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BOARD OF EDUCATION
BALTIMORE COUNTY

PUBLIC BOARD MEETING
HYBRID VIA MICROSOFT TEAMS

AUGUST 10, 2021

Job No. : 62948
Transcribed by:
Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Makeda Scott, Board Chair

4 Julie C. Henn, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Cheryl E. Pasteur

13 Lily P. Rowe

14 Christian Thomas, Student Member

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<p style="text-align: right;">Page 6</p> <p>1 PROCEEDINGS</p> <p>2 CHAIRWOMAN SCOTT: Good evening, this is</p> <p>3 Chairwoman Makeda Scott. I now call to order the</p> <p>4 meeting of the Board of Education of Baltimore</p> <p>5 County for Tuesday, August 10th, 2021. I invite</p> <p>6 you to recite the Pledge of Allegiance to the</p> <p>7 Flag which will be led by Mr. Christian Thomas.</p> <p>8 We will then have a moment of silence in</p> <p>9 recognition of those who have served education in</p> <p>10 Baltimore County. Mr. Thomas?</p> <p>11 (Pledge of Allegiance.)</p> <p>12 (Moment of silence.)</p> <p>13 Thank you. Tonight's Board of Education</p> <p>14 Meeting is being held both in person and by phone</p> <p>15 by board members and broadcasted through BCPS TV,</p> <p>16 Comcast Infinity Channel 73 and Verizon FiOS</p> <p>17 Channel 34. In order to efficiently conduct this</p> <p>18 meeting all voting items this evening will be</p> <p>19 done by rollcall vote.</p> <p>20 The first item on the agenda is the</p> <p>21 consideration of the August 10th agenda.</p>	<p style="text-align: right;">Page 8</p> <p>1 BoardDocs under this board meeting agenda date.</p> <p>2 The next item on the agenda is personnel</p> <p>3 matters and for that I call on Ms. Lowry.</p> <p>4 MS. LOWRY: (No audio) member</p> <p>5 appointments.</p> <p>6 CHAIRWOMAN SCOTT: Thank you. Do I have</p> <p>7 a motion to approve the personnel matters as</p> <p>8 presented in Exhibit D-1 through D-5?</p> <p>9 MR. THOMAS: So moved.</p> <p>10 CHAIRWOMAN SCOTT: Thank you. Do I have</p> <p>11 a second?</p> <p>12 MR. OFFERMAN: Second, Offerman.</p> <p>13 CHAIRWOMAN SCOTT: Great. Is there any</p> <p>14 discussion? Ms. Gover, may I have a rollcall</p> <p>15 vote please?</p> <p>16 MS. GOVER: Ms. Rowe?</p> <p>17 MS. ROWE: Yes.</p> <p>18 MS. GOVER: Ms. Causey? Ms. Causey?</p> <p>19 MS. CAUSEY: Yes.</p> <p>20 MS. GOVER: Ms. Mack?</p> <p>21 MS. MACK: Yes.</p>
<p style="text-align: right;">Page 7</p> <p>1 Dr. Williams, are there any additions or changes</p> <p>2 to tonight's agenda?</p> <p>3 DR. WILLIAMS: I am not aware of any</p> <p>4 changes or additions to tonight's agenda.</p> <p>5 CHAIRWOMAN SCOTT: Thank you. Hearing</p> <p>6 none, the agenda stands as presented.</p> <p>7 Ms. Gover, do we need to do a rollcall</p> <p>8 vote, or is it just as presented? Okay.</p> <p>9 Earlier this evening the Board met in</p> <p>10 closed session pursuant to the Open Meetings Act</p> <p>11 for the following reasons: To, one, discuss the</p> <p>12 appointment, employment, assignment, promotion,</p> <p>13 discipline, demotion, compensation, removal,</p> <p>14 resignation or performance evaluation of</p> <p>15 appointees, employees or officials over whom it</p> <p>16 has jurisdiction or any other personnel matter</p> <p>17 that affects one or more specific individuals;</p> <p>18 and eight, consult with staff, consultants or</p> <p>19 other individuals about pending or potential</p> <p>20 litigation. The minutes of the closed session</p> <p>21 and informational summary can be found on</p>	<p style="text-align: right;">Page 9</p> <p>1 MS. GOVER: Mr. McMillion?</p> <p>2 MR. MCMILLION: Yes.</p> <p>3 MS. GOVER: Ms. Jose?</p> <p>4 MS. JOSE: Yes.</p> <p>5 MS. GOVER: Ms. Henn?</p> <p>6 MS. HENN: Yes.</p> <p>7 MS. GOVER: Mr. Thomas?</p> <p>8 MR. THOMAS: Yes.</p> <p>9 MS. GOVER: Mr. Offerman?</p> <p>10 MR. OFFERMAN: Yes.</p> <p>11 MS. GOVER: Ms. Pasteur?</p> <p>12 MS. PASTEUR: Yes.</p> <p>13 MS. GOVER: Dr. Hager?</p> <p>14 DR. HAGER: Yes.</p> <p>15 MS. GOVER: Mr. Kuehn?</p> <p>16 MR. KUEHN: Yes.</p> <p>17 MS. GOVER: Ms. Scott?</p> <p>18 CHAIRWOMAN SCOTT: Yes.</p> <p>19 MS. GOVER: Thank you.</p> <p>20 CHAIRWOMAN SCOTT: Thank you. The next</p> <p>21 item on the agenda is administrative appointments</p>

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1 and for that I call on Dr. Williams.
 2 DR. WILLIAMS: Madam Chair and members
 3 of the Board, I am bringing forth the following
 4 administrative appointments for your approval.
 5 There are 20 positions so let me go through all
 6 20.
 7 Principal, Winfield Elementary School;
 8 Assistant Principal at Fort Garrison Elementary
 9 School; Assistant Principal, Glenmar Elementary
 10 School; Assistant Principal, Golden Ring Middle
 11 School; Assistant Principal, Padonia
 12 International Elementary School; Assistant
 13 Principal, Perry Hall Elementary School;
 14 Assistant Principal, Pinewood Elementary School;
 15 Assistant Principal, Randallstown Elementary
 16 School; Assistant Principal, Sparrows Point
 17 Middle School; Assistant Principal, Point Six at
 18 Watershed Public Charter School; Assistant
 19 Principal, Wellwood International School;
 20 Assistant Principal, Windsor Mill Middle School;
 21 Assistant Principal, Woodlawn Middle School;

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1 Senior Executive Director, Department of
 2 Curriculum Operations; Director, Mathematics, in
 3 the Office of Mathematics; Director of Virtual
 4 Learning Programs in the Office of Virtual
 5 Learning Programs; Supervisor, Business Systems
 6 Food Services in the Office of Food and Nutrition
 7 Services; Supervisor in the Office of
 8 Psychological Services; Coordinator of Virtual
 9 Learning Program Elementary Schools, Office of
 10 Virtual Learning Programs; and Senior Operations
 11 Supervisor in the Office of Transportation.
 12 CHAIRWOMAN SCOTT: Thank you,
 13 Dr. Williams. Do I have a motion to approve the
 14 administrative appointments as presented in
 15 Exhibit E-1?
 16 MR. OFFERMAN: So moved, Offerman.
 17 CHAIRWOMAN SCOTT: Do I have a second?
 18 MR. THOMAS: Second, Thomas.
 19 CHAIRWOMAN SCOTT: Any discussion?
 20 Ms. Gover, may I have a rollcall vote please?
 21 MS. GOVER: Ms. Rowe?

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

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1 MS. GOVER: Ms. Scott?
 2 CHAIRWOMAN SCOTT: Yes.
 3 MS. GOVER: Thank you.
 4 CHAIRWOMAN SCOTT: Thank you.
 5 DR. WILLIAMS: So our recommended
 6 appointees are, in alphabetical order:
 7 Our first candidate is Debra L. Addicks,
 8 Supervisor of Business Systems for Food Services,
 9 Office of Food and Nutrition Services. Prior to
 10 this she was the supervisor, Office of Facilities
 11 Solutions. She has been with us for over 2.2
 12 years in Baltimore County and she has had prior
 13 experience at Johns Hopkins Medicine for 27
 14 years. Welcome, Ms. Addicks.
 15 Our next candidate is Dana M. Bisker as
 16 Principal of Winfield Elementary School. She
 17 brings to us 16 years of service in Baltimore
 18 County. Prior to this she had served as the
 19 assistant principal at Baltimore Highlands
 20 Elementary School, she has served as a classroom
 21 teacher, a STAT at Powhatan Elementary School and

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1 Church Lane Elementary School.
 2 The next appointment is Michelle L.
 3 Brennan as Assistant Principal at Wellwood
 4 International School. She brings to us eight
 5 years of service in Baltimore County. She served
 6 as a teacher, special ed inclusion, at
 7 Catonsville Elementary School as well as a
 8 classroom teacher in Catonsville Elementary
 9 School.
 10 Our next appointment is Myra B. Byrom,
 11 Coordinator of the Virtual Learning Program
 12 Elementary School in the Office of Virtual
 13 Learning Programs. Welcome to Baltimore County
 14 Public Schools. She served as the assistant
 15 principal at Forest Oak Middle School, as well as
 16 an assistant school administrator at Roland
 17 Terrace Elementary School, an instructional
 18 specialist in the Department of Special
 19 Education, as well as the Department of
 20 Curriculum and Instruction, and she served as a
 21 resource teacher special ed at Briggs Cheney

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1 Middle School in Montgomery County.
 2 Our next candidate, appointment is Evan
 3 L. Campbell as Assistant Principal at Windsor
 4 Mill Middle School. She brings to us 7.1 years
 5 of service in Baltimore County. She served as a
 6 mathematics teacher at Deer Park Middle Magnet,
 7 as well as a classroom teacher at Scott's Branch
 8 Elementary School.
 9 Our next appointment is Dominique
 10 Dickson as the Assistant Principal at Glenmar
 11 Elementary School. She brings two years of
 12 service in Baltimore County. She served as a
 13 classroom teacher at Joppa View Elementary
 14 School, Watershed Charter School and she has had
 15 previous experience at Newport News Public
 16 Schools and the District Columbia Mary Mcleod
 17 Bethune Day Academy.
 18 Our next appointment is Whitney M.
 19 Elliott as the Assistant Principal at Perry Hall
 20 Elementary School. She brings eight years of
 21 experience in Baltimore County Public Schools.

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1 She served as a staff development teacher at
 2 Shady Spring Elementary, STAT teacher at Shady
 3 Spring, classroom teacher at Honeygo and
 4 Gunpowder Elementary Schools, and she served
 5 three years in Baltimore City Public Schools.
 6 Our next appointment is Julie W. Forbes
 7 as the Director of the Virtual Learning Programs
 8 in the Office of Virtual Learning Programs. She
 9 is new to Baltimore County Public Schools. She
 10 served as the supervisor of accountability,
 11 assessment and data management at Queen Anne's
 12 County Public Schools, director of assessment and
 13 accountability at Fremont Unified School
 14 District, as well as serving as a principal at a
 15 junior high school, elementary school, and vice
 16 principal at a junior high and high school. She
 17 has experience as a special ed teacher and
 18 professional development management and institute
 19 director and a special education teacher for
 20 Teach for America, Pittsburgh High School and
 21 Pittsburgh Unified School District. So welcome

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1 to Baltimore County Public Schools.
 2 Our next appointment is Allison
 3 Goldbloom, Assistant Principal, Padonia
 4 International Elementary School. She brings 17
 5 years of experience in Baltimore County. She
 6 served as the specialist in the Office of
 7 Title I, classroom teacher at Reisterstown
 8 Elementary School, a technology integration
 9 teacher at Deer Park Elementary School, as well
 10 as a kindergarten teacher and classroom teacher
 11 at Timber Grove Elementary School.
 12 Our next appointment is Tiffany R.
 13 Harper as the Assistant Principal at Randallstown
 14 Elementary School. She brings to us 11.1 years
 15 of service in Baltimore County. She served as a
 16 classroom teacher and resource teacher at
 17 Woodholme Elementary School.
 18 Our next appointment is Dr. Jeffrey O.
 19 Holmes as the Senior Executive Director in the
 20 Department of Curriculum Operations. Welcome to
 21 Baltimore County Public Schools, Dr. Holmes. He

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1 served as the chief of schools in the District of
 2 Columbia. Prior to that he served in a variety
 3 of positions in Prince George's County Public
 4 Schools such as instructional director, principal
 5 of Longfields Elementary School, principal of
 6 Dwight D. Eisenhower Middle School, assistant
 7 principal at Longfields Elementary School,
 8 mathematics and reading teacher at Drew Freeman
 9 Middle School and James Madison Middle School,
 10 and a classroom teacher at Marlton Elementary
 11 School in Prince George's County Public Schools.
 12 Welcome to Baltimore County Public Schools.
 13 Our next appointment is Ronald S.
 14 McFadden as the Assistant Principal at Woodlawn
 15 Middle School. He brings to us six years of
 16 experience in Baltimore County. He served as a
 17 music teacher at Southwest Academy and prior
 18 experience in Baltimore City Public Schools for
 19 four years.
 20 Our next appointment is Rachel S.
 21 Mejibovsky, and I apologize if I did not say that

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1 correctly, to Assistant Principal At Watershed
 2 Public Charter School. She is new to Baltimore
 3 County Public Schools. She had served as a
 4 fourth grade lead teacher at Roland Park Country
 5 School, the lower school dean, School of the
 6 Cathedral for several years, a fifth grade lead
 7 teacher at Garrison Forest School, and a fourth
 8 and sixth grade teacher in Baltimore City Public
 9 Schools.
 10 Our next candidate is Kasele Mshinda,
 11 Director of Mathematics in the Office of
 12 Mathematics. Welcome to Baltimore County Public
 13 Schools. She served as the district mathematics
 14 coordinator in Atlanta Public Schools, as well as
 15 instructional coach at B.E.S.T. Academy High
 16 School in Atlanta Public Schools, teacher of
 17 mathematics at the South Atlanta School of Law
 18 and mathematics teacher at the North Atlanta High
 19 School, as well as a mathematics teacher at
 20 Benjamin E. Mays High School, all in Atlanta
 21 Public Schools.

Page 20

1 Our next appointment is Sarah Powell,
 2 Senior Operations Supervisor in the Office of
 3 Transportation. She is new to Baltimore County
 4 Public Schools. She served as the manager of bus
 5 services in the Washington Metropolitan Transit
 6 Authority. She's had various positions such as
 7 financial analyst, special coordinator for the
 8 Baltimore City Department of Transportation, a
 9 service monitor for the D.C. Circulator, and the
 10 Washington Metropolitan Area Transit Authority
 11 operations manager, charter manager, student
 12 manager, student maintenance assistant, and even
 13 a student driver for the Shuttle of the
 14 University of Maryland, University of Maryland
 15 College Park. So welcome, Ms. Powell.
 16 The next appointment is Chester A.
 17 Saunders, Assistant Principal, Pinewood
 18 Elementary School. He brings to us three years
 19 of service in Baltimore County. He was a
 20 classroom teacher at Joppa View Elementary School
 21 and had previous experience at Clark County

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1 School District for several years.
 2 The next appointment is Sara A. Solter,
 3 Assistant Principal at Fort Garrison Elementary
 4 School. She brings to us 20 years of service in
 5 Baltimore County. She was a special ed teacher
 6 inclusion at Lutherville Lab, a STAT teacher at
 7 Lutherville Lab, as well as a technology
 8 integration teacher at Lutherville Laboratory.
 9 She has had classroom experience at Timonium,
 10 Reisterstown and Mars Estate Elementary Schools.
 11 The next appointment is Dr. Aaron R.
 12 Wheeler, Supervisor of the Office of
 13 Psychological Services. He brings to us 13.1
 14 years of service in Baltimore County. He served
 15 as a school psychologist in the Office of
 16 Psychological Services.
 17 The next appointment is Matthew E.
 18 Wickman, Assistant Principal, Sparrows Point
 19 Middle School. He brings to us 9.7 years of
 20 experience in Baltimore County. He was a special
 21 ed teacher inclusion at Sparrows Point Middle

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1 School as well as staff development teacher and
 2 STAT, all at Sparrows Point Middle School. He
 3 served as a reading teacher at Kenwood High,
 4 English teacher at Kenwood High. He served as a
 5 library science teacher at Kenwood High as well
 6 as social studies teacher at Overlea High. His
 7 previous experience was at the Columbus Middle
 8 School for six months as well as the Israel Henry
 9 Beren High School for a year.

10 And our last appointment is Cherrie R.
 11 Williams, Assistant Principal at Golden Ring
 12 Middle School. She brings 11.1 years of service
 13 in Baltimore County Public Schools. She was the
 14 social-emotional learning teacher at Northwest
 15 Academy of Health Sciences, she served as a STAT
 16 teacher at Randallstown High School, English
 17 teacher at Meadow Wood Educational Center, and a
 18 reading teacher at Deer Park Middle Magnet
 19 School.

20 Can we acknowledge all of tonight's
 21 appointments? Congratulations.

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1 (Applause.)
 2 CHAIRWOMAN SCOTT: Congratulations.
 3 Thank you so much for that, Dr. Williams. Okay.

4 Our next item is public comment. This
 5 is one of the opportunities the Board provides to
 6 hear the views and receive the advice of
 7 community members. The members of the Board
 8 appreciate hearing from interested citizens. As
 9 appropriate, we will refer your concerns to the
 10 superintendent for followup by his staff.

11 The Board of Education will conduct the
 12 public comment portion of the meeting by allowing
 13 those who registered to speak to attend in
 14 person. Registration was open to the public one
 15 week prior to tonight's board meeting and was
 16 closed at three p.m. yesterday for anyone wishing
 17 to speak at this evening's board meeting. Board
 18 practice limits to ten the number of speakers at
 19 a regularly scheduled board meeting. Speakers
 20 were selected randomly using an electronic
 21 selection process from all registrations received

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1 within the designated timeframe. Each speaker is
 2 allowed three minutes to address the Board. Of
 3 course if fewer than ten registrations are
 4 received, all who registered will be permitted to
 5 speak.

6 While we encourage public input on
 7 policy, programs and practices within the purview
 8 of this Board and the school system, this is not
 9 the proper forum to address specific student or
 10 employee matters or to comment on matters that do
 11 not relate to public education in Baltimore
 12 County. We encourage everyone to utilize
 13 existing dispute resolution processes as
 14 appropriate. I remind everyone that
 15 inappropriate personal remarks or other behavior
 16 that disrupts or interferes with the conduct of
 17 this meeting are out of order.

18 I ask speakers to observe the
 19 three-minute clock which will let you know when
 20 your time is up. Please conclude your remarks
 21 when you hear the tone or see that time has

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1 expired. The microphone will be turned off at
 2 the end of your time and it could be turned off
 3 if a speaker addresses specific student or
 4 employee matters or is commenting on matters not
 5 related to public education in Baltimore County.

6 If not selected, the public may submit
 7 their comments to the board members via email at
 8 boe@bcps.org. More information is provided on
 9 the Board's website at bcps.org under Board of
 10 Education, participation by the public.

11 So, it is the practice of this Board to
 12 allow elected officials to provide their comments
 13 to the Board first. So we will first have our
 14 elected officials speak and first on our list is
 15 Senator Chris West.

16 Thank you. I'll say again that our
 17 first speaker is Senator Chris West, and I would
 18 ask that all speakers keep their face masks on
 19 while speaking. Thank you.

20 SENATOR WEST: Thank you, Madam Chair.
 21 Good evening and thank you for this opportunity

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1 to testify about the MYIPAS recommendations.
 2 Just last winter this Board once again reiterated
 3 its longstanding priority list for our county
 4 school capital improvement projects. Both a
 5 replacement for Towson High School and a
 6 replacement for Dulaney High School were included
 7 as two of the Board's top 19 priorities and for
 8 good reason. Both schools are very old,
 9 overcrowded and increasingly decrepit.

10 But now the MYIPAS report comes out and
 11 recommends subjecting every single school in the
 12 county to a, quote, major building renovation,
 13 close quotes, within the next 15 years. The
 14 report suggests abrogating the Board's carefully
 15 developed priority list and instead spending
 16 money on all 200 schools, even schools that are
 17 brand new or nearly new.

18 In order to come up with the money to
 19 engage in major renovation for the new schools,
 20 the old schools like Towson and Dulaney are given
 21 short shrift.

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1 In front of you you should have a
 2 five-page memo authored by myself, along with
 3 State Delegates Cathy Forbes, Michele Guyton and
 4 Nino Mangione, and County Councilman and David
 5 Marks. We all agree, all six of us agree that
 6 the MYIPAS recommendations and the feasibility
 7 studies of the various options for both Towson
 8 and Dulaney contain serious flaws. The memo
 9 contains a fact-based analysis explaining the
 10 mistakes made by the authors of the MYIPAS
 11 recommendations and feasibility studies.

12 By the way, my time clock still says
 13 three minutes, but I'm halfway done

14 CHAIRWOMAN SCOTT: Okay.

15 SENATOR WEST: I just want to focus on
 16 one point contained in our memo. There is a very
 17 easy fix for this entire situation that would
 18 forestall and eliminate all of the controversy
 19 and even debate that will surely ensue with the
 20 elimination of replacement high schools when
 21 Towson and Dulaney comes up for discussion and a

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1 vote. Here's the fix. According to the
 2 feasibility studies, the extra cost of replacing
 3 Towson and Dulaney compared to just renovating
 4 them comes to merely \$32 million in the
 5 aggregate. This represents just 1/100 of one
 6 percent of the \$2.5 billion that the MYIPAS
 7 report proposes to spend.

8 The MYIPAS report uses an arbitrary
 9 15-year timeline for the spending, and to make
 10 ends meet and save \$32 million it downgrades
 11 Towson and Dulaney to renovations instead of
 12 replacements. If you were to change the timeline
 13 to a 16-year timeline, one extra year, an extra
 14 \$140 million would be available for school
 15 construction, easily enough money to dedicate the
 16 extra \$32 million to build replacement schools
 17 for Towson and Dulaney.

18 So all of the unpleasantness and
 19 controversy that's about to ensue relates to
 20 1/100th of one percent of the money, it's totally
 21 unnecessary. A 16-year timeline instead of an

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1 arbitrary 15 would solve the problem and should
 2 result in consensus rather than acrimony. I
 3 thank you for your attention and your
 4 consideration.

5 CHAIRWOMAN SCOTT: Thank you. Our next
 6 speaker is Delegate Cathi Forbes.

7 MS. FORBES: Good evening, Chair Scott,
 8 Vice Chair Henn, Superintendent Williams and
 9 members of the Board. Thank you for the work
 10 you're doing on behalf of the children of
 11 Baltimore County. I know it's never easy,
 12 particularly in these unprecedented times, but it
 13 is appreciated. I'm Delegate Cathy Forbes and I
 14 represent the Towson area in the Maryland General
 15 Assembly, where I sit on the House Appropriations
 16 Committee.

17 Before I became a delegate I sat here in
 18 this chair as an advocate for school
 19 construction. Since 2007 I've worked with four
 20 county executives to advocate for appropriate
 21 plans to benefit all of our students, but tonight

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1 I'm here to discuss the latest plan known as
 2 MYIPAS.
 3 While I support some of the
 4 recommendations of this plan, including the
 5 completion of the legacy projects already in the
 6 pipeline, yes please, now, I'm very concerned
 7 about the schools and the children that MYIPAS
 8 leaves behind. As you know, this plan recommends
 9 spending \$237 million on renovations to 28 of our
 10 oldest and most overcrowded schools. If that
 11 money were split evenly each school would receive
 12 about \$8.4 million, and that might sound like a
 13 lot until you examine the real costs the county
 14 has paid for recent comprehensive school
 15 renovations.
 16 \$51 million for Hereford High, \$50
 17 million for Pikesville High, and while elementary
 18 and middle schools are cheaper to renovate, they
 19 still cost about \$20 million each. It's simple
 20 math. The MYIPAS renovation budget is just
 21 inadequate. The feasibility studies going on now

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1 tell you as much.
 2 But beyond the fiscal problems there's a
 3 bigger issue. We shouldn't be renovating many of
 4 these schools in the first place. They have far
 5 outlived their usefulness, are not compatible
 6 with 21st Century learning, and in many cases
 7 they represent a danger to students, staff and
 8 the environment. There's been a lot of talk
 9 about Towson High and Dulaney as there should be;
 10 these buildings are falling apart, but so are the
 11 other 26 schools around the beltway that make up
 12 the managed growth list.
 13 As for -- and for almost every one of
 14 the schools on that list, I can point to a
 15 Schools for our Future project where we entirely
 16 rebuilt a school of the same age. Owings Mills
 17 Elementary School was built in 1926, that's the
 18 same year Dundalk Elementary School was built,
 19 but in 2019 we replaced Dundalk with a brand new
 20 school. Gunpowder Elementary School was built in
 21 1970, that's the same year Deer Park Elementary

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1 School was built but as of right now the county
 2 is only building a brand new Deer Park Elementary
 3 School. Rogers Forge Elementary School was built
 4 in 1951 and that's the same year as West Town
 5 Elementary School, but in 2017 we replaced West
 6 Town Elementary with a brand new school. The
 7 children at these 28 aging schools deserve the
 8 same learning environment as those in our
 9 recently built or renovated schools and MYIPAS
 10 does not give it to them.
 11 This is a once in a generation
 12 opportunity to lay the groundwork for true 21st
 13 Century schools for every child in every ZIP
 14 code. With the recent passage of the state's
 15 Built to Learn Act there's funding available to
 16 address the county's most dire needs. I urge you
 17 to reject MYIPAS as it's written and as you have
 18 done so many times before, do the right thing for
 19 the students in the Baltimore County Public
 20 Schools. Thank you.
 21 CHAIRWOMAN SCOTT: Thank you. Next we

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1 have Delegate Michele Guyton.
 2 MS. GUYTON: Good evening. I am
 3 Delegate Michele Guyton and I'm here on behalf of
 4 my many constituents in District 42B who are part
 5 of the Dulaney and Towson High School
 6 communities. As a former member of the state
 7 board of education, I also want to say that I
 8 understand how difficult your work is and I am
 9 really really appreciative of your time and your
 10 attention tonight.
 11 As you know, you've heard a lot about
 12 this, Dulaney and Towson communities have been
 13 advocating for a comprehensive solution to their
 14 aging infrastructure and over capacity since
 15 2014. Since 2017, the Board of Ed has
 16 continually called for the replacement of both
 17 schools in both the county and the state capital
 18 request. So why has that changed when also since
 19 2017, the schools have gotten older, they have
 20 gotten more crowded, and three county executives
 21 have pledged themselves to support replacements.

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1 In fact, I want to say that there is nothing in
 2 the feasibility or the numbers -- excuse me --
 3 the feasibility study or the numbers before you
 4 today, which I believe I have also seen the same,
 5 that justify a shift from a replacement to
 6 renovation for these two high schools. In fact,
 7 given how very close these estimates are for new
 8 replacement versus renovation, how long a
 9 renovation will take and the ongoing increased
 10 maintenance and efficiency problems associated
 11 with a renovation over a replacement, it is
 12 honestly surprising that this Board would
 13 consider renovation a viable or fiscally
 14 responsible solution.

15 But it's also not an environmentally
 16 responsible solution. And so I know that you
 17 have the costs in front of you, but I want to
 18 point out one thing that's particularly
 19 troublesome. In this state, particularly in the
 20 General Assembly of Maryland, we're actively
 21 seeking ways to increase green construction of

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1 our public buildings, we want to lower operating
 2 and maintenance costs and move towards a green
 3 Maryland. The operating and maintenance costs
 4 presented for Dulaney High School, and you have
 5 these in front of you, show a \$45 million
 6 increase for new construction over a
 7 comprehensive renovation, and that just doesn't
 8 make sense. So I would ask this Board to dive
 9 deeper into those numbers, because in fact we've
 10 seen that new schools built throughout the state
 11 can have a zero carbon footprint but not be more
 12 expensive.

13 So we have the opportunity to take the
 14 leadership of this in Baltimore County. Not only
 15 does it save taxpayers pairs money over the life
 16 of the building, it's an environmental win and
 17 provides the most modern learning environment for
 18 our children.

19 So I do want to say that on a personal
 20 note, my children attended Hereford High School
 21 during a \$51 million renovation that took over

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1 four years -- sorry, there's a little bit of an
 2 echo in this building today. So it took over
 3 four years, \$51 million, which isn't anywhere
 4 near the amount of money in the type of
 5 renovation that we're talking about here today
 6 for Dulaney and Towson. It impeded school
 7 programming, it was unsafe for students, and air
 8 conditioning units fell through the ceiling into
 9 a classroom, right?

10 So we have the opportunity here to do a
 11 replacement, particularly on the Dulaney High
 12 School site, it can go up next to the original
 13 building. The students can remain safe in the
 14 school and they can move into the new building in
 15 30 months rather than the five years that we're
 16 looking at for renovations. So, I hope that you
 17 will consider all of these things in your
 18 decision making here today, for the ultimate
 19 responsibilities in my opinion of a board of
 20 education member is to provide students optimal
 21 favorable conditions for learning. A school

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1 building can be a safe and enriching environment
 2 or it can throw up barriers to a student's
 3 educational success. It can also affect staff
 4 and community morale. So now is the time for the
 5 Board of Education and the county executive to do
 6 what is needed and right for our students, and
 7 respectfully I am asking you on behalf of my
 8 constituents to reject the recommendations to
 9 renovate Dulaney High School and Towson High
 10 School in favor of the replacement schools.

11 Thank you so much for your time.

12 CHAIRWOMAN SCOTT: Thank you. Our next
 13 speaker is Councilman David Marks.

14 MR. MARKS: Thank you very much, Chair
 15 Scott, Vice Chair Henn, Superintendent Williams
 16 and members of the Board of Education. First of
 17 all, thank you for your service during difficult
 18 and unprecedented times. Thank you for the
 19 ability to testify tonight and thank you for
 20 listening to the parents and others who will come
 21 after me and dialoging with them about their

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1 concerns.

2 Adoption of the multiyear improvement

3 plan for all schools in my opinion in its current

4 form will be a disservice to the students and

5 educators of Baltimore County. There are some

6 very positive things in this document and I would

7 like to thank you for supporting a look at our

8 school needs. Like Delegate Forbes, I have sat

9 in this seat before, I was never elected to

10 public office. I've served on the Baltimore

11 County Council since 2010. Since that time

12 Baltimore County Public Schools and Baltimore

13 County Government prioritized improvements in two

14 main areas; first, air conditioning as many

15 campuses as possible; second, improving

16 elementary and middle schools.

17 When former County Executive Kevin

18 Kaminetz launched Schools For Our Future, the

19 assumption was once we addressed urgent

20 elementary and middle school needs we would turn

21 our attention to high school projects. The Sage

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1 Group was commissioned to recommend a vision for

2 high school construction, and like many parents

3 and students and educators, I crowded into places

4 like Carver High School where we gave our input

5 on high school needs. That report seems to have

6 been discarded.

7 Instead of prioritizing high school

8 needs, MYIPAS takes what should be in my opinion

9 a targeted approach and scatters the county's

10 priorities, not addressing our critical needs at

11 the high school level but instead creating a list

12 of dozens of other school projects. In my

13 opinion, with respect, it shortchanges the

14 students, faculty and parents of places like

15 Dulaney and Towson High Schools. Many of them

16 are asking what in the world will it take for

17 these two schools, among the most deteriorated in

18 Baltimore County and in the case of Towson

19 severely overcrowded, to finally be prioritized.

20 MYIPAS also punts on the need for a new

21 northeastern high school. I've been working on

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1 this issue for more than 20 years. Through my

2 colleague Councilman Bevins' efforts, land has

3 been identified for a new high school in the

4 White Marsh area and it should be given stronger

5 consideration in the report.

6 The Board of Education is not obligated

7 to follow the MYIPAS recommendations. The Board

8 is obligated by policy and law to make fiscally

9 responsible data driven decisions that are in the

10 best interest of students. The prior board

11 rejected a limited renovation of Lansdowne High

12 School because it was determined to not fully

13 meet the needs of students. That is the case

14 here.

15 The county council has taken significant

16 steps to try to help advance new high schools.

17 In 2019 I sponsored legislation that enacted

18 impact fees on developers, the first time in

19 Baltimore County. The county council is also

20 looking at the recommendation from the Adequate

21 Public Facilities Task Force, and the infusion of

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1 the Built to Learn Act funding from the state

2 level will give us resources in later years to

3 advance long overdue projects, but it will take a

4 disciplined approach that prioritizes school

5 construction.

6 I urge you to support new schools for

7 Towson and Dulaney High Schools and an

8 incremental process that leads us to a new

9 northeastern high school. Thank you very much

10 for the opportunity to testify tonight and again,

11 thank you for your service to the children,

12 educators and families of Baltimore County Public

13 Schools.

14 CHAIRWOMAN SCOTT: Thank you.

15 MR. MARKS: Thank you.

16 CHAIRWOMAN SCOTT: Next we have Colleen

17 Onorato speaking on behalf of Delegate Kathleen

18 Szeliga and Delegate Lauren Arikan.

19 MS. ONORATO: Good evening. My name is

20 Colleen Onorato, I am Delegate Lauren Arikan's

21 chief of staff, I'm here on her behalf, she's

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1 actually stuck in traffic in the storm right now.
 2 I just wanted to read a letter that she had
 3 written to you.
 4 It was recently announced that Baltimore
 5 County Public Schools will require all students,
 6 staff and visitors to wear face masks during the
 7 fall 2021-2022 school year. I along with many
 8 parents and students in Baltimore County was
 9 livid to hear about Baltimore County Public
 10 Schools' decision. This policy is nothing short
 11 of child abuse. Children should never be forced
 12 to cover their faces for any reason.
 13 A number of peer-reviewed studies show
 14 that masking is not only ineffective but causes
 15 significant harm to children. One CDC study
 16 shows that 85 percent of participants who
 17 contracted COVID during July of 2022 reported
 18 often or always wearing a mask. Another
 19 peer-reviewed journal study from the Journal of
 20 the American Medical Association stated the
 21 following: Carbon monoxide mixes with fresh air

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1 and then elevates the carbon dioxide content of
 2 inhaled air under the mask. It was more
 3 pronounced in the study for younger children.
 4 This leads in turn to impairment attributed to
 5 hypercapnia. This recent review concluded that
 6 there was ample evidence for adverse effects of
 7 wearing such masks.
 8 Many governments have made nose and mask
 9 coverings for students compulsory. The evidence
 10 base for this is weak. A large scale survey in
 11 Germany reports that adverse effects in parents
 12 and children using the data of 29,000 children
 13 has shown that 68 percent of participating
 14 children had problems from wearing nose and mouth
 15 coverings. We suggest that decision makers weigh
 16 the hard evidence before these experimental
 17 measures accordingly are placed on our children.
 18 Why does Baltimore County Public Schools
 19 continue to cherry pick which masking research
 20 and ignore the real harm that we're doing to
 21 masking children. Additionally, this decision

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1 gives the public a sense that Baltimore County
 2 Public Schools has a complete lack of faith in
 3 the COVID-19 vaccine. Three different types of
 4 vaccine are widely available, Pfizer, Moderna and
 5 Johnson & Johnson. Those who are at risk or
 6 afraid of COVID-19 have the option to choose any
 7 of these vaccines.
 8 According to the CDC's website, COVID-19
 9 vaccines are effective against severe disease and
 10 death from variants of the virus that cause
 11 COVID-19 currently circulating in the United
 12 States including the delta variant. Dozens of
 13 families have reached out to me since your
 14 decision. I'm actively encouraging every single
 15 one of those families to withdraw their students
 16 immediately if this mask mandate is not
 17 rescinded. The enrollment numbers will be
 18 proving that. The report from 2020 based off of
 19 the September 30th, 2019 numbers about five
 20 months before Governor Hogan declared the state
 21 of emergency, Baltimore County Public Schools had

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1 11 -- I'm sorry, excuse me -- had 115,038
 2 students, it was projected that they would have
 3 116,610 students by 2020. As of September 30th,
 4 2020, Baltimore County Schools had a mere
 5 enrollment of 111,084 students, they did not meet
 6 that projection. That's because they lost 3,954
 7 students, that's about 3.44 percent of the 2019
 8 enrollment.
 9 I urge you to please rescind this forced
 10 masking policy. It is child abuse to make these
 11 children sit at their desks all day with masks
 12 over their faces. Thank you all very much and
 13 have a nice evening.
 14 (Applause.)
 15 CHAIRWOMAN SCOTT: Thank you. I now
 16 call on our stakeholder group leaders to speak
 17 and our first stakeholder group leader is
 18 Mr. Billy Burke.
 19 MR. BURKE: Good evening, Mrs. Scott,
 20 Mrs. Henn, Dr. Williams and members of the Board.
 21 Thank you for the opportunity to speak before you

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1 tonight. This week is week five for me as
 2 executive director of CASE and I'd like to share
 3 with you the concerns my members have brought
 4 forward. Every time I speak to you as the
 5 director, as the executive director of CASE, I
 6 would like to share with you that CASE would like
 7 a seat at the table as plans and all sorts of
 8 decisions are made.

9 The employees and families are nearest
 10 the work and will need to implement the changes.
 11 When we are not included from the beginning, you
 12 miss the opportunity to create buy-in and to hear
 13 possible obstacles from the practitioners. There
 14 should be a simple cycle for implementing
 15 changes. Staff and stakeholders should create
 16 options to be implemented. Options should be
 17 shared with staff and the public. These facts
 18 should be collected and analyzed for
 19 practicality. Appropriate changes should be made
 20 based on time and resources and then the plan is
 21 announced.

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1 Very often the plans are designed
 2 without our input and we are asked to review
 3 moments before the plan is announced. Everyone
 4 is left without time to process and problem solve
 5 to insure a strong implementation. CASE
 6 administrators are concerned about hiring staff
 7 in time to open schools. There was a great
 8 number of resignations and retirements this year.
 9 We recognize we have just completed two of the
 10 hardest years in educational history but we need
 11 to become more strategic in our retention and
 12 recruitment efforts. CASE is encouraged that
 13 experienced senior staff has been assigned to
 14 work on recruitment and retention.

15 One of the most fulfilling parts of my
 16 job is to address member concerns. Most concerns
 17 center around unrealistic workloads. When staff
 18 contact me I am inspired by the passion and work
 19 ethic they bring to their jobs. Consistently
 20 CASE members bring me problems but they also
 21 bring multiple solutions. Staff has been

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1 performing under great pressure for the last two
 2 years. Diamonds are formed under great pressure.
 3 CASE members are diamonds. We can't afford to
 4 lose any additional priceless resources. I
 5 believe unrealistic workloads is directly related
 6 to resignations and retirements. It is time to
 7 seriously plan to reduce inefficiencies. CASE
 8 will be forming a work group to examine what we
 9 need to keep doing, what we need to stop doing,
 10 and what we need to begin doing in order to make
 11 our jobs more manageable.

12 CHAIRWOMAN SCOTT: Thank you. Our next
 13 speaker is Claire Cabral. Ms. Cabral? Thank
 14 you.

15 MS. CABRAL: Good evening,
 16 Superintendent Williams and esteemed board
 17 members. I bring greetings on behalf of the
 18 officers of the Baltimore County Student Council,
 19 including myself as vice president, President
 20 Samantha Warfel, Community Outreach Director
 21 Carter Bohart, and Second Vice President Anisa

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1 Kalil.

2 BCSC has been preparing for the upcoming
 3 school year as we transition back to in-person
 4 learning. As an officer team we have finalized
 5 appointments to our executive board and
 6 committees. We look forward to working with
 7 these student leaders across the county to grow
 8 in training and leadership and are excited to
 9 expand our team. The BCSC officer team has also
 10 been hard at work brainstorming and planning for
 11 our events this year.

12 We are currently in the process of
 13 arranging our general assembly meetings and fall
 14 camp through a virtual platform. However, we
 15 hope to do so with groups of student council
 16 groups within a classroom and not individuals at
 17 home, to take advantage of the opportunities that
 18 we do have to be in schools. Connectivity will
 19 be essential this year as we transition back to
 20 in person.

21 We are also thrilled to announce the

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1 beginning of a new group as well, the Baltimore
 2 County Junior Councils, which will serve as the
 3 middle school student council organization for
 4 BCPS and counterpart to BCSC. We held elections
 5 for this group in the spring and have been hard
 6 at work to prepare them to succeed this year. We
 7 look forward to continuing to foster our
 8 relationships with these amazing middle school
 9 students.

10 To reach a broader array of student
 11 perspectives across the county this year, BCSC's
 12 board of selected students will be extended to
 13 include two students from each secondary school
 14 with an option for student council advisors to
 15 appoint a student council representative to the
 16 board. Additionally the Student Member of the
 17 Board, Christian Thomas, will be given the
 18 opportunity to host a 30-minute SMOB forum prior
 19 to the meeting to collect more student voices and
 20 perspectives. BCSC is excited to expand our
 21 connection with all students and looks forward to

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1 releasing applications to this group soon.

2 Lastly, I would like to remind you that
 3 every student across BCPS has been impacted and
 4 has reacted to the changes that COVID-19
 5 presented this past year differently. We all
 6 have struggled and have looked for someone to
 7 make the best possible decisions for us to
 8 succeed. I ask that all of you keep us in mind
 9 throughout this upcoming school year and value
 10 our voices and perspectives. Students feel the
 11 impact of the Board's decisions the most and must
 12 always be put first. Thank you for your time.

13 (Applause.)

14 CHAIRWOMAN SCOTT: Thank you. Next is
 15 Roah Hassan.

16 MS. HASSAN: Good evening, Madam Chair,
 17 Superintendent Williams and members of the BCPS
 18 Board of Education. My name is Roah Hassan, I'm
 19 a rising junior at Perry Hall High School and
 20 most importantly, I'm a student, your largest and
 21 most important stakeholder group.

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1 I realize that you haven't heard my
 2 voice or my peers' voice as much as you listened
 3 to others in the past, but I and so many other
 4 powerful young people are screaming out from our
 5 classrooms, we are calling out to you from our
 6 schools that lack proper air conditioning, we are
 7 calling out from under a pile of expectations
 8 that include zero considerations for mental
 9 wellness, and we are calling -- oh, sorry -- we
 10 echo your names as we go into the next step of
 11 our lives unprepared, with a secondary education
 12 dictated not by today but by the generations
 13 before us.

14 Despite our calls, students like the
 15 SMOB, students like myself and my peers find
 16 ourselves static. We are seeing absolutely no
 17 positive change on our Board of Education. Today
 18 and every day I remind you that every decision
 19 you make affects 111,000 students. Every single
 20 administrator you appoint is there to serve us,
 21 and each curriculum you approve impacts our

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1 abilities to progress into this world as global
 2 citizens.

3 When I watch Board of Education meetings
 4 parents usually give public comments. They are
 5 parents who have not experienced today's
 6 education system firsthand and have not likely
 7 experienced any public school education in at
 8 least the past 20 years, yet I am immersed in
 9 your education system. While many of you have
 10 never had the pleasure of entering our classrooms
 11 and learning, I'm in the classrooms every single
 12 day. My future is on the line.

13 I may not pay your bills but students
 14 like myself are why you have a title. I am why
 15 this Board exists and we are the voice you are
 16 hoping to diminish. The student voice, however,
 17 does not simply include one demographic. Each
 18 and every single student endures their own
 19 systemic challenges and therefore if you're not
 20 serving students of color, low income students,
 21 queer students and disable students equally, I'm

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1 appalled to call you members of this Board of
 2 Education. Likewise, if you're not allowing us
 3 to learn of our diverse identities and allow us
 4 to hear stories that reflect our student
 5 population, I'm saddened to say you lack complete
 6 consideration for the multitudes. I see how your
 7 decisions affect the discussion of stigmatized
 8 topics, I see how your decisions affect the
 9 inequitable funding within our school system, I
 10 see a marginalization.

11 We the students of BCPS are tired of
 12 your inactions. We are tired of being and
 13 afterthought to those in the room who refuse to
 14 consider the student voice. We are not done
 15 fighting for our power. Moving towards positive
 16 prospects for all students begins with our
 17 collaboration and demands active listening and
 18 respect from all involved. Board members, I hope
 19 you remember the positions you hold and for whom.
 20 I can only urge you to hear all of our phenomenal
 21 students because none of us are done speaking.

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1 It is an uphill battle for equality and equity,
 2 let alone completing our academic
 3 responsibilities. Fight for us just as we are
 4 fighting for ourselves. Thank you.

5 (Applause.)

6 CHAIRWOMAN SCOTT: Thank you. Next we
 7 have Mr. Bash Pharoan. Sorry, Mr. Pharoan,
 8 you're representing the Central Area Advisory
 9 Council?

10 DR. PHAROAN: Yes, thank you, it's nice
 11 to be here. On 8/4/2021 the five members plus
 12 seven prospective members attended our meeting.
 13 Four of the prospective possible members accepted
 14 to be members if the Board of Education approved
 15 them. The Central Area Council is basically, if
 16 you approve all the prospectives, will be
 17 membered by highly educated members and extends
 18 from law to finance, education system, geology,
 19 engineering, physics, science, mentorship, and of
 20 course health care.

21 Our newly designed Facebook page would

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1 be used only for advertisement for our meetings.
 2 In our last meeting the quality of the
 3 educational system has been discussed and the
 4 members basically recommend for you the Board,
 5 number one, face-to-face education plus online as
 6 needed. Two, take safety measures in the school
 7 system for all. Three, add more foreign
 8 languages options and expand on student exchange
 9 program. Four, entice STEM alternative education
 10 and use the talents of retired educators. Five,
 11 be flexible and retain effective, talented and
 12 enthusiastic teachers. Six, secure more funding
 13 for effective teachers. Eight, listen to student
 14 compliments and complaints. Nine, improve online
 15 education.

16 So in summary, the council basically
 17 asked you the board to listen to the students, to
 18 retain the enthusiastic and effective teachers,
 19 to seek the funds necessary, and to add the
 20 foreign languages, which I recommend all the G-7
 21 languages plus the Chinese language.

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1 Our next meeting is September 1st. Any
 2 new members interested in being a member, please
 3 call me at 410-241-1670. My number has been
 4 public for 25, 30 years, and I don't mind sharing
 5 it with the public. Thank you all for what you
 6 do.

7 CHAIRWOMAN SCOTT: Thank you. And next
 8 we have Ms. Cindy Sexton from TABCO.

9 MS. SEXTON: Good evening, Chairwoman
 10 Scott, Vice Chair Henn, Dr. Williams and members
 11 of the Board. As we gear up for the beginning of
 12 the school year the excitement is almost
 13 palpable. Educators can't wait to be back in the
 14 classroom with their students. This school year
 15 will be much closer to typical with students and
 16 staff in buildings but it will have challenges
 17 that the ongoing pandemic continues to bring.
 18 While you're on mute is surely one of the most
 19 uttered phrases we've all said and heard over the
 20 past 17 months, so are the words the situation
 21 keeps evolving.

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1 TABCO's position continues to be a safe
 2 reopening based on the science. The mask mandate
 3 is following that science and will be one layer
 4 in the mitigation that will be so important in
 5 protecting against COVID. TABCO supports the
 6 layered mitigation it will take as these layers,
 7 masks, hand washing, proper ventilation and more
 8 are needed to keep our students in the schools
 9 this year. We appreciate that the mandate was
 10 put in place with enough time for staff, students
 11 and communities to hear and process the news so
 12 they will all be prepared when school starts.

13 There will likely be other changes too
 14 as the year progresses. As the pandemic evolves
 15 and scientists learn more about COVID and its
 16 variants there may need to be changes in what we
 17 are doing in our schools and workplaces to keep
 18 everyone safe. Please be sure that the unions
 19 are part of these conversations from the
 20 beginning. Our educators are in there with our
 21 students, we know what is happening in the

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1 classroom. Let us be a part of what may need to
 2 change so we can continue to keep our students in
 3 schools. Clear consistent communication that has
 4 been crafted collaboratively will go a long way
 5 in insuring that we as Team BCPS keep our
 6 collective focus always on what is best for our
 7 students. We are looking forward to an exciting
 8 year full of learning and growing. We can't wait
 9 to see our students. Thank you.

10 (Applause.)

11 CHAIRWOMAN SCOTT: Thank you. So next
 12 is general public comment and our first speaker
 13 is Ms. Jenn Reedholm.

14 MS. REEDHOLM: Thank you for this
 15 opportunity to speak tonight. I feel so excited
 16 we're finally back in person, what took so long?
 17 I would like to speak about the detriments of
 18 masking students, especially for our special
 19 needs children who often have social delays.
 20 Unfortunately our special education department
 21 has not always been the brightest star in our

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1 school system.

2 I will give you a brief history of my
 3 personal experience, which is very similar to
 4 many others. I have fought for years to get my
 5 son the help he needs since before pre-K. Did
 6 you know by the very end of his elementary school
 7 experience he was diagnosed with seven learning
 8 disabilities and disorders? Seven. How was that
 9 missed for seven years that he attended his
 10 schools? Then when we asked for him to repeat
 11 fifth grade we were flat out told no, so he
 12 missed all of these early interventions. When we
 13 saw things not going well in middle school we
 14 looked at every private and special needs area
 15 within a reasonable distance from our home. None
 16 of them would take him for various reasons, he
 17 either had too many disabilities, he had the
 18 wrong type of disabilities for their school, his
 19 IQ was way too high, he's very smart by the way,
 20 they couldn't handle a specific disability, and
 21 the list of excuses and reasons go on.

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1 For three years we have watched him
 2 struggle. Of that time, school was closed for
 3 more than a year. You may be saying to yourself,
 4 well, that doesn't really count, everyone was
 5 struggling, and services were barely available
 6 during that time. Well, what BCPS failed to do
 7 was step up their game to make sure that those
 8 kids who have delays and educational struggles
 9 were taken care of. You failed at every single
 10 level.

11 Do you know what I did during the
 12 pandemic? I cut my work hours to practically
 13 nothing so I could attend eighth grade again as
 14 an adult this time. I sat with my child in every
 15 single class and walked him through step by step
 16 so he could actually receive an education. This
 17 was your job and you failed. Cameras and mics
 18 were not required and were barely used. This was
 19 detrimental to his social development, but he did
 20 make the honor roll for the first time this past
 21 year, but who are we kidding? I made the honor

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1 roll. He did not have the ability to do that on
 2 his own.

3 Now we're preparing him to enter high
 4 school and again we asked for him to repeat a
 5 grade, this time it's eighth grade. We were
 6 convinced it was not in his best interests to do
 7 so, even though he failed just about every class
 8 he had for the last two quarters of this year,
 9 but somehow it is okay to put him on the conveyor
 10 belt to high school. I don't get it.

11 When peers and teachers are masked, many
 12 special needs students are unable to determine
 13 another person's feelings or interpret the
 14 meaning of what they say when their face is
 15 covered. According to the Americans with
 16 Disabilities Act government agencies must make
 17 reasonable accommodations for Americans who have
 18 disabilities regarding face masks. Considering
 19 the impact of social development for students
 20 with disabilities and that there's no mask
 21 mandate in Maryland, yep, in Maryland there's no

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1 mask mandate, please consider making mask a
 2 choice for families. Stop moving the goalpost on
 3 these kids.

4 (Applause.)

5 CHAIRWOMAN SCOTT: Thank you. Next we
 6 will hear from Ms. Mary Taylor.

7 MS. TAYLOR: Good evening, my name is
 8 Mary Taylor and I'm here representing 4,200
 9 parents and students from the Baltimore County
 10 Parent and Student Coalition. Superintendent
 11 Williams and Board of Education, as parents and
 12 concerned residents we strongly request that you
 13 reverse your July 28th decision requiring face
 14 masks to be worn by K through 12 for this fall.
 15 We feel that this should remain a choice to mask
 16 or unmask depending on the needs and requirements
 17 of children and their parents. And with new data
 18 revealing the dangers of masking school children,
 19 we believe the risks far outweigh the benefits.

20 Children do not readily acquire COVID,
 21 very low risk even for delta spread to other

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1 children or teachers, or endanger parents or
 2 others at home, and there are also neurological
 3 studies showing how the long-term wearing of face
 4 masks can damage a developing brain. Health
 5 considerations for face mask wearing are
 6 different for children than adults and with
 7 111,000 students in BCPS this is a very serious
 8 matter and now that you're asking for students to
 9 mask for an entire school week with full-time
 10 hours, this would for all intents and purposes
 11 become a medical experiment, long-term health
 12 effects of 40 hour per week face mask wearing for
 13 BCPS students.

14 Dr. Williams, we expect you to provide
 15 us with a thorough risk-benefit analysis of the
 16 protective benefit of face masks versus the risk
 17 of infection, which you should be using to base
 18 your decision on, including the seriousness and
 19 infection itself in K through 12 children from
 20 COVID, including the delta variant. We request
 21 that you employ the assistance of an unbiased

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1 third party expert, preferably a PhD in
 2 epidemiology, that can assist you in this
 3 analysis. And if you think that many people
 4 under the age of 18 can get COVID, we need to
 5 know what cycle threshold of the RT-PCR is being
 6 used to determine this diagnosis, how many cases
 7 per location, the time period, and if they were
 8 symptomatic or asymptomatic. Also if they had
 9 symptoms what were they and what was the final
 10 outcome? In your risk-benefit analysis you also
 11 need to weigh the collateral risks and side
 12 effects in children wearing face masks for long
 13 periods of time. There's lots of mental health
 14 concerns including irritability, headache,
 15 difficult concentrating, less happiness,
 16 reluctance to go to school, especially
 17 kindergartners, malaise, impaired learning and
 18 drowsiness or fatigue.

19 We implore you, BCPS superintendent and
 20 members of the Board of Education, unmask our
 21 children, allow them a choice. Thank you for the

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1 opportunity to speak tonight, appreciate the
 2 opportunity. Thank you very much.
 3 (Applause.)
 4 CHAIRWOMAN SCOTT: Thank you. Our next
 5 speaker is Eileen Truong.
 6 MS. TRUONG: Good evening. My name is
 7 Eileen Truong, mother of three children, two of
 8 whom are students of BCPS. Tonight I am here to
 9 express my disapproval with your mask mandate for
 10 the fall. Currently the governor and state
 11 health department do not have mask mandates or
 12 other restrictions in place due to these facts
 13 and statistics. We have one of the highest
 14 vaccination rates in the country where over 93
 15 percent of Maryland seniors are vaccinated, 77.9
 16 percent of Maryland adults are vaccinated, and
 17 the state continues to sustain a daily vaccine
 18 rate of more than 11,000 shots per day.
 19 Hospitalization is down 83 percent from the peak,
 20 deaths down 94 percent from the peak.
 21 According to the Maryland COVID

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1 statistics, children aged zero to 19 have a
 2 survival rate of a hundred percent. It is also
 3 universally proven and acknowledged that children
 4 are among the least susceptible to COVID-19 or
 5 contributors to community transmission. In
 6 addition, in June 2021 the FDA has announced that
 7 PCR tests have failed the approval for COVID-19
 8 testing because it does not differentiate the flu
 9 or the COVID-19. The only test of it is a
 10 genomic test that is solely being conducted at
 11 high level labs such as the CDC. The CDC has
 12 also announced that it is withdrawing the RT-CPR
 13 diagnosis panel on December 31st, 2021. Unless
 14 BCPS along with the health department statewide
 15 and locally can prove to me that you have the
 16 test that can detect just COVID and is able to
 17 produce an accurate number of infections, until
 18 then you cannot make decisions based on flawed
 19 data and fears.
 20 There's also no scientific evidence that
 21 proves masks are effective in preventing COVID,

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1 and forcing them on children is abusive.
 2 Education is a human system. The children
 3 deserve a nurturing, positive, natural and
 4 healthy environment to meet their needs, to help
 5 them maximize in their learning ability and
 6 growth. They do not deserve to be isolated,
 7 muzzled and conditioned under falsehoods.
 8 Vaccines are plentiful and anyone can get it at
 9 any time in many places if they wanted to for
 10 free. If you believe in science and vaccine then
 11 there is no reason for the mask. The reinstating
 12 of the mandate is anti-science, anti-fact,
 13 anti-vaccine, and discouraging people from
 14 wanting to take it.
 15 My children will go to school without
 16 masks due to both religious and medical
 17 exemptions. The pandemic is over. The choice of
 18 masking children should rest on the parents now
 19 and not the school system or government. We are
 20 prepared to challenge the system on this decision
 21 with facts, science, the law and our God-given

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1 constitutional rights. You all should resign if
 2 you don't care about the children, you all should
 3 resign. You're not making the system better. I
 4 yield my time.
 5 CHAIRWOMAN SCOTT: The next speaker is
 6 Ms. Amy Adams.
 7 MS. ADAMS: Good evening, I'm thrilled
 8 to see you all in person. This is a first for me
 9 because until March 2020 I was blissfully unaware
 10 of the role of the Board of Education. My three
 11 kids had had wonderful experiences with their
 12 dedicated teachers in our local schools. Then
 13 the pandemic hit and I've watched every BOE and
 14 committee meeting since May 2020. I'm trying to
 15 understand how our school system runs. I tried
 16 to contact you -- excuse me -- I tried to
 17 understand how our leaders, including our Board
 18 of Education, makes decision that directly
 19 affects our kids and our families. I tried to
 20 contact you as an individual seeking knowledge
 21 and insight and becoming a more informed parent.

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1 When I got little response I started asking other
 2 parents in my area questions and many of them had
 3 the same thoughts and concerns. This is how we
 4 formed our group, the Parent and Student
 5 Coalition. We came together to share
 6 information, have discussions and provide support
 7 to one another and guess what? We're still here.
 8 Our intention is not to be an adversary
 9 to BCPS. Our kids are in the system, we want it
 10 to be successful. Our intent is to pay attention
 11 to your decisions, your policies, and ask
 12 questions or raise concerns when we have them.
 13 We want to be a partner with you and if you
 14 believe in the community engagement policy, why
 15 would that not be welcome?
 16 We're in a very different place than we
 17 were in August 2020. We now have the opportunity
 18 for everyone over 12 to get the vaccine. I know
 19 it's hard to sometimes take a step back and see
 20 the bigger picture, but outside of Maryland many
 21 school districts operated all last year

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1 pre-vaccine availability five days a week. If
 2 school systems around the country were
 3 successfully able to stay open last year, BCPS
 4 can surely do it this year.
 5 I want to believe you're committed to
 6 five days a week and 180 days of school. I want
 7 to believe that you're committed to running after
 8 school activities and extracurricular activities
 9 for the kids. I want to believe that you will
 10 remove the mask mandate when the community
 11 metrics show. I want to believe that if a child
 12 tests positive for COVID they won't be sent home
 13 for ten days with no type of educational
 14 instruction. But in order to have confidence in
 15 the system we need you all to work with us, use
 16 the data to explain the policy changes. We need
 17 to understand the plans for our kids.
 18 Please educate us. Who is making policy
 19 related to COVID safety and mitigation? Is it
 20 the school board's role to develop and build on
 21 policy? Is it Dr. Williams' role as an executive

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1 to execute the policy? Why is it that
 2 Dr. Williams is making policy changes and
 3 announcements prior to the Board voting on it?
 4 Your role as leaders is to step back and make
 5 decisions based on data, not anecdotal stories or
 6 personal experiences. Please explain to us
 7 tonight the details of the upcoming year. We
 8 want our kids in school five days a week with
 9 their dedicated teachers and professionals. We
 10 want our kids to grow academically, socially and
 11 emotionally. We want our kids to feel confident
 12 and safe attending school.
 13 We also want to discuss other non-COVID
 14 concerns with you, academic performance data,
 15 curriculum questions, school safety. Thank you.
 16 CHAIRWOMAN SCOTT: Thank you. Next we
 17 have Mr. Andrew Worthington.
 18 MR. WORTHINGTON: Good evening, thank
 19 you to the Board of Education for this
 20 opportunity to speak, Dr. Williams, Chairwoman
 21 Scott. My name is Andrew Worthington and I've

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1 been a teacher at Baltimore County Public Schools
 2 for ten years. I'm not here as a representative
 3 of Baltimore County, my school or its
 4 administration. I'm here solely as an individual
 5 educator that considers themselves actively
 6 engaged in antiracist and abolitionist teaching,
 7 someone that has not been perfect, someone who is
 8 not trying to be a savior, and someone who like
 9 many of us is still learning.
 10 I am concerned about the rhetoric about
 11 the book Stamped from the last public comment
 12 session in July, so I'm here to speak out in
 13 contrast to those comments by someone who I once
 14 called a colleague but cannot right now, because
 15 it's obvious that we are not engaged in the same
 16 work. The concerns expressed during the July
 17 meeting public comment involved the book Stamped
 18 being used as a resource in a pilot curriculum
 19 this upcoming school year and the comments
 20 continued this already worn out and uninformed
 21 complaint over critical race theory.

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1 I want to say this explicitly as someone
 2 who has thoroughly read Stamped and has worked in
 3 this district for ten years. Stamped does not
 4 teach the reader to hate any group of people
 5 based on their race. It is critical of
 6 individuals throughout our history both black and
 7 white, and their individual ideas and actions
 8 throughout this nation's history. We as
 9 educators are asked to engage students in
 10 experiencing and considering multiple
 11 perspectives. We as educators are tasked with
 12 building students' critical thinking skills, and
 13 we as educators are responsible for insuring
 14 students consider multiple sides of an argument
 15 or topic. Having students listen to and consider
 16 diverse experiences and perspectives whether you
 17 agree with them or not is not critical race
 18 theory. Stamped is not critical race theory.
 19 Stamped offers a different perspective on U.S.
 20 history, a perspective that has historically been
 21 silenced, whitewashed, lynched, murdered.

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1 The burden of educating white folks
 2 should not fall solely on our black friends and
 3 colleagues so I want to make an offer to anyone
 4 that can hear me, in this room, on line and even
 5 the folks outside who joined us earlier. You can
 6 message me either through email or on Twitter at
 7 a.worth, either at gmail or on Twitter. If you
 8 can message me your definition of critical race
 9 theory, what it means to you and what concerns
 10 you, I will purchase a copy of Stamped and lend
 11 it to you to read. When you finish we can
 12 discuss how the book meets your understanding of
 13 critical race theory and your concerns. I'm
 14 happy to listen to you, I'm happy to talk with
 15 you, no judgment. I simply ask that you read
 16 Stamped before making any further public comment
 17 inciting fear over critical race theory, and now
 18 you have one less excuse not to. The students
 19 are leaving and I am part of a group of teachers
 20 who will insure that you continue to listen.
 21 Thank you.

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1 (Applause.)
 2 CHAIRWOMAN SCOTT: Thank you. Next we
 3 have Ms. Quan Wilson. Quan Wilson? Okay, we
 4 will come back.
 5 Next we have Mr. Matt Gresnick, or
 6 Gresick.
 7 MR. GRESICK: Good evening, Board of Ed,
 8 Chair and Dr. Williams, everyone. My name is
 9 Matt Gresick, I'm a teacher, also a candidate,
 10 former candidate for Board of Ed, and a father of
 11 two kids that go to Baltimore County Public
 12 Schools.
 13 I would first like to voice my support
 14 for the mask mandate and commend the leadership
 15 that implemented the policy that will mitigate
 16 the spread of COVID-19 and its variants.
 17 Hundreds of doctors across the country have
 18 signed letters petitioning local school systems
 19 that have not implemented similar initiatives.
 20 The common theme of those letters is optional
 21 masking is simply not sufficient, as masks are

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1 most effective when all parties are wearing them.
 2 Parents, students and staff should not be given
 3 the choice to mask when this choice endangers the
 4 health of other children and staff. This was a
 5 letter to Mason City School District leaders in
 6 Ohio. Please continue to follow science so we
 7 can keep our kids, staff and families as safe as
 8 possible.
 9 Secondly, I commend and encourage you to
 10 continue to support your educational staff in the
 11 honest discussions that they are having with
 12 their students concerning race, equity, equality
 13 and liberty, and other controversial topics in
 14 history that encourage civic discussions and
 15 promote an active citizenry. Structural
 16 disintegration is a real problem of a society
 17 with historical evidence to support those
 18 conclusions. The recent manufactured controversy
 19 over critical race theory is meant to instill
 20 fear in educators and limit those discussions,
 21 lessons and activities that are the very

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1 foundation of our democracy.
 2 And finally, it has come to my attention
 3 that several teachers have yet to receive their
 4 back pay from the malware attack numerous months
 5 ago. Can we please, please honor their
 6 commitment and contract by paying them what
 7 they're due? And we should pay them more because
 8 they could invest that money in something else,
 9 but just let's make this right for them.
 10 And finally, thank you for your time,
 11 thank you for your commitment, this is not easy
 12 what you're doing right now, and God bless you
 13 all. That's it.
 14 CHAIRWOMAN SCOTT: Thank you. And next
 15 we have Mr. Bash Pharoan.
 16 DR. PHAROAN: I'd like to focus you
 17 about money. The CBO estimated that the U.S.
 18 spent \$2.4 trillion on the war in Afghanistan.
 19 The total expenditure of the U.S. war i Iraq and
 20 Afghanistan is \$6 trillion and counting. That's
 21 six with 12 zeroes on the right of it. The

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1 average cost of building a new public school
 2 according to Google is \$27 million. So in that,
 3 if you divide \$6 trillion which was spent on a
 4 war that we have nothing to show for at all,
 5 divided by 27 million, that would give us about
 6 223,000 schools that we can build across the
 7 U.S., and of course we get a portion of that. We
 8 cannot really protect Congress, it's a fact.
 9 We don't have adequate schools,
 10 Lansdowne, Towson, Dulaney, et cetera. We cannot
 11 really truly retain effective teachers, but we
 12 can launch forces and cause disasters in the
 13 Middle East. I have been with this Board for
 14 more than 20 years. The problem the Board has is
 15 lack of adequate funding. In 2004 when I
 16 started, it's the same, today it's the same. The
 17 faces are changing.
 18 Politics and religion in the school
 19 system is harmful, I've seen it. What I ask you
 20 as board members, to switch gears a little bit
 21 and lobby our two senators and our multiple

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1 congress people to be against foolish wars just
 2 like the \$6 trillion and put that money in the
 3 education system. And I'm not really just
 4 talking about dollars, I'm talking about how many
 5 U.S. Marines died, how many soldiers died, how
 6 many of them now are in the VA system, how many
 7 of them are coming to St. Joseph's and GBMC and
 8 MedStar for generations to come? And not to
 9 mention how many civilians were killed in Iraq
 10 and Afghanistan, I think that should be the
 11 focus. Thank you.
 12 CHAIRWOMAN SCOTT: Thank you. Next we
 13 have Mr. Michael Miller.
 14 MR. MILLER: Thank you. I'm a social
 15 studies teacher at Perry Hall Middle School, one
 16 of several schools scheduled to pilot the new
 17 eighth grade U.S. history curriculum this coming
 18 school year. The new curriculum will view
 19 American history through the lens of critical
 20 race theory using the book Stamped by Ibram X.
 21 Kendi, which I have read. This book is both

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1 racially biased and historically inaccurate, and
 2 I believe it has no place in our schools.
 3 Among the many misleading statements
 4 made in this book is the assertion that the
 5 American revolution was fought to preserve the
 6 institution of slavery. This is the same lie put
 7 forth by the New York Times 1619 project which
 8 had to be edited after the judging of many
 9 historians. This is not about simply teaching a
 10 more honest view of American history, as many
 11 would lead us to believe. I do not know of a
 12 single educator who is not in favor of teaching
 13 history fully and honestly, even when it is
 14 painful, and I have never heard any of my
 15 colleagues suggest that we should minimize or
 16 deny the regrettable portions of our nation's
 17 history.
 18 But Kendi does not criticize the
 19 country, he condemns it. Obviously our nation
 20 has a complex and troubled history when it comes
 21 to race relations and we're still dealing with

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1 the effects of this. Doing so requires a solid
 2 foundation of historical knowledge which this
 3 curriculum will not provide. Instead it
 4 collectively chooses certain events in our
 5 history and presents them solely through a racial
 6 lens in the most negative light possible.
 7 Learning history this way is pushing us further
 8 from the goal of an inclusive society and not
 9 closer, and our students will learn to see
 10 themselves and each other as oppressors or
 11 oppressed based on the color of their skin rather
 12 than citizens of a free country with the power to
 13 control their own lives.

14 The Board's policy on equity states,
 15 quote, while complex societal and historical
 16 factors contributes to inequities that students
 17 face, rather than perpetuating disparity the
 18 school system must address and overcome
 19 inequality by providing all students with the
 20 opportunity to succeed, end quote. I believe
 21 that the proposed U.S. history curriculum

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1 violates that policy.

2 At last month's board meeting another
 3 teacher commented on this issue and called on the
 4 Board to pause the implementation of the new
 5 curriculum until the Board is no longer meeting
 6 in a hybrid format and the public is able to
 7 adequately consider and discuss the issue.
 8 Considering the unusual circumstances of the last
 9 two school years and the growing national debate
 10 over critical race theory, I believe that this
 11 request is more than reasonable.

12 I would also like to repeat the request
 13 for each board member to publish for public
 14 review their own thoughts on how this ideology
 15 will impact students. It would be inappropriate
 16 to make drastic and controversial changes to the
 17 history curriculum at a time when the Board was
 18 not meeting with the public face to face and when
 19 teachers and parents are understandably focused
 20 on other issues. Thank you.

21 CHAIRWOMAN SCOTT: Thank you. Next is

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1 public comment on board policies and the first
 2 speaker for Policy 0100 is Andrew Worthington.
 3 He may have left. We'll go on to our next
 4 speaker for Policy 0100, Matt Gresick. He may
 5 have left as well, okay. Our next speaker for
 6 Policy 0100 the Mr. Bash Pharoan.

7 DR. PHAROAN: I do not have anything to
 8 discuss.

9 CHAIRWOMAN SCOTT: Okay, thank you,
 10 Mr. Pharoan. And then we have again Mr. Michael
 11 Miller, for Policy 0100.

12 MR. MCMILLION: I think we all just put
 13 0100 on the form because it pertains to what we
 14 said before in the original statement.

15 CHAIRWOMAN SCOTT: All right. The next
 16 policy is Policy 3800, non-instructional services
 17 and we have Mr. Bash Pharoan. No? Okay. The
 18 next policy is Policy 4011, and Mr. Pharoan, you
 19 said you would not. Mr. Andrew Worthington, did
 20 you want to speak to Policy 4011? No?

21 Okay, that brings us to our last policy

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1 then, Policy 8601, board member conduct, use of
 2 social media, and we have Ms. Amy Adams.

3 MS. ADAMS: Good evening again, thank
 4 you very much for the opportunity to speak on
 5 Policy 8601. I've listened to the policy review
 6 committee meetings in February and June when this
 7 policy was discussed. The policy was developed
 8 based on a letter from the Office of Inspector
 9 General for Education. The letter stated, a
 10 review has concluded that BCPS does not have a
 11 policy pertaining to the use of social media by a
 12 board member nor employees of BCPS. The OIGE
 13 recommends that BCPS BOE revise its current BOE
 14 handbook dated 2015 and incorporate a use of
 15 social media policy governing Board of Ed members
 16 and BCPS staff. Similar educational policies
 17 regarding use of social media can be found on a
 18 number of local school system websites throughout
 19 the state of Maryland.

20 At the March 23rd Board of Ed meeting
 21 some of the members not on the committee

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1 expressed concern and asked for the policy to
 2 return to PRC for further development. At the
 3 June PRC meeting the policy was brought up, one
 4 member reiterated some of the concerns of the
 5 general board, the other three committee members
 6 disagreed and moved to move it forward again to
 7 the full board without changes. This doesn't
 8 seem to be very functional.

9 I fully support a social media policy
 10 for board members and any employee of BCPS. I
 11 appreciate the citations of past BoardDocs
 12 regarding other school system policies. Policies
 13 of other school systems referenced did not
 14 include a similar section to Section 3,
 15 violations of the BCPS Board Policy 8601. Why is
 16 this necessary for our policy? Shouldn't
 17 violations for board members or any BCPS staff be
 18 considered on an individual case-by-case basis?
 19 And shouldn't this policy be reviewed at a PRC
 20 meeting, which doesn't happen again until
 21 September 20th, prior to the approval of the full

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1 board. Thank you.

2 CHAIRWOMAN SCOTT: Thank you. And that
 3 ends our public comment portion of the meeting.

4 The next item on the agenda is the
 5 report on board policies. This is the first
 6 reader for these policies, which was postponed
 7 from the July 13th, 2021 meeting.

8 Members of the Board, the policy review
 9 committee asks that the Board accept this report
 10 of the committee's recommendations to amend the
 11 following board policies: Policy 0100, basic
 12 board commitments, philosophy and equity; Policy
 13 3800, non-instructive services, planning, land
 14 use planning and zoning activities; Policy 4011,
 15 personnel; Policy 4104, personnel, conduct,
 16 technology acceptable use policy and media;
 17 Policy 5130, students, withdrawal from school
 18 prior to graduation; Policy 5210, students,
 19 promotion and retention; Policy 5600, students,
 20 responsibilities and rights; Policy, new Policy
 21 8601, board member conduct, use of social media.

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1 The policy review committee has also
 2 moved the following policies to the full board
 3 without recommendations: Policy 8221, internal
 4 board policy, duties and responsibilities board
 5 officers, chair vice chair duties; Policy 8311,
 6 internal board policy, operations meetings;
 7 Policy 8314, internal board policy, operations
 8 meetings agenda.

9 These policies are presented to you on
 10 tonight's agenda as Exhibit G. So, may I have a
 11 motion to accept the recommendation of the
 12 Board's policy review committee for --

13 MS. ROWE: Madam Chair?
 14 CHAIRWOMAN SCOTT: Yes?
 15 MS. ROWE: Can we pull out 8601 to vote
 16 on it separately please?
 17 CHAIRWOMAN SCOTT: Sorry, could you say
 18 that again?
 19 MS. ROWE: Could we pull out Policy 8601
 20 and vote on that separate from the others?
 21 CHAIRWOMAN SCOTT: Okay. Are there any

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1 others that we would like to be separated? Yes?
 2 DR. HAGER: 8221 and 8311.
 3 CHAIRWOMAN SCOTT: 8221. Oh, that's
 4 right, 8221 didn't come through with a
 5 recommendation. And what was the other one you
 6 said, Dr. Hager?
 7 DR. HAGER: 8311.
 8 CHAIRWOMAN SCOTT: So both of them,
 9 okay. Ms. Henn?
 10 VICE CHAIR HENN: 5210.
 11 CHAIRWOMAN SCOTT: 5210. We want to
 12 separate 8601 and 5210, okay. So, may I have a
 13 motion to accept the recommendation of the
 14 Board's policy review committee for Policies
 15 0100, 3800, 4011, 4104, 5130, 5600, and that's
 16 it?
 17 MR. OFFERMAN: So moved, Offerman.
 18 CHAIRWOMAN SCOTT: Thank you. No second
 19 is needed since the recommendation comes from the
 20 committee. Is there any discussion? Okay,
 21 Ms. Gover, may I have a rollcall vote please?

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1 MS. CAUSEY: Excuse me, Madam Chair,
 2 this is Ms. Causey.
 3 CHAIRWOMAN SCOTT: Yes, Ms. Causey?
 4 MS. CAUSEY: Yes. I had wanted to
 5 request to separate additional policies, but it
 6 was including the Policy 8311, 8314, 8220, 8221.
 7 CHAIRWOMAN SCOTT: Those are already,
 8 that's the next motion. Those are already out,
 9 we're not doing those yet. Those came without
 10 recommendation. So we're not processing that but
 11 we are in the middle of the vote on the ones, and
 12 it was already moved by Mr. Offerman so, a second
 13 isn't required, so if we could take a rollcall
 14 vote please?
 15 MS. CAUSEY: Excuse me, can you restate
 16 the motion --
 17 CHAIRWOMAN SCOTT: No, ma'am.
 18 MS. CAUSEY: -- to make sure which
 19 policies you're addressing?
 20 CHAIRWOMAN SCOTT: We're already in the
 21 middle of a motion, Ms. Causey. If you have

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1 BoardDocs up, it's all of the policies minus 8601
 2 and 5210. Ms. Gover, could we do a rollcall vote
 3 please, starting with Ms. Rowe?
 4 MS. GOVER: Ms. Rowe?
 5 MS. ROWE: Yes.
 6 MS. GOVER: Ms. Causey? Ms. Mack?
 7 MS. MACK: Yes.
 8 MS. GOVER: Mr. McMillion?
 9 MR. MCMILLION: Yes.
 10 MS. GOVER: Ms. Jose?
 11 MS. JOSE: Yes.
 12 MS. GOVER: Ms. Henn?
 13 VICE CHAIR HENN: Yes.
 14 MS. GOVER: Mr. Thomas?
 15 MR. THOMAS: Yes.
 16 MS. GOVER: Mr. Offerman?
 17 MR. OFFERMAN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Dr. Hager?
 21 DR. HAGER: Yes.

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1 MS. GOVER: Mr. Kuehn?
 2 MR. KUEHN: Yes.
 3 MS. GOVER: Ms. Scott?
 4 CHAIRWOMAN SCOTT: Yes.
 5 MS. GOVER: Ms. Causey?
 6 MS. CAUSEY: No.
 7 CHAIRWOMAN SCOTT: Thank you. Okay, so
 8 those have moved forward.
 9 Is there any discussion on the, we
 10 separated out 8601, start with that one first.
 11 Any questions on 8601?
 12 DR. HAGER: Yes. So, I was one of the
 13 folks who was concerned about the consequences
 14 aspect of the social media language, and I really
 15 appreciated the feedback that Ms. Howie provided,
 16 specifying that there is not other similar
 17 consequences language in the model policies that
 18 were used to help us generate the social media
 19 policy. I'm really excited about having a social
 20 media policy, but at the end of the overall
 21 analysis that was the addendum to this meeting,

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1 there was alternative language specified that
 2 said the Board as a whole had the authority to
 3 decide whether this policy has been violated and
 4 whether censure or any other mode of discipline
 5 should be imposed, and I personally feel that
 6 that is more acceptable language in my mind, but
 7 I know it will go back to the PRC, so those are
 8 my thoughts on this policy. But I disappointed
 9 that it had not, it was still verbatim the same
 10 as it was the last time it was presented to the
 11 Board.
 12 CHAIRWOMAN SCOTT: Okay, so are you
 13 offering a recommendation or language to include,
 14 or is that what you emailed over to Ms. Howie?
 15 DR. HAGER: No, this was provided as an
 16 addendum in our documents and so, I know the PRC
 17 is the one who makes the ultimate decisions, so I
 18 would recommend that it go back to the PRC to
 19 include that language that was specified in the
 20 addendum. I know we don't make a motion for that
 21 in some cases, we just have it go back.

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1 CHAIRWOMAN SCOTT: I'm sorry, did you
 2 want to say something, Ms. Howie?
 3 MS. HOWIE: Yes, ma'am. Members of the
 4 Board, you do have the opportunity to amend the
 5 policy in this, right now, as opposed to sending
 6 it back to PRC, so it is your choice.
 7 CHAIRWOMAN SCOTT: Even if it's first
 8 reader?
 9 MS. HOWIE: Yes, ma'am.
 10 CHAIRWOMAN SCOTT: It's not like
 11 Dr. Hager wants to amend it to the addendum that
 12 was added.
 13 DR. HAGER: Yes. Should I make a motion
 14 to do that, is that a better approach?
 15 CHAIRWOMAN SCOTT: Is it required to
 16 make a motion or if we just have consensus, that
 17 we would just --
 18 MS. HOWIE: If there's consensus to
 19 accept the language, then as amended it will come
 20 back to the Board for second reader with the
 21 amendment.

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1 CHAIRWOMAN SCOTT: Okay. Is there
 2 consensus to accept the language?
 3 MS. ROWE: Can I comment on the
 4 language? So I understand what Dr. Hager's
 5 getting at with having the full board.
 6 Specifically if a board member does something
 7 that is considered inappropriate, the process
 8 that we use in this Board is that someone would
 9 file an ethics complaint with our Board's board
 10 of ethics, that board of ethics would have some
 11 sort of a ruling. And I feel that this entire
 12 policy cuts our own independent board of ethics
 13 out of the process, and when you have a full
 14 board deliberating on individual accusations
 15 against board members, that could entitle a lot
 16 of time and politicizing of the work of this
 17 Board of Education. And so I would support
 18 language that simply followed our current
 19 policies in which if we approve a policy, it is
 20 up to our current independent board of ethics to
 21 determine if the policy has been broken.

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1 But their are elements in this policy
 2 that I feel are vague and could be used against
 3 board members who have a dissenting opinion on an
 4 issue who are simply explaining their position to
 5 their constituents and why they voted no on
 6 something, and that could be considered
 7 unsupportive of the school system or unsupportive
 8 of the Board, and I feel that unless we are going
 9 to get right down to the specifics of what
 10 constitutes inappropriate, I don't support the
 11 vague broad language in this policy. And as far
 12 as the consequences section, I think that that
 13 should just be completely omitted and if someone
 14 wants to file an ethics complaint with our
 15 independent board of ethics about an individual
 16 board member's conduct, they're perfectly free to
 17 do that. Thank you.
 18 MS. HOWIE: So Ms. Rowe, in the addendum
 19 that was provided to you for this meeting, your
 20 concern about, your suggestion about using the
 21 ethics review panel was addressed. You would

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1 have to change your ethics code policy to expand
 2 the jurisdiction of the ethics review panel. As
 3 the policy is currently written, the ethics
 4 review panel has the authority to review
 5 complaints about violations of the ethics code,
 6 not about violations of any sort of code of
 7 conduct generally. So that would have to be
 8 amended, then the SEC has to approve the
 9 amendment to the policy before the policy could
 10 be implemented.
 11 MS. ROWE: If we would go that route I
 12 would support going that route, I don't support
 13 this.
 14 CHAIRWOMAN SCOTT: Thank you. Next we
 15 have Ms. Mack and then Ms. Henn. I'm sorry,
 16 Ms. Henn said she was next.
 17 VICE CHAIR HENN: Thank you. I also do
 18 not support this policy in its current form.
 19 However, I do agree that it's extremely
 20 important. I thank Dr. Hager for sharing her
 21 questions and the responses that were provided by

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1 Ms. Howie. I also agree with Ms. Rowe's comments
 2 that an independent body needs to be the deciding
 3 force in determining whether a violation of this
 4 policy has occurred. Given Ms. Howie's feedback
 5 that this would constitute revision to multiple
 6 policies, including our ethics policies, I
 7 believe a working group would be appropriate to
 8 review not only this policy but all related
 9 policies that may need to be effected.
 10 Therefore, I'd like to make a motion
 11 that we establish an ad hoc committee to look at
 12 8601 as well as related policies that may need to
 13 be effected, so I move that we establish an
 14 ad hoc committee to look at 8601 and related
 15 policies in order to effect the changes that
 16 board members would like to make.
 17 CHAIRWOMAN SCOTT: That's not a policy I
 18 believe should be brought to the floor, because
 19 that's what the policy review committee does.
 20 VICE CHAIR HENN: There's a motion on
 21 the floor and there's a second.

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1 CHAIRWOMAN SCOTT: I've not brought that
 2 motion to the floor, I've not stated it, it's not
 3 the property of the assembly as of yet, so I'm
 4 not bringing that motion to the floor because
 5 that's what the PRC committee does. Why do we
 6 have a PRC committee if we are going to then do
 7 the work of the PRC in another ad hoc committee?
 8 VICE CHAIR HENN: Well, may we ask legal
 9 counsel? There's a motion on the floor and there
 10 is a second.
 11 CHAIRWOMAN SCOTT: The motion has not
 12 been brought to the floor, the chair has not
 13 restated the motion to bring it to the floor, so
 14 I'm refusing to bring the motion to the floor.
 15 VICE CHAIR HENN: May we consult legal
 16 counsel?
 17 CHAIRWOMAN SCOTT: Yes. Mr. Brousaides?
 18 MR. BROUSAIDES: Madam Chair is correct,
 19 it hasn't been brought to the floor yet. The
 20 option for the Board would be to overrule, to
 21 take a vote to overrule the chair's position.

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1 MS. ROWE: Madam Chair?
 2 CHAIRWOMAN SCOTT: Yes.
 3 MS. ROWE: I appeal the decision of the
 4 chair not to bring the motion to the floor.
 5 VICE CHAIR HENN: Second.
 6 CHAIRWOMAN SCOTT: Okay. Ms. Gover, may
 7 we take a rollcall vote please, and the vote is
 8 on appealing the chair's decision to not bring
 9 the motion to the floor.
 10 MS. HOWIE: So the motion as stated is
 11 shall the decision of the chair be sustained.
 12 That would be the motion that the assembly is
 13 voting on.
 14 CHAIRWOMAN SCOTT: The motion that the
 15 assembly is voting on is shall the decision of
 16 the chair be sustained. Ms. Gover, if we could
 17 do a rollcall vote please.
 18 MS. GOVER: Ms. Rowe?
 19 MS. ROWE: No.
 20 MS. GOVER: Ms. Causey?
 21 MS. CAUSEY: No.

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1 MS. GOVER: Ms. Mack?
 2 MS. MACK: No.
 3 MS. GOVER: Mr. McMillion?
 4 MR. MCMILLION: No.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: Yes.
 7 MS. GOVER: Ms. Henn?
 8 VICE CHAIR HENN: No.
 9 MS. GOVER: Mr. Thomas?
 10 MR. THOMAS: No.
 11 MS. Gover: Mr. Offerman?
 12 MR. OFFERMAN: Yes.
 13 MS. GOVER: Ms. Pasteur?
 14 MS. PASTEUR: Yes.
 15 MS. GOVER: Dr. Hager?
 16 DR. HAGER: Yes.
 17 MS. GOVER: Mr. Kuehn?
 18 MR. KUEHN: No.
 19 MS. GOVER: Ms. Scott?
 20 CHAIRWOMAN SCOTT: Yes.
 21 So I had seven nos, so it would require

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1 I believe, and Mr. Brousaides, correct me,
 2 two-thirds which would be eight in order for it
 3 to be overturned, so then the sustaining of the
 4 chair stands; is that correct?
 5 MR. BROUSAIDES: It's a majority to
 6 overturn the decision of the chair.
 7 CHAIRWOMAN SCOTT: Not two-thirds, it's
 8 a majority?
 9 MR. BROUSAIDES: Correct.
 10 CHAIRWOMAN SCOTT: Okay, so the majority
 11 would be seven and I believe we did get seven,
 12 okay, so the motion of the chair has been
 13 overturned.
 14 So then we can, Ms. Henn, if you could
 15 restate your motion please?
 16 VICE CHAIR HENN: I move that the Board
 17 establishes an ad hoc committee to review Policy
 18 8601 and related policies, to make
 19 recommendations to the full board.
 20 CHAIRWOMAN SCOTT: Is there a second?
 21 MS. MACK: Second, Mack.

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1 CHAIRWOMAN SCOTT: Could you please
 2 write that so that I could properly restate it?
 3 Now to make sure we have our -- Dr. Hager, you
 4 have a question in regards to the motion?
 5 DR. HAGER: I just wanted to know, what
 6 are the related policies, are they the ones that
 7 are listed and referenced, or yeah, what are the
 8 related policies, the ones that are listed at the
 9 bottom of the --
 10 CHAIRWOMAN SCOTT: I think you have them
 11 before you if we haven't stated it.
 12 DR. HAGER: Okay.
 13 CHAIRWOMAN SCOTT: Okay. So the motion
 14 was made by Ms. Henn that the Board establish an
 15 ad hoc committee to review 8601 and related
 16 policies in order to make recommendations to the
 17 Board, and it was seconded by, Ms. Mack? Okay.
 18 All right. And it looks like Dr. Hager has a
 19 question directed to the motion and you were
 20 saying you were going to answer it, okay.
 21 VICE CHAIR HENN: Yes. I believe that's

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1 part of the work of the ad hoc committee, with
 2 the advice of Ms. Howie, to determine which
 3 policies the committee would need to review.
 4 DR. HAGER: So there are four related
 5 policies listed in 8601, but you're saying the
 6 ad hoc committee could expand beyond those four
 7 related policies?
 8 VICE CHAIR HENN: It would start with
 9 those and then make the determination with the
 10 advice of Ms. Howie if any others would need to
 11 be looked at.
 12 DR. HAGER: I'm genuinely concerned that
 13 this does overlap a lot with PRC.
 14 CHAIRWOMAN SCOTT: Yes, Ms. Jose?
 15 MS. JOSE: Thank you, Ms. Scott. My
 16 concern is that this Board constantly forms
 17 ad hoc committees. We have an ad hoc committee
 18 currently in place for the handbook that's not
 19 been approved, and this is the paradigm of staff
 20 by committee. We already have a PRC committee
 21 staff review its policies, and it could have

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1 easily gone back to the PRC committee for review
 2 and revision. To do the work of the committee by
 3 forming an ad hoc committee is the definition of,
 4 I don't even know, it's so inefficient. I
 5 certainly don't support this policy. I also want
 6 to note that this policy was asked to be formed
 7 in January of 2021, so it's almost seven months
 8 now and we're still nowhere to even getting it
 9 approved. So this is just going to further delay
 10 the formation of this policy that has been asked
 11 for by the Office of Inspector General to form
 12 guidelines.
 13 And forming guidelines, having protocol
 14 is normal for most elected officials, appointed
 15 officials and professionals, to have a certain
 16 decorum and guidelines. It's not just for this
 17 board, it's for the incoming board, it's for
 18 future boards. You set a handbook, you put in
 19 guidelines to help you go about -- social media
 20 is relatively new, it wasn't there or as rampant
 21 as it is now.

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1 And by no means is this policy muzzling
 2 anybody. It clearly states that you can, you
 3 know, they do encourage social media usage and to
 4 be active in social media. It's just providing
 5 guidelines and decorum and professionalism, and I
 6 fully support the way the policy is brought to
 7 this. You know, I certainly don't support this
 8 ad hoc committee. Thank.

9 CHAIRWOMAN SCOTT: Time, thank you, in
 10 regards to the motion. Mr. Thomas?

11 MR. THOMAS: Thank you. I just want to
 12 state that I am in full support of the policy as
 13 it's written. The reason that I voted no to the
 14 chair's decision is because I just thought that
 15 Ms. Henn should have the opportunity to have a
 16 rollcall vote on the motion, I just thought that
 17 she should be able to speak to her motion and
 18 then the Board should get to talk about it. But
 19 I am in support of the policy as it's written, I
 20 do not believe there should be an ad hoc
 21 committee, I just thought that it would be best

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1 for this to be discussed and for the motion to be
 2 recognized. Thank you.

3 CHAIRWOMAN SCOTT: Ms. Mack?

4 MS. MACK: I am generally not in support
 5 of ad hoc committees but in the information that
 6 Ms. Howie provided to Dr. Hager there is a quote
 7 that says the board members' concerns and public
 8 comment were discussed at the PRC meeting and no
 9 specific suggestions were advanced. So many of
 10 us made suggestions, we made suggestions verbally
 11 and in writing and those suggestions were not
 12 advanced, so short of that happening, what other
 13 avenue do board members have for having their
 14 concerns addressed, because they were negated by
 15 the PRC immediately after the March 23rd meeting?

16 CHAIRWOMAN SCOTT: Ms. Rowe?

17 MS. ROWE: Yes. Ordinarily I would say
 18 that this overlaps with PRC as well, but given
 19 that this Board has voted to send it back to PRC
 20 and it's returned back here in the exact same
 21 form as it is, and that board members support the

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1 idea that we need a social media policy I believe
 2 overall, but we have many revisions and research
 3 and understanding of this specific policy and
 4 certain terms that are overly broad that need to
 5 be a bit more detailed to protect the civil
 6 liberties of board members and to protect board
 7 members from frivolous complaints, because
 8 something like board members should always
 9 conduct themselves on line in a manner that
 10 reflects well of the Board, is a statement that
 11 could be subjectively interpreted, and it could
 12 be subjectively interpreted according to any
 13 number of criteria, and bog this Board down with
 14 more work and frivolous complaints that are
 15 nothing more than political grandstanding.

16 And to avoid that, our policies need to
 17 be clearly understood and clearly interpreted as
 18 objective. This is not an objective policy and
 19 so if the only way we can get an objective policy
 20 is to have an ad hoc committee, because we've
 21 already sent it back to PRC, then in this

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1 situation I agree with having an ad hoc
 2 committee.

3 CHAIRWOMAN SCOTT: Ms. Henn?

4 VICE CHAIR HENN: Thank you. I agree
 5 with Ms. Mack's comments and Ms. Rowe's comments.
 6 We have tried, we've provided feedback, we've
 7 tried to work this policy through channels,
 8 through the PRC, we provided feedback in every
 9 shape or form or function, and here we are back
 10 at square one with the same exact policy the
 11 board members objected to, and none of our
 12 feedback was implemented at the policy review
 13 committee.

14 This policy tries to silence board
 15 members by using fear of consequences as dire as
 16 removal from this Board and that is a policy that
 17 cannot stand. It tries to censor board members
 18 from participating in social media by anything
 19 that seems -- by opinion, it is subjective as
 20 Ms. Rowe stated. And until we put objective
 21 qualifications in here and put them with

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1 specificity, this is the feedback we've shared
 2 and it's fallen on deaf ears, it's been ignored,
 3 it's come back exactly the way it was brought up
 4 to us originally, which was not the intent of the
 5 inspector general's direction to us.
 6 Nowhere was that a requirement, nowhere
 7 are the consequences provided in the
 8 examples from other school boards. This policy
 9 needs work and if the PRC can't get it done then
 10 we need an ad hoc to focus on it.
 11 CHAIRWOMAN SCOTT: Thank you for that
 12 and I will speak, because, and next is
 13 Ms. Pasteur, because I think it's time for me to
 14 speak about this.
 15 The inspector general sent a letter, and
 16 I would advise board members to go back and
 17 review that letter, not one but two letters,
 18 about the behavior of board members who sit
 19 around this dais and conduct political
 20 grandstanding and soap boxing, and intimidation
 21 and threats on social media. And we've received

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1 numerous complaints about members of this Board
 2 for behavior on social media. This social media
 3 policy came about because of a need based on
 4 behaviors and it's a sad state of affairs that we
 5 have to have a policy that governs the conduct
 6 because adult members of this Board of Education
 7 do not know how to conduct themselves on social
 8 media. Exactly what you are accusing this policy
 9 of doing is exactly what you all are doing on
 10 social media.
 11 And I was directed by the Office of the
 12 Inspector General, I did not come up with this
 13 policy. He said, I direct the chairwoman of the
 14 Board of Education of Baltimore County to take
 15 action and that's what I did, and action without
 16 consequences is not action, it's inaction. I
 17 shouldn't have had to take action at all. This
 18 is ridiculous that you have to tell adults how to
 19 behave on social media because adults cannot
 20 behave on social media. It's a sad state of
 21 affairs that we even are discussing something

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1 like this, and this is what this Board does when
 2 you don't like things and you don't want things
 3 to be said and you don't want things to be
 4 addressed, you form ad hoc committees so that
 5 it's not addressed. We still don't have a
 6 handbook, we still don't have a social media
 7 policy. And you know what, you said you didn't
 8 know what that's called, that's called
 9 dysfunction.
 10 Ms. Pasteur, please go ahead.
 11 MS. PASTEUR: Thank you. Going back to
 12 Ms. Mack's comments about having submitted things
 13 and it comes back the same, I don't see that
 14 having an ad hoc committee is going to change
 15 that because recommendations will come back and
 16 we will go through this again. As Ms. Jose
 17 pointed out, we have had a handbook committee for
 18 two years and we can't move beyond. And the
 19 Office of the Inspector General, Education
 20 Inspector General sort of addresses that
 21 phenomenon as well, that we cannot move to even

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1 get our handbook done, which includes this
 2 particular piece.
 3 So the PRC is the committee that is
 4 supposed to address it. We are having this
 5 conversation now. Let us use this conversation
 6 then to make sure that we get to the end of what
 7 we need to have, which is a policy, and everybody
 8 is going to have to give up a little something
 9 and deal with the language and move on. We can't
 10 even get to a vote on this, and maybe that's
 11 where we need to go is to have the vote and then
 12 to see where we are and who is where on it, and
 13 then use that as fodder for the beginning of a
 14 conversation. But creating one more layer to
 15 essentially do the same thing is only going to
 16 bring us back here to get the same thing once
 17 more Monday, and we have to move beyond this.
 18 CHAIRWOMAN SCOTT: Thank you for that,
 19 Ms. Pasteur, I think we need to take a vote.
 20 MS. CAUSEY: Madam Chair, this is
 21 Ms. Causey. I have a question.

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1 CHAIRWOMAN SCOTT: Yes, Ms. Causey,
 2 please go ahead.
 3 MS. CAUSEY: Thank you, Madam Chair.
 4 There was a question earlier about what are
 5 related policies. We also have related legal
 6 impacts that are referenced in the policy
 7 analysis and then in the policy, and nowhere in
 8 here have I seen a reference to the First
 9 Amendment rights, which definitely needs to be
 10 considered when one is speaking to limiting
 11 conversations, and as has been pointed out,
 12 perhaps intimidation to prevent board members
 13 from commenting based on the consequences when
 14 there is really no clarification of the process
 15 of how that would happen.
 16 So I would like the First Amendment
 17 rights to be considered and I would like to ask
 18 Ms. Howie how that would be handled in this sort
 19 of policy analysis and a policy amendment.
 20 CHAIRWOMAN SCOTT: I'm sorry, a point of
 21 order, though, we have a motion that we need to

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1 vote on. It sounds like you're wanting to speak
 2 about something else but we need to vote on the
 3 motion.
 4 MS. CAUSEY: No, I'm asking it because I
 5 want to understand from Ms. Howie how that would
 6 be handled, whether I would support this motion
 7 for an ad hoc group.
 8 CHAIRWOMAN SCOTT: How the First
 9 Amendment of the Constitution would be handled as
 10 it relates to a social media policy, is that your
 11 question?
 12 MS. CAUSEY: Yes, ma'am.
 13 CHAIRWOMAN SCOTT: Okay. Does that in
 14 any way relate to this policy, because I think we
 15 need to move on, because this is now spiraling
 16 out of control.
 17 MS. CAUSEY: It absolutely relates to
 18 this policy.
 19 CHAIRWOMAN SCOTT: I was asking
 20 Ms. Howie.
 21 MS. HOWIE: So members of the Board, if

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1 the question as I understand it is whether or not
 2 the First Amendment rights of members of the
 3 Board of Education are in some way curtailed,
 4 that is not directly addressed in the policy
 5 analysis. If that is something that members of
 6 the Board wish addressed, that is something that
 7 can be researched, that is not directly addressed
 8 currently.
 9 CHAIRWOMAN SCOTT: Thank you. I think
 10 we need to take a vote. Okay, Ms. Gover, if we
 11 could just do a rollcall vote please for the
 12 motion on the floor, and I'll --
 13 MS. CAUSEY: Madam Chair, I have a
 14 different question.
 15 CHAIRWOMAN SCOTT: We're moving on, we
 16 need to vote, we are already over time. The
 17 Board establishes, Ms. Henn moves to have the
 18 Board establish an ad hoc committee to review
 19 Policy 8601 and related policies in order to make
 20 recommendations to the Board. It was seconded by
 21 Ms. Mack. Ms. Gover, if we could do a rollcall

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1 vote please, starting with Ms. Rowe?
 2 MS. CAUSEY: Excuse me, Madam Chair, a
 3 point of order.
 4 CHAIRWOMAN SCOTT: Okay, we're in the
 5 middle of a vote. Ms. Rowe? Ms. Causey?
 6 MS. CAUSEY: No, we're not in the middle
 7 of a vote. I'm calling a point of order because
 8 I --
 9 CHAIRWOMAN SCOTT: We're already in the
 10 middle of a vote. Ms. Mack?
 11 MS. MACK: Yes.
 12 MS. CAUSEY: And I --
 13 CHAIRWOMAN SCOTT: Mr. McMillion?
 14 MS. CAUSEY: -- want to receive the
 15 same --
 16 CHAIRWOMAN SCOTT: Mr. McMillion?
 17 MS. CAUSEY: -- respect as other board
 18 members.
 19 CHAIRWOMAN SCOTT: Ms. Jose?
 20 MR. MCMILLION: Yes, I'm here.
 21 MS. JOSE: No.

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1 CHAIRWOMAN SCOTT: No, okay.

2 MS. CAUSEY: Point of order.

3 CHAIRWOMAN SCOTT: Go ahead after

4 Ms. Jose. Ms. Henn?

5 Oh, Mr. McMillion's vote? Yes, we're

6 taking a vote on the establishment of an ad hoc

7 committee.

8 Mr. McMillion said yes, okay.

9 MR. BROUSAIDES: My apologies, Madam

10 Chair. The point of order can interrupt the

11 vote.

12 CHAIRWOMAN SCOTT: The point of order

13 can interrupt the vote, okay. You've got a point

14 of order based on what?

15 MS. CAUSEY: Parliamentary procedure.

16 CHAIRWOMAN SCOTT: And what is the point

17 of order you're raising?

18 MS. CAUSEY: Where I had two minutes to

19 address this motion and other board members were

20 allowed to make all their comments after

21 questions, and I was not allowed.

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1 CHAIRWOMAN SCOTT: By all means, please

2 go ahead, Ms. Causey. Please go ahead.

3 MS. CAUSEY: Thank you. The Office of

4 the Inspector General for Education also pointed

5 out in the letter that there should be updates to

6 the board's handbook, and it was also pointed out

7 in Ms. Howie's additional addendum for this

8 policy that details could be done in the board

9 handbook.

10 So I have not been on the ad hoc board

11 handbook committee since January, so I'd like to

12 understand what process is in place for that

13 ad hoc board handbook revision committee to do

14 its work, where this might also be done. That's

15 my question.

16 CHAIRWOMAN SCOTT: Yes, Ms. Jose, if you

17 can answer that?

18 MS. JOSE: I would like to point out the

19 sequence of events. In 2019 the ad hoc committee

20 was formed as the board members are aware with

21 Ms. Henn as the chair, and I was the vice chair,

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1 and Ms. Pasteur was in that committee. A few

2 months later Ms. Henn left the committee. I

3 moved on as chair, Ms. Causey came in and became

4 vice chair of the committee, and Ms. Pasteur. We

5 had the pandemic and we tried to work through the

6 pandemic, we had several iterations go back and

7 forth to get the handbook, and also members need

8 to know, the handbook is just a guide, it's

9 always superseded by policy, policy supersedes

10 our handbook. The handbook has not been

11 approved. We had Ms. Causey then leave the

12 committee this January and so since then it has

13 been Ms. Pasteur, me and Ms. Gover having working

14 through it. And this is what I'm talking about,

15 the dysfunctionality of forming ad hoc committees

16 where people come in and out. It's not an open

17 door. We have an established standing committee,

18 the PRC, that should be doing that work. Forming

19 one more layer of bureaucracy is just going to

20 postpone the formation of this.

21 For some reason there is a lot of

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1 resistance, and nobody is talking about

2 intimidation. If you're talking about

3 intimidation, I have been intimidated by people

4 that have filed a complaint against me for simply

5 speaking on this Board, and you know who you are.

6 That is infringing upon my First Amendment rights

7 if I do not have the right to speak. So do not

8 talk about intimidation, infringement of First

9 Amendment rights until you've experienced it as a

10 person of color, all right? So I'm done with my

11 soapbox, and thank you.

12 CHAIRWOMAN SCOTT: Okay. Any more

13 comments, questions? We're still on the vote,

14 Ms. Causey called a point of order because she

15 had a question about the handbook which was

16 answered, so can we take a vote now?

17 MR. BROUSAIDES: This would be the

18 appropriate time to take the vote, the point of

19 order has been addressed.

20 CHAIRWOMAN SCOTT: Okay, because I keep

21 getting interrupted every time I try and take a

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1 vote. So, okay, Ms. Gover, can we take a vote
 2 please? Thank you.
 3 MS. GOVER: Ms. Rowe?
 4 MS. ROWE: Yes.
 5 MS. GOVER: Ms. Causey?
 6 MS. CAUSEY: Yes.
 7 MS. GOVER: Ms. Mack?
 8 MS. MACK: Yes.
 9 MS. GOVER: Mr. McMillion?
 10 MR. MCMILLION: Yes.
 11 MS. GOVER: Ms. Jose?
 12 MS. JOSE: No.
 13 MS. GOVER: Ms. Henn?
 14 VICE CHAIR HENN: Yes.
 15 MS. GOVER: Mr. Thomas?
 16 MR. THOMAS: No.
 17 MS. GOVER: Mr. Offerman?
 18 MR. OFFERMAN: No.
 19 MS. GOVER: Ms. Pasteur?
 20 MS. PASTEUR: No.
 21 MS. GOVER: Dr. Hager?

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1 DR. HAGER: No.
 2 MS. GOVER: Mr. Kuehn?
 3 MR. KUEHN: Yes.
 4 MS. GOVER: In favor is six.
 5 CHAIRWOMAN SCOTT: I haven't voted yet.
 6 MS. GOVER: I'm sorry. Ms. Scott?
 7 CHAIRWOMAN SCOTT: No.
 8 MS. GOVER: In favor is six.
 9 CHAIRWOMAN SCOTT: So it's split right
 10 down the middle, okay, so what does that mean if
 11 it's split down the middle, it fails? All right.
 12 So that motion fails. Okay.
 13 So then, are there questions then --
 14 excuse me? Oh, sorry, so now we're still
 15 discussing because it was separated out Policy
 16 8601. So I know there was some questions and I
 17 apologize, I thought I had the order, but I
 18 believe it was Dr. Hager, Ms. Rowe and then
 19 Mr. Thomas. Sorry.
 20 DR. HAGER: I was just going to ask if
 21 we should revisit what I was talking about at the

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1 beginning about taking that language at the end,
 2 but I'll let Ms. Rowe and Mr. Thomas ask their
 3 questions first.
 4 CHAIRWOMAN SCOTT: Ms. Rowe?
 5 MS. ROWE: I move to delete Section E,
 6 Section 3, so Section 2.E and all of Section 3.
 7 MS. HENN: Second.
 8 CHAIRWOMAN SCOTT: Okay, so you moved --
 9 could you repeat it again because I want to make
 10 sure I have it correct.
 11 MS. ROWE: I move to delete Section 2.E
 12 and all of Section 3.
 13 CHAIRWOMAN SCOTT: Okay, and that was
 14 seconded by Ms. Henn. Okay, is there any
 15 discussion on that? Oh, sorry, I need to repeat
 16 it. Ms. Rowe moves to remove Section 2.E and all
 17 of Section 3, and that was seconded by Ms. Henn.
 18 MS. ROWE: May I speak to the motion?
 19 CHAIRWOMAN SCOTT: Yes, you may speak to
 20 your motion.
 21 MS. ROWE: So in reading through this

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1 policy I can get on board with everything the way
 2 it's currently worded except for Section 2.E and
 3 all of Section 3. We could do more editing, but
 4 I think that's the simplest edit that would allow
 5 me to vote for this policy.
 6 CHAIRWOMAN SCOTT: All right, and any
 7 questions on the motion at hand? Mr. Offerman.
 8 MR. OFFERMAN: This is not a question
 9 but I think the removal of 3 would take the teeth
 10 out of this, and in fact would make it pointless
 11 to even have the motion. Just my opinion, thank
 12 you.
 13 CHAIRWOMAN SCOTT: Thank you. And then
 14 Dr. Hager, to the motion?
 15 DR. HAGER: Yes, this is really just a
 16 question. Since this is first reader, if we pass
 17 this motion and it goes back to PRC, is that
 18 correct, or is that it?
 19 CHAIRWOMAN SCOTT: No, it comes up --
 20 oh, I see Ms. Howie would like to speak to that.
 21 MS. HOWIE: If the Board in first reader

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1 amends the policy, then the policy will be
 2 returned to you second reader as amended.
 3 CHAIRWOMAN SCOTT: Thank you, I
 4 appreciate that. Mr. Thomas, I'm sorry, I
 5 thought you had a question towards the motion.
 6 MR. THOMAS: I'll make a comment, yes.
 7 So I don't think, like what Mr. Offerman said
 8 about this and removing the purpose for the
 9 policy, I completely agree that removing the
 10 violations, it just kind of, it doesn't have any
 11 consequences of board action and I think that's
 12 the purpose of this, is to have consequences to
 13 board actions on social media. Because when you
 14 talk about infringing on the rights and freedom
 15 of speech on the Board, you have a spot in this
 16 board room to hold each other accountable and on
 17 social media it's my belief that that should be
 18 used as sort of an education to share resources
 19 about what the Board is doing or to engage
 20 community members, not to discuss policy, not
 21 really to go out and target other board members.

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1 It's a space for you to engage the community and
 2 I think that here in this board room is the place
 3 to talk about the actual policy and do the work
 4 of the Board, and so I think this policy should
 5 go forward as it's stated initially.
 6 CHAIRWOMAN SCOTT: Any other questions
 7 towards the motion on the floor, okay, to remove
 8 Section 2.E and all of Section 3? Okay,
 9 Ms. Gover, if we could do a rollcall vote on the
 10 motion made by Ms. Rowe and seconded by Ms. Henn?
 11 MS. GOVER: Ms. Rowe?
 12 MS. ROWE: Yes.
 13 MS. GOVER: Ms. Causey?
 14 MS. CAUSEY: Yes.
 15 MS. GOVER: Ms. Mack?
 16 MS. MACK: Yes.
 17 MS. GOVER: Mr. McMillion?
 18 Mr. McMillion? Ms. Jose?
 19 MS. JOSE: No.
 20 MR. MCMILLION: Yes.
 21 MS. GOVER: Ms. Henn?

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1 MR. MCMILLION: No, wait a minute.
 2 MS. GOVER: Ms. Jose?
 3 MS. JOSE: No.
 4 MS. GOVER: Ms. Henn?
 5 MS. HENN: Yes.
 6 MS. GOVER: Mr. Thomas?
 7 MR. THOMAS: No.
 8 MS. GOVER: Mr. Offerman?
 9 MR. OFFERMAN: No.
 10 MS. GOVER: Ms. Pasteur?
 11 MS. PASTEUR: No.
 12 MS. GOVER: Dr. Hager?
 13 DR. HAGER: No.
 14 MS. GOVER: Mr. Kuehn?
 15 MR. KUEHN: Yes.
 16 MS. GOVER: Ms. Scott?
 17 CHAIRWOMAN SCOTT: No.
 18 MS. GOVER: In favor is six.
 19 CHAIRWOMAN SCOTT: Okay, right down the
 20 middle, so that does not pass. So again, back to
 21 8601, I had a question from, it looked like from

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1 you, Mr. Thomas, just -- no?
 2 MR. THOMAS: Not anymore.
 3 CHAIRWOMAN SCOTT: Not anymore, okay.
 4 And then Dr. Hager?
 5 DR. HAGER: I'm going to make one more
 6 try.
 7 CHAIRWOMAN SCOTT: Okay.
 8 DR. HAGER: Hopefully this will stick,
 9 so I'd like to make a motion to remove 2.E and
 10 all of part three, but add in the addendum that
 11 was listed by Ms. Howie, which says the Board as
 12 a whole has the authority to decide whether this
 13 policy has been violated and whether censure or
 14 any other mode of discipline should be imposed.
 15 MS. ROWE: Second.
 16 CHAIRWOMAN SCOTT: So the motion was by
 17 Dr. Hager to remove 2.E and all of Section 3, and
 18 add the addendum from Ms. Howie, and that was
 19 seconded by Ms. Rowe, okay. All right, and
 20 discussion around that? Any questions?
 21 Mr. Offerman?

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1 MR. OFFERMAN: I would like to hear the
 2 addendum again.
 3 DR. HAGER: I can read it aloud because
 4 it's already up on my computer.
 5 CHAIRWOMAN SCOTT: That would be great,
 6 please.
 7 DR. HAGER: It reads, the Board as a
 8 whole has the authority to decide whether this
 9 policy has been violated and whether censure or
 10 any other mode of discipline should be imposed.
 11 It's on BoardDocs as an addendum.
 12 CHAIRWOMAN SCOTT: Yeah. Okay. Did you
 13 have another question, Mr. Offerman?
 14 MR. OFFERMAN: No, thank you.
 15 CHAIRWOMAN SCOTT: Great. Ms. Jose?
 16 MS. JOSE: Are you also removing,
 17 Dr. Hager, 2.E, which is board members should
 18 always conduct themselves, is that being removed
 19 as well?
 20 DR. HAGER: Yes.
 21 MS. JOSE: But there's a really

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1 important part in there that says board members
 2 should only post content that the school system
 3 and the School Board have already released to the
 4 public. And that is critical because sometimes,
 5 and Dr. Williams can probably speak on it, there
 6 is confidential stuff that should not be
 7 disseminated, it's privileged information, so
 8 that is important to keep that part. So if you
 9 would be willing to amend that to board members
 10 should only post content that the school system,
 11 the School Board has already released to the
 12 public, and just take out the first half, I would
 13 be willing to vote on that.
 14 DR. HAGER: May I respond to that?
 15 CHAIRWOMAN SCOTT: Yes.
 16 DR. HAGER: My concern is also the
 17 vagueness of the language. When I read it, it's
 18 funny, because the way you interpret it was
 19 different than the way I interpret it. I
 20 interpreted it as we're only allowed to write a
 21 repost of things that the Board, that the school

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1 system has posted, as opposed to only sharing
 2 things that have been kind of approved and aren't
 3 secret or something. So I feel that the language
 4 the way it's written is vague, given that we're
 5 both interpreting it differently.
 6 MS. JOSE: So, and Ms. Howie, if you
 7 could step in, the way I interpret it is that we
 8 are not to make anything that is confidential,
 9 privileged until the school superintendent
 10 approves it. Because we get a lot of information
 11 on a daily basis and a board member could post
 12 that, and sometimes it could be information that
 13 could be privileged. So that's how I interpreted
 14 it and Ms. Howie, if I'm wrong, please correct
 15 me. Thank you.
 16 MS. HOWIE: So I believe the same
 17 question was raised by Ms. Mack and there is a
 18 response in the addendum, because Ms. Mack's
 19 comment as I recall was that she often posts on
 20 her social media information or data that she has
 21 received from other agencies. That is not

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1 privileged data, it's been released, it's not
 2 necessarily, it doesn't necessarily have to be
 3 data or information that is released by the
 4 school system.
 5 CHAIRWOMAN SCOTT: Okay. And I want to
 6 make sure I get everybody. I have the order of
 7 Kuehn, Henn, Mack and Rowe. No, no Mack, okay.
 8 Okay, Mr. Kuehn?
 9 MS. CAUSEY: And Ms. Causey.
 10 CHAIRWOMAN SCOTT: And Ms. Causey, okay.
 11 MR. KUEHN: To address Ms. Jose's
 12 comment, I thought the part under 2, Standard C,
 13 it talks about board members shall not
 14 disseminate contents generated by the Board or
 15 the school system that the Board or the school
 16 system has not released to the public, or
 17 information considered confidential by law or
 18 confidential information discussed. So it covers
 19 what you're talking about. I believe that was
 20 what you were talking about; is that true?
 21 MS. JOSE: Yes, that was what I was

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1 talking about, but also it's going to reinforce
 2 that sometimes there is privileged or
 3 confidential information that may not be, but if
 4 the PRC chair is okay with that language then I'm
 5 fine with it, but I think that does need to be
 6 stated, that there are other --
 7 MR. KUEHN: I just believe it's covered,
 8 that was my only point, but by taking away E it
 9 doesn't impact C, it's still there. And outside
 10 of this policy, we're not allowed to share
 11 anything within an administrative or closed
 12 session regardless, and action could be taken
 13 against us as members, just so everybody
 14 remembers that, so thank you.
 15 CHAIRWOMAN SCOTT: Okay. Ms. Henn?
 16 VICE CHAIR HENN: Thank you, and thank
 17 you, Mr. Kuehn, for pointing that out, because I
 18 was actually going to offer similar language,
 19 that was a good catch for C, because I think it
 20 is covered, the type of content that Ms. Jose
 21 brought up, and I would accept that as an

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1 amendment to E, but I agree with Mr. Kuehn that C
 2 covers information that is generated by the
 3 school system or is owned by the school system
 4 that is not already in the public domain or that
 5 it's data that's otherwise publicly available, so
 6 I'm comfortable with that if you are. So thank
 7 you, Mr. Kuehn.
 8 CHAIRWOMAN SCOTT: And Ms. Rowe?
 9 MS. ROWE: So when I read Section E and
 10 it gets to that part about shall post only
 11 content that the school system and the School
 12 Board have already released to the public, I took
 13 that to mean the only thing I would be allowed to
 14 post is something that's already been written and
 15 approved by the school system, which would limit
 16 creation of my own opinions on education matters
 17 in the school system, sharing of articles of
 18 other peoples opinions, sharing anything that is
 19 an opinion that's different from the approved
 20 messaging of the school system. And so you know,
 21 that whole Section E, there's really nothing in

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1 it that I can support the way that it's worded
 2 now, and I can't think in the limited timeframe
 3 of this meeting of a wording that I would like,
 4 so I think deleting it is the best way to move
 5 this policy forward.
 6 CHAIRWOMAN SCOTT: Ms. Causey?
 7 MS. CAUSEY: Thank you. I also am
 8 concerned about the, restricting the context.
 9 There's a number of sources that have reliable
 10 information as was pointed out by Ms. Howie about
 11 another board member with MSDE and other
 12 government agencies. Also in reviewing this,
 13 there is no distinction between a board member's
 14 personal page and a page that they've used for
 15 community engagement, so I think the wording
 16 needs to be improved for that and I don't know if
 17 Dr. Hager would want to amend, you know, think
 18 about that and amend her statement, but I want to
 19 ask Ms. Howie is there anything in this policy
 20 that you think clearly delineates the difference
 21 between a board member's personal page and a page

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1 that they'd use strictly for community engagement
 2 and providing information regarding educational
 3 issues.
 4 MS. HOWIE: So Ms. Causey, if, I suppose
 5 I'm not clear as to what you would consider a
 6 personal page. If a board member has established
 7 a social media account as a school board member
 8 in order to inform the public about the board
 9 member's position on issues, what is going on in
 10 the school system, then it's not clear to me what
 11 you mean by a personal page. If by personal page
 12 there is information that is unrelated to your
 13 board service, then in effect as you're
 14 communicating you're not communicating as a
 15 school board member solely but as a private
 16 citizen, although the bifurcation is sometimes
 17 difficult for people to see. So I am not quite
 18 clear what you mean by a personal page.
 19 MS. ROWE: Madam Chair, can I explain
 20 that for Ms. Howie?
 21 CHAIRWOMAN SCOTT: You want to explain

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1 to Ms. Howie?

2 MS. ROWE: Yes, so in --

3 CHAIRWOMAN SCOTT: I think Ms. Howie

4 knows what a personal page is and a board page.

5 MS. ROWE: She said she didn't, I'm just

6 trying to --

7 CHAIRWOMAN SCOTT: She doesn't

8 understand what -- okay. No, no. This is I

9 believe, if I could just summarize, as I

10 understand what Ms. Causey is saying, is there's

11 nothing in here, she says, that directly

12 delineates between like if you have a personal

13 page that you post maybe about cats and dogs and

14 a board page. But this is only addressing the

15 board page, we're not addressing what you do on

16 your personal time and your personal page, so if

17 it's a personal page then you wouldn't be posting

18 as a board member or anything about the Board.

19 So I guess the question for you,

20 Ms. Howie, would be, is that something relevant

21 that we should add, then, to this policy?

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1 MS. HOWIE: So this is the Board's

2 policy and if the Board believes that it's

3 unclear as to which speech is being addressed,

4 then it is fully appropriate for the Board to

5 indicate and to amend the policy to indicate that

6 the conduct that's being addressed is conduct

7 that takes place on a board member's page as a

8 board member. The caution that I would ask the

9 Board to make sure that the Board discusses, and

10 I do not think that members of the Board would do

11 this, is that you do not use a personal page to

12 express opinions and get around the Board's own

13 standards of conduct by saying well, I put this

14 on my personal page about how much I hate dogs, I

15 did not put this on my board member page,

16 therefore it has nothing to do with my service as

17 a board member. So I think that if the Board,

18 and again I do not think that members of the

19 Board would take such an action, but that is

20 something that you want to make sure you discuss

21 in this forum, this is your policy, this is your

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1 internal policy, so you are the best individuals

2 to discuss and determine exactly how you want to

3 regulate your own behavior.

4 CHAIRWOMAN SCOTT: Yes, Ms. Henn? Thank

5 you for that, Ms. Howie.

6 MS. HENN: Thank you. I concur with

7 Ms. Howie, I think a violation of the policy

8 wherever it occurs is a violation of the policy.

9 If we say that we don't want confidential

10 information posted, it really doesn't matter

11 where it's posted, if it's on your board page or

12 your personal page, it's still as egregious a

13 violation, so I think we would judge it the same.

14 So I don't think that delineation while on the

15 surface, and I understand what Ms. Causey's

16 saying, I think that violations would be judged

17 similarly no matter where they occur. And I

18 think these are the standards of conduct that we

19 would want to uphold as board members no matter

20 where we are, you know, the behavior occurs on

21 line.

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1 MS. ROWE: I'm routinely uncivilized

2 with my brother on social media. Am I going to

3 be dinged for that because it's on my personal

4 page, because look, people are very candid on

5 their personal profile and only their friends can

6 see it. So I don't feel like I have to behave in

7 a professional way on my personal profile because

8 only my friends and the people I want to see

9 those posts can see it. So if I decide to, you

10 know, make fun of what my brother wore that day,

11 yes, that would be considered unprofessional on

12 my board page but I'm on my personal page, so I

13 do think there needs to be some delineation

14 between, you know, because I have no problem with

15 the language that says I have to maintain decorum

16 at all times, but I'm not expected to maintain

17 decorum in my living room or when I'm out for

18 coffee with my friends, so I don't think I have

19 to maintain decorum on my personal profile that

20 only my friends can see.

21 CHAIRWOMAN SCOTT: Okay. Ms. Pasteur,

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1 did you have a question?

2 MS. PASTEUR: No, just that we're

3 talking about board business here, we're not

4 talking about how any of us talk to any of our

5 friends, we're talking about board business, that

6 as Ms. Henn said, whether you're on your personal

7 page or your professional page, if you're talking

8 about board business that is in some way

9 embargoed in confidentiality, it's inappropriate,

10 it's just wrong. So what you do on your page as

11 you said, only some people can see it, you don't

12 show it to the world, but we're talking about

13 board business.

14 CHAIRWOMAN SCOTT: And so I would just

15 say, I don't really have an issue with

16 Dr. Hager's motion adding the addendum, removing

17 item three, because it does say further up as far

18 as board members conducting themselves and having

19 decorum, it did mention should maintain civility

20 and decorum at all times including when

21 interacting on line, and I don't think that

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1 that's too much.

2 MS. CAUSEY: Madam Chair, I would like

3 to make a motion to amend.

4 CHAIRWOMAN SCOTT: Hold on, there's a

5 motion on the floor. Sorry, and also, Ms. Mack

6 was already, had already asked a question, so she

7 asked me to restate the motion and Dr. Hager

8 said, she made a motion to remove Item 2.E and

9 all of 3, and to add the addendum, and then it

10 was seconded by Ms. Rowe, and the addendum was,

11 or is, the Board as a whole has the authority to

12 decide whether this policy has been violated and

13 whether censure or any other mode of discipline

14 should be imposed.

15 MS. CAUSEY: Thank you, Madam Chair.

16 I'd like to make a motion to amend the motion on

17 the floor to include the language at line 26 so

18 that it states, when posting items on social

19 media as a board member --

20 CHAIRWOMAN SCOTT: I'm sorry, did you go

21 out, Ms. Causey? Ms. Causey, are you still

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1 there?

2 MS. ROWE: She's amending something the

3 motion is deleting.

4 CHAIRWOMAN SCOTT: Okay. You said

5 line -- just to make sure that we're all clear,

6 you said line 26, Ms. Causey, which line did you

7 say?

8 MS. CAUSEY: On page one.

9 MS. HOWIE: So Ms. Causey, your motion

10 to amend has to amend the amendment, your motion

11 to amend as a secondary amendment has to address

12 the amendment itself, not the main language. So

13 if you want to amend the amendment you're able to

14 do that by changing those words, but adding other

15 words that are not in the amendment would not be

16 a proper motion.

17 MS. CAUSEY: Okay. So if I want to make

18 an amendment to the motion on the floor --

19 CHAIRWOMAN SCOTT: Would you like me to

20 read it again?

21 MS. CAUSEY: Also amend page one, line

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1 26, after when posting items on social media as a

2 board member.

3 MS. HOWIE: And that would be a proper

4 motion in and of itself as a standalone motion.

5 When there is an amendment on the floor, you can

6 amend an amendment but you have to amend the

7 amendment, you can't amend by adding something

8 that is not within the motion itself.

9 MS. CAUSEY: Okay, then I'll strike that

10 and I'll just do it next. Thank you.

11 CHAIRWOMAN SCOTT: Thank you. Would you

12 all like me to repeat it again or are we ready

13 for the vote? So you would like me to repeat it,

14 okay. We're voting on the amendment for 8601, so

15 that's the policy that was pulled out, and we're

16 voting to pass it from first reader, and

17 Dr. Hager has made an amendment to the motion

18 which I'm about to read, to remove Item 2.E and

19 all of 3, and add the addendum to the policy, and

20 it was seconded by Ms. Rowe. And the addendum

21 was what I had read before, and I'll read it

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1 again, the board as a whole has the authority to
 2 decide whether this policy has been violated and
 3 whether censure or any other mode of discipline
 4 should be imposed. So that's what we will be
 5 voting on. If you agree with the amendment, vote
 6 yes; if you disagree with the amendment, you vote
 7 no. So are we ready to take a vote? Okay,
 8 great. Ms. Gover? We're ready to vote on the
 9 amendment.
 10 MS. GOVER: Ms. Rowe?
 11 MS. ROWE: Yes.
 12 MS. GOVER: Ms. Causey?
 13 MS. CAUSEY: Yes.
 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. Henn?
 21 VICE CHAIR HENN: 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. Pasteur?
 6 MS. PASTEUR: Yes.
 7 MS. GOVER: Dr. Hager?
 8 DR. HAGER: Yes.
 9 MS. GOVER: Mr. Kuehn?
 10 MR. KUEHN: Yes.
 11 MS. GOVER: Ms. Scott?
 12 CHAIRWOMAN SCOTT: Yes.
 13 MS. GOVER: Thank you.
 14 CHAIRWOMAN SCOTT: Okay, so that
 15 amendment, the motion passes. Okay, so now with
 16 the amendment and now we have the motion --
 17 MS. ROWE: Madam Chair?
 18 CHAIRWOMAN SCOTT: Yes, sorry.
 19 (Inaudible discussion.)
 20 So next we have a motion to approve --
 21 MS. ROWE: Are we going to allow Ms.

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1 Causey to make her motion about line 26?
 2 CHAIRWOMAN SCOTT: Did she want to? I
 3 didn't hear her say that she withdrew it.
 4 MS. ROWE: She did. I thought she said
 5 she wanted to make it after this motion because
 6 Ms. Howie said it was a standalone.
 7 CHAIRWOMAN SCOTT: All right,
 8 Ms. Causey, are you speaking on her behalf?
 9 MS. ROWE: I thought I heard her trying
 10 to speak.
 11 CHAIRWOMAN SCOTT: All right.
 12 MS. CAUSEY: Thank you, Madam Chair.
 13 CHAIRWOMAN SCOTT: Ms. Causey, could you
 14 speak a little louder? We are having some
 15 trouble hearing you.
 16 MS. CAUSEY: Certainly. Is that better?
 17 CHAIRWOMAN SCOTT: Yes.
 18 MS. CAUSEY: Thank you. I would like to
 19 amend the motion to approve the policy as amended
 20 to include on page one, line 26, the words --
 21 CHAIRWOMAN SCOTT: Ms. Causey, you're

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1 not amending a motion, you're making a new
 2 motion, you're not amending a motion, it's a new
 3 motion.
 4 MS. CAUSEY: I thought the original
 5 motion on the floor was to approve this policy
 6 and then Ms., excuse me, Dr. Hager amended the
 7 motion on the floor.
 8 CHAIRWOMAN SCOTT: Yes, so that
 9 amendment counts, so now you're starting a new,
 10 as Ms. Howie was saying, you're starting a new
 11 motion on the policy, so your motion you said is
 12 related to line 26. So yes, if you could clearly
 13 repeat it so that I can restate it, and loudly?
 14 MS. CAUSEY: Yes. I move to add on line
 15 26 of page one, so that's the first sentence
 16 reading, when posting items on social media as a
 17 board member, that's part one, to add as a legal
 18 reference the First Amendment to the United
 19 States Constitution.
 20 CHAIRWOMAN SCOTT: Ms. Causey, you may
 21 have to email that over to me. I can't properly

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1 restate that, that sounds like a very complex
 2 motion at nine o'clock at night, and I can barely
 3 hear you. And I think this is very much
 4 important, that I want to make sure that I
 5 properly state the motion.
 6 MS. CAUSEY: Certainly. If there's
 7 other conversation, I have started to type the
 8 email itself, I'll do that.
 9 CHAIRWOMAN SCOTT: Yes. Okay, so I will
 10 check my email. Could you send that over to as
 11 well, include Tracy and Ms. Henn as well?
 12 MS. CAUSEY: Yes.
 13 CHAIRWOMAN SCOTT: Thank you. Okay.
 14 Did you have a question?
 15 MR. THOMAS: I was just wondering how it
 16 was going to be added to the motion, but if she's
 17 sending it to you, that should verify it.
 18 CHAIRWOMAN SCOTT: Yes. I just -- so we
 19 have complex motions like that that are
 20 multilayered, it's important to state them
 21 properly.

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1 MS. ROWE: So Madam Chair, are we doing
 2 that, is that how we're doing complicated motions
 3 now, is emailing them in the board meeting to the
 4 chair?
 5 CHAIRWOMAN SCOTT: I had asked for that
 6 before but no one seemed to do that.
 7 MS. ROWE: When we're in the meeting
 8 because we're not using chat, is that what we're
 9 doing now?
 10 CHAIRWOMAN SCOTT: Yes, or filling out a
 11 form if you know you have a motion coming,
 12 because there's no way for me to properly state
 13 that.
 14 MS. ROWE: I understand, thank you. I
 15 just wanted to clarify.
 16 CHAIRWOMAN SCOTT: Because the last
 17 thing we would have want to have is a
 18 misunderstanding. Ms. Causey, in the interest of
 19 time, do you think you could do it at second
 20 reader, would that be agreeable?
 21 MS. CAUSEY: I think I'm just about to

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1 send it. If anyone has questions for me around
 2 it, I'm happy to finish up.
 3 CHAIRWOMAN SCOTT: I don't think we're
 4 quite clear on exactly what the motion is to have
 5 questions, so --
 6 MS. ROWE: Could we maybe just do the
 7 motion with the language change on line 26,
 8 because that I understand. The second thing she
 9 said, I didn't even understand what she said.
 10 CHAIRWOMAN SCOTT: But what she was
 11 doing was one motion.
 12 MS. ROWE: Okay.
 13 MS. CAUSEY: So I sent it, and here's
 14 what it says: To page one, line 26, add the
 15 words so that first sentence reads, when posting
 16 items on social media as a board member, a board
 17 member must clarify, and then it goes on; and to
 18 add the legal references, the First Amendment of
 19 the United States Constitution.
 20 CHAIRWOMAN SCOTT: And you want this
 21 added on line 26?

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1 MS. CAUSEY: The legal references is at
 2 the end.
 3 CHAIRWOMAN SCOTT: It's at where?
 4 MS. CAUSEY: It's at the end of the
 5 policy.
 6 CHAIRWOMAN SCOTT: Oh, 36.
 7 MS. CAUSEY: Exactly, it's on page two.
 8 CHAIRWOMAN SCOTT: Okay. So it's two
 9 parts, you want something added to line 26 and to
 10 line 36?
 11 MS. CAUSEY: Well, the legal references
 12 can be added wherever it fits in that segment
 13 when staff brings it back.
 14 CHAIRWOMAN SCOTT: Okay. So I can
 15 restate Ms. Causey's motion in the interest of
 16 time because we -- it's two parts, so what
 17 Ms. Causey would like to do is she made a motion
 18 to page one, line 26, to add the words so that
 19 the first sentence reads, when posting items on
 20 social media as a board member; and then to add
 21 the legal references, First Amendment of the

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1 United States Constitution at the end, which is
 2 line 36, so that's her motion. Is there a
 3 second?
 4 MS. ROWE: Second, Rowe.
 5 CHAIRWOMAN SCOTT: The second is from
 6 Ms. Rowe, okay. And if we could do a -- okay, if
 7 we could do a rollcall vote please so that we can
 8 move along from this policy, Ms. Gover, please?
 9 MS. GOVER: Ms. Rowe?
 10 MS. ROWE: Yes.
 11 MS. GOVER: Ms. Causey? Ms. Causey?
 12 MS. CAUSEY: Ms. Causey is a yes.
 13 MS. GOVER: Thank you. Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Ms. Jose?
 16 MS. JOSE: No.
 17 MS. GOVER: Ms. Henn?
 18 VICE CHAIR HENN: Yes.
 19 MS. GOVER: Mr. Thomas?
 20 MR. THOMAS: No.
 21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: No.
 2 MS. GOVER: Ms. Pasteur?
 3 MS. PASTEUR: No.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Ms. Scott?
 7 CHAIRWOMAN SCOTT: No.
 8 MS. GOVER: Sorry. Mr. Kuehn?
 9 MR. KUEHN: Yes.
 10 MS. GOVER: Ms. Scott?
 11 CHAIRWOMAN SCOTT: No.
 12 MS. GOVER: Six in favor.
 13 CHAIRMAN SCOTT: Okay, so that language
 14 is added to the policy. So now if we could, do I
 15 have a motion to move to accept and to move
 16 Policy 8601 and advance it to second reader?
 17 MR. OFFERMAN: So moved, Offerman.
 18 CHAIRWOMAN SCOTT: Is there a second?
 19 MR. THOMAS: Second, Thomas.
 20 CHAIRWOMAN SCOTT: Ms. Gover, may we
 21 have a rollcall vote please on Policy 8601?

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1 MS. GOVER: Ms. Rowe?
 2 MS. ROWE: Yes, as amended.
 3 CHAIRWOMAN SCOTT: Excuse me, as
 4 amended, yes. Thank you.
 5 MS. GOVER: Ms. Causey? Ms. Causey?
 6 MS. CAUSEY: Yes.
 7 MS. GOVER: Mr. McMillion?
 8 MR. MCMILLION: Yes.
 9 MS. GOVER: Ms. Jose?
 10 MS. JOSE: Yes.
 11 MS. GOVER: Ms. Henn?
 12 VICE CHAIR HENN: Yes.
 13 MS. GOVER: Mr. Thomas?
 14 MR. THOMAS: Yes.
 15 MS. GOVER: Mr. Offerman?
 16 MR. OFFERMAN: Yes.
 17 MS. GOVER: Ms. Pasteur?
 18 MS. PASTEUR: Yes.
 19 MS. GOVER: Dr. Hager?
 20 DR. HAGER: Yes.
 21 MS. GOVER: Mr. Kuehn?

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1 MR. KUEHN: Yes.
 2 MS. GOVER: Ms. Scott?
 3 CHAIRWOMAN SCOTT: Yes.
 4 MS. GOVER: Thank you.
 5 CHAIRWOMAN SCOTT: Thank you, so Policy
 6 8601 is moved on to second reader.
 7 And then now we have Policy 5210 that
 8 was also pulled out, so -- it was pulled out,
 9 yes. So is there any discussion on 5210?
 10 MS. MACK: Yes.
 11 CHAIRWOMAN SCOTT: Oh, excuse me,
 12 Ms. Mack, yes?
 13 MS. MACK: Yes, I have significant
 14 concern. I believe that 5210 -- is somebody
 15 talking?
 16 CHAIRWOMAN SCOTT: I think it's the
 17 feedback from our board members on the phone, if
 18 you could mute? Okay. Sorry, Ms. Mack.
 19 MS. MACK: In 2016 there were
 20 significant changes made to the grading policy
 21 and I don't know if it's coincidence or not at

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1 that period of time we had a precipitous drop in
 2 our academic achievement. And I believe that the
 3 policy needs to be gone through for a cause and
 4 effect of the changes that were made to see if
 5 those changes contributed to the precipitous drop
 6 in academic outcomes, and none of that is
 7 addressed as this policy is written today, so I
 8 would like further review of the 2016 changes and
 9 their impact on outcomes and whether or not those
 10 changes that were made in 2016 need to be
 11 rescinded or changed in any way.

12 CHAIRWOMAN SCOTT: Okay, any other
 13 discussion? Yes, Mr. Kuehn?

14 MR. KUEHN: Thank you. On Section 3,
 15 standards, B, it says to insure educational
 16 equity, an equity lens shall be required for the
 17 implementation of grading procedures. Can
 18 someone explain what this means when it comes to
 19 grading? I don't understand how grading would be
 20 modified based on an equity lens.

21 CHAIRWOMAN SCOTT: And we have Ms. Megan

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1 Shay who has joined us.

2 DR. WILLIAMS: Ms. Shay and
 3 Dr. Boswell-McComas, did you all hear the
 4 question and can you provide a response.

5 MS. SHAY: Yes, thank you. Yes, I did
 6 hear the question, I'd be happy to explain. So
 7 when we talk about applying a racial equity lens
 8 we often use focused questions. So the questions
 9 that we use are such as who are the student
 10 groups being impacted by this decision? Does
 11 this decision ignore existing disparities or in
 12 some cases expand them? Have I obtained
 13 alternative perspectives, have I worked to remove
 14 barriers and if I can't remove barriers, how can
 15 I mitigate them?

16 An example in reading, if that would
 17 help, is homework. So there's a lot of
 18 conversation and reasons about whether or not
 19 homework should be graded. If I think about the
 20 student groups most likely to be impacted by
 21 homework being graded I think about our English

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1 learners who don't have parents at home that
 2 might speak English and can support them, I think
 3 about students who don't have access to reliable
 4 Internet or electricity, I think about students
 5 who are receiving special education supports and
 6 may not have access to those, and so using an
 7 equity lens I would center those groups into my
 8 decision.

9 MR. KUEHN: Okay, that's fine I guess,
 10 but I'm looking at homework for example as part
 11 of the body of evidence. So what exactly are you
 12 saying? Are you saying as a teacher that is
 13 trying to grade a student, that if I believe the
 14 case is that they're at a disadvantage doing
 15 homework at home, that I'm going to not pay
 16 attention to the homework and grade that, but
 17 I'll grade everything else?

18 MS. SHAY: Potentially yes, so we're
 19 making a decision about whether or not homework
 20 is something that should be graded, for example,
 21 because it's not completely eliminated as you

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1 know, in the policy, but I would determine that
 2 question I mentioned about if I can't remove
 3 barriers what have I done to mitigate them. So
 4 if I had a student who I knew did not have those
 5 supports and I wanted the homework to be graded,
 6 as a teacher, what am I doing to mitigate those
 7 areas, how am I providing time and support for
 8 students if I'm going to assign it a grade, to
 9 make sure I'm using an equity lens.

10 MR. KUEHN: Okay, because part of what I
 11 thought I heard you say, you were talking about
 12 content, content being curriculum, right? The
 13 question that I'm asking is, the source of the
 14 stuff that I'm using, are they appropriate for
 15 different people or is that, did I miss that,
 16 because that's what I heard when you started
 17 talking.

18 MS. SHAY: No. I'm saying that when we
 19 talk about applying an equity lens, you asked
 20 about that language in the policy, and when you
 21 talk about applying an equity lens the questions

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1 I described are what we mean by applying an
 2 equity lens. Those general questions apply to
 3 decision making, including things like policy and
 4 rules and how they are going to be implemented
 5 and how they're going to impact different
 6 students.
 7 MR. KUEHN: Okay.
 8 CHAIRWOMAN SCOTT: All right, Dr. Hager,
 9 and then Ms. Pasteur.
 10 DR. HAGER: Just a quick follow-up
 11 question, though. This policy, though, is
 12 supposed to be uniform across the school system,
 13 so any example that made it sound like an
 14 individual teacher for an individual student to
 15 make a decision grading differentially by
 16 student, but this is really implying an equity
 17 lens to how we grade as a system.
 18 MS. SHAY: Right. So in our grading
 19 procedures manual we talk about what decisions
 20 are made at the system level, school level and
 21 the teacher level, so there are some instances

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1 where that might be at the teacher level or at
 2 the department or grade level, school level or
 3 system level, and that's outlined in the
 4 procedures manual.
 5 DR. HAGER: Thank you.
 6 MS. SHAY: Sure.
 7 CHAIRWOMAN SCOTT: Thank you. Next is
 8 Ms. Pasteur.
 9 MS. PASTEUR: I just need some
 10 clarification, and maybe I just misheard it, but
 11 when the question was asked related to homework I
 12 thought I heard, so if the student doesn't have
 13 the necessary, let's say accoutrements at home,
 14 then they would not do that assignment. That's
 15 not what is meant, they will do the assignment,
 16 the teacher will just know that there is another
 17 means, another way, another vehicle, to have that
 18 same body of work done to accommodate that
 19 student through that equity lens; is that
 20 correct?
 21 MS. SHAY: Correct. So we're talking

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1 specifically about grading, so your question
 2 about how would an equity lens be applied to
 3 grading, that's a consideration that would be
 4 done, to think about when I center this student's
 5 needs I need to be really thinking about them
 6 because they have these additional barriers, how
 7 can I when applying grading think about
 8 mitigating that impact. We don't lower standards
 9 of teaching, we don't change assignments, we
 10 provide the necessary scaffolds.
 11 So when we're talking about grading, if
 12 I use my own personal children as an example, it
 13 might be done at home, but they have needs for
 14 support, they have two parents that speak English
 15 as a first language that have access to
 16 resources. Providing my child with the same
 17 grading expectations as a student who doesn't
 18 have those things is not using an equity lens
 19 when it comes to grading.
 20 MS. PASTEUR: And just to finish on my
 21 question, I really needed you to clarify that

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1 because no one should think anyone anywhere that
 2 we're saying whatever the situation is, that
 3 we're exonerating or making an exception because
 4 that's not an equity less, that's quite the
 5 opposite.
 6 MS. SHAY: Correct.
 7 MS. PASTEUR: Because now you're not
 8 giving due justice in offering that student
 9 equity, to just let them go by the wayside.
 10 MS. SHAY: And I don't want this to be
 11 only about homework, I --
 12 DR. WILLIAMS: So let me just interject,
 13 thank you. I appreciate that, Ms. Shay and
 14 Ms. Pasteur, you just said it. There's a
 15 difference between equity and equality, and so I
 16 love how you framed it, there are decisions at
 17 the system level, department level, classroom
 18 teacher, and it gets back to my statement, every
 19 student shall have at least one adult in the
 20 building who they trust to advocate, so if little
 21 Darryl doesn't do his homework, there's something

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1 little Darryl will do that next day in class to
 2 make sure little Darryl -- I don't know why I
 3 always use little Darryl as an example -- but so
 4 little Darryl understands the concept, little
 5 Darryl will get that, I just put that out there.
 6 But I just want to say there's the role
 7 of the classroom teacher, the professional,
 8 trained to make sure they're meeting the needs of
 9 the student; there's the PLC where they come
 10 together, they talk to grade level folks to talk
 11 about what students are mastering and what
 12 they're not and what are we going to do
 13 differently.
 14 But sometimes, and I've heard it
 15 periodically, equity and equality are not the
 16 same, and Dr. Yarborough is not here, but we have
 17 another visual for the system just to remind you.
 18 You recall the visual of the students on the
 19 soapbox, you know, looking at the game. You
 20 know, one might not need the soapbox, one might
 21 need a short soapbox, one might need a big

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1 soapbox. We want to make sure that we are
 2 applying an equity lens so if, there may be a
 3 different way in which another student may need
 4 to do the assignment. So I appreciate those
 5 responses and I appreciate how you kind of
 6 layered it at the different levels, policy,
 7 implementation, school, department and classroom
 8 teacher, and the professionals are within those
 9 classrooms. Thank you.
 10 CHAIRWOMAN SCOTT: Thank you. And
 11 Ms. Causey has a question. Ms. Causey?
 12 MS. CAUSEY: Thank you, Madam Chair. To
 13 Ms. Mack's point about the evaluations, so early
 14 in the policy review there were some, there was a
 15 meeting in the fall where board members just
 16 spoke to concerns and comments and suggestions in
 17 general that were to be considered when the
 18 policy came up for review. One of the issues at
 19 that time was the evaluation of the impact of the
 20 implementation, because of course policy is one
 21 thing and then the implementation is another, and

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1 there can be processes that are logical and
 2 thought out but just not implemented as
 3 effectively in all areas. And so Policy 5210 is
 4 under evaluation and I think it is important
 5 before the Board moves this forward that the full
 6 Board hear that evaluation that has been done.
 7 That is a question that I did send in in July
 8 when these policies were originally supposed to
 9 come to first reader.
 10 The other issue in the discussion of
 11 Policy 5210 is the issue around attendance and
 12 the impact that student attendance has, and I
 13 have sent an email to the superintendent and the
 14 school board related to the policies that were
 15 pointed out in the policy analysis, and I do want
 16 to thank staff for the initial policy analysis
 17 that was done on some of these policies. So I
 18 think the Board should really consider before
 19 this is moved forward, the impact of the
 20 evaluation I had requested. Dr. Williams, how
 21 close is that evaluation to being done?

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1 CHAIRWOMAN SCOTT: Thank you.
 2 Dr. Williams, Ms. Causey, I don't know if you had
 3 the answer for that this evening, like the amount
 4 of time for, she said a presentation to be
 5 completed?
 6 DR. WILLIAMS: I don't have an answer.
 7 I'm just looking at the policy and it sounds like
 8 there's a question around the implementation of
 9 the policy, and so I can't respond to that. This
 10 is a policy setting how to govern as Ms. Shay, I
 11 think it was Ms. Shay, referenced the grading and
 12 reporting manual. So I need some clarity when I
 13 hear evaluation, I need clarity when I hear cause
 14 and effect about something that was done back in
 15 2015, 2016, and we have been under circumstances
 16 for the last year, I just wonder if that's where
 17 the full board really wants us to go.
 18 This is a policy, every system has a
 19 policy. How it's being implemented during these
 20 circumstances is just a question that I have.
 21 I'm not sure how we would evaluate, what rubric

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1 would we use, the cause and effect based on what
 2 cohorts of students? It feels for me right now
 3 not knowing exactly what the request was a major
 4 project, so I had a question, so I can't answer
 5 that.

6 CHAIRWOMAN SCOTT: All right, well,
 7 thank you for that, so perhaps maybe you could
 8 follow up with Ms. Causey or something.

9 MS. CAUSEY: Actually, Madam Chair --

10 CHAIRWOMAN SCOTT: I'm sorry, excuse me,
 11 Ms. Causey, your time was up and we have some
 12 other board members who have questions.

13 MS. CAUSEY: Dr. Williams asked a
 14 question and --

15 CHAIRWOMAN SCOTT: No, he didn't ask a
 16 question, he said he was unable to respond at
 17 this time but that he would follow up. So
 18 Ms. Rowe has been waiting patiently, so --

19 MS. CAUSEY: But that was --

20 CHAIRWOMAN SCOTT: Ms. Causey, excuse
 21 me, your time was up, Ms. Causey.

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1 (Inaudible colloquy, multiple speakers.)

2 CHAIRWOMAN SCOTT: Okay. Ms. Rowe, who
 3 has been waiting patiently, please go ahead with
 4 your question.

5 MS. ROWE: So I heard what you said to
 6 Mr. Kuehn and I need a clarification on
 7 something, because it has recently come to my
 8 attention that my high school child is paying
 9 extremely close attention to her grades and other
 10 things, so if you have two children taking the
 11 same course in the same class by the same teacher
 12 and the course grade, let's say there's 11 graded
 13 assignments, does each student have 11 graded
 14 assignments or are you saying that some students
 15 could have fewer graded assignments than other
 16 students?

17 DR. MCCOMAS: Right, I'll go ahead,
 18 Ms. Shay, fell free to jump in, I know you've
 19 worked closely with the committee. So what we're
 20 saying, Ms. Rowe, is that ideally every student
 21 should have the same number of assignments. If

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1 there's a student who is disadvantaged in some of
 2 these examples that we spoke to tonight, as a
 3 teacher I need to be aware of what are those
 4 disadvantages that a student may be working
 5 again, if you will, to accomplish everything and
 6 then I as a teacher need to mitigate, how do I
 7 support that student. So is it that perhaps I
 8 extend them time, perhaps I make sure that they
 9 come to tutoring, right, so we try to build those
 10 supports or scaffolds to support every student in
 11 completing those same expectations, because the
 12 expectations are in alignment with the standards,
 13 right, and so part of our intention around our
 14 grading is that we are assessing how students are
 15 performing, what they know and can do, against
 16 the Maryland college and career ready standards,
 17 right?

18 And we know that we collect a body of
 19 evidence, and so that body of evidence will have
 20 like major assignments, it may have 11
 21 assignments in the example that you raised, and

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1 so I as the teacher need to make sure that all
 2 the elements that need to be demonstrated against
 3 the standards, I can see that our students know
 4 and can do that, and that can be accomplished in
 5 a couple different ways. And if there's a
 6 particular assignment or piece of the body of
 7 evidence that a student needs support on because
 8 they're working against some disadvantage in some
 9 way, then I need to work with that student to
 10 help them to complete that.

11 So the idea isn't that we have split
 12 tees, right, and that some people do more and
 13 others do less, the idea is that those who are
 14 facing disadvantages, we work to support. As
 15 Dr. Williams used the example of the box, I would
 16 be one of the short kids who needs two boxes to
 17 stand on, but that's the example.

18 MS. ROWE: I would be a kid who was
 19 carrying my boxes with me. But I guess my point
 20 in this question is, the kids seem to get very
 21 hung up on like their class rank, and if you have

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1 students with mathematically different numbers of
 2 assignments then you know, that's something
 3 students might like to know. Because like, you
 4 know, my daughter was asleep at night in a course
 5 that only has three assignments. If the kid
 6 sitting next to her has ten, they could easily
 7 get a much higher GPA than her if she has three
 8 if she just messes up one. So I guess what I'm
 9 looking at is, do two kids sitting in the same
 10 classroom with the same teacher have comparative
 11 mathematical expectations that make up their
 12 mathematical grade so that, like if one kid needs
 13 more opportunity to do the same assignment, fine,
 14 but what I'm saying is -- do you understand what
 15 I'm saying?
 16 MS. SHAY: I think that would make
 17 sense, I do. And so when we talk about a body of
 18 evidence, I think you used a word there that's
 19 really helpful, it's comparative. So teachers,
 20 if Dr. McComas and I were in the same class, our
 21 body of evidence may not be identical because

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1 there's small group instruction, there's
 2 different opportunities, but it should be
 3 commensurate. Teachers have to use, so we do
 4 provide guidance to teachers in the procedures
 5 manual and in the training about the balance of
 6 estimated number of assignments, that's all part
 7 of the curriculum recommendations. And so there
 8 is a standardization, if you will, in terms of
 9 what should be in a body of evidence, the
 10 relative weight of different categories. And
 11 when I mentioned before that there is a
 12 separation at the course or team level or school
 13 level, it's designed to have that equitable
 14 situation. So there should not be an instance
 15 where Mary has three grades and I have 14 because
 16 you're right, the relative impact of one of those
 17 assignments would be significantly different.
 18 But if we both had, if I had 14 and Mary had 15,
 19 they may not be identical because mine might
 20 reflect the work I'm doing in a small group with
 21 some other projects. That's what we were

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1 referencing.
 2 So there is some guidance provided
 3 around having that opportunity at the grade,
 4 department or school level as I mentioned before,
 5 as well as the distribution of those categories
 6 in terms of minor and major.
 7 MS. ROWE: Okay, thank you.
 8 CHAIRWOMAN SCOTT: All right, thank you.
 9 And it looks like we have a question from
 10 Mr. Offerman.
 11 MR. OFFERMAN: Yes. These two areas,
 12 homework and attendance, I focused on this about
 13 a year ago and I talked to both Dr. McComas and
 14 Ms. Shay at length. I think, and I'm not going
 15 to quote you, Ms. Shay, but I'm going to try to
 16 relay what I believe you said. There was some
 17 part feeling among the committee and I'd like to
 18 explain who was on the committee, because I was
 19 quite impressed that they accomplished, you know,
 20 a wide range of people who were involved in this
 21 situation. I would think that it was, you know,

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1 that the committee was looking at perhaps things
 2 that may have gone to an extreme, okay? And not,
 3 of course not on purpose, but perhaps we need to
 4 relook at those things.
 5 My concern more than homework was the
 6 attendance, and I know the attendance affects
 7 grades, but more importantly I believe it sets up
 8 patterns and when these students leave here,
 9 whether they go to college, whether they go to
 10 work force or the military, attendance above all
 11 else, at least from my perspective, and I worked
 12 in the private sector too while I was teaching,
 13 and that's an absolutely critical piece. If
 14 you're not there and you don't come to work or
 15 you're not on time, your odds of success are
 16 pretty thin, even if you work from home.
 17 So you know, I felt comfortable with the
 18 things that Ms. Shay was saying to me at that
 19 point because I think it's what we are looking
 20 at, and it's not unusual after a shift is made
 21 like this to maybe reexamine and go back and see,

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1 have we gone too far or can we make a better
 2 choice that will benefit more people more ways.
 3 But none of this is in the policy per se, this is
 4 in the manual to work from, and I don't want to
 5 overstate ourselves because we are not doing
 6 that.
 7 CHAIRWOMAN SCOTT: Time.
 8 MR. OFFERMAN: Okay, thank you.
 9 CHAIRWOMAN SCOTT: Mr. Thomas, and then
 10 Dr. Hager.
 11 MR. THOMAS: Yes, thank you, I have a
 12 comment. I think that when you were talking
 13 about class ranking and GPA, that's only applying
 14 to a certain amount of students who actually care
 15 about their class ranking and GPA, a small select
 16 type of students who are thinking about college
 17 and private schools. There are so many other
 18 kids in our county that are just focusing on
 19 their education and having educational supports
 20 and this is for them. So I think we're talking
 21 about this grading policy as if grading is the

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1 only way to measure success in school. That is
 2 not the only way to measure a student's success.
 3 In fact, I think that is one of the worst ways to
 4 assess or to measure a student's success because
 5 it doesn't actually measure what it is that we
 6 are learning and our independent ways of thought.
 7 Instead it's just measuring our ability to do
 8 assignments.
 9 And so I think that this equity lens
 10 should be required when grading students. That's
 11 sort of enabling more educational supports put
 12 towards students with disadvantaged backgrounds
 13 instead of just focusing on grades. And I,
 14 Ms. Rowe, the question that you asked about the
 15 class ranking is just really baffling because
 16 that isn't an equitable look at Baltimore County
 17 Public Schools that's looking at specific select
 18 students, when this equity lens that's in the
 19 policy is saying, you know, we will be looking at
 20 the circumstances of all students.
 21 I don't know if that makes sense, but I

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1 just think that we should be looking at the whole
 2 picture of how this affects all students instead
 3 of how it's affecting a small minority of
 4 students in high school. Thank you.
 5 CHAIRWOMAN SCOTT: Thank you. Next is
 6 Dr. Hager.
 7 DR. HAGER: I just wanted to bring it
 8 back to Ms. Mack's original comment because she
 9 asked to have this policy pulled out. And so is
 10 this the policy that led to homework not being
 11 graded, lower scores being implemented, and the
 12 redos and all of those big changes that happened
 13 in 2016; is that correct?
 14 And it sounds like from what
 15 Mr. Offerman said there was a committee that has
 16 been evaluating the impact of those major grading
 17 changes?
 18 DR. MCCOMAS: The committee has been
 19 meeting to review and see if there's updates or
 20 revisions that need to be made. Now I think to
 21 Dr. Williams' point, there is, you know, when we

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1 use the expression evaluation, what exactly are
 2 we talking about? Are we talking about reviewing
 3 to revise, are we, is it evaluation based on, you
 4 know, a set criteria that it was intended to do X
 5 and is in it in fact doing X. So the committee,
 6 and Ms. Shay, if you want to add, the committee
 7 has been meeting to listen to feedback and to
 8 make recommendations around revisions.
 9 MS. SHAY: And if I can add to that, the
 10 committee actually as you can see, the policy was
 11 not where they spent a lot of their energy in
 12 revision, it's about the implementation. And so
 13 a lot of the work that we spent was taking the
 14 guiding principles that are in the procedures
 15 manual and really talking about what was the
 16 impact of implementation, what do we need to do
 17 differently around clarifying professional
 18 learning for teachers, communication for
 19 students?
 20 To Mr. Thomas's point about student
 21 understanding and to Ms. Rowe's point, should

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1 your daughter have clarity around what matters
 2 and what counts, and how are we advocating for
 3 students and families to understand that. So
 4 that's where the committee is, so there isn't a
 5 value component, and that would bring a lot of
 6 stakeholders together from their perspective to
 7 talk about that implementation and the impacts.
 8 And then they are in the process of making
 9 recommendations to the procedures and mostly to
 10 the professional learning and communication
 11 around that implementation, because that's where
 12 the rubber really meets the road.
 13 DR. HAGER: And I'm personally concerned
 14 about college and career readiness as a parent
 15 who's lived through this, the big change in 2016.
 16 Would it be appropriate to modify the policy to
 17 ask for a report from the committee annually,
 18 every other year or something, whatever that
 19 might be, would that, I don't know, discussion
 20 among board members, some modification such that
 21 we could, in policy, because I get that most of

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1 the work is done in the world.
 2 CHAIRWOMAN SCOTT: Yes, Ms. Jose?
 3 MS. JOSE: First of all, thank you,
 4 Ms. Shay, you explained everything really
 5 succinctly.
 6 MS. SHAY: Thank you.
 7 MS. JOSE: I just want to state that
 8 what Dr. Hager is saying, it seems like you're
 9 going into the operations of when Dr. Williams
 10 will be implementing the policy, and that's my
 11 concern, is that in approving this policy we're
 12 going into operations and implementation of the
 13 how, which is Dr. Williams and staff. So that's
 14 my concern, and with that I would like to move
 15 the motion to the floor, move the previous
 16 question.
 17 CHAIRWOMAN SCOTT: There's no motion on
 18 the floor, it was pulled out for discussion but
 19 there's no motion yet, so there's still more
 20 conversation. Yes, Ms. Pasteur, and then
 21 Ms. Mack.

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1 MS. PASTEUR: (Inaudible, microphone
 2 off.) Thank you.
 3 CHAIRWOMAN SCOTT: Okay. Ms. Mack?
 4 MS. MACK: I just think that because
 5 this has been brought to the Board for review,
 6 that review needs to include any of the findings
 7 of the committee, any changes as a result of the
 8 findings of the committee, and I think it would
 9 be premature to approve this policy without that
 10 information.
 11 And could ask who's on the committee? I
 12 didn't know there was a committee until right
 13 now.
 14 CHAIRWOMAN SCOTT: The PRC committee
 15 or --
 16 MS. MACK: The committee that is talking
 17 about 5210.
 18 CHAIRWOMAN SCOTT: Oh, okay.
 19 MS. SHAY: So again to clarify, the
 20 committee is a grading and reporting committee.
 21 It's comprised of teachers, parents, community

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1 stakeholder groups, principals, school
 2 counselors, central office folks. They have been
 3 coming together, this year we met I want to say
 4 quarterly. Part of the work of that committee
 5 was reviewing this policy because it was coming
 6 up and that was a part of the stakeholder group.
 7 What continued on from there, we're talking about
 8 recommendations and revisions to the
 9 implementation procedures outlined in the
 10 procedures manual.
 11 So it is not an evaluation committee, if
 12 you will, it is a stakeholders, a variety of
 13 stakeholders that provide their perspective on
 14 the implementation and offer suggestions for
 15 improvements. They were offered the opportunity
 16 to give insight into the policy as well as the
 17 rollout, and now we're working on the procedures
 18 manual.
 19 MS. MACK: So I guess my follow-up
 20 question to that is, I have many teachers contact
 21 me and have very strong opinions about this.

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1 MS. SHAY: Sure.

2 MS. MACK: And I think I hear you saying

3 that we wouldn't make any changes to the grading

4 policy, which is in conflict with what I'm

5 hearing from teachers who don't think having a

6 lower score, who don't think having redos up

7 until the day before grades go in is good for

8 children. So I guess what I'm trying -- I

9 understand that you're saying it's an

10 implementation issue, but if the policy is what

11 states that lower score and multiple redos and

12 you know, I think the policy needs work.

13 MS. SHAY: If I can, that language is --

14 CHAIRWOMAN SCOTT: Sorry, that was time.

15 So we really do need to vote on this and move on,

16 because we still have other policies that came

17 from the PRC without recommendations to the

18 Board. So, yes, Dr. Williams?

19 MS. CAUSEY: Madam Chair, Madam Chair, I

20 would like to make a motion.

21 CHAIRWOMAN SCOTT: I'm sorry, no,

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1 Dr. Williams was recognized, I had already

2 recognized Dr. Williams.

3 MS. CAUSEY: Okay, I'll wait.

4 DR. WILLIAMS: Thank you, Chairwoman

5 Scott. So listening to this conversation, in the

6 pre, the work before the pandemic, my first year,

7 I met with stakeholder groups, teachers,

8 students, and maybe what we can do is just

9 convene the ongoing stakeholder groups that we

10 have every year and talk about the implementation

11 of the grading and reporting policy. You're

12 talking about teachers and definitely that was a

13 big conversation, including our principals, they

14 had a perspective.

15 But when I talk to the students, I want

16 to go back to the ones who are actually getting

17 the grade, I think that is an area that we need

18 to focus on. So this is a policy. I would offer

19 that once a year we work together with our

20 stakeholder groups, our teachers and maybe even

21 parents, I had a parent group and their focus was

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1 really on something else, but maybe we look at

2 our ongoing stakeholder groups, meet with them

3 about the implementation, and I'll say it again

4 so everyone heard me, I said parents, staff,

5 principals, students, and get their feedback

6 about the implementation.

7 But I do want to say, and this is how we

8 started, every classroom is made up of different

9 students and different needs. It's not that

10 they're deficits, there's also kids who got the

11 material and then how do you differentiate and

12 accelerate, and so that is the role of the

13 professional teacher to look at who's sitting in

14 the room and adjust. But the questions, it seems

15 like the questions are coming around the

16 implementation of the policy, so I would offer

17 that we provide an update to the Board based on

18 stakeholder groups and their feedback, we could

19 work through the unions, we could work through

20 the student government, student councils to

21 provide this feedback about the implementation of

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1 this policy.

2 CHAIRWOMAN SCOTT: Thank you,

3 Dr. Williams. Ms. Causey, you had a question?

4 MS. CAUSEY: Thank you, Madam Chair. I

5 wanted to make a motion in that the Policy 5210

6 is amended, I emailed it. The superintendent

7 will provide an annual report about the

8 implementation of this policy and any evaluations

9 that have been done.

10 CHAIRWOMAN SCOTT: Okay. Sorry, do you

11 want to add at the very beginning -- could you

12 repeat your motion again so that everybody can

13 hear what you said? And I did receive the email.

14 MS. CAUSEY: Yes. I move that Policy

15 5210 is amended to include, the superintendent

16 will provide an annual report about the

17 implementation of this policy and any evaluations

18 that have been done.

19 CHAIRWOMAN SCOTT: Okay. So Ms. Causey

20 made a motion to amend the policy to read, to add

21 language, that the superintendent will provide an

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1 annual report about the implementation of this
 2 policy and any evaluations that have been done,
 3 and that was seconded by Ms. Mack. Okay. If we
 4 could, Ms. Gover, if we could take a rollcall
 5 vote on that please?
 6 MS. GOVER: Ms. Rowe?
 7 MS. CAUSEY: Excuse me, Madam Chair, may
 8 I speak to my motion?
 9 CHAIRWOMAN SCOTT: Well, it seems self
 10 explanatory and it seems like we have spoken at
 11 length about this, so it's self explanatory. So
 12 in the interest of time it would be great if we
 13 could just vote on it.
 14 MS. CAUSEY: Okay, I will be brief. So
 15 the policy states several things. One of the
 16 things that it states is the standard that grades
 17 will have consistent meaning throughout the
 18 school system and be based on grade level and
 19 course expectations as outlined in the
 20 curriculum. However, in a policy review
 21 committee meeting where it was being discussed

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1 with curriculum and instruction staff, they
 2 stated that even as of this point when the policy
 3 has been in place and the procedures have been in
 4 place for a couple years, that not all schools
 5 have the same grading scales, some use the
 6 grading scale 50 to 100, some use a grading scale
 7 of zero to 100, so that is not with fidelity to
 8 the Board's policy.
 9 There's also part of the policy that
 10 says the Board believes that grades are an
 11 essential way to communicate student progress and
 12 such grading reporting process shall include
 13 meaningful feedback on student achievement. And
 14 there was discussion in the policy review
 15 committee around the low score as Dr. Hager
 16 pointed out, where that may not have meaning when
 17 in fact the students may not have performed
 18 enough work to even receive that low score. And
 19 it was pointed out too about the timing being
 20 very late in the marking period.
 21 So I think it is important that the

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1 Board understands the implementation, whether the
 2 implementation is effective, whether the policy
 3 is clear enough, and as it was stated by
 4 Ms. Shay, there's already work that's being done,
 5 and so I think it's important that that work be
 6 shared with the Board and then the Board can
 7 discuss whether it wants any additional
 8 clarification in the will policy.
 9 CHAIRWOMAN SCOTT: Okay. Are there any
 10 questions towards that? Are we going to be able
 11 to ever move on and vote on anything and actually
 12 continue, or are we going to continue to have the
 13 PRC committee at our full board meeting, because
 14 that's what this is now, this is basically we're
 15 having our PRC committee meeting here. Who else,
 16 if there are more questions, go ahead, we can
 17 stay all night. Let's go, who's next? Okay, are
 18 we moving on. Okay, Ms. Gover, can we take a
 19 rollcall vote please on the motion as amended,
 20 and I will read it.
 21 Ms. Causey moved to amend the policy and

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1 made a motion that the superintendent will
 2 provide an annual report about the implementation
 3 of this policy and any evaluations that have been
 4 done, and it was seconded by Ms. Mack.
 5 MS. GOVER: Ms. Rowe?
 6 MS. ROWE: Yes.
 7 MS. GOVER: Ms. Causey?
 8 MS. CAUSEY: Yes.
 9 MS. GOVER: Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: No.
 15 MS. GOVER: Ms. Henn?
 16 VICE CHAIR HENN: Yes.
 17 MS. GOVER: Mr. Thomas?
 18 MR. THOMAS: No.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: No.
 21 MS. GOVER: Ms. Pasteur?

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1 MS. PASTEUR: No.

2 MS. GOVER: Dr. Hager?

3 DR. HAGER: Yes.

4 MS. GOVER: Mr. Kuehn?

5 MR. KUEHN: Yes.

6 MS. GOVER: Ms. Scott?

7 CHAIRWOMAN SCOTT: No.

8 MS. GOVER: In favor is seven?

9 CHAIRWOMAN SCOTT: Okay, so it passes,

10 so that language is included. So now do I have a

11 motion to move Policy 5210 as amended forward?

12 MR. OFFERMAN: So moved, Offerman.

13 CHAIRWOMAN SCOTT: Thank you, is there a

14 second? Okay, all right, may I have a rollcall

15 vote please?

16 MS. GOVER: Ms. Rowe?

17 MS. ROWE: Yes.

18 MS. GOVER: Ms. Causey?

19 MS. CAUSEY: Yes.

20 MS. GOVER: Ms. Henn?

21 MS. HENN: Yes.

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1 MS. GOVER: Ms. Mack?

2 MS. MACK: Yes.

3 MS. GOVER: Mr. McMillion?

4 MR. MCMILLION: Yes.

5 MS. GOVER: Ms. Jose?

6 MS. JOSE: Yes.

7 MS. GOVER: Ms. Henn?

8 VICE CHAIR HENN: Yes.

9 MS. GOVER: Mr. Thomas?

10 MR. THOMAS: Yes.

11 MS. GOVER: Mr. Offerman?

12 MR. OFFERMAN: Yes.

13 MS. GOVER: Ms. Pasteur?

14 MS. PASTEUR: Yes.

15 MS. GOVER: Dr. Hager?

16 DR. HAGER: Yes.

17 MS. GOVER: Mr. Kuehn?

18 MR. KUEHN: Yes.

19 MS. GOVER: Ms. Scott?

20 CHAIRWOMAN SCOTT: Yes.

21 MS. GOVER: Thank you.

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1 CHAIRWOMAN SCOTT: And we now have three

2 more policies, thank you, ladies.

3 The policy review committee has moved

4 the following policies to the full board without

5 a recommendation, so that we can discuss it here

6 and have committee here. That's Policy 8221,

7 internal board policies, Policy 8311, internal

8 board policies, and Policy 8314, internal board

9 policies, operating agenda, and these policies

10 are presented to you in tonight's Exhibit G.

11 Yes, Ms. Jose?

12 MS. JOSE: I move that these policies go

13 back to the PRC for recommendation.

14 MR. THOMAS: Second, Thomas.

15 CHAIRWOMAN SCOTT: Ms. Jose has moved

16 that the three policies go back to PRC for

17 recommendation, and it was seconded by

18 Mr. Thomas. Ms. Gover, could we take a rollcall

19 vote on that please?

20 MS. GOVER: Ms. Rowe?

21 MS. ROWE: Yes.

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1 MS. GOVER: Ms. Causey?

2 MS. CAUSEY: Yes.

3 MS. GOVER: Ms. Mack?

4 MS. MACK: Yes.

5 MS. GOVER: Mr. McMillion?

6 MR. MCMILLION: Yes.

7 MS. GOVER: Ms. Jose?

8 MS. JOSE: Yes.

9 MS. GOVER: Ms. Henn?

10 VICE CHAIR HENN: Yes.

11 MS. GOVER: Mr. Thomas?

12 MR. THOMAS: Yes.

13 MS. GOVER: Mr. Offerman?

14 MR. OFFERMAN: Yes.

15 MS. GOVER: Ms. Pasteur?

16 MS. PASTEUR: Yes.

17 MS. GOVER: Dr. Hager?

18 DR. HAGER: Yes.

19 MS. GOVER: Mr. Kuehn?

20 MR. KUEHN: Yes.

21 MS. GOVER: Ms. Scott?

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1 CHAIRWOMAN SCOTT: Yes.

2 MS. GOVER: Thank you.

3 CHAIRWOMAN SCOTT: Excuse me, yes,

4 Ms. Mack?

5 MS. MACK: (Inaudible, microphone off.)

6 CHAIRWOMAN SCOTT: No, I don't believe

7 we are. Mr. Brousaides, if you could weigh in on

8 that, but I don't believe so. By moving it back

9 to committee, would that preclude us discussing

10 Policy 8311 at our board retreat?

11 MR. BROUSAIDES: You shouldn't be

12 discussing Policy 8311 at your board retreat.

13 CHAIRWOMAN SCOTT: Did we say Policy

14 8311 exactly when we discussed it?

15 MS. MACK: (Inaudible, microphone off.)

16 CHAIRWOMAN SCOTT: I'm looking for the

17 email that you're referencing where you said we

18 were discussing Policy 8311 at our board retreat.

19 MS. MACK: (Inaudible, microphone off.)

20 CHAIRWOMAN SCOTT: What you're referring

21 to is the ability to call in. Would that be -- I

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1 don't believe -- is that tied to Policy 8311? It

2 is?

3 MS. MACK: (Inaudible, microphone off.)

4 CHAIRWOMAN SCOTT: Okay. If it is,

5 yeah, we shouldn't be discussing policies then,

6 we need to revisit that and look at that. What

7 we can probably do, Ms. Henn is suggesting that

8 we could probably put it on the next agenda for

9 the next open session. Thank you for bringing

10 that up though.

11 Sorry, excuse me. The next item on the

12 agenda is unfinished business, consideration of

13 board policy. Members of the Board, the policy

14 review committee asks that the Board accept the

15 committee's recommendation to amend the following

16 board policy, Policy 3231, vendor performance

17 evaluations. These recommendations are presented

18 to you on tonight's agenda as Exhibit H. Do I

19 have a motion to accept the recommendations of

20 the policy -- I'm sorry?

21 MS. CAUSEY: Madam Chair, this is

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1 Ms. Causey. I have a motion to Policy 3231.

2 CHAIRWOMAN SCOTT: Okay. And let me

3 just see, do we need to have a motion -- okay, so

4 you want to make the motion before we accept the

5 recommendation. Is it appropriate now for her to

6 make a motion, Mr. Brousaides?

7 MR. BROUSAIDES: Yes.

8 CHAIRWOMAN SCOTT: Okay, all right.

9 Yes, Ms. Causey, go ahead with your motion.

10 MS. CAUSEY: Thank you, Madam Chair. I

11 emailed this to all of the board members. I move

12 Policy 3231 be amended as follows: To

13 (inaudible, static) establish procedures for

14 evaluating, documenting and reporting vendor

15 performance under contracts for purchase of

16 goods, performance of services, consulting,

17 construction, construction management, building

18 renovation, improvement of facilities. These

19 procedures shall include the process for

20 performance appraisals, communication of feedback

21 to vendors, forms and documentation requirements,

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1 a process for (inaudible, static) satisfactory

2 vendors and vendor due process. The Office of

3 Purchasing shall establish procedures -- sorry, I

4 juts got an alert that I need to --

5 CHAIRWOMAN SCOTT: Ms. Causey, I'm so

6 sorry, we're having quite a time hearing you. I

7 wasn't sure if you were asking a question or you

8 were making a motion because we can't really hear

9 you and I hate to ask you to repeat that again,

10 but if you could please, and then also send it in

11 an email, because I'm not --

12 MS. CAUSEY: Yes, thank you. I had sent

13 it in an email earlier but I just sent it again,

14 so it's I guess at the top of the stack.

15 And before I read the rest of it I just

16 want to say that I went to the rules and just

17 copied from there the specifics related to the

18 timing of the evaluations and also the dollar

19 value of the contracts, that's already in the

20 rules, and the only modification really is that

21 the, in addition to the construction contracts,

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1 the nonconstruction contracts need to be
 2 evaluated, that exceed 500,000 need to be
 3 evaluated semiannually.
 4 CHAIRWOMAN SCOTT: Okay, so --
 5 MS. CAUSEY: We had discussed this at
 6 the prior meeting.
 7 CHAIRWOMAN SCOTT: Okay. Could you
 8 state your motion? Ms. Causey, you said you have
 9 a motion, so could you state your motion so that
 10 I can properly restate it and then we can vote on
 11 it, so that we can process this meeting?
 12 MS. CAUSEY: Certainly. I move Policy
 13 3231 be amended as follows: The Office of
 14 Purchasing shall establish procedures for
 15 evaluating, documenting and reporting vendor
 16 performance under contracts for purchase of
 17 goods, performance of services, consulting,
 18 construction, construction management, building
 19 renovation on program facilities. These
 20 procedures shall include a process for
 21 performance appraisal, communication of feedback

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1 to vendors, forms and documentation requirements,
 2 a process for suspension or debarment of
 3 unsatisfactory vendors and a vendor appeal
 4 process. The Office of Purchasing -- (audio cut
 5 off).
 6 CHAIRWOMAN SCOTT: That's it?
 7 DR. HAGER: We all have it in our
 8 emails, it's really long.
 9 CHAIRWOMAN SCOTT: Mr. Brousaides, is it
 10 appropriate for me to, without her here, to go
 11 ahead and process this?
 12 MR. BROUSAIDES: Yes, it is, if she did
 13 emailed it to you, you can do it for her.
 14 CHAIRWOMAN SCOTT: Okay, thank you. Is
 15 there a second? She sent an email.
 16 DR. HAGER: Does it need to be read out
 17 loud for the public?
 18 CHAIRWOMAN SCOTT: I need to -- once I
 19 state it, though, the motion comes to the floor,
 20 so I'm seeing if there's a second.
 21 VICE CHAIR HENN: I had a question about

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1 it too.
 2 CHAIRWOMAN SCOTT: I have to read it
 3 first, because it's not officially on the floor
 4 yet because I haven't read it. Got it, okay. So
 5 she read it and then now I'm asking, so then I
 6 will read it in her place, all right.
 7 I move Policy 3231 be amended as
 8 follows: The Office of Purchasing shall
 9 establish procedures for evaluating, documenting
 10 and recording vendor performance under all
 11 contracts for purchase of goods, performance of
 12 services, consulting, construction, construction
 13 management, building renovation or improvement of
 14 facilities. These procedures shall include a
 15 process for performance appraisal, communication
 16 of feedback to vendors, forms and documentation
 17 requirements, a process for suspension or
 18 debarment of unsatisfactory vendors and a vendor
 19 appeal process. The Office of Purchasing shall
 20 establish procedures for reporting the above
 21 evaluation components to the Board on a timely

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1 basis as reasonable, including when contracts
 2 come before the Board, approval regarding
 3 modifications, substantial change order, renewal,
 4 extension, discontinuance, or other actions.
 5 Nonconstruction contracts: A, all BCPS
 6 contracts that exceed half a million dollars
 7 except for those construction contracts outlined
 8 in paragraph four shall require a vendor
 9 performance evaluation semiannually and within 30
 10 days of completion of the contract; B, vendor
 11 performance evaluations should be completed
 12 annually by the sponsoring office for open ended
 13 contracts or purchase orders. The Office of
 14 Purchasing may request a vendor performance
 15 evaluation more frequently than required by this
 16 paragraph if necessary in order to facilitate
 17 proper management of the vendor.
 18 Construction contracts: A, vendor
 19 performance evaluations are required for all BCPS
 20 contracts for construction, construction
 21 management, building renovation or facility

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1 improvements that exceed half a million dollars;
 2 B, vendor performance evaluations shall be
 3 completed semiannually by the Department of
 4 Physical Facilities through the duration of the
 5 contract, and a final evaluation shall be
 6 completed within 30 days of substantial
 7 completion of the project. The Department of
 8 Facilities may perform more frequent evaluations
 9 if necessary in order to facilitate proper
 10 management of the vendor.
 11 Statewide contracts: The Office of
 12 Purchasing will develop for evaluation of
 13 systemwide contracts including, A, school and
 14 office staff that use BCPS systemwide contracts
 15 may forward information regarding vendor
 16 performance to the Office of Purchasing at any
 17 time; B, the Office of Purchasing may survey
 18 users of systemwide contracts in order to gather
 19 feedback on vendor performance.
 20 Do I have a second? That was a motion
 21 moved by Ms. Causey that I read for her because

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1 she was disconnected, so is there a second to
 2 that motion? Okay. I don't hear a second.
 3 So then, I will continue with my script.
 4 Do I have a motion to accept the
 5 recommendations --
 6 MS. JOSE: So moved.
 7 CHAIRWOMAN SCOTT: -- of the policy
 8 review committee? So moved.
 9 MR. THOMAS: Second, Thomas.
 10 CHAIRWOMAN SCOTT: No second is needed
 11 since the recommendation comes from the
 12 committee. Is there any discussion, any
 13 questions?
 14 MS. CAUSEY: Madam Chair, this is
 15 Ms. Causey.
 16 CHAIRWOMAN SCOTT: Yes, Ms. Causey?
 17 MS. CAUSEY: Thank you. Somehow I got
 18 disconnected from the meeting and I heard you
 19 reading the amendment and I appreciate that.
 20 While it was lengthy, it came from the rule,
 21 modified a bit, because currently this policy

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1 does not provide that contracts as large as \$200
 2 million would be evaluated except at the end of
 3 the contract, and this, prior to these --
 4 CHAIRWOMAN SCOTT: Excuse me,
 5 Ms. Causey. I appreciate you joining us, but
 6 there was no second to the motion, so you
 7 can't speak to the motion.
 8 MS. CAUSEY: There wasn't --
 9 CHAIRWOMAN SCOTT: No, there was no
 10 second, so that's why I read it again and, so
 11 that we were clear, and there was no second to
 12 the motion, so we can't speak to the motion. It
 13 was already moved to accept the committee's
 14 recommendation and now it's time for us to do a
 15 rollcall vote.
 16 MS. CAUSEY: Well, I just have to make a
 17 comment that this is not, this policy is not
 18 sufficient.
 19 MS. JOSE: Point of order.
 20 CHAIRWOMAN SCOTT: All right,
 21 Ms. Causey, a point of order was called by

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1 Ms. Jose. Ms. Jose, what is the point that
 2 you're raising?
 3 MS. JOSE: There's a motion on the floor
 4 that's been seconded.
 5 CHAIRWOMAN SCOTT: Okay, so she raised
 6 the point that there is a motion on the floor and
 7 it was seconded.
 8 MS. CAUSEY: Okay, I'll make a motion
 9 when it's my turn?
 10 CHAIRWOMAN CAUSEY: Well, we're about to
 11 vote on it, and move through it.
 12 MS. CAUSEY: Then I would like to speak
 13 to it before we vote.
 14 CHAIRWOMAN SCOTT: But your motion, you
 15 can't speak to your motion because there was no
 16 second.
 17 MS. CAUSEY: That's correct. I can
 18 speak to the motion that's on the floor.
 19 CHAIRWOMAN SCOTT: Yes, you can speak to
 20 the motion that's on the floor.
 21 MS. CAUSEY: Okay. So the motion as it

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1 stands does not allow the, does not require the
 2 school system, nor allow it according to staff at
 3 the last meeting to review nonconstruction
 4 contracts more than at the end of their contract.
 5 And we have seen contracts come through for tens
 6 of millions and hundreds of millions of dollars,
 7 and as was also seen at the last meeting,
 8 evaluations are done inconsistently because of
 9 this policy. We have received repeat findings
 10 from the Office of Legislative Audits related to
 11 procurement, as well as the UHY audit related to
 12 procurement, and so if there's not time to
 13 process it at this meeting, I would just suggest,
 14 board members, to not approve the policy, you can
 15 take more time to review the amendment or maybe I
 16 can redo it, and we can revisit it at the next
 17 meeting.
 18 CHAIRWOMAN SCOTT: Thank you.
 19 Ms. Gover, may we do a rollcall vote please?
 20 MS. GOVER: Ms. Rowe?
 21 MS. ROWE: Yes.

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

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1 MS. GOVER: In favor eight.
 2 CHAIRWOMAN SCOTT: Thank you, so it
 3 moves forward.
 4 Okay, so the next item on the agenda is
 5 the superintendent's report and for that I call
 6 on Dr. Williams.
 7 DR. WILLIAMS: So good evening, Chair
 8 Scott, Vice Chair Henn and members of the Board
 9 of Education. In a few short weeks schools
 10 across Baltimore County will welcome students and
 11 staff back to our buildings for face-to-face
 12 instruction five days a week. There is a slide
 13 that I want to show.
 14 So hats off to our school and central
 15 office teams who have been busy preparing for the
 16 start of this coming school year 21-22. As I
 17 visited schools, offices and events, I've enjoyed
 18 connecting with community members, all as hopeful
 19 as I am for a new and exciting year of learning.
 20 Next week our teachers and other
 21 professionals will begin their yearlong induction

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1 program at a new educators orientation. Also
 2 next week, both school and central office leaders
 3 will come together for our annual administrative
 4 and supervisory meeting to kick off the new
 5 school year. I look forward to welcoming our
 6 ten-month staff back to schools and offices on
 7 Monday, August 23rd, for professional learning
 8 and classroom preparation. Our first day of
 9 school is Monday, August 30th, and I'm excited
 10 about seeing our students back in school.
 11 Together, staff, students and families will make
 12 this a great year for BCPS students. Next slide
 13 please. Thank you.
 14 You've seen this before. Just to
 15 reiterate, next year includes three specific
 16 areas of focus. Healing, acknowledging the year,
 17 take the lessons learned and support the social
 18 and emotional needs of students, staff and one
 19 another; recovery, reestablishing bonds,
 20 relational trusts, effective practices and
 21 processes that will help us build our collective

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1 capacity to serve and support students across
 2 BCPS; and rebuild, take the opportunity to refine
 3 and implement a standard of excellence where we
 4 focus on a limited number of priorities that
 5 yield maximum results. Next slide please.

6 Of course as we experienced last school
 7 year, conditions related to COVID-19 continue to
 8 change. We will continue to monitor the
 9 transmission of COVID-19 in Baltimore County and
 10 to receive guidance from federal and state
 11 leaders, the Centers for Disease Control and
 12 Prevention, CDC, and various health experts. Our
 13 goal remains providing a learning environment
 14 that minimizes health risks, maximizes attendance
 15 for all students in alliance with best health
 16 practices.

17 In service of our goal we are committed
 18 to the following: Weekly meetings with health
 19 partners to insure we are receiving sound
 20 scientific advice to inform our decision making,
 21 continued focus on health and safety mitigation

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1 including vaccinations, universal masking for
 2 staff and students in schools and offices as is
 3 appropriate based on current data, and planned
 4 responses to shifting metrics developed in
 5 collaboration with community partners.
 6 Additionally, we will work with school teams to
 7 identify a process for students to receive work
 8 if they become ill or in quarantine. Again,
 9 please check www.bcps.org for our latest updates
 10 and please encourage everyone age 12 and above to
 11 get vaccinated. Next slide please.

12 This fall you will hear continued
 13 reference to a layered mitigation, science-based
 14 health and safety practices including access to
 15 vaccination clinics, physical distancing, hand
 16 washing and respiratory etiquette, and healthy
 17 operations. These multiple methods will help to
 18 insure that we preserve and protect face-to-face
 19 learning for our students, preserve and protect
 20 face-to-face learning for our students. Simply
 21 put, we want to do all we can to safely teach

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1 students in classrooms this academic year. Next
 2 slide.

3 Our last day of summer school was
 4 Friday, August 5th. Summer Learning Hike will be
 5 available through Friday, August 20th, and our
 6 weekly book suggestions will be provided
 7 throughout this month on our web page. Student
 8 orientation, referred to as early entry days, for
 9 students entering grades one, six, seven, nine
 10 and ten will be conducted on Friday, August 27th.
 11 Students in our virtual learning program will
 12 have orientation on Friday, August 27th as well,
 13 in a virtual format. Kindergarten students will
 14 experience a gradual entry process with the first
 15 full day on Wednesday, September 1st. Additional
 16 elementary sneak a peek opportunities will be
 17 communicated at annual back to school mailings;
 18 school leaders will communicate back to school
 19 night information and other creative
 20 opportunities to connect directly with families
 21 and communities. Next slide.

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1 So, athletics, Baltimore County Public
 2 Schools will be modifying our student athletic
 3 eligibility, Rule 6702, to allow students the
 4 opportunity to participate in BCPS
 5 interscholastic athletic program for the 2021
 6 fall athletic season as long as the student is
 7 making satisfactory progress towards graduation,
 8 and BCPS will be considering students as making
 9 satisfactory progress towards graduation based on
 10 earning credits towards grade promotion.
 11 Standard eligibility requirements will resume for
 12 students at the start of the second marking
 13 period. This is in line with many of those other
 14 larger school districts that are in Maryland.
 15 Next slide.

16 Food and nutrition. BCPS recognizes
 17 that meal provision is an essential support to
 18 many of our students. All students, I'll say it
 19 again, all students will receive free meals this
 20 school year. In school meal service will resume
 21 with morning breakfast, lunch will be served

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1 through the serving lines in the school
 2 cafeterias. Standing operating procedures
 3 related to sanitation and the use of PPE products
 4 will be incorporated according to CDC guidelines
 5 and available for all cafeteria staff engaged in
 6 food preparation and service. Mobile meal sites
 7 will be available for all virtual students to
 8 pick up meals and locations will be posted on the
 9 Office of Food and Nutrition Service web page.
 10 Next slide.

11 So, accelerated learning insures that
 12 students spend the majority of their time on
 13 grade or course level material with appropriate
 14 scaffolds in place to insure the work is
 15 accessible. In alignment with the new teacher
 16 project to identify best practices to support
 17 accelerated learning, BCPS staff has worked to
 18 prioritize grade level content for each subject
 19 and course, identify opportunities to leverage
 20 digital materials from virtual learning for
 21 teachers use in pre-teaching prior instructional

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1 conduct and academic vocabulary report card
 2 standards, develop rich tasks to diagnose
 3 unfinished learning and priority content areas,
 4 and adapt curricular scope and sequences to
 5 include opportunities for acceleration, support
 6 and scaffolding of priority standards. Next
 7 slide.

8 At you know, the state requested all
 9 local school systems to create a virtual learning
 10 option for families. BCPS has always had an
 11 e-Learning option for students. Our virtual
 12 learning program differs because it provides a
 13 K-12 option for families in direct response to
 14 the pandemic. Our virtual option for families
 15 will not include concurrent teaching; dedicated
 16 staff will plan and deliver lessons to students
 17 enrolled in our program. It's important to note
 18 that students remain co-enrolled in their home
 19 school and VLP for the year. They also will have
 20 access to home school resources, including
 21 sports, meals and extracurricular activities.

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1 It goes without saying that we want all
 2 of our students to learn at high levels. If a
 3 student is not being successful at the VLP or
 4 virtual learning program with enhanced supports,
 5 a collaborative decision will be made with the
 6 staff, home school staff and parents regarding
 7 student placement.

8 So, we have heard from our families who
 9 have shared the desire to take part in the VLP.
 10 Despite the fact that the original extended
 11 deadline has passed, we will work to explore
 12 options to work with individual families while
 13 recognizing program constraints. Next slide.

14 Data analysis processes and procedures
 15 are essential and drive instruction for learning
 16 acceleration. We will use a thoughtful balanced
 17 approach focused on multiple measures. You've
 18 heard me say that before many times, looking at
 19 multiple measures for students, including
 20 internal and external assessments to measure
 21 student learning. BCPS unit diagnostic tasks and

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1 unit assessments aligned to the Maryland college
 2 and career readiness standards along with the
 3 fall impact and MAP data will serve as our
 4 leading metrics to identify baseline data and set
 5 goals. We will work to diagnose unfinished
 6 learning, monitor progress and implement
 7 responsive teaching practices in order to help
 8 improve student performance.

9 Specific external assessments for the
 10 upcoming year include kindergarten readiness
 11 assessment census testing for this coming year,
 12 MSDE early fall assessments in English language
 13 arts and mathematics for grades three through
 14 eight, English language arts in tenth grade, and
 15 high school MAP assessments for students who have
 16 completed Algebra I, Geometry IV, Algebra II last
 17 year but did not participate in spring testing.
 18 Science testing, the MESA will be conducted for
 19 students who are enrolled in grades five and
 20 eight during, who were enrolled in grades five
 21 and eight during last year's school year, as well

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1 as students who have completed the life science
 2 courses.

3 The MAP, reading and mathematic
 4 assessment in the fall for students in grades one
 5 through eight; additionally, we're planning to
 6 host a PSAT testing during a school day in
 7 October for students enrolled in grades nine
 8 through 11, and the SAT day in April for all
 9 grade 11 students. We will provide regular
 10 student participation and performance updates
 11 throughout the school year. Next slide.

12 So the Maryland State Department of
 13 Education and the American Rescue Plan elementary
 14 and secondary school emergency relief grant
 15 requires all school systems to publicly post
 16 their reopening plan for the 21-22 school year
 17 under the overarching concept of the continuity
 18 of learning during the global COVID-19 pandemic.
 19 It is further required that the plan be updated
 20 minimally every six months through 2024.
 21 Elements of our plan include safe return to

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1 in-person instruction, continued focus on equity
 2 for students, commitment to identifying and
 3 meeting the instructional and social-emotional
 4 needs of students and staff, and continuity of
 5 services that address and maintain health and
 6 safety of students and staff.

7 Our plan will be submitted to MSDE by
 8 August 13th for feedback and they expect us to
 9 post our plan on our website by August 14th.
 10 Last slide.

11 We will continue to update the Board,
 12 our community and Team BCPS about our opening
 13 plans. Today's report is based on the
 14 information we have right now. As we have
 15 learned, things continue to shift and move based
 16 on changing conditions. We look forward to
 17 providing additional reports on opening, we will
 18 share any additional information that we receive
 19 from the Maryland Health Department, Maryland
 20 State Department of Education and our local
 21 health partners.

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1 This concludes Dr. Williams' report.
 2 CHAIRWOMAN SCOTT: Thank you,
 3 Dr. Williams. Okay, so the next item on the
 4 agenda is the chair's report, and that's my
 5 report. And I just am happy that we are, even
 6 though it's a hybrid fashion, but that we were
 7 able to accommodate and have in-person board
 8 meetings and to accommodate the public and to
 9 hear from you all, and to basically be in this
 10 room again, so I think that's wonderful, I'm
 11 looking forward to it, and looking forward to a
 12 great school year and all the things that
 13 Dr. Williams discussed.

14 And I didn't know if my video is ready,
 15 it is? Okay then. This is another of the
 16 Chairwoman's Corner.
 17 (Video playing.)
 18 (Applause.)

19 SCOTT: Thank you. We have some awesome
 20 kids, we really do. And on that note, we have
 21 the next item on the agenda, the student member

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1 of the board report, Mr. Christian Thomas.
 2 MR. THOMAS: Thank you, Ms. Scott. Good
 3 evening, Madam Chair, Madam Vice Chair,
 4 Superintendent Williams, board members, the
 5 public and students of BCPS. As I began to
 6 prepare for today's board meeting I realized that
 7 I never actually formally introduced myself to
 8 you all. So hello everyone, my name is Christian
 9 Ray Thomas, the 2021-2022 student member of
 10 board, a rising senior at Eastern Technical High
 11 School, Tech yeah, and a 17-year-old teen who as
 12 of about five or six hours ago, just passed his
 13 driver's test.
 14 (Applause.)

15 Thank you, thank you, thank you. I am a
 16 multiracial student with a very diverse family,
 17 being part black, white and Mexican, have been a
 18 student in BCPS and a resident of both Perry Hall
 19 and Essex my entire life, and until recently was
 20 on low income free and reduced meal service. And
 21 I'm also a member of the LGBTQ+ community. And

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1 that last part of my identity, being a member of
 2 the lesbian, gay, bisexual, transgender and queer
 3 plus community is one of the many many reasons I
 4 am here today on the Board. I am here to insure
 5 that us LGBTQ+ kids have a seat in the governance
 6 of BCPS, to provide a perspective of what it's
 7 like to be a gay student in BCPS, what it's like
 8 to face the brunt of bullying in elementary
 9 school for being more feminine at times, to talk
 10 about myself and students like me who have been
 11 targeted by homophobic and transphobic squares
 12 left and right, who have faced micro aggression
 13 for simply living our lives as our authentic
 14 selves. To show students like me that we have a
 15 voice, we can speak our truth, and that we will
 16 be heard on this Board and throughout our lives.
 17 I am here today and will be here tomorrow and for
 18 the rest of this year to give us a voice.
 19 And with that, I am motioning to adopt
 20 the following resolution titled LGBTQ+
 21 resolution, and it reads:

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1 Whereas, students experiencing
 2 discrimination or harassment based on sex,
 3 male-female, sexual orientation, gender identity
 4 or gender expression are at a significant risk of
 5 a range of health, safety and educational
 6 problems; and
 7 Whereas, in schools conversations to
 8 foster equitable improvements and acknowledge
 9 diversity are often implicitly and/or explicitly
 10 excluding lesbian, gay, bisexual, transgender,
 11 non-binary and other queer individuals; and
 12 Whereas, Board Policy 0100, equity,
 13 declares that disparities on the basis of gender,
 14 sexual orientation and gender identity including
 15 gender expression are unacceptable and are
 16 directly at odds with the belief that all
 17 students can achieve;
 18 Therefore, be it resolved that the Board
 19 promises to educate itself as an entity on the
 20 composition of and disparities for students of
 21 the LGBTQ+ community from issues of bullying,

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1 harassment and lack of gender identity
 2 recognition; and
 3 Be it further resolved that the Board
 4 supports discussion about sex, male-female,
 5 sexual orientation, gender identity and gender
 6 expression within classroom curriculum,
 7 materials, professional development and
 8 extracurricular activities, allowing students and
 9 staff to become educated on the LGBTQ+ community
 10 and;
 11 Be it further resolved that the Board
 12 supports the decisions of students for gender
 13 expression, including accommodations for the use
 14 of school facilities corresponding to the gender
 15 that the students consistently identify and their
 16 right for individuals to be addressed my names
 17 and pronouns corresponding to their gender
 18 identity.
 19 CHAIRWOMAN SCOTT: Thank you, so you
 20 made a motion for the Board to adopt this
 21 resolution; is that correct?

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1 MR. THOMAS: Yes.
 2 CHAIRWOMAN SCOTT: Thank you. Is there
 3 a second?
 4 DR. HAGER: Second.
 5 MS. MACK: Second, Mack.
 6 CHAIRWOMAN SCOTT: Thank you. Okay, so
 7 we have the motion to accept, for the Board to
 8 accept Mr. Thomas's LGBTQ+ inclusivity
 9 resolution; did I get that right?
 10 MR. THOMAS: Yes, that's correct.
 11 CHAIRWOMAN SCOTT: And it was seconded
 12 by Dr. Hager. Is there discussion? Yes,
 13 Ms. Rowe?
 14 MS. ROWE: So I just have a few points.
 15 I support the equity policy that we have and
 16 certainly we shouldn't ever discriminate against
 17 anyone in the LGBTQ community. However, there
 18 are certain parts of this resolution that are
 19 problematic because typically these subjects that
 20 are in the second to last and the last resolves
 21 are things that are contained in sexual education

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1 health classes that parents have the right to opt
 2 out of, and I am concerned that in passing this
 3 resolution, particularly the portion where it
 4 says that the Board supports discussion about
 5 sex, mail-female, sexual orientation, gender
 6 identity, gender expression within classroom
 7 curricular material, that that does not simply
 8 specify classroom curricular material in health
 9 class. And I do not believe that since parents
 10 have strongly expressed a desire to opt their
 11 students out of sexual education classes that we
 12 should imbed sexual education within every other
 13 subject of the school system, which parents can't
 14 opt out of.

15 And additionally, the third resolve
 16 where it says that the Board supports the
 17 decision of students for gender expression
 18 including accommodations for the use of school
 19 facilities corresponding to gender they
 20 consistently identify, and the right of
 21 individuals to be addressed by names and pronouns

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1 corresponding with their gender identity, so
 2 there is currently no legal right for students to
 3 be addressed by particular pronouns, and the
 4 Sixth Circuit Appellate Court has recently
 5 decided that a college university professor had
 6 the right to sue a state university because they
 7 penalized him and his employment for his refusal
 8 in his free exercise of his religion First
 9 Amendment right to call a student by a particular
 10 pronoun and instead used that student's last
 11 name. So given that the courts are weighing in
 12 on this and that that case was kicked back to the
 13 lower court, and I don't think that we should be
 14 creating rights that the courts have not yet
 15 spoken about, and this resolution appears to do
 16 that.

17 I also don't agree that my ten-year-old
 18 girl should have to share a bathroom with a
 19 penis, I just can't. So that's my time and for
 20 those specific reasons I cannot support this.

21 MR. THOMAS: May I answer?

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1 CHAIRWOMAN SCOTT: Okay, thank you for
 2 that, Ms. Rowe, yes, and I was going to ask you
 3 if you had a response.

4 MR. THOMAS: Thank you. So the first
 5 question you brought up about supporting
 6 discussions about sex, sexual orientation, gender
 7 identity and gender expression within classroom
 8 curricular materials, I don't think that's in the
 9 way that's written suggesting that that be done
 10 in every classroom curricular materials. I think
 11 that would go to the superintendent and the
 12 operational department of how those would be
 13 implemented.

14 Right now these conversations are
 15 currently happening in some capacity from what
 16 I've experienced in our schools but this would
 17 just make sure that as a board we are making sure
 18 that we are having an inclusive lens for the
 19 LGBTQ+ community and you do support that in the
 20 health classes, and that curriculum would
 21 continue to be established.

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1 Secondly, you made the comment about not
 2 wanting your ten-year-old daughter to share a
 3 bathroom with someone who has a penis, and I
 4 don't necessarily agree with that statement based
 5 on what this says, it says including
 6 accommodations for the use of school facilities
 7 corresponding to the gender that's consistently
 8 identified, and so accommodations does not
 9 necessarily mean using the same bathroom as a
 10 current male or female bathroom that was have in
 11 schools. Accommodations could mean that we are
 12 creating intersex bathrooms in our schools, we
 13 are providing a space for our students to use the
 14 bathroom where they are not in the bathroom with
 15 other individuals. And so I think that this
 16 policy, this resolution isn't mandating that,
 17 it's just saying that the Board supports that
 18 students have a right to have accommodations for
 19 their gender identity, and it says that the Board
 20 supports the gender expression of students.

21 And I find your comments like a penis to

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1 be, just very ignorant is the best way that I can
 2 say that, and the nicest way I can say that. And
 3 so I understand your points, but I don't think
 4 the way this policy reads that it's in any way
 5 suggesting that your ten-year old daughter will
 6 be forced to share a bathroom with someone with a
 7 different identity. It's significant to
 8 accommodate students that can use the bathroom
 9 that corresponds to their gender expression.

10 CHAIRWOMAN SCOTT: Thank you, Christian.
 11 Were there any other questions? Yes, Mr. Kuehn?

12 MR. KUEHN: So thank you for bringing
 13 this forward, Mr. Thomas. I have some
 14 reservations also about this. I believe the
 15 equity policy we have in fact already speaks to a
 16 lot of what you have here, but again, you know,
 17 what you just said about school facilities, you
 18 know, including accommodations for the use of
 19 school facilities corresponding to the gender
 20 they consistently identify with, in essence you
 21 kind of contradicted yourself in that exact

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1 discussion and made a point, I don't know if
 2 maybe contradicting what you're saying is
 3 inaccurate, but your point being your perception
 4 of that and Ms. Rowe's perception of that were
 5 vastly different, and if the Board moves forward
 6 with this, who is going to interpret that, could
 7 leave it up to how they read and it and how they
 8 interpret it.

9 So you know, I have reservations about
 10 this and I won't be supporting it the way it's
 11 currently written and I hope, and I'm not trying
 12 to say that to reflect on you poorly because I
 13 think that, you know, you're taking a step
 14 forward in coming forward with this, which we
 15 only received this afternoon, so unfortunately we
 16 couldn't have any conversations beforehand.

17 But you know, there are parents that are
 18 vastly concerned about this and I have to weigh
 19 their rights and their concerns also, so thank
 20 you for bringing this forward but I won't be
 21 supporting it in its current format.

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1 CHAIRWOMAN SCOTT: Thank you. Any other
 2 questions?
 3 MR. THOMAS: Can I respond?
 4 CHAIRWOMAN SCOTT: Yes, go ahead and
 5 respond.
 6 MR. THOMAS: Thank you. Mr. Kuehn, so
 7 what you said before, saying the equity Policy
 8 0100 already addresses this. In the first, or
 9 second whereas it says in-school conversations to
 10 foster equitable improvement and acknowledge
 11 diversity are often implicitly and/or explicitly
 12 excluding lesbian, gay, bisexual, transgender,
 13 non-binary and other queer individuals. And so
 14 while the equity policy does address this, and
 15 it's stated in the third whereas clause that the
 16 equity policy does address this, it isn't an
 17 implementation or action, we aren't actually
 18 having conversations about LGBTQ+ in any way. I
 19 haven't seen myself reflected in the
 20 conversations we're having.
 21 When we talk about the importance of

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1 understanding diversity and including
 2 individuals, we don't ever include LGBTQ+ kids, I
 3 haven't been included, and so that's where this
 4 resolution comes in titled LGBTQ+ inclusivity,
 5 simply putting some accountability on the Board
 6 of Education and on BCPS to make sure that we are
 7 including LGBTQ+ kids in our decisions and not
 8 just stating that we will, but actually doing it.

9 And I don't remember what your second
 10 comment was, but can you repeat it, I'm sorry?

11 MR. KUEHN: I wish I could.

12 MR. THOMAS: Oh, I remember it now, the
 13 accommodations portion and how that would be
 14 implemented. Again, I think that would go back
 15 into an operational, the Operations Department,
 16 that's how it would be implemented and discussed.
 17 And I think this is just saying that we support
 18 the idea that accommodations will be met and that
 19 would be the second move by the superintendent
 20 and his staff.
 21 CHAIRWOMAN SCOTT: Thank you. Next is

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1 Ms. Mack, and I then I believe Dr. Hager.
 2 MS. MACK: I actually have a question
 3 for Dr. McComas or Ms. Shay. In our last
 4 curriculum meeting that we had before the break
 5 for the summer, I believe we talked about the
 6 state mandated changes to sex education; is that
 7 correct?
 8 (Inaudible response.)
 9 MS. MACK: Oh, COMAR, okay. And am I
 10 correct in those COMAR changes that parents, they
 11 would not have to, kids would be given that
 12 education unless parents opted out. I think
 13 before parents use to opt in, but with the change
 14 parents must opt out. And that is a change, is
 15 that correct?
 16 (Inaudible response.)
 17 MS. MACK: So in that meeting I
 18 expressed concerns about kids who had grown up in
 19 a sheltered home for whatever reason, whether
 20 religious, just upbringing, had not been exposed
 21 to the type of things that would be discussed in

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1 sex education classes, I'm sure they're called
 2 something else but I'm just going to say sex
 3 education class. I had a concern then and I had
 4 a concern, and you know, parents were supposed to
 5 look in the folder and they're supposed to be on
 6 top of thins, but parents have lives, that we
 7 weren't giving parents enough information to know
 8 that, you know -- I think one of the big changes
 9 that was kind of shocking for me because I'm old
 10 was that menstruation was going to be talked
 11 about in a class with boys and girls, and I
 12 thought wow, I hope parents are paying attention,
 13 because I personally think kids would be
 14 embarrassed by that.
 15 So my issue I guess is to Ms. Rowe's
 16 point, you know, I believe parents should have
 17 the option to opt out of anything that doesn't
 18 jive with how they raised their kids. I support
 19 this because I support inclusivity, but I do have
 20 a concern about that.
 21 And then about the bathrooms, you know,

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1 do we have the funds to do that?
 2 CHAIRWOMAN SCOTT: Did you want to
 3 respond, Dr. Williams?
 4 DR. WILLIAMS: The only thing I would
 5 like to respond, and I'm looking at Ms. Shay and
 6 Dr. McComas, we teach health classes, so --
 7 MS. MACK: I know.
 8 DR. WILLIAMS: I just want to be on the
 9 record, I know, but I just want to be clear, they
 10 are health classes that we follow the curriculum
 11 MSDE -- so I just wanted to clarify that.
 12 MS. MACK: I may have been saying it
 13 wrong, so thank you.
 14 DR. WILLIAMS: No, no, no, I appreciate
 15 it.
 16 CHAIRWOMAN SCOTT: Thank you for that
 17 clarification, Dr. Williams. Dr. Hager?
 18 DR. HAGER: Yes. I strongly support
 19 this, and I do worry that maybe some folks on the
 20 board are maybe a little sheltered themselves in
 21 recognizing that we have an enormously growing

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1 population of students in schools that identify
 2 as LGBTQ+. In fact in my kids' middle school,
 3 the club alone tripled in size this year. So
 4 this is a really important issue for students in
 5 our schools and I think that it's important that
 6 we as a board get behind that sooner rather than
 7 later. We did extend Policy 0100 last year with
 8 a resolution declaring that we believe that black
 9 lives matter, so to me this is right in line with
 10 kind of an extension of that policy and how our
 11 Board kind of resolved to really abide by that
 12 policy.
 13 And the last thing I'll say is I am
 14 really into data, as you guys know, the YRB data
 15 that's collected usually every year or perhaps
 16 every other year in Maryland, they break it down.
 17 And there is actually a report on line comparing
 18 kids who identify as gay, lesbian or bisexual
 19 compared to those identified heterosexual and
 20 risk behaviors, and it's so much higher for the
 21 kids who identify as gay, lesbian or bisexual.

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1 And if we just use the right pronouns and address
 2 these kids as they want to be addressed, then I
 3 think it can make a big difference, and so I'm a
 4 big advocate of this resolution.

5 CHAIRWOMAN SCOTT: Thank you, Dr. Hager.
 6 I'll speak next and then Ms. Pasteur, if that's
 7 okay. I just wanted to say that I support this
 8 resolution. I think that it's important, and
 9 I've heard some board members talking about
 10 sheltered students, students who may not
 11 understand and who may be uncomfortable with I
 12 guess anatomical, certain words and everything
 13 like that, but I guess where my mind goes is to
 14 those students who are uncomfortable every day
 15 because they can't be their true authentic self,
 16 who may be LG, and Christian is helping me so I
 17 don't embarrass myself, but may be LGBTQ+ and you
 18 know, we need the kids to feel comfortable to
 19 teach us who may not know as much or, and
 20 everything like this. So I don't think it's
 21 something that we as a board should shy away

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1 from, I think that it's something that we should
 2 embrace and support our children, because they
 3 deserve to feel authentic, to be authentic and to
 4 be who they are and addressed in the way that
 5 suits them and how they envision themselves. And
 6 I just think it's very important to feel
 7 comfortable in the skin that you're in and who
 8 you are.

9 Secondly, the part about the sex, which
 10 says the Board supports discussion about sex, I
 11 took that as whether or not someone is male,
 12 female, binary, that's how I took it, not sex
 13 education, but just more like a medical
 14 terminology. Was that the correct
 15 interpretation?

16 MR. THOMAS: Yes, it is the correct
 17 interpretation, and I actually added in
 18 parentheses next to it to make that distinction
 19 for the board members.

20 CHAIRWOMAN SCOTT: Okay. And so that's
 21 what I was thinking, I didn't think of it as the

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1 act of sex, I didn't really think about like sex
 2 education, I just thought of, you know, male,
 3 female, how you identify, or if you don't
 4 identify as --

5 MR. THOMAS: Non-binary.

6 CHAIRWOMAN SCOTT: Non-binary, thank you
 7 so much. Yes, so I support this motion, thank
 8 you.

9 Ms. Pasteur and then Ms. Henn.

10 MS. PASTEUR: I was just looking at the
 11 resolution when Mr. Thomas read it. He did say
 12 every time he said sex, he said male or female,
 13 it's not in the one that I received, maybe I'm
 14 moving over it, but anyway, he did say male and
 15 female, so that's what he was talking about, not
 16 health education, Dr. Williams. Okay?

17 Also, I think we've taken a giant leap
 18 somewhere else because he didn't say in this that
 19 he wants to have -- I think the question was do
 20 we have the money for it. What he's asking here
 21 is we just recognize and have discussions for our

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1 growth, he's not saying that these things are to
 2 be implemented, that we just open ourselves and
 3 apply ourselves to the realities as Dr. Hager
 4 just expressed. That's all, this is about our
 5 growth so that we are better to accommodate and
 6 work with all of our children, whoever they are
 7 and how they feel they are. Thank you.

8 CHAIRWOMAN SCOTT: Thank you,
 9 Ms. Pasteur. And Ms. Henn?

10 VICE CHAIR HENN: Thank you and along --

11 MS. CAUSEY: Ms. Scott, I would like to
 12 speak when Ms. Henn is done.

13 CHAIRWOMAN SCOTT: Yes, Ms. Causey,
 14 thank you.

15 VICE CHAIR HENN: Along the same vein as
 16 Ms. Pasteur said, I want to rise above the
 17 details and focus on the intent of the motion and
 18 support this, and I love your title, Christian,
 19 that it's an inclusivity resolution, because that
 20 is the spirit of this, and we would never want
 21 these kids to feel that they are not included,

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1 and that is why I will be supporting it and let
 2 the details work themselves out, because that is
 3 the heart of what this resolution is about, so I
 4 will be supporting it for that reason. Thank you
 5 for bringing it to us, long overdue. Thank you.
 6 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.
 7 And Ms. Causey?
 8 MS. CAUSEY: Thank you, Madam Chair. I
 9 just want to thank Mr. Thomas as a member of the
 10 board for preparing this and bringing this to us.
 11 It's very important that every board member feel
 12 comfortable bringing forward their important
 13 issues, so I definitely appreciate you bringing
 14 this.
 15 I would like to see staff have time to
 16 clarify some of these operational issues because
 17 I would really like to see this come back to the
 18 Board when we have more time and maybe a little
 19 more information so that it could be a unanimous
 20 support for this. We do have Policy 0100 that
 21 speaks very clearly that we do not want to

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1 discriminate, but it's also important especially,
 2 I believe, about the mental health aspect and
 3 also about the bullying, that we really act on
 4 that, because no student should feel bullied for
 5 any reason and unfortunately the data, as
 6 Dr. Hager said, is very discouraging in that
 7 regard.
 8 So I would like to suggest that this go
 9 to the next equity committee and have it just
 10 discussed a little further there and then come
 11 back to the Board, because I would really like to
 12 support it, with some of those questions answered
 13 about facilities, also from the Office of Law
 14 around some of these other issues, just to make
 15 sure that the Board isn't stepping into
 16 operational issues without clarity. So I just
 17 wanted to thank you for that and perhaps we could
 18 consider that, because I do think it's important
 19 to really spend time on this and to support these
 20 efforts, so thank you.
 21 CHAIRWOMAN SCOTT: Thank you for that.

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1 Any more discussion?
 2 MR. MCMILLION: Ms. Scott, I do,
 3 Mr. McMillion.
 4 CHAIRWOMAN SCOTT: Certainly, Rod,
 5 Mr. McMillion?
 6 MR. MCMILLION: Okay. Christian, do you
 7 mind if I call you Christian, would you prefer
 8 Mr. Thomas on the TV or on the live show?
 9 MR. THOMAS: Christian is fine.
 10 MR. MCMILLION: Okay. On your fifth
 11 paragraph, one, two, three, four, five, under the
 12 resolved when you mention, I'm just, gender
 13 identity and gender expression within classroom
 14 curriculum material, would you enlighten me as to
 15 what grade level do you think that these
 16 conversations are appropriate for the kids to be
 17 engaged in? Thank you.
 18 MR. THOMAS: Yes, of course. So my
 19 personal belief, I'll share that, and then I want
 20 to say that this is not any reflection of what
 21 should be in the resolution today, but I

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1 personally believe that conversations about
 2 personal identity and the LGBTQ+ community should
 3 be had all throughout the education of
 4 individuals, starting K through 12 at varying
 5 levels of course, starting off with just talking
 6 about what it means, what your identity is in
 7 maybe kindergarten and first and second grades,
 8 going into maybe some details about the LGBTQ+
 9 community in third, fourth, fifth grade, then
 10 talking about this in more detail as we get into
 11 the more mature and developed life that we have,
 12 so moving into understand who they are. I think
 13 these conversations should be had early on,
 14 because I was able to have those conversations
 15 early on with my family, I have two lesbian
 16 grandmothers, well, four lesbian grandmothers and
 17 so for my entire life sexual orientation and
 18 identity have been sort of grounded by it, and I
 19 felt comfortable coming out in like seventh or
 20 eighth grade.
 21 And so I think that these conversations

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1 are really happening everywhere, because I've
 2 been in those groups as Dr. Hager mentioned, with
 3 students who haven't had the support from
 4 families, and if we begin to show students the
 5 support that they have from the beginning of
 6 their educational careers, then we're really able
 7 to do that. But I don't think that should
 8 necessarily be addressed in this resolution, but
 9 that is my personal belief, and if I can call you
 10 Mr. Rod instead of Mr. McMillion, I will,
 11 Mr. Rod, that's what I think.

12 MR. MCMILLION: Christian, you can call
 13 me whatever you'd like to call me, and that
 14 includes late for dinner too. That's a joke,
 15 it's a joke.

16 CHAIRWOMAN SCOTT: Thank you,
 17 Mr. McMillion. Mr. Thomas, you had a question?

18 MR. THOMAS: Yes. One more comment that
 19 I want to make about this resolution is that I
 20 think one of the most important things to take
 21 from this is the first resolve, that says that

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1 the Board promises to educate itself on the
 2 composition of disparities for the LGBTQ+
 3 community. I know that no one is perfect but
 4 when talking to students about the LGBTQ+
 5 community there have been times we don't even
 6 know the acronym, or we don't even know a lot
 7 about the community, and I think that in order to
 8 make educated decisions about the students and
 9 have an equitable lens we need to be educated on
 10 this community, as well as all the other identity
 11 groups and communities we have in BCPS. Just,
 12 this one has been shoved under the rug, we
 13 haven't been talking about it and that's what
 14 this resolution is really about, making sure that
 15 we are talking about it, so thank you all.

16 CHAIRWOMAN SCOTT: Thank you. Ms. Jose?
 17 MS. JOSE: Thank you, Christian, for
 18 bringing this to the Board. I've had a very
 19 conservative background and upbringing, I went to
 20 a Catholic school and a lot of people, you know,
 21 called me a prude. But one of the key things

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1 that I learned was that our uniqueness, our
 2 individuality and our experience molds us into
 3 who we are, and the first step towards change is
 4 awareness, the second step is acceptance, and I
 5 was always taught to be kind and accepting. And
 6 so I'm really proud of what you're doing, that
 7 takes a lot of courage, I don't think I would
 8 have had that at your age, so bravo. Thank you.

9 CHAIRWOMAN SCOTT: Thank you. Okay, I
 10 think we're ready to take a vote on the
 11 resolution. The motion was presented by
 12 Christian for the Board to adopt the LGBTQ+
 13 inclusivity resolution and it was seconded by
 14 Dr. Hager, so if we could do a rollcall vote?

15 MS. GOVER: Ms. Rowe?
 16 MS. ROWE: No.
 17 MS. GOVER: Ms. Causey?
 18 MS. CAUSEY: Abstain.
 19 MS. GOVER: Ms. Mack?
 20 MS. MACK: Yes.
 21 MS. GOVER: Mr. McMillion?

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1 MR. MCMILLION: Yes.
 2 MS. GOVER: Ms. Jose?
 3 MS. JOSE: Yes.
 4 MS. GOVER: Ms. Henn?
 5 VICE CHAIR HENN: Yes.
 6 MS. GOVER: Mr. Thomas?
 7 MR. THOMAS: Yes.
 8 MS. GOVER: Mr. Offerman?
 9 MR. OFFERMAN: Yes.
 10 MS. GOVER: Ms. Pasteur?
 11 MS. PASTEUR: Yes.
 12 MS. GOVER: Dr. Hager?
 13 DR. HAGER: Yes.
 14 MS. GOVER: Mr. Kuehn?
 15 MR. KUEHN: Abstain.
 16 MS. GOVER: Ms. Scott?
 17 CHAIRWOMAN SCOTT: Yes.
 18 MS. GOVER: Thank you.
 19 CHAIRWOMAN SCOTT: So the resolution is
 20 accepted. Good job, Christian.
 21 (Applause.)

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1 Does that conclude your report?
 2 MR. THOMAS: That does conclude my
 3 report, thank you, Ms. Scott.
 4 CHAIRWOMAN SCOTT: Thank you. So the
 5 next item on the action taken in closed session
 6 and for that I call on Mr. Brousaides.
 7 MR. BROUSAIDES: Good evening,
 8 Ms. Scott, nothing to report from closed session.
 9 CHAIRWOMAN SCOTT: Okay, thank you.
 10 The next item on the agenda is contract
 11 awards and for that I call on Ms. Jose, chair of
 12 the building and contracts committee.
 13 MS. JOSE: Thank you, Ms. Scott. The
 14 building and contracts committee met earlier
 15 today and we reviewed contracts M-1 through 11
 16 and we bring that to the Board for approval.
 17 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.
 18 Do I have a motion to approve Items M-1 through
 19 M-11.
 20 MR. OFFERMAN: So moved, Offerman.
 21 CHAIRWOMAN SCOTT: Thank you. No second

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1 is needed since the recommendation comes from the
 2 committee. Any discussion?
 3 MS. CAUSEY: Madam Chair, could we
 4 separate out Items 8, ASI-971-21, and Item 9,
 5 JBO-702-21?
 6 CHAIRWOMAN SCOTT: Okay, so I want to
 7 make sure, you want to separate out Item 8 and
 8 Item 9 under new business, contract, M; is that
 9 correct?
 10 MS. CAUSEY: Yes please.
 11 CHAIRWOMAN SCOTT: Okay.
 12 MS. CAUSEY: Thank you.
 13 CHAIRWOMAN SCOTT: Okay. So then, do I
 14 have -- would I need to restate the motion,
 15 Mr. Brousaides? Okay. So then, do I have a
 16 motion to approve Items M-1 to M-7, and M-10 to
 17 M-11?
 18 MS. PASTEUR: So moved, Ms. Pasteur.
 19 CHAIRWOMAN SCOTT: Thank you, and no
 20 second is needed since it comes from the
 21 committee. And may have I have a rollcall vote

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

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1 MS. GOVER: Ms. Scott?
 2 CHAIRWOMAN SCOTT: Yes.
 3 MS. GOVER: Thank you.
 4 CHAIRWOMAN SCOTT: Thank you, so those
 5 carry. So the items separated out, we'll start
 6 with M-8, which is AFI-817-21, modification, job
 7 order contracting, construction and facility
 8 maintenance, repair and operations. Any
 9 questions?
 10 MS. CAUSEY: Madam Chair, this is
 11 Ms. Causey.
 12 CHAIRWOMAN SCOTT: Yes?
 13 MS. CAUSEY: I just am going to recuse
 14 from those two contracts: Thank you.
 15 CHAIRWOMAN SCOTT: Okay, so you're
 16 recusing from those two contracts, 8 and 9?
 17 MS. CAUSEY: Yes, thank you.
 18 CHAIRWOMAN SCOTT: Okay. So, do I have
 19 a motion to approve Items M-8 through M-9?
 20 MR. OFFERMAN: So moved, Offerman.
 21 CHAIRWOMAN SCOTT: Is there a second?

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1 Oh, sorry, no second is needed since it comes
 2 from the committee. All right, any discussions?
 3 No? Okay, may I have a rollcall vote please?
 4 MS. GOVER: Ms. Rowe?
 5 MS. ROWE: Yes.
 6 MS. GOVER: Ms. Causey?
 7 MR. OFFERMAN: She recused.
 8 MS. GOVER: Ms. Mack?
 9 MS. MACK: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. GOVER: Ms. Jose?
 13 MS. JOSE: Yes.
 14 MS. GOVER: Ms. Henn?
 15 VICE CHAIR HENN: Yes.
 16 MS. GOVER: Mr. Offerman?
 17 MR. OFFERMAN: Yes.
 18 MS. GOVER: Ms. Pasteur?
 19 MS. PASTEUR: Yes.
 20 MS. GOVER: Dr. Hager?
 21 DR. HAGER: Yes.

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1 MS. GOVER: Mr. Kuehn?
 2 MR. KUEHN: Yes.
 3 MS. GOVER: Ms. Scott?
 4 CHAIRWOMAN SCOTT: Yes.
 5 MS. GOVER: Thank you.
 6 CHAIRWOMAN SCOTT: Thank you. Okay. So
 7 moving it along, the next item -- oh yes,
 8 Mr. Offerman.
 9 MR. OFFERMAN: Given the lateness of the
 10 hour, could we look at the agenda and see if some
 11 of these items can be postponed to the next board
 12 meeting?
 13 CHAIRWOMAN SCOTT: Okay, let's see.
 14 DR. WILLIAMS: Madam Chair, I know that
 15 the schools, we need to do the special project
 16 requests. We can postpone Dr. Wheatley-Phillip's
 17 report on graduation, it was specific about
 18 bridge projects that was related to the board
 19 goals and we can could do another update about
 20 graduation once MSDE gives the official
 21 graduation numbers in February.

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1 So what about P? I think P was a
 2 request from a board member.
 3 CHAIRWOMAN SCOTT: Was that from
 4 Mr. McMillion?
 5 DR. WILLIAMS: It was from the
 6 committee.
 7 MR. KUEHN: Ms. Scott?
 8 CHAIRWOMAN SCOTT: Yes?
 9 MR. KUEHN: Just a suggestion, if nobody
 10 objects to N, can we just approve them all and
 11 move on, the special projects requests? I mean,
 12 we can fly through that.
 13 CHAIRWOMAN SCOTT: Okay.
 14 MR. KUEHN: And then we can get to O and
 15 that may be important, it's capital requests, I
 16 don't know how long that will take.
 17 DR. WILLIAMS: So if I may respond, the
 18 special projects, I think we can group them. And
 19 to your point, Mr. Kuehn, the report on the state
 20 capital is just going through the schedule, and
 21 I'm looking at Dr. Scriven, and we can postpone

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1 the report. Again, I kind of gave the report in
 2 five seconds based on what your goals were
 3 related to graduation and bridge, so there's some
 4 amendments that we can go through.
 5 CHAIRWOMAN SCOTT: So how would
 6 the assembly feel about postponing O, P and Q?
 7 MR. MCMILLION: Ms. Scott, this is Rod
 8 McMillion.
 9 CHAIRWOMAN SCOTT: Yes, Mr. McMillion?
 10 MR. MCMILLION: The audit information
 11 has been hanging out there for months. Can we
 12 let Ms. Barr take a couple minutes and get
 13 through this?
 14 CHAIRWOMAN SCOTT: And that is P?
 15 MR. MCMILLION: P, letter P.
 16 CHAIRWOMAN SCOTT: Okay. So then, would
 17 everyone be okay with postponing O and Q?
 18 MS. CAUSEY: No, I would not support
 19 postponing Item O, the schedule of the state
 20 capital.
 21 CHAIRWOMAN SCOTT: Okay. Go ahead,

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1 Ms. Henn.

2 VICE CHAIR HENN: I move to postpone

3 Items O and Q until the next board meeting.

4 MR. OFFERMAN: Second.

5 CHAIRWOMAN SCOTT: So Ms. Henn made a

6 motion to postpone items O and Q to the next

7 board meeting.

8 MS. HENN: I'm sorry?

9 CHAIRWOMAN SCOTT: Mr. Dixit, we

10 couldn't hear you; could you come up?

11 MR. DIXIT: Thank you very much for

12 giving me a chance to speak this evening. Item O

13 would only take a minute, it is the first reader

14 of the capital budget and it has to meet --

15 CHAIRWOMAN SCOTT: Wait a minute, I'm

16 sorry, Mr. Dixit. You're saying that there's a

17 state deadline, because we were going to postpone

18 it. So you're saying that we should still hear

19 it?

20 MR. DIXIT: Yes.

21 CHAIRWOMAN SCOTT: So we were on N then.

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1 Can we just do like what, the great suggestion

2 from Mr. Kuehn, just go ahead and process N, and

3 then I guess we'll just go ahead with O. All

4 right. There's a motion on the floor, yeah, and

5 it was properly seconded.

6 VICE CHAIR HENN: Madam Chair, I

7 withdraw my motion.

8 CHAIRWOMAN SCOTT: Thank you for that,

9 Ms. Henn. Okay. So the next item on the agenda

10 is the consideration of a privately funded

11 capital project for Gunpowder Elementary School,

12 and for that I call on Dr. Roberts.

13 DR. WILLIAMS: If I may speak on behalf

14 of Dr. Roberts and Ms. Byers, I think the request

15 was to group all of these special projects,

16 Gunpowder, Perry Hall High School and the Seventh

17 District, as you can see what the funding is

18 representing, so I turn it back over to you.

19 VICE CHAIR HENN: Madam Chair, I would

20 like to approve them separately if we may.

21 CHAIRWOMAN SCOTT: Oh, you want to

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1 approve them separately?

2 VICE CHAIR HENN: Yes please.

3 CHAIRWOMAN SCOTT: Okay. I thought the

4 suggestion was that we wanted to approve them

5 together.

6 Okay. So may I have a motion to approve

7 the privately funded capital project for

8 Gunpowder Elementary School's outdoor stage area?

9 VICE CHAIR HENN: So moved, Henn.

10 MR. THOMAS: Second, Thomas.

11 CHAIRWOMAN SCOTT: Any discussion? May

12 I have a rollcall vote please?

13 MS. GOVER: Ms. Rowe?

14 MS. ROWE: Yes.

15 MS. GOVER: Ms. Causey?

16 MS. CAUSEY: Yes.

17 MS. GOVER: Ms. Mack?

18 MS. MACK: Yes.

19 MS. GOVER: Mr. McMillion?

20 MR. MCMILLION: Yes.

21 MS. GOVER: Ms. Jose?

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1 MS. JOSE: Yes.

2 MS. GOVER: Ms. Henn?

3 VICE CHAIR HENN: Yes.

4 MS. GOVER: Mr. Thomas?

5 MR. THOMAS: Yes.

6 MS. GOVER: Ms. Offerman?

7 MR. OFFERMAN: Yes.

8 MS. GOVER: Ms. Pasteur?

9 MS. PASTEUR: Yes.

10 MS. GOVER: Dr. Hager?

11 DR. HAGER: Yes.

12 MS. GOVER: Mr. Kuehn?

13 MR. KUEHN: Yes.

14 MS. GOVER: Ms. Scott?

15 CHAIRWOMAN SCOTT: Yes.

16 MS. GOVER: Thank you.

17 CHAIRWOMAN SCOTT: Okay. The next item

18 on the agenda is the consideration of a privately

19 funded capital project for Perry Hall High

20 School, and may I have a motion to approve the

21 privately funded capital project for Perry Hall

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1 High School ball-stop netting on the stadium
 2 field?
 3 VICE CHAIR HENN: So moved, Henn.
 4 CHAIRWOMAN SCOTT: Is there a second?
 5 MS. PASTEUR: Second, Ms. Pasteur.
 6 CHAIRWOMAN SCOTT: Any discussion? May
 7 I have a rollcall vote please, Ms. Gover?
 8 MS. GOVER: Ms. Rowe?
 9 MS. ROWE: Yes.
 10 MS. GOVER: Ms. Causey?
 11 MS. CAUSEY: Yes.
 12 MS. GOVER: Ms. Mack?
 13 MS. MACK: Yes.
 14 MS. GOVER: Mr. McMillion?
 15 MR. MCMILLION: Yes.
 16 MS. GOVER: Ms. Jose?
 17 MS. JOSE: Yes.
 18 MS. GOVER: Mr. Thomas?
 19 MR. THOMAS: Yes.
 20 MS. GOVER: Mr. McMillion?
 21 MR. MCMILLION: Yes.

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1 MS. GOVER: Ms. Pasteur?
 2 MS. PASTEUR: Yes.
 3 MS. GOVER: Dr. Hager?
 4 DR. HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 MR. KUEHN: Yes.
 7 MS. GOVER: Ms. Scott?
 8 CHAIRWOMAN SCOTT: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRWOMAN SCOTT: Thank you. Okay.
 11 Now we can go to item O, which is Mr. Dixit --
 12 MR. KUEHN: No, there's a third one.
 13 CHAIRWOMAN SCOTT: Oh, I'm so sorry.
 14 The next item on the agenda is consideration of a
 15 privately funded capital project for the Seventh
 16 District Elementary School, and may I have a
 17 motion to approve the privately funded capital
 18 project for Seventh District Elementary School.
 19 MS. PASTEUR: So moved, Ms. Pasteur.
 20 MS. CAUSEY: So moved, Ms. Causey.
 21 CHAIRWOMAN SCOTT: Is there a second?

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

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1 MS. GOVER: Dr. Hager?
 2 DR. HAGER: Yes.
 3 MS. GOVER: Mr. Kuehn?
 4 MR. KUEHN: Yes.
 5 MS. GOVER: Ms. Scott?
 6 CHAIRWOMAN SCOTT: Yes.
 7 MS. GOVER: Thank you.
 8 CHAIRWOMAN SCOTT: Thank you. So the
 9 next item on the agenda is the business report on
 10 the fiscal year 2022 state capital budget, and
 11 for that I call on Dr. Scriven, Mr. Sarris and
 12 Mr. Dixit. Mr. Sarris?
 13 DR. SCRIVEN: Mr. Sarris is okay for
 14 this, I told him I could handle it.
 15 CHAIRWOMAN SCOTT: Okay.
 16 DR. SCRIVEN: So good evening, Madam
 17 Chair, Vice Chair, Dr. Williams and members of
 18 the board. Tonight we are here before you just
 19 to go over the timeline and next steps. As
 20 Mr. Dixit alluded to, this was time sensitive and
 21 we thank you, because we have to meet a deadline.

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1 Mr. Dixit at this time will walk you through the
 2 next steps of our timeline, of what we're asking
 3 of you as a board, and what our due diligence
 4 will be in terms of responsiveness to your
 5 requests.

6 MR. DIXIT: So thank you, Dr. Scriven,
 7 and good evening, Chair Scott, Vice Chair Henn,
 8 Dr. Williams and members of the board. So what
 9 we are here for is introducing you to the state
 10 capital budget for fiscal 2023. So it's a long
 11 process, it was important that we present it to
 12 you today. We are introducing it, there will be
 13 a detailed work session in the next board
 14 meeting. What we are requesting is that you
 15 submit all your questions on this submission,
 16 there is a lot of interest in some of the
 17 projects, and we would like to have the questions
 18 in advance so that we can provide answers in the
 19 work session.

20 More work will be needed in the meeting
 21 of September 14th for us to submit it to the

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1 state on October 4th, so after the board vote
 2 takes place, there will be detailed submissions
 3 required to the state, so that's why the time
 4 sensitiveness of this submission. If you have
 5 any questions on this, let me know; otherwise, we
 6 will wait for the work session in the next
 7 meeting of the Board.

8 CHAIRWOMAN SCOTT: Okay, board members,
 9 for any questions related to the fiscal year 2023
 10 state capital budget request, we are to submit
 11 those to the superintendent by the close of
 12 business on Monday, August 16th, and then
 13 responses will be provided to the Board prior to,
 14 and that's the key word, prior to the August
 15 24th, 2021 board work session. So did anyone
 16 have any questions or any clarification or
 17 anything? Yes, Dr. Hager?

18 DR. HAGER: So the questions we submit
 19 will be answered and publicly available, or the
 20 answers just emailed to us?

21 MR. DIXIT: So depending on the number

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1 of questions and the time we have, we will try to
 2 provide the answers here and they will be posted
 3 in BoardDocs.

4 DR. HAGER: Thank you.

5 CHAIRWOMAN SCOTT: But the key thing is
 6 that it will be before we have our work session
 7 so that if we have follow-up questions or
 8 anything else, we will have time to do that. Any
 9 other questions or concerns? None?

10 MS. CAUSEY: Madam Chair, this is
 11 Ms. Causey.

12 CHAIRWOMAN SCOTT: Yes, Ms. Causey?

13 MS. CAUSEY: Thank you. An email was
 14 sent to the superintendent last week about the
 15 board members receiving the final feasibility,
 16 the full final feasibility report for Towson High
 17 School and Dulaney High School. What is the
 18 timing of when the Board will receive those?

19 MR. DIXIT: So we have shared the
 20 summary, executive summary of the feasibility
 21 report. We don't have the full report yet, and

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1 as soon as we get it we will send it to the
 2 superintendent for his review.

3 CHAIRWOMAN SCOTT: Okay, so -- yes?
 4 Sorry, Ms. Mack.

5 MS. MACK: Mr. Dixit, is there a
 6 feasibility study done on Lansdowne?

7 MR. DIXIT: Yes, it was done.

8 MS. MACK: And can the Board also get a
 9 copy of that please?

10 MR. DIXIT: Let me see if I can find it.
 11 If we have it, we will give it to you.

12 MS. MACK: Okay. I mean if you didn't
 13 have it, where would it be?

14 MR. DIXIT: It is the ransomware that
 15 has caused all kinds of issues, but I'm sure we
 16 can find it.

17 MS. MACK: Thank you, so if you would
 18 include that in whatever Ms. Causey just asked,
 19 I'd appreciate that, thank you.

20 CHAIRWOMAN SCOTT: Okay. No further
 21 questions? No? Anything you would like to say,

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1 Dr. Williams? No? Okay. Thank you very much.
 2 DR. SCRIVEN: Thank you.
 3 CHAIRWOMAN SCOTT: Okay, and the next
 4 item on the agenda is the report on the fiscal
 5 year 2021 Office of Internal Audit yearend
 6 update, and for that I call on Ms. Barr.
 7 MS. BARR: Good evening, everyone, and
 8 thank you for the opportunity to provide you with
 9 the Office of Internal Audit's FY-21 yearend
 10 update. This past year has brought many
 11 challenges to all and consequently like everyone
 12 else, many hours were spent in recovery
 13 activities associated with the ransomware attack,
 14 other ongoing projects such as the efficiency
 15 study, and the commencement of activities
 16 associated with an entity-wide risk assessment.
 17 So on page one of the document that was
 18 included in BoardDocs you will see higher than
 19 normal percentages for hours spent in indirect
 20 activities such as meetings, professional
 21 development and general office responsibilities.

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1 Additionally, I wanted to point out that we lost
 2 the actual hours spent during the month of
 3 November 2020 so the chart on that page does not
 4 include the hours we spent in November 2020;
 5 budgeted hours were approximately 1,500 hours for
 6 the month, though.
 7 And despite some of the current balls
 8 that were thrown our way, working 100 percent
 9 remotely the audit services unit was able to
 10 complete 116 risk-based audit reviews and
 11 followups at 93 schools and 23 offices, and some
 12 of those activities included school activity
 13 funds and procurement card audits, procurement
 14 card reviews, followups to school activity funds,
 15 procurement card audits and the three-year cash
 16 analysis of all schools, and a board expenditure
 17 review and a superintendent expenditure review.
 18 Our investigative unit closed 100 cases
 19 last year. Of those 100 cases, 16 were
 20 classified as conflicts of interest, 15 were
 21 related to misuse of company property, and 15

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1 were related to payroll fraud or overtime abuse.
 2 33 percent of the cases that we closed last year
 3 were fraud related and 13 percent of the cases
 4 closed were either substantiated or partially
 5 substantiated.
 6 We also continue to monitor the status
 7 of management's corrective action plans related
 8 to the FY-19 UHY report on procurement activities
 9 and the FY-20 Office of Legislative Auditor's
 10 report. All of this information was reported in
 11 much more detail to the audit committee at its
 12 regularly scheduled monthly meetings, and as part
 13 of the document I included a summary of all these
 14 meetings.
 15 And that concludes my report and I will
 16 be happy to take any questions related to the
 17 FY-21 yearend update.
 18 CHAIRWOMAN SCOTT: Thank you very much
 19 for that. Were there any questions? Yes,
 20 Ms. Pasteur?
 21 MS. PASTEUR: I just want to thank

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1 Ms. Barr and the people in her department. They
 2 are so incredibly thorough, and the committee,
 3 and Dr. Williams, and conversations that we've
 4 had about the importance of this department in
 5 terms of helping you with closing the gap, and
 6 just the importance of what their projects,
 7 that's something Ms. Rowe has talked about for a
 8 couple of years, about projects that they can do,
 9 and I'm looking forward to seeing them do some of
 10 these projects that will help move our system
 11 along and help to close the gaps. Thank you.
 12 CHAIRWOMAN SCOTT: Thank you,
 13 Ms. Pasteur. Were there any other questions or
 14 comments?
 15 MS. ROWE: Madam Chair --
 16 CHAIRWOMAN SCOTT: I apologize.
 17 MS. ROWE: I believe we have to approve
 18 the work plan before we move on.
 19 CHAIRWOMAN SCOTT: I wasn't moving on, I
 20 was just seeing if anyone had any questions. It
 21 looks like there's one from Dr. Hager.

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1 DR. HAGER: I apologize if this is in
 2 here and I missed it, but how much of your work
 3 is driven by people reporting fraud, waste and
 4 abuse versus your original work as it was set out
 5 at the beginning of the year?
 6 MS. BARR: So we do allot a specific
 7 number of hours for that, and it's approximately
 8 about five to six thousand hours per year that we
 9 relate or allot for the administration of the
 10 hotline and to complete investigations. Now this
 11 past year it was a little bit different, it was a
 12 lot lower than typically we have seen in the
 13 past.
 14 DR. HAGER: Thank you.
 15 MS. BARR: You're welcome.
 16 CHAIRWOMAN SCOTT: Thank you. And it
 17 looked like there was a question from Ms. Mack?
 18 Oh, okay, Ms. Rowe, did you have a question?
 19 Okay. Ms. Causey, did I hear you, did you have a
 20 question? No?
 21 MS. CAUSEY: Thank you, Madam Chair.

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1 CHAIRWOMAN SCOTT: Okay, yes, go ahead.
 2 MS. CAUSEY: Thank you, Madam Chair. I
 3 want to thank you for this presentation, and
 4 there were many shifts that needed to take place
 5 this year and we appreciate all the staff that
 6 has really been creative and innovative and hard
 7 working throughout this time.
 8 I do want to ask about the work plan.
 9 Is it typical that it's been a two-year plan or
 10 has it previously just been a one-year plan?
 11 MS. BARR: It's previously been a
 12 one-year plan. If we're moving on to the next
 13 topic, I just had some brief comments related to
 14 that, if I may proceed.
 15 CHAIRWOMAN SCOTT: Yes, so we can move
 16 on to the next topic. I was just seeing if there
 17 were any questions about this one but Ms. Causey,
 18 is your question about the next topic, the work
 19 plan?
 20 MS. CAUSEY: Yes, I can wait until that
 21 to do that.

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1 CHAIRWOMAN SCOTT: Okay.
 2 MS. CAUSEY: Thank you.
 3 CHAIRWOMAN SCOTT: Yes, okay. So the
 4 next item on the agenda is the consideration of
 5 the proposed fiscal year 22 and fiscal year 23
 6 Office of Internal Audit work plan, and again for
 7 that we call on Ms. Barr.
 8 MS. BARR: Thank you. So the proposed
 9 audit projects and other audit activities for our
 10 work plan is rather ambitious. However, due to
 11 the global pandemic and the ransomware attack we
 12 felt the importance of conducting an entity-wide
 13 assessment of risk and controls combined with the
 14 identified projects are a high priority for at
 15 least the next two fiscal years.
 16 We designed this work plan to address
 17 what we consider to be higher risk areas while
 18 limiting the scope of work to what we can
 19 realistically accomplish with the available staff
 20 resources. I would like to point out that the
 21 development of an annual risk-based plan is a

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1 dynamic and continuous process. Throughout the
 2 year we obtain and maintain current information
 3 about BCPS departments, programs and activities
 4 for use in the risk assessment process.
 5 Additionally we will obtain input from
 6 the Board, superintendent, BCPS operational
 7 management, audit committee members, professional
 8 agencies and peer audit groups throughout the
 9 year to identify key risks related to various
 10 governance and operational areas. We will use a
 11 realistic audit horizon strategy approach to
 12 identify, prioritize and manage audit issues
 13 critical to the Board and BCPS operation.
 14 The new approach allows us to build
 15 hours into the plans with specifically requested
 16 audits not originally captured in the plan and
 17 for urgent audit issues that arise throughout the
 18 year. This provides us with greater flexibility
 19 to address emerging issues in a timely manner and
 20 to provide quality and responsive customer
 21 service to all that require our assistance. We

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1 believe that a risk-based approach will allow us
 2 to continue to align with industry best
 3 practices, focus our limited resources in higher
 4 risk areas and increase flexibility as higher
 5 risk priorities arise.

6 In addition to being risk based, you
 7 will also notice that this plan specifically
 8 identifies the type of audit activity, audit
 9 type, audit objective, and our related office
 10 goals. We hope that this approach provides
 11 greater clarity to our stakeholders as we
 12 continue to refine our audit processes and
 13 procedures and approaches. This FY-22 and FY-23
 14 work plan was discussed and unanimously approved
 15 at the June 22nd audit committee. I want to
 16 thank you for your time this evening and I would
 17 be happy to answer any questions related to this
 18 work plan.

19 CHAIRWOMAN SCOTT: Thank you, Ms. Barr.
 20 It looks like there was a question from
 21 Ms. Causey related to this work plan.

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1 MS. CAUSEY: Thank you, Madam Chair, and
 2 thank you, Ms. Barr for presenting this draft
 3 report, excuse me, the draft work plan.

4 And what I started to ask is, is it
 5 typical to provide a one-year plan or is this a
 6 new process to present a two-year plan?

7 MS. BARR: This is a new process for
 8 future plans. As we move in more to the
 9 risk-based approach, you will notice that it will
 10 become more of a multiyear plan, subject to
 11 change of course.

12 MS. CAUSEY: Yes, and subject to change
 13 as we all know, thank you.

14 The other question I had is where in the
 15 work plan is it about fulfilling the Board's
 16 requests about receiving reports?

17 MS. BARR: That is not in the work plan,
 18 that is part of our SOPs, and we will continue to
 19 do that as part of our normal practice. That was
 20 approved by the audit committee and we did run
 21 into a little bit of an issue due to the

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1 ransomware attack, but be prepared to receive
 2 quarter two, three and four reports very shortly.

3 MS. CAUSEY: Okay, thank you for that.
 4 And I notice on the earlier reports that there
 5 was a discontinuation of updates on the Office of
 6 Legislative Audit's continuous monitoring, and
 7 also the -- so I was curious, when is that going
 8 to be reinstated and how is that going to be
 9 fulfilled in this coming year?

10 MS. BARR: Sure. So as I committed when
 11 we did remove the topic from the agenda at the
 12 audit committee meetings, it is scheduled to be
 13 brought back to the audit committee meetings in
 14 September, so that will resume at our first
 15 committee meeting this year.

16 MS. CAUSEY: Great, thank you. That's
 17 all I have at this time.

18 CHAIRWOMAN SCOTT: Thank you. Any other
 19 questions? Mr. Kuehn.

20 MR. MCMILLION: Ms. Scott?
 21 CHAIRWOMAN SCOTT: Oh, I can hear you

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1 now, Mr. McMillion. We have Mr. Kuehn, then
 2 Mr. McMillion.

3 MR. MCMILLION: Yes please.
 4 MR. KUEHN: Thank you. Hi, Ms. Barr.
 5 MS. BARR: Hello.
 6 MR. KUEHN: This is pretty aggressive, I
 7 see a significant number of audits and a lot of
 8 work here and I applaud that, thank you for
 9 pulling all this together.

10 One of the questions I have, item 26,
 11 the audit title is grant administration and it
 12 talks about, I mean, I know we do this every year
 13 already when the single audit comes in to make
 14 sure that grant money is going to the appropriate
 15 place. And there's been a lot of energy and
 16 focus on all the CARES Act money that's flowing,
 17 significant, hundreds of millions of dollars
 18 flowing into our organization, and I was
 19 wondering if you wanted to maybe add one or if it
 20 would be a sub of this that would literally focus
 21 on CARES Act money just so we know that we're

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1 accounting for it appropriately and we're being,
 2 getting ahead of the game I guess, we're not
 3 doing this too far in arrears because you have
 4 this down, item 26 is fiscal year 2023. But I
 5 think it should just be an ongoing activity
 6 because we're receiving significant money every
 7 year with ESSA and whatever else, ESSA I,
 8 ESSA II, what have you, and we could kind of get
 9 ahead of that a little bit because it's such a
 10 flow of cash flowing in.

11 And I am just making a suggestion, I'm
 12 not sure, I know this is a draft, how you would
 13 want to approach that. But you know, this is
 14 great. I think that, I hope you can do it all,
 15 this is really a tremendous amount of work, so
 16 I'm excited to see what comes out of this. Thank
 17 you.

18 MS. BARR: Just, if I may respond, I
 19 have had conversation with the Board's external
 20 auditor, Clifton Larson Allen, and they do
 21 believe that obviously because we had a finding

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1 in a civil audit related to the CARES Act that
 2 they will have to follow up with that, and there
 3 is a great possibility that it will be included
 4 as part of a single audit this coming year. So
 5 as you will see, there is another item in the
 6 work plan that relates to followup to any type of
 7 findings, things of that nature related to
 8 external audit groups, so we will be working
 9 together with Clifton Larson Allen so that we
 10 don't duplicate efforts but we want to make sure
 11 that our focus is going to be the risks and
 12 liabilities associated with perhaps lack of
 13 internal controls, things of that nature. And as
 14 we do the risk assessment, we're not just focused
 15 on business services, we're going to be looking
 16 at every single department within the
 17 organization. That's why we think it's very
 18 critical and very important to do the risk
 19 assessment and focus on that this year and as we
 20 do that, if there are concerns that are
 21 communicated to us related to that particular

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1 area, that is what, one of the beauties of a
 2 risk-based audit work plan is that could rise to
 3 the top and become number three instead of number
 4 26.

5 MR. KUEHN: Thank you, I appreciate
 6 that, and I definitely don't want to duplicate
 7 effort but like I said, it's a significant amount
 8 of money and there's a lot of eyes on it.

9 The only other item that I would point
 10 out is 20, the item titled IT security. There
 11 are very specialized practices that get involved
 12 in IT security and auditing of systems, so I'm
 13 just wondering what your group would actually be
 14 involved with with an IT security audit, if you
 15 could explain that?

16 MS. BARR: Sure, and I guess the short
 17 answer is right now we don't know, because we
 18 have not talked with our IT group, and we've not
 19 conducted the risk assessment portion and
 20 conversations with the IT folks. But again, the
 21 type of audit that we're looking to do is related

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1 to internal controls, so not necessarily going
 2 and delving deeply into IT security but what
 3 processes are in place, what controls are in
 4 place to prevent certain things from happening,
 5 i.e. the ransomware attack, phishing schemes,
 6 things of that nature, that it's almost perhaps
 7 like a checklist type of thing, preliminary type
 8 of thing that if we don't have certain things in
 9 place then this can happen and then we would
 10 point that out to management. But I can assure
 11 you that this past year we've had the opportunity
 12 to participate in a variety of staff development
 13 activities related to ransomware, related to IT
 14 security, risk assessment, things of that nature.

15 MR. KUEHN: All right, thank you.

16 CHAIRWOMAN SCOTT: Thank you, and we do
 17 need to move along. Mr. McMillion, you're up.

18 MR. MCMILLION: Yes please. As chairman
 19 of the audit committee since February of 2021, I
 20 move to approve the Office of Internal Audit
 21 FY-22 and FY-23 work plans as presented at the

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1 June 23rd, 2021 audit committee meeting.
 2 VICE CHAIR HENN: Second, Henn.
 3 CHAIRWOMAN SCOTT: Thank you. No second
 4 is needed since the recommendation comes from the
 5 committee, but thank you both. May I have a
 6 rollcall vote please, Ms. Gover?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey?
 10 MS. CAUSEY: Yes.
 11 MS. GOVER: Ms. Mack?
 12 MS. MACK: Yes.
 13 MS. GOVER: Mr. McMillion?
 14 MR. MCMILLION: Yes.
 15 MS. GOVER: Ms. Jose?
 16 MS. JOSE: Yes.
 17 MS. GOVER: Ms. Henn?
 18 VICE CHAIR HENN: Yes.
 19 MS. GOVER: Mr. Thomas?
 20 MR. THOMAS: Yes.
 21 MS. GOVER: Mr. Offerman?

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1 MR. OFFERMAN: Yes.
 2 MS. GOVER: Ms. Pasteur?
 3 MS. PASTEUR: Yes.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Mr. Kuehn?
 7 MR. KUEHN: Yes.
 8 MS. GOVER: Ms. Scott?
 9 CHAIRWOMAN SCOTT: Yes.
 10 MS. GOVER: Thank you.
 11 CHAIRWOMAN SCOTT: Thank you very much,
 12 Ms. Barr. Thank you.
 13 Okay. And I would like to make a motion
 14 that we postpone Items Q and S to the August 24th
 15 board meeting if there are no objections. Is
 16 there a second?
 17 VICE CHAIR HENN: Second.
 18 CHAIRWOMAN SCOTT: Thank you. Yes?
 19 MR. THOMAS: I don't object but can I
 20 speak to something about a possible agenda item
 21 for the next board meeting?

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1 CHAIRWOMAN SCOTT: Oh, or, you could
 2 speak to it or you could email it in and we can
 3 do it when we have our agenda setting.
 4 MR. THOMAS: Okay, can I just speak to
 5 it real quick, okay? I would just request that
 6 we have a presentation from Division of School
 7 Climate and Safety and Department of Social and
 8 Emotional Support about the mental health and
 9 wellness and resources, since we've been talking
 10 about this being dropped on us, at the
 11 September 24th, 2021 board meeting.
 12 CHAIRWOMAN SCOTT: Okay, you should also
 13 probably email that over, because I think we
 14 actually did that at our equity committee
 15 meeting, we had that presentation, but yeah,
 16 email that over so we can look at that.
 17 So the motion was to postpone Q and S,
 18 it was seconded. Ms. Gover, could we do a
 19 rollcall vote please?
 20 MS. GOVER: Ms. Rowe?
 21 MS. ROWE: Yes.

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

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1 CHAIRWOMAN SCOTT: Yes.

2 MS. GOVER: Thank you.

3 CHAIRWOMAN SCOTT: Okay, so those are

4 postponed to the August 24th board meeting.

5 So if next item is Item R, and the next

6 item on the agenda are for information items,

7 which includes the Revised Superintendent's Rules

8 2372, 5420 and 5430.

9 Then we go right down to T, and the last

10 item on the agenda is announcements. The Board's

11 next meeting will be held on Tuesday,

12 August 24th, 2021 at 6:30 p.m. Thank you for

13 joining us tonight and the meeting --

14 MS. PASTEUR: Ms. Scott, we didn't knock

15 out board member comments, and I do want to make

16 one.

17 CHAIRWOMAN SCOTT: We postponed those to

18 the 24th.

19 MS. PASTEUR: Oh, did we?

20 CHAIRWOMAN SCOTT: Yeah.

21 MS. PASTEUR: Can I make just, this

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1 would be very short but I need to say it, okay?

2 CHAIRWOMAN SCOTT: I think I -- did I

3 say adjourned?

4 VICE CHAIR HENN: You did.

5 CHAIRWOMAN SCOTT: Yeah, I think I

6 adjourned, I apologize, I didn't know, but once I

7 said adjourned. Can she, Mr. Brousaides, can

8 Ms. Pasteur, even though I said adjourned, can

9 she still make her statement?

10 MR. BROUSAIDES: Yes.

11 CHAIRWOMAN SCOTT: Okay, go ahead,

12 Ms. Pasteur.

13 MS. PASTEUR: Very quickly, because at

14 the first June meeting I was one of the people

15 who voted for postponing 12 months to the 24-25

16 school year. I'm going to abstain now, but I'm

17 giving notice that at the next meeting, and I

18 will send it out via email, that I'm going to

19 make a motion to rescind that June motion,

20 because I realize that this staff is awesome and

21 that they have been working continuously towards

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1 that end, and to that I'm going to make a motion

2 that the 12-month option for teachers be

3 implemented beginning the school year 22-23,

4 which is a year later, and I'm just looking at

5 Dr. Williams as I say it and Dr. Scriven.

6 CHAIRWOMAN SCOTT: I'm sorry, did you

7 just make a motion?

8 MS. PASTEUR: No, I'm saying that I'm

9 giving notice.

10 CHAIRWOMAN SCOTT: Oh, you're going to

11 make a motion, okay.

12 MS. PASTEUR: And I wanted you to know

13 in advance that I am going to make the motion to

14 rescind that.

15 CHAIRWOMAN SCOTT: Thank you,

16 Ms. Pasteur. Okay. So the next meeting will be

17 held Tuesday, August 24th, 2021 at 6:30. Thank

18 you for joining us, the meeting is now adjourned.

19 (Meeting adjourned.)

20

21

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1 STATE OF MARYLAND.

2 BALTIMORE COUNTY: SS

3

4 I, Paul A. Gasparotti, a Notary Public in and

5 for the State of Maryland, Baltimore County, do

6 hereby certify that the foregoing is a true and

7 accurate transcription of the recording to the

8 best of my ability.

9 I further certify that I am not of counsel to

10 any of the parties nor in any way interested in

11 the outcome of these proceedings.

12 As witness, my hand and notarial seal this

13 19th day of August, 2021.

14

15 _____

16 Paul A. Gasparotti

17

18

19

20

21

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