-paced type of  
 7 assessment that doesn't time out for students.  
 8 It does have some tools that students can use as  
 9 well that they're used to using as part of their  
 10 curriculum-based assessments as well as state  
 11 assessments. So there's a lot of nice  
 12 consistencies with MAP in comparison to  
 13 assessments kids would take in other platforms as  
 14 well as MAP assessments from fall to winter to  
 15 spring.

16 MS. CAUSEY: So they're all, so both  
 17 literacy and math are in the adaptive electronic  
 18 version?

19 MR. CONNELLY: That's right, yes.

20 MS. CAUSEY: So the students are using  
 21 them on the laptops they use, right?

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1 MR. CONNELLY: Yes.

2 MS. CAUSEY: Okay, thank you.

3 MR. CONNELLY: You're welcome.

4 MS. CAUSEY: A parent reported that

5 their BCPS elementary school twins, that when

6 they received their home report that one student

7 was less than 10 percent and another student was

8 over 90 percent. How does that happen that such

9 divergent test scores would be in the same grade?

10 MR. CONNELLY: So every student is

11 unique and it's based on their responses in

12 comparison to their peer group as we talked about

13 before. So while a student is still taking items

14 to get to that 50 percent right, 50 percent

15 wrong, the types of items that they're completing

16 may be at a different level of instructional

17 expectations than another student. And then

18 because it's norm referenced, every student data

19 point is plotted along the bell curve. So you

20 have somebody who's at the one percent and

21 somebody who's at the 99 percentile, and

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1 everything in between.

2 DR. MINUS: I would also say from a

3 practitioner's, right, and also as speaking as a

4 parent who has kids who take MAP, we're also

5 looking at the variables that exist around where

6 is the student that day in terms of how they're

7 showing up, right? And so we also know that

8 tests and assessment fatigue is real, we also

9 know that our students show up differently on

10 various days. And we also know that as former,

11 as a former principal, motivating our students

12 every day to take a certain assessment seriously

13 also is part of that variable as well. So I

14 think all of those pieces kind of create, you

15 know, the true operationalizing of how this all

16 works in a school, and so I do think that that

17 plays into where students end up when they access

18 these different assessments during specific times

19 of the year as well.

20 MR. CONNELLY: Yeah, and part of that

21 conversation that we have at grade levels, we

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1 continue to look at how long, how much time did a

2 student take to take the test. Because if we

3 see, as Dr. Minus mentioned, that a student took

4 12 minutes, then their level of engagement may be

5 very different than a student that took 40

6 minutes to complete the assessment.

7 MR. CONWAY: And like Dr. Minus said, I

8 mean the parent has relevant concerns, they have

9 twins, but you know, they're two different

10 students. And it's one, we talked about this,

11 it's one data point, so I'm not looking at MAP

12 with my instructional leadership team and saying

13 automatically, you have to take other data points

14 into consideration also. And then they're going

15 to take the MAP assessment again coming in the

16 winter and then, you know, some will take it in

17 the spring, so you get another look at it to see

18 and you need to compare all that stuff.

19 MS. CAUSEY: Thank you for that. And in

20 2016, the Gifted and Talented Advisory Council

21 has on their website where we're reviewing Policy

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1 6401, advanced academics, and they had asked the

2 question, or they explained first that the

3 elementary schools were going to heterogenous

4 groupings as opposed to more homogenous

5 groupings, students of like achievement, like

6 accomplishment. And the question that they asked

7 is how do they know that that model is working

8 for the students and how do we know if the model

9 is working for the teachers to have potentially

10 very differing degrees of ability or interests,

11 sometimes it's students who are not interested.

12 So the question is, where is the data to show

13 that that model is working best for our students

14 and our teachers? So this type of anecdotal

15 thing gives me concern, so I'm just curious what

16 your assessment is of that.

17 DR. WILLIAMS: So my response to that is

18 that we are charging our principals and

19 leadership teams to look at the data to make

20 those decisions, and based on the data will

21 determine whether we were grouping our students



<p style="text-align: right;">Page 94</p> <p>1 appropriately, departmentalizing, all of that,                  2 that's the point of the leadership team coming                  3 together as Mr. Conway said, he identified those                  4 individuals and really to make those informed                  5 decisions about the needs of the students, and so                  6 that's my only response to it. I'm not sure                  7 about the data in 2016, a lot has occurred since                  8 2016, and I want to thank Dr. Boswell-McComas and                  9 her team working with the GT committee and                  10 looking at ways to improve that.</p> <p>11 So it's really a school by school, and                  12 again, we have had some conversations, these are                  13 good questions, because these are the type of                  14 questions we ask at senior leadership level and                  15 definitely what's happening at the school side as                  16 well as the collaboration of the different                  17 offices, especially what's happening in our local                  18 schools as Mr. Conway said. So it's really                  19 school to school but we're asking those                  20 questions, what are the data points telling us                  21 and what might we do differently for an</p>	<p style="text-align: right;">Page 96</p> <p>1 reminders about data points, and our principals                  2 use that to really drill down, and then those                  3 executive directors go into school and they have                  4 those conversations. So that collaboration is                  5 going to get us to move these data points at                  6 various levels to see a change in the system                  7 data, and it's all tied to the strategic plan.</p> <p>8 MS. CAUSEY: Thank you very much.                  9 DR. WILLIAMS: Thank you.                  10 CHAIRWOMAN HENN: Thank you. Mr. Kuehn?                  11 MR. KUEHN: Thank you for this                  12 presentation. I'm looking at the overall report                  13 and there's a lot of data in there, and there's a                  14 lot of variation, but what's important                  15 specifically, Principal Conway, is what you have                  16 access to and what you can do with that data, and                  17 do you have the people that you need to address                  18 the needs you're seeing in your school. Because                  19 you know, we can sit here and talk about data all                  20 night and we will because we love data, but at                  21 the end of the day it comes down to are your</p>
<p style="text-align: right;">Page 95</p> <p>1 instructional model.</p> <p>2 MS. CAUSEY: So from what I'm hearing,                  3 there is flexibility for the schools to make                  4 decisions about groupings for students based on                  5 the effectiveness of instruction and achievement?                  6 DR. WILLIAMS: There is that flexibility                  7 and there's the guidance from our specialists                  8 from the curriculum side as well as DRAA.                  9 I just want to circle back if I may,                  10 Dr. Minus said this and Ms. Pasteur said this,                  11 that we have a model where we have our central                  12 office teams coming together and looking at data.                  13 There's one vehicle called instructional core                  14 team which I've shared many times, you had a                  15 principal to talk about that kind of support.                  16 The other model is through our system improvement                  17 team that was created two years ago and we're                  18 looking at data. But it's also the importance                  19 and you can see the pair right there, Dr. Miller                  20 and her principal Mr. Conway, they come together,                  21 there are monthly reminders, maybe weekly</p>	<p style="text-align: right;">Page 97</p> <p>1 children learning and what can we do if they're                  2 not. Do you have what you need?                  3 MR. CONNELLY: I absolutely have my                  4 staff, and I find that to be school leadership to                  5 take the resources that I have available and make                  6 determinations for my school that puts me at the                  7 right place where I do have needs. And I find at                  8 my school, I can only speak for my school, not                  9 any other, but I've been provided everything I                  10 need.                  11 As far as for MAP itself and what it                  12 provides for me, again it's a small piece, but in                  13 the data there it gives me access to look at kids                  14 that are struggling, kids that are also above the                  15 line and who are excelling. Our goal is to                  16 accelerate everyone, so I need to take that data                  17 coupled with others and then use that data to put                  18 programs in place for them.                  19 So I guess my answer to you is yes, I am                  20 provided what I need, but it's still up to the                  21 school to make instructional decisions that</p>

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1 benefit their kids and every school's different,  
 2 my school's not the same as a school that's even  
 3 ten miles down the road from me.  
 4 MR. KUEHN: Right, it's very clear  
 5 looking at the data that the schools are not the  
 6 same, like I said, there's a tremendous amount of  
 7 variation across the system, and I don't know if  
 8 everyone's looking at this report, but I am in  
 9 Appendix C, percentage of students who are at or  
 10 above the 61st percentile by school. And it's  
 11 disheartening to see massive variation like this  
 12 but I understand it's the reality, and it's just  
 13 a piece of data, right? So I'm not trying to  
 14 like judge entire schools by this, but I'm  
 15 hopeful that the tools that have been put in  
 16 place are providing you, because these are like  
 17 snapshots, like fall, spring, right, but you have  
 18 things happening daily and weekly and kids, you  
 19 know, plateau, they jump up, they bounce around  
 20 or what have you, but you know, I want to know  
 21 that overall your team is seeing the student for

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1 where they are and providing them with the tools  
 2 that they need to grow. And if there are things  
 3 that are missing, we're in the budget season,  
 4 it's prime time and I know we've thrown a lot of  
 5 money at more folks and what have you, but the  
 6 question is open and hopefully everybody out  
 7 there is engaged to say here is something else  
 8 that we might possibly need, where can we focus.  
 9 DR. WILLIAMS: So as I remind the Board,  
 10 based on a direction from you to survey every  
 11 principal, we did just that, and the principals  
 12 were able to prioritize just what they would like  
 13 to see in the budget. And Mr. Kuehn, I guarantee  
 14 all 176 principals are good advocates for their  
 15 schools, and they would come back to the  
 16 executive director and say looking at my data, or  
 17 the executive director may make some  
 18 recommendations to look at programming  
 19 differently, scheduling differently and looking  
 20 at resources, and sometimes even requesting  
 21 resources. And so I just want, that's the work

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1 that that office does with the schools, they have  
 2 those conversations, but our principals will be  
 3 advocates for their own schools, and they also  
 4 know sometimes they have to look at those other  
 5 resources in terms of partnerships,  
 6 collaborations within their community, their PTA,  
 7 their student leaders. So I appreciate that,  
 8 that's why we chose Mr. Conway to come, he's not  
 9 afraid to advocate for his school, but I  
 10 guarantee the other principals as well, if they  
 11 see the need they will ask the question, we will  
 12 ask the question what can we do differently.  
 13 And again, this is one data point  
 14 amongst many, and I appreciate you making that  
 15 reference. Also we want to say this is really  
 16 data points for the teacher, MAP is really about  
 17 the instructional model and strategy within the  
 18 classroom and so we have found that, we've heard  
 19 today how the leadership team will come together  
 20 and talk about the work that is happening at the  
 21 school level and then to talk with the staff

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1 about what might be done differently, so I  
 2 appreciate your point about having the resources  
 3 necessary for every school.  
 4 CHAIRWOMAN HENN: Thank you.  
 5 Mr. Brousaides, does Ms. Mack have any more time?  
 6 MR. BROUSAIDES: 20 seconds.  
 7 CHAIRWOMAN HENN: 20 seconds. Ms. Mack,  
 8 do you want to use your time?  
 9 MS. MACK: Mr. Conway, I want to make  
 10 this quick. You mentioned Fountas & Pinnell and  
 11 there was a study that came out the end of last  
 12 year about the fact that it is not as effective  
 13 as it was previously thought to be, but it sounds  
 14 like your strategy is built on Fountas & Pinnell  
 15 so could you touch base on that please?  
 16 MR. CONWAY: It's more on classroom  
 17 based assessments than that. That was just one  
 18 of the things back in the time that we used but  
 19 it's more performance based within class looking  
 20 at what, like I said, Lexile with MAP, where  
 21 students are reading, taking that. I know there

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1 was a study with that, so that's not the only  
 2 thing. I was just trying to compare some  
 3 different things that have been used in the past  
 4 as data points for making decisions for the  
 5 groupings. We just level kids, we do use it for  
 6 some, it's just one look at it for levels or  
 7 where they are, also compared with Lexile and  
 8 compared with classroom performance, so it's not  
 9 anything based. We need as many different data  
 10 points as we have to make the best decision for  
 11 kids.

12 MS. MACK: Thank you.

13 CHAIRWOMAN HENN: Thank you. Thank you  
 14 all for the outstanding presentation, I  
 15 appreciate your time.

16 MR. CONNELLY: Have a good evening.

17 CHAIRWOMAN HENN: Have a good evening.

18 The next item on the agenda is  
 19 consideration of the FY-2023 county capital  
 20 budget request. For that I call on Mr. Sarris  
 21 and Mr. Dixit. Good evening.

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1 MR. DIXIT: Good evening, Chair  
 2 Ms. Henn, Vice Chair Ms. Pasteur, Dr. Williams  
 3 and members of the Board. As you recall, on  
 4 December 21st, 2021 we introduced the fiscal 2023  
 5 county capital plan to you. In the work session  
 6 on January 11th, 2022 we answered questions and  
 7 went into all the details of the plan. We have  
 8 not received any further questions, so tonight we  
 9 are here to request your approval of the plan so  
 10 that we can move forward.

11 CHAIRWOMAN HENN: Thank you, Mr. Dixit.  
 12 Board members, do I have a motion to approve the  
 13 FY-2023 county capital budget request as  
 14 presented in Exhibit K-1?

15 MS. ROWE: So moved, Rowe.

16 CHAIRWOMAN HENN: Thank you, Ms. Rowe.  
 17 May I have a second?

18 MS. MACK: Second, Mack.

19 CHAIRWOMAN HENN: Thank you, Ms. Mack.  
 20 Is there any discussion? Hearing no discussion,  
 21 may I have a rollcall 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: Mr. McMillion?  
 8 MR. MCMILLION: Yes.  
 9 MS. GOVER: Ms. Jose?  
 10 MS. JOSE: Yes.  
 11 MS. GOVER: Ms. Pasteur?  
 12 VICE CHAIR PASTEUR: 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: Ms. Henn?

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1 CHAIRWOMAN HENN: Yes.  
 2 MS. GOVER: Thank you.  
 3 CHAIRWOMAN HENN: The motion passes.  
 4 Thank you, gentlemen.  
 5 The next item on the agenda is an  
 6 information item, including the financial report  
 7 for November 2021, and that is located in  
 8 BoardDocs.  
 9 The next item on the agenda is board  
 10 committee updates and agenda setting. Before we  
 11 move to committee updates the Board would like to  
 12 bring forth a resolution. May I have a motion to  
 13 approve the following Board Resolution 2022-04 on  
 14 COVID-19, and I will go ahead and read this  
 15 resolution. Just one moment.  
 16 Resolution 2022-04, on COVID-19.  
 17 Whereas, Lawrence J. Hogan Junior,  
 18 Governor of the State of Maryland, issued a  
 19 declaration of state of emergency and existence  
 20 of catastrophic health emergency, COVID-19, on  
 21 March 5th, 2020 regarding the outbreak of disease

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1 caused by the novel coronavirus; and  
 2       Whereas, the United States Centers for  
 3 Disease Control and Prevention, CDC has issued  
 4 guidance to all states and local governments and  
 5 all citizens recommending preparedness to prevent  
 6 community spread and guard against COVID-19; and  
 7       Whereas, the Board of Education of  
 8 Baltimore County deems it essential to prepare  
 9 for the possibility that due to medical or health  
 10 emergencies related to COVID-19, individual board  
 11 members may not be able to attend board meetings  
 12 or board committee meetings, or the possibility  
 13 that it may be necessary for the entire Board or  
 14 a board committee to meet remotely or virtually  
 15 in order to protect the health of the public or  
 16 board members; and  
 17       Whereas, the business of the Board must  
 18 continue even if medical or health emergencies  
 19 related to COVID-19 arise; and  
 20       Whereas, the Board recognizes that the  
 21 Maryland Open Meetings Act requires that the

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1 Board hold its meetings in public unless  
 2 otherwise permitted under the Act, be it  
 3 therefore  
 4       RESOLVED, that notwithstanding any other  
 5 policy of the Board, limitations on the number of  
 6 board meetings that an individual board member  
 7 may attend remotely, and the basis for  
 8 participating remotely are suspended through  
 9 June 30th, 2022; and be it further  
 10       RESOLVED, that notwithstanding any other  
 11 policy of the Board, this resolution is  
 12 retroactive to the start of the 2021-2022 school  
 13 year; and be it further  
 14       RESOLVED, that the superintendent is  
 15 authorized to establish an appropriate  
 16 technological mechanism that would allow board  
 17 members individually or as a whole to fully  
 18 participate in meetings remotely without being  
 19 physically present and which would allow the  
 20 public to attend the meeting by being able to  
 21 fully listen to those portions of the meeting

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1 that are open pursuant to the Maryland Open  
 2 Meetings Act.  
 3       MS. ROWE: So moved, Rowe.  
 4       CHAIRWOMAN HENN: Thank you, Ms. Rowe.  
 5 Is there a second?  
 6       MR. OFFERMAN: Second, Offerman.  
 7       CHAIRWOMAN HENN: Thank you,  
 8 Mr. Offerman. Is there any discussion?  
 9 Mr. Thomas?  
 10       MR. THOMAS: Thank you. I just want to  
 11 share that I will not be voting in favor of this.  
 12 I think the Board should be holding itself to the  
 13 same standards as we are all BCPS students and  
 14 staff that are currently in the building, so  
 15 thank you.  
 16       CHAIRWOMAN HENN: Thank you. Is there  
 17 any further discussion? Hearing none, may I have  
 18 a rollcall vote?  
 19       MS. GOVER: Ms. Rowe?  
 20       MS. ROWE: Yes.  
 21       MS. GOVER: Ms. Causey? Ms. Mack?

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1       MS. MACK: Yes.  
 2       MS. GOVER: Mr. McMillion?  
 3       MR. MCMILLION: Yes.  
 4       MS. GOVER: Ms. Jose?  
 5       MS. JOSE: Yes.  
 6       MS. GOVER: Ms. Pasteur?  
 7       VICE CHAIR PASTEUR: Yes.  
 8       MS. GOVER: Mr. Thomas?  
 9       MR. THOMAS: No.  
 10       MS. GOVER: Mr. Offerman?  
 11       MR. OFFERMAN: Yes.  
 12       MS. GOVER: Ms. Scott?  
 13       MS. SCOTT: Yes.  
 14       MS. GOVER: Dr. Hager?  
 15       DR. HAGER: No.  
 16       MS. GOVER: Mr. Kuehn?  
 17       MR. KUEHN: Yes.  
 18       MS. GOVER: Ms. Henn?  
 19       CHAIRWOMAN HENN: Yes.  
 20       MS. GOVER: Thank you.  
 21       CHAIRWOMAN HENN: The motion passes.

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1 Next is committee updates and we'll  
 2 start with the audit committee, Mr. McMillion.  
 3 MR. MCMILLION: Thank you. During our  
 4 January 12th, 2022 audit committee meeting the  
 5 committee went into administrative function session  
 6 to discuss the Public Works report on the Office  
 7 of Internal Audit. Per the recommendation of the  
 8 audit committee, at this time I move that the  
 9 Board reject the recommendation of Public Works'  
 10 efficiency review to reduce the number of staff  
 11 in the Office of Internal Audit.  
 12 CHAIRWOMAN HENN: Okay, is there a  
 13 second? No second is required as it comes from  
 14 the committee. Any discussion? Would you like  
 15 to speak to your motion, Mr. McMillion?  
 16 MR. MCMILLION: Yes, very briefly.  
 17 Considering that we're the 25th largest school  
 18 system in the country, we've got over 175  
 19 schools, over 108,000 students, over 18,000  
 20 employees, we're over a \$2 billion budget  
 21 annually, operating budget, we have federal money

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1 coming in, we have the Blueprint, pending money  
 2 coming in from the state, we need, in my opinion  
 3 we need to keep the staff that we have in  
 4 internal audit. Thank you.  
 5 CHAIRWOMAN HENN: Thank you. Ms. Jose?  
 6 MS. JOSE: Thank you. To echo what  
 7 Mr. McMillion just said, having been on the audit  
 8 committee, I do want to especially thank the  
 9 Office of Internal Audit, they do an incredible  
 10 job and they are very critical to maintaining  
 11 accountability and transparency in the school  
 12 system, so I fully support this resolution. So  
 13 thank you to the Office of Internal Audit and all  
 14 the staff that works so hard.  
 15 CHAIRWOMAN HENN: Thank you, Ms. Jose.  
 16 Mr. Thomas?  
 17 MR. THOMAS: Thank you. Was it a  
 18 unanimous decision from the committee, was it a  
 19 unanimous decision by the committee or was the  
 20 vote like three in favor?  
 21 MR. MCMILLION: My motion is to reject

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1 the efficiency review recommendation to lower the  
 2 number of employees.  
 3 CHAIRWOMAN HENN: And Mr. McMillion,  
 4 Mr. Thomas would like to know if the committee  
 5 vote was unanimous.  
 6 MR. MCMILLION: Yes.  
 7 MR. THOMAS: Okay, thank you.  
 8 CHAIRWOMAN HENN: Thank you.  
 9 Ms. Pasteur?  
 10 VICE CHAIR PASTEUR: Thank you. Ditto  
 11 on things that have been said before.  
 12 Mr. McMillion pointed out Blueprint, we throw  
 13 that in, but Mr. McMillion is correct, what the  
 14 Office of Internal Audit is doing and will do  
 15 even more is to make sure that we are always in  
 16 compliance, it's like having a mini board, the  
 17 larger board that will come in and look at us.  
 18 Their work is so critical, in fact I would even  
 19 push for them to have at least one more staff  
 20 person, but certainly I will go with  
 21 Mr. McMillion that they maintain it and not make

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1 it smaller. Thank you.  
 2 CHAIRWOMAN HENN: Thank you,  
 3 Ms. Pasteur. Ms. Rowe?  
 4 MS. ROWE: Yes. I would just like to  
 5 concur with what other board members have said in  
 6 support of this, but also to point out that the  
 7 board members were emailed Ms. Andrea Barr's  
 8 response to the efficiency review and if you read  
 9 that very closely, she did not get the  
 10 opportunity to collaborate with the efficiency  
 11 review, and she responded to every item that they  
 12 presented, and I think that the statements she  
 13 made were very compelling, and I believe she made  
 14 her case and they didn't.  
 15 CHAIRWOMAN HENN: Thank you, Ms. Rowe.  
 16 Dr. Hager?  
 17 DR. HAGER: Never mind, because I found  
 18 the answer to my question, but I also support  
 19 this.  
 20 CHAIRWOMAN HENN: Thank you. Mr. Kuehn?  
 21 MR. KUEHN: So, I don't disapprove of

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1 this motion. My concern is, I'm still trying to  
 2 digest the information because it is a lot and  
 3 very detailed, and I just asked for all the  
 4 correspondence to be provided and it was just  
 5 provided as everybody's aware of, because I  
 6 copied everyone on the email that I sent earlier  
 7 today.

8 So I can't fully support this  
 9 unfortunately at this moment in time, I have to  
 10 take very seriously the work done by the  
 11 efficiency group, not to say that they did a  
 12 complete job, and I am actually very distressed  
 13 to hear that they did not interact with our  
 14 internal audit group and give them the ability to  
 15 provide information that would be pertinent to  
 16 what is needed. But it is a tremendous amount of  
 17 money we're talking about over four years, but  
 18 you know, it sounds as if you have the votes to  
 19 pass your motion, but I was hoping to table it so  
 20 that I could review the information and then vote  
 21 with everybody possibly at the next meeting, but

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1 you can do what you want with your motion, but I  
 2 can't support it at this moment. Thank you.

3 CHAIRWOMAN HENN: Thank you, Mr. Kuehn.  
 4 I'll also comment. I support the motion because  
 5 the resources are absolutely critical. However,  
 6 I agree with Public Works' recommendation that  
 7 the work needs to be allocated towards projects  
 8 that are going to show a return on that  
 9 investment and like Mr. Kuehn said, these are  
 10 significant dollars. The Board has requested  
 11 projects that we quite frankly haven't had the  
 12 resources in the Office of Internal Audit to work  
 13 on, so I would ask that we look at those.

14 And Mr. McMillion, I would like to work  
 15 with you to look at the prioritization of those  
 16 projects. We certainly, I agree with others have  
 17 said, we need more resources, not less in that  
 18 office, because there are certainly some very  
 19 critical projects that this Board has asked to  
 20 undertake that we don't have hours, or staff  
 21 hours in that office to undertake that Public

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1 Works has recommended that they undertake. So  
 2 while I agree that we need every resource we can  
 3 get in that office, I think we need to look at  
 4 the prioritization of efforts and make sure that  
 5 they are focused on where they need to be  
 6 focused.

7 So I will be supporting the motion;  
 8 however, I would like to look at the  
 9 prioritization of projects. Thank you.

10 Board members, any other comments or  
 11 discussion? Ms. Mack?

12 MS. MACK: I have to agree with  
 13 Mr. Kuehn. I take great pride in reviewing  
 14 everything carefully before I vote and I have not  
 15 had the time to do that, so I won't be supporting  
 16 this simply because I haven't had the time to do  
 17 the type of due diligence that I usually do.

18 CHAIRWOMAN HENN: Thank you. Hearing no  
 19 other questions or discussions, Ms. Gover, may I  
 20 have a rollcall vote please?

21 MS. GOVER: Ms. Rowe?

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1 MS. ROWE: Yes.  
 2 MS. GOVER: Ms. Causey? Ms. Mack?  
 3 MS. MACK: No.  
 4 MS. GOVER: Mr. McMillion?  
 5 MR. MCMILLION: Yes.  
 6 MS. GOVER: Ms. Jose?  
 7 MS. JOSE: Yes.  
 8 MS. GOVER: Ms. Pasteur?  
 9 VICE CHAIR PASTEUR: Yes.  
 10 MS. GOVER: Mr. Thomas?  
 11 MR. THOMAS: Yes.  
 12 MS. GOVER: Mr. Offerman?  
 13 MR. OFFERMAN: Yes.  
 14 MS. GOVER: Ms. Scott?  
 15 MS. SCOTT: Yes.  
 16 MS. GOVER: Dr. Hager?  
 17 DR. HAGER: Yes.  
 18 MS. GOVER: Mr. Kuehn?  
 19 MR. KUEHN: Abstain.  
 20 MS. GOVER: Ms. Henn?  
 21 CHAIRWOMAN HENN: Yes. The motion

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1 carries. Thank you.

2 Next we have budget committee,

3 Mr. Kuehn?

4 MR. KUEHN: All right. The next budget

5 committee meeting will be on February 16th and I

6 believe it's going to start a half hour early at

7 five, instead of 5:30. We will be focusing on

8 per school spending and we're also going to talk

9 about I believe an initial BAT, which is a

10 transfer of funds within the system. That's it.

11 CHAIRWOMAN HENN: Thank you. Next is

12 building and contracts. Ms. Jose?

13 MS. JOSE: Thank you, Ms. Henn. The

14 next building and contracts committee is on

15 Monday, February 7th at five p.m.

16 CHAIRWOMAN HENN: Thank you. Curriculum

17 committee, Ms. Mack?

18 MS. MACK: The curriculum committee met

19 on January 20th. The entire meeting was spent

20 discussing instructional materials including but

21 not limited to blended and online student

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1 courses, and we ended discussing the purchase of

2 lumber and plywood. Our next meeting is

3 February 17th, 2022. And the lumber and plywood

4 is for our CTEs, not for our capital budget.

5 CHAIRWOMAN HENN: Thank you, Ms. Mack.

6 Equity committee, Ms. Scott.

7 MS. SCOTT: Thank you. The equity

8 committee meeting was rescheduled and it will be

9 January 27th at four p.m., 2022, where we will be

10 discussing the virtual learning program. Thank

11 you.

12 CHAIRWOMAN HENN: Thank you, Ms. Scott.

13 Next we have the legislative and governmental

14 relations committee. Ms. Pasteur?

15 VICE CHAIR PASTEUR: Yes, thank you.

16 Our next meeting is February 3rd at four p.m. We

17 will be discussing a couple of bills. Mr. Thomas

18 just finished serving as a page in the General

19 Assembly and he will be leading the February

20 meeting of the legislative and governmental

21 relations meeting. Thank you.

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1 CHAIRWOMAN HENN: Wonderful, thank you,

2 Ms. Pasteur. And last but not least the policy

3 review committee. Ms. Rowe?

4 MS. ROWE: The next meeting of the

5 policy review committee is February 14th.

6 CHAIRWOMAN HENN: Thank you. Next is

7 agenda items for future board meetings and if I

8 could just ask board members to raise their hand

9 or put a note in the chat if you'd like to be

10 recognized if you have an agenda item.

11 Mr. Kuehn?

12 MR. KUEHN: I would like to talk about

13 our efforts regarding sustainability. I had a

14 discussion with the chief sustainability officer

15 of Baltimore County along with Dr. Lynch, he's

16 our Baltimore County education person, and we

17 were discussing how to work closer together, and

18 an upcoming meeting that the county executive is

19 having, and they're requesting that our Team BCPS

20 join in that meeting to discuss the things that

21 we're doing. I think we have a good story to

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1 tell and I think we need to start talking about

2 it.

3 CHAIRWOMAN HENN: Great, thank you,

4 Mr. Kuehn. Ms. Scott?

5 MS. SCOTT: Yes, thank you. I would

6 like to hear more about the efficiency review.

7 There was some suggested items in there

8 particular to the Board, things that we could

9 improve upon, and I would just like to hear more

10 about some of the things that we're doing to

11 address several of the items that were brought up

12 in the efficiency review. Thank you.

13 CHAIRWOMAN HENN: Thank you, Ms. Scott.

14 Mr. Thomas?

15 MR. THOMAS: Thank you. I'd like to

16 have an update at some point for senior

17 activities and end of the year senior events,

18 spring events, spring proms, all that kind of

19 stuff. I spoke to Dr. Williams about it earlier,

20 so I'd like to get that information out there.

21 And just sort of a fun topic, I would

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1 like to start icebreakers at the beginning of our  
 2 meetings, just a tiny icebreaker to share a  
 3 little bit about ourselves and become more, I  
 4 don't know, more personable, so thank you.  
 5 CHAIRWOMAN HENN: Thank you. Others,  
 6 Mrs. Causey?  
 7 MS. CAUSEY: Thank you, Madam Chair. I  
 8 would like to see an agenda item addressing the  
 9 Board's responsiveness and the school system's  
 10 responsiveness to our stakeholders. Over the  
 11 last couple of years we've received a tremendous  
 12 amount of engagement from parents and staff and  
 13 students, and I think there really should be a  
 14 more formal way to process that and also to be  
 15 responsive. The state superintendent and state  
 16 board at the beginning of the pandemic set up a  
 17 new process in order to address all of it and  
 18 disaggregate it and then share it at their  
 19 meetings, state board meetings. So I would like  
 20 to see an agenda item about the possibilities for  
 21 that.

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1 And I am also excited about hearing  
 2 about the end of the year, especially given the  
 3 great news that we heard from Ms. Somerville  
 4 about the COVID reduction, and we're hoping that  
 5 that continues. Thank you.  
 6 CHAIRWOMAN HENN: Thank you. Any last  
 7 items? Dr. Hager?  
 8 DR. HAGER: No I just know that every  
 9 time I say school meals so I wasn't going to say  
 10 it again out loud, but I'll say it again out  
 11 loud. I would love a school meals update, and I  
 12 added that maybe we could also ask food and  
 13 nutrition to cater this meal, this is something  
 14 other school districts do for their meetings, so  
 15 the adults can eat the food the kids are served  
 16 and they can see what it's like.  
 17 CHAIRWOMAN HENN: Thank you.  
 18 MS. ROWE: Can I request strawberry  
 19 milk? That's my favorite.  
 20 CHAIRWOMAN HENN: There are no further  
 21 items, so the last item on the agenda is

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1 announcements. The Board's next meeting will be  
 2 held on Tuesday, February 8th, 2022, at 6:30 p.m.  
 3 Thank you for joining us tonight. The meeting is  
 4 now adjourned.  
 5 (Meeting adjourned.)  
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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 31st day of January, 2022.  
 14  
 15  
 16 \_\_\_\_\_  
 17 Paul A. Gasparotti  
 18  
 19  
 20  
 21



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