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BOARD OF EDUCATION  
BALTIMORE COUNTY  
  
PUBLIC BOARD MEETING  
HYBRID VIA MICROSOFT TEAMS  
  
SEPTEMBER 14, 2021

Transcribed by:  
Paul A. Gasparotti

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1 **BOARD MEMBERS:**

2

3 Makeda Scott, Board Chair

4 Julie C. Henn, Vice Chair

5 Kathleen Causey

6 Moalie S. Jose

7 Erin R. Hager

8 Russell T. Kuehn

9 Lisa A. Mack

10 Rodney R. McMillion

11 John H. Offerman, Jr.

12 Cheryl E. Pasteur

13 Lily P. Rowe

14 Christian Thomas, Student Member

15

16

17

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1 **PROCEEDINGS**

2 **CHAIRWOMAN SCOTT:** Good afternoon, this

3 is Chairwoman Makeda Scott. I now call to order

4 the meeting of the Board of Education of

5 Baltimore County for Tuesday, September 14th,

6 2021. I invite you to recite the Pledge of

7 Allegiance to the Flag, to be led by Mr. Thomas.

8 We will then have a moment of silence in

9 recognition of those who have served education in

10 Baltimore County.

11 (Pledge of Allegiance.)

12 (Moment of silence.)

13 Thank you, Mr. Thomas. Tonight's Board

14 of Education meeting is being held both in person

15 and by phone by board members, and streamed on

16 line through Microsoft Teams, and broadcasted

17 through BCPS TV, Comcast Xfinity Channel 73, and

18 Verizon FiOS Channel 34. In order to efficiently

19 conduct this meeting, all voting items this

20 evening will be done by rollcall vote.

21 The first item on the agenda is the

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1 consideration of the September 14th agenda.  
 2 Dr. Williams, are there any additions or changes  
 3 to tonight's agenda?  
 4 DR. WILLIAMS: Madam Chair, I'm unaware  
 5 of any changes or additions to tonight's agenda.  
 6 CHAIRWOMAN SCOTT: Thank you,  
 7 Dr. Williams. Hearing none, the agenda stands as  
 8 presented.  
 9 Ms. Gover, do we need to have a rollcall  
 10 vote for this? No? Okay, we can go on. All  
 11 right.  
 12 The next item on the agenda is personnel  
 13 matters and for that I call on Ms. Anderson.  
 14 MS. ANDERSON: Good evening, Chairwoman  
 15 Scott, Vice Chairwoman Henn, Superintendent  
 16 Williams and members of the Board. I would like  
 17 the Board's consent for the following personnel  
 18 matters: Termination.  
 19 CHAIRWOMAN SCOTT: Are there any  
 20 questions? None, please proceed.  
 21 MS. ANDERSON: Retirements.

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1 CHAIRWOMAN SCOTT: Questions? Please  
 2 proceed.  
 3 MS. ANDERSON: Resignations.  
 4 CHAIRWOMAN SCOTT: Any questions?  
 5 Please proceed.  
 6 MS. ANDERSON: Leave.  
 7 CHAIRWOMAN SCOTT: Any questions? None.  
 8 Please proceed.  
 9 MS. ANDERSON: And deceased recognition  
 10 of service.  
 11 CHAIRWOMAN SCOTT: Questions? None.  
 12 MS. ANDERSON: Certificated  
 13 appointments.  
 14 CHAIRWOMAN SCOTT: Any questions? None.  
 15 MS. ANDERSON: Thank you.  
 16 CHAIRWOMAN SCOTT: Do I have a motion to  
 17 approve the personnel matters as presented in  
 18 Exhibits D-1 through D-6?  
 19 MS. CAUSEY: So moved, Causey.  
 20 CHAIRWOMAN SCOTT: Thank you. Is there  
 21 a second?

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1 MS. PASTEUR: Second.  
 2 CHAIRWOMAN SCOTT: Thank you. May I  
 3 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: 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, the motion  
 7 carries. Dr. Williams?  
 8 DR. WILLIAMS: I bring forth the  
 9 following administrative appointments for your  
 10 approval: Principal of Powhatan Elementary  
 11 School; assistant principal, Baltimore Highlands  
 12 Elementary School; assistant principal, Deer Park  
 13 Middle Magnet School; assistant principal,  
 14 Sudbrook Magnet Middle School; supervisor,  
 15 teaching and learning, Office of Teaching and  
 16 Learning; supervisor, special projects,  
 17 Department of Educational Options; specialist,  
 18 Office of Equity and Cultural Proficiency;  
 19 specialist, Office of Digital Safety, Educational  
 20 Technology and Library Media Programs; and  
 21 coordinator, visual arts, Office of Visual Arts.

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1 CHAIRWOMAN SCOTT: Thank you. I think  
 2 we're, and I'm not sure if we already did this,  
 3 yeah, the next item on the agenda is  
 4 administrative appointments. Is that what you  
 5 just went over? Okay. Do I have a motion to  
 6 approve the administrative appointments as  
 7 presented in Exhibit E-1?  
 8 MS. PASTEUR: So moved, Ms. Pasteur.  
 9 CHAIRWOMAN SCOTT: Is there a second?  
 10 MR. KUEHN: Mr. Kuehn.  
 11 CHAIRWOMAN SCOTT: Thank you, Mr. Kuehn.  
 12 Any discussion? Questions? No? Thank you. May  
 13 I have a rollcall vote please, Ms. Gover?  
 14 MS. GOVER: Ms. Rowe?  
 15 MS. ROWE: Yes.  
 16 MS. GOVER: Ms. Causey?  
 17 MS. CAUSEY: Yes.  
 18 MS. GOVER: Ms. Mack?  
 19 MS. MACK: Yes.  
 20 MS. GOVER: Mr. McMillion?  
 21 MR. MCMILLION: Yes.

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1 MS. GOVER: Ms. Jose?  
 2 MS. JOSE: Yes.  
 3 MS. GOVER: Ms. Henn?  
 4 VICE CHAIR HENN: Yes.  
 5 MS. GOVER: Mr. Thomas?  
 6 MR. THOMAS: Yes.  
 7 MS. GOVER: Ms. Pasteur?  
 8 MS. PASTEUR: Yes.  
 9 MS. GOVER: Dr. Hager?  
 10 DR. HAGER: Yes.  
 11 MS. GOVER: Mr. Kuehn?  
 12 MR. KUEHN: Yes.  
 13 MS. GOVER: Ms. Scott?  
 14 CHAIRWOMAN SCOTT: Yes.  
 15 MS. GOVER: Thank you.  
 16 CHAIRWOMAN SCOTT: Thank you, the motion  
 17 carries.  
 18 DR. WILLIAMS: So, our first appointment  
 19 is may began B he will wood as the supervisor,  
 20 teaching and learning, Office of Teaching and  
 21 Learning. She brings to us 14 years in Baltimore

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1 County Public Schools. Her previous position was  
 2 a specialist in that office and she has served as  
 3 a teacher in the Office of Special Education as  
 4 well as Woodlawn Middle School. Congratulations,  
 5 Ms. Elwood.  
 6 (Applause.)  
 7 Our next appointment, yes, is Kortney J.  
 8 Griffin, as principal of Powhatan Elementary  
 9 School. She brings to us 17.1 years of service  
 10 in Baltimore County. She served as the assistant  
 11 principal at Powhatan as well as Bedford and  
 12 Powhatan again. She served as a classroom  
 13 teacher at Powhatan as well as New Town  
 14 Elementary and Halsted Academy. She was a part  
 15 of the Aspiring Leader in 2013. Congratulations,  
 16 Principal Griffin.  
 17 (Applause.)  
 18 Our next appointment is Tiffany M.  
 19 Harris as principal at Sudbrook Magnet Middle  
 20 School. She brings to us 19.1 years of service  
 21 in Baltimore County. She served as a special ed

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1 teacher at Northwest Academy of Health Sciences,  
 2 she served as an HR officer in the Office of  
 3 Staffing, as well as assistant principal at  
 4 Western School of Technology and Lansdowne Middle  
 5 School. She served as a resource teacher in the  
 6 Office of Special Education as well as a special  
 7 ed teacher at Winand Elementary. She also brings  
 8 prior experience in Baltimore City Public Schools  
 9 and Prince George's County Public Schools.  
 10 Congratulations, Ms. Harris.  
 11 (Applause.)  
 12 Next is Casey Kirk as supervisor,  
 13 special projects, Department of Educational  
 14 Options. Welcome to Baltimore County Public  
 15 Schools. She served as the academic coordinator  
 16 and juvenile service education in Maryland State  
 17 Department of Education. She served previous  
 18 positions at MSDE as the learning management  
 19 system manager, online professional learning  
 20 specialist, and professional learning specialist.  
 21 She served as a high school literacy teacher at

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1 Thomas Stone High School in Charles County Public  
 2 Schools and an English teacher at Great Mills  
 3 High School in Saint Mary's County Public  
 4 Schools. Welcome aboard, Ms. Kirk.  
 5 (Applause.)  
 6 Next is Keith M. Lewis, specialist in  
 7 the Office of Equity and Cultural Proficiency.  
 8 He served as a consulting teacher at Loch Raven  
 9 High School. Previous to that he served as a  
 10 social studies teacher at Loch Raven Technical  
 11 Academy, Deer Park Middle Magnet School, and  
 12 previously he served as a teacher at Roland Park  
 13 Elementary/Middle School. He brings to us 21.1  
 14 years of service in Baltimore County.  
 15 Congratulations, Mr. Lewis.  
 16 (Applause.)  
 17 Next is Shelby Small, assistant  
 18 principal at Baltimore Highlands Elementary  
 19 School. She brings 12.1 years of service in  
 20 Baltimore County. She served as a resource  
 21 teacher at Lansdowne Middle School as well as a

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1 mathematics teacher at Lansdowne Middle School.  
 2 Congratulations, Ms. Small.  
 3 (Applause.)  
 4 I like those cheers, thank you. And  
 5 next is Ms. Suhaila Tenly, specialist in the  
 6 Office of Digital Safety, Educational Technology,  
 7 and Library Media Programs. She brings to us  
 8 13.9 years of service in Baltimore County. She  
 9 served as the library science media teacher at  
 10 Hereford High, Franklin High. She also served as  
 11 an English teacher at George Washington Carver  
 12 Center for Arts and Technology and Patapsco High  
 13 School. Congratulations, Ms. Tenly.  
 14 (Applause.)  
 15 Next we have, our next appointment is  
 16 Ryan W. Twentey as the coordinator, visual arts,  
 17 in the Office of Visual Arts. He brings to us  
 18 10.1 years of service in Baltimore County.  
 19 Previously he served as the supervisor in visual  
 20 arts, Office of Visual Arts, as well as an art  
 21 teacher at Parkville High School.

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1 Congratulations, Mr. Twentey.  
 2 (Applause.)  
 3 Our last appointment is Elexis N. Wylie  
 4 as assistant principal at Deer Park Middle Magnet  
 5 School. She brings to us 9.1 years of service in  
 6 Baltimore County. Previously she served as the  
 7 resource teacher in the Department of Academics  
 8 in English Language Arts. She also served as an  
 9 English teacher at Woodlawn Middle as well as  
 10 Southwest Academy. She also served as a special  
 11 ed self-contained teacher at Southwest Academy.  
 12 Congratulations, Ms. Wylie.  
 13 (Applause.)  
 14 Once again, I would like to thank the  
 15 Department of Human Resources, our community  
 16 superintendents as well as our chiefs and all the  
 17 staff that were very instrumental in filling  
 18 these vacancies. Congratulations to all who were  
 19 appointed tonight.  
 20 (Applause.)  
 21 CHAIRWOMAN SCOTT: Congratulations to

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1 everyone, and thank you, Dr. Williams.  
 2 Our next item is public comment. This  
 3 is one of the opportunities the Board provides to  
 4 hear the views and receive the advice of  
 5 community members. The members of the Board  
 6 appreciate hearing from interested citizens. As  
 7 appropriate, we will refer your concerns to the  
 8 superintendent for followup by his staff.  
 9 The Board of Education will conduct the  
 10 public comment portion of the meeting by allowing  
 11 those who registered to speak to attend in  
 12 person. Registration was open to the public one  
 13 week prior to tonight's board meeting and was  
 14 closed at three p.m. yesterday for anyone wishing  
 15 to speak at this evening's meeting. Board  
 16 practice limits to ten the number of speakers at  
 17 a regularly scheduled board meeting. Speakers  
 18 were selected randomly using an electronic  
 19 selection process from all registrations received  
 20 within the designated timeframe. Each speaker is  
 21 allowed three minutes to address the Board. Of

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1 course if fewer than ten registrations are  
 2 received, all who registered will be permitted to  
 3 speak. However, no speaker substitutions will be  
 4 allowed.

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

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

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

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

10 It is the practice of this Board to  
 11 allow elected officials to provide their comments  
 12 to the Board, so the first that we have to speak  
 13 is Senator Chris West. Is the Senator here?  
 14 Thank you and welcome, Senator West.

15 SENATOR WEST: Thank you, Madam Chair,  
 16 good evening and thank you once again for  
 17 affording me this opportunity to address the  
 18 Board. Dr. Hager, at the work session two weeks  
 19 ago you asked Mr. Dixit the following question:  
 20 At the most recent board meeting Senator West  
 21 proposed what he described as a win-win solution,

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1 which was to extend the 15-year MYIPAS plan to 16  
 2 years and add \$32 million to the total cost,  
 3 which by percentage when you're looking at the  
 4 enormous price tag is a very small amount. With  
 5 this, he said we could complete all of the  
 6 specified replacements and renovations proposed  
 7 by MYIPAS and also replace Towson and Dulaney. I  
 8 was very intrigued by that, we all want a  
 9 win-win. Were his calculations correct?

10 Mr. Dixit replied, I'm not going to  
 11 comment on this question, whether it's right or  
 12 wrong. Instead, Mr. Dixit launched into his  
 13 message of the evening which was that if the  
 14 Baltimore County School Board should decide to  
 15 replace Towson and Dulaney rather than renovate  
 16 them, the financial impacts would be dire, sort  
 17 of a financial Armageddon. According to  
 18 Mr. Dixit, the county would be severely penalized  
 19 by the IAC and would lose \$210 million to \$220  
 20 million in state funding for the county school  
 21 capital program, making it impossible for the

Page 21

1 county to build Sparrows Point, a northeast  
 2 school and numerous other essential schools. In  
 3 his words, there's a loss of \$220 million or \$210  
 4 million from our capital program. This was  
 5 presented by Mr. Dixit as a flat prediction of  
 6 what would happen if the school board should opt  
 7 for replacement schools. Watching Mr. Dixit on  
 8 the video feed, I was quite perplexed.

9 After all, the school system is moving  
 10 ahead on a replacement school for Lansdowne High  
 11 School and no such dire warnings were voiced  
 12 about that replacement school. Further, over the  
 13 past ten years the county has built replacement  
 14 high schools at both Carver and Dundalk. The IAC  
 15 did not lower the boom or penalize the county in  
 16 those cases, and I'm sure you're aware that the  
 17 county has built numerous replacement elementary  
 18 schools in the past decade, all without being  
 19 penalized by the IAC.

20 So I searched COMAR, the Code of  
 21 Maryland Regulations, and discovered that the

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1 regulation that Mr. Dixit was referring to states  
 2 that the IAC's power to penalize a county  
 3 desiring to build a replacement school is totally  
 4 discretionary, nothing in the COMAR regulation  
 5 mandates that replacement schools will suffer  
 6 reduced funding or penalties. So I asked myself,  
 7 has the IAC ever exercised this discretion, so I  
 8 called my friend former state senator Ed  
 9 Kasemeyer, who currently chairs the IAC. Senator  
 10 Kasemeyer told me that the IAC has never  
 11 exercised its discretion to penalize a county for  
 12 proposing to build a replacement school, never.  
 13       Meanwhile, Delegate Michele Guyton  
 14 reached out to former Maryland school  
 15 superintendents and she was told that the IAC has  
 16 never in anyone's memory penalized counties  
 17 purely for choosing replacement schools.  
 18 Delegate Cathy Forbes exchanged emails with  
 19 Robert Gorrell, who's the executive director of  
 20 the IAC, and he once again confirmed that the IAC  
 21 had never penalized in county for wanting to

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1 build a replacement school.  
 2       Finally, last Thursday morning,  
 3 Mr. Gorrell and I spoke on the phone for 20  
 4 minutes and I posed to him this question, quote,  
 5 suppose Baltimore County were to apply for  
 6 replacement schools for the 70-plus year old  
 7 Towson High School and the nearly 60-year-old  
 8 Dulaney High School, and the IAC should deviate  
 9 from its past practice of never opposing such  
 10 decisions and should instead decide that it would  
 11 penalize Baltimore County if it were to replace  
 12 Towson and Dulaney, would the IAC give the  
 13 Baltimore County School Board the chance to go  
 14 back, and with a full understanding of the lay of  
 15 the land, decide instead to renovate Towson and  
 16 Dulaney rather than replace them. Mr. Gorrell  
 17 replied without hesitation, of course. He added,  
 18 ultimately the decision to replace a school is  
 19 the county's decision, not the IAC's decision.  
 20       So now that I've set the record straight  
 21 on these matters, Dr. Hager, permit me to answer

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1 your question. My calculations were indeed  
 2 correct. Based upon the newly updated  
 3 feasibility studies that I received just this  
 4 afternoon, the aggregate cost of the renovation  
 5 options for Towson and Dulaney combined is \$268  
 6 million, while the aggregate cost of the  
 7 replacement options for Towson and Dulaney  
 8 combined is \$294 million, just \$26 million more.  
 9 If the 15-year MYIPAS plan were extended to 16  
 10 years an additional \$140 million would be  
 11 available for school construction, easily enough  
 12 to dedicate the extra \$26 million for the  
 13 replacement schools for Towson and Dulaney, and  
 14 still have an additional \$114 million left over  
 15 to spend on other schools.  
 16       This is the win-win result of which I  
 17 spoke a month ago. It would avoid all of the  
 18 unpleasantness and controversy that would surely  
 19 ensue, and would result in consensus rather than  
 20 acrimony, we could all move forward together. I  
 21 thank you for your attention and your

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1 consideration.  
 2       CHAIRWOMAN SCOTT: Thank you. Next to  
 3 speak is Delegate Cathy Forbes. Welcome,  
 4 Delegate Forbes.  
 5       MS. FORBES: Thank you. Good evening,  
 6 Dr. Williams, Board Chair Scott, Vice Chair Henn  
 7 and members of the Board. I'm Cathy Forbes,  
 8 delegate of the Maryland General Assembly  
 9 representing District 42-A. I'm grateful for  
 10 your service on this board and for the  
 11 opportunity to once again address you this  
 12 evening.  
 13       I'm here tonight to ask you to designate  
 14 Towson and Dulaney High School as replacement  
 15 schools on the CIP request as they have been for  
 16 the past two years. I know this is a big  
 17 decision, so I think it's important that we're  
 18 all dealing with the same facts. Fact number one  
 19 is that state funding is not in jeopardy.  
 20 Contrary to the information presented to you at  
 21 your August 24th meeting, the IAC will not

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1 withhold funds if we do something other than what  
 2 a feasibility study recommends, and they have  
 3 never penalized a jurisdiction for choosing to  
 4 build a replacement school. I shared this with  
 5 you in writing and it's been confirmed by Senator  
 6 West, who also spoke with the IAC. What's more,  
 7 the IAC does not require you to follow the  
 8 recommendations of a feasibility study; counties  
 9 get to decide what they want to build and school  
 10 boards get to set these priorities. The state  
 11 through the IAC is here to support local  
 12 jurisdictions in the construction of safe,  
 13 healthy school environments. The information  
 14 shared with you mischaracterized the work of the  
 15 IAC. As we are all stewards of taxpayer dollars,  
 16 there are guidelines but they are not draconian.

17       Second, I need to point out that a  
 18 feasibility study tells us what is feasible, it  
 19 does not tell us what will be funded by the  
 20 county, and that's a huge distinction. The GWWO  
 21 feasibility study for Towson High recommends

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1 option one at a cost of \$131 million. This  
 2 option is a renovation and addition that adds  
 3 nearly 500 seats to the state-rated capacity but  
 4 does not increase the common areas. The \$130  
 5 million renovation, estimated to take more than  
 6 four-and-a-half years, does not increase the size  
 7 of the gymnasium or the auditorium. At the end  
 8 of construction Towson High would continue to  
 9 have the second smallest gymnasium of any high  
 10 school in Baltimore County, as it was built in  
 11 1949.

12       Option two in that feasibility study,  
 13 the renovation and addition that wasn't chosen,  
 14 increases the size of the gymnasium and the  
 15 auditorium, the food service areas and student  
 16 commons, but it also comes with a price tag of  
 17 143 million, more expensive than option three,  
 18 the replacement school.

19       But to be clear, if you leave the CIP as  
 20 presented with Towson and Dulaney downgraded from  
 21 a replacement school to a renovation, you are not

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1 insuring that they will get what is feasible.  
 2 The reality is Baltimore County have never spent  
 3 more than \$51 million on a high school  
 4 renovation, and that was in the renovations of  
 5 Pikesville and Hereford High Schools. Both  
 6 schools were newer and smaller in size than  
 7 Towson and Dulaney. So it should be noted that  
 8 the vote you take tonight will not be weighing  
 9 two fairly equal options. You are deciding  
 10 whether to build replacement schools or just  
 11 partial inadequate renovations.

12       What the feasibility study showed us is  
 13 that any renovation will require replacement  
 14 school dollars, but what history shows us is the  
 15 county won't spend nearly so much on renovations.

16       When you review the Dulaney feasibility  
 17 study, the recommended renovation option that has  
 18 an estimated cost of \$134 million, this proves  
 19 that the Dulaney community was right to reject  
 20 the \$36 million renovation that was offered to  
 21 them a few years ago. The scope in funding was

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1 woefully inadequate to meet the needs of their  
 2 students.

3       Another point that needs correction from  
 4 your last meeting, you were told that Towson High  
 5 must be preserved because it is on the Maryland  
 6 State Historical Registry. That information is  
 7 not correct. Towson High was given landmark  
 8 status by the Baltimore County Landmark  
 9 Preservation Commission, and Baltimore County has  
 10 a more flexible approach to landmarking. They  
 11 are now able to landmark individual elements of a  
 12 building that are historically important, as  
 13 opposed to an entire structure. So the good news  
 14 is BCPS can ask the Baltimore County Landmark  
 15 Preservation Commission to review our status and  
 16 revise our designation and based on conversations  
 17 I've had with members of the commission, the  
 18 Towson preservation designation will not be a  
 19 hurdle.

20       Finally, I want to speak specifically  
 21 about my concerns with MYIPAS. While it's



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1 admirable to want all schools to be touched in  
 2 the next 15 years, many buildings need more  
 3 comprehensive work now, and some of our buildings  
 4 are new. Buildings built recently will not  
 5 qualify for state matching dollars, which means  
 6 you give up the opportunity to double your county  
 7 investment.

8 Let me be clear. When this Board voted  
 9 to build a new Lansdowne High School I stood and  
 10 cheered; and when the Board voted to fund a  
 11 replacement school at Dundalk Elementary School I  
 12 stood and cheered. I wasn't over here saying  
 13 they were taking money that should go to schools  
 14 in my neighborhood or my district. I cheered  
 15 when they cut the ribbons at Relay Elementary,  
 16 Lansdowne, Mays Chapel, Lyons Mill and Colgate  
 17 Elementary School, and cheered this summer when  
 18 they broke ground at the Northeast Elementary and  
 19 Middle Schools, and I'll be here cheering when  
 20 they cut the ribbons at Red House Run, Summit  
 21 Park and Bedford.

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1 But now it's Towson's and Dulaney's  
 2 time. They have waited their turn and they have  
 3 been in line. They have been on the five-year  
 4 capital plan Baltimore County Public Schools has  
 5 submitted to the state for the last two years.  
 6 In fact it goes so far that the county executive  
 7 held a press conference to announce his intention  
 8 to replace these schools and committed additional  
 9 planning dollars. He said the schools were in  
 10 dire need of replacement and even suggested that  
 11 a groundbreaking could happen in 2023. Nobody  
 12 jumped the line.

13 So I leave you tonight with a question.  
 14 Towson High was 417 students over capacity last  
 15 year, and this fall we welcomed a freshman class  
 16 that is more than 90 students bigger than the  
 17 class that graduated last spring. It is by far  
 18 the most overcrowded high school in the county.  
 19 Exactly how long do you think a 72-year-old  
 20 school is supposed to last? Thank you.

21 CHAIRWOMAN SCOTT: Thank you. Next is

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1 Delegate Sheila Ruth. Welcome, Delegate Ruth.  
 2 MS. RUTH: Thank you. Madam Chair,  
 3 Madam Vice Chair, Dr. Williams, members of the  
 4 Board, I'm Delegate Sheila Ruth and I represent  
 5 District 44-B. I'm here to testify in support of  
 6 the MYIPAS recommendations. Put simply, the  
 7 MYIPAS recommendations are the most fair, most  
 8 equitable plan for BCPS schools. After an  
 9 extensive data-driven process that included  
 10 facilities assessment, cost estimates, financial  
 11 analysis, enrollment projections and community  
 12 engagement, including three surveys, 12 hours of  
 13 community forums where 25,000 stakeholders  
 14 engaged, Cannon Design developed a plan that will  
 15 insure every school in the county will have  
 16 improvements within 15 years within budget, every  
 17 school will be at no more than 100 percent  
 18 capacity utilization by 2026. It doesn't get any  
 19 more fair than that. If the premium projects are  
 20 included, 86 schools will be deferred beyond 15  
 21 years, including 13 schools that serve my

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1 district. How is that fair? 15 years means that  
 2 an entire generation of students will not see a  
 3 renovation during their K-12 years.

4 I have sympathy for the Towson and  
 5 Dulaney parents who have long advocated for new  
 6 high schools; if I were a Towson parent I would  
 7 do the same. Towson and Dulaney have issues, but  
 8 the schools in my district and every district  
 9 have needs too. Members of the Board, we tell  
 10 the parents of Catonsville Elementary School,  
 11 Chadwick Elementary School, Dogwood Elementary  
 12 School, Edmondson Heights Elementary School,  
 13 Westchester Elementary School, Westowne  
 14 Elementary School, Woodmoor Elementary School,  
 15 Arbutus Middle School, Windsor Mill Middle  
 16 School, Woodlawn Middle School, Milford Mill  
 17 Academy, Western School of Technology and  
 18 Environmental Science, Woodlawn High School, and  
 19 the 73 other deferred schools that their students  
 20 are less important than the students at the  
 21 premium project schools.

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1 Countywide, stakeholders overwhelmingly  
 2 voted for equity in the surveys. 91 percent of  
 3 respondents agree or strongly agree that funding  
 4 for facilities should be allocated to benefit as  
 5 many students as possible. 82 percent felt that  
 6 the longest students should go without a major  
 7 renovation is 15 years. Presented with the  
 8 options and information, there was broad support  
 9 from countywide stakeholders for the option that  
 10 enables more equitable distribution.

11 Members of the Board, I ask you, please  
 12 do the right thing and vote for the plan which  
 13 will insure all students have a fair opportunity  
 14 for a good environment conducive to their  
 15 educational needs. I thank you for your time.

16 (Applause.)

17 CHAIRWOMAN SCOTT: Thank you. Next we  
 18 have Kimberly Shiloh for Delegate Benjamin  
 19 Brooks. Welcome, Ms. Shiloh.

20 MS. SHILOH: Good evening, Chair Scott,  
 21 Vice Chair Henn and members of the school board.

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1 I am Kimberly Shiloh and I'm here representing  
 2 Delegate Benjamin Brooks of the 10th legislative  
 3 district. I'm here to provide his written  
 4 testimony in support of the multiyear plan for  
 5 all schools, MYIPAS, developed by Cannon Design.

6 Last year Baltimore County government  
 7 and Baltimore County Board of Education supported  
 8 an independent consultant to evaluate the  
 9 condition and needs of all Baltimore County  
 10 Public Schools. The idea was to have a multiyear  
 11 plan that would prioritize the needs and provide  
 12 a roadmap to school construction, renovation and  
 13 repair of all Baltimore County Public Schools.  
 14 This process known as MYIPAS developed a  
 15 long-range 15-year plan for identifying and  
 16 equitably prioritizing capital projects for all  
 17 schools. This process would bring a sense of  
 18 stability, order, predictability, fiscal  
 19 accountability and equity to a very complicated  
 20 but critically necessary process for the repair,  
 21 renovation and sustainability to all schools in

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1 Baltimore County without pitting one community  
 2 against another.

3 In preparation of MYIPAS, Cannon  
 4 Consultants, a leader in the industry, for the  
 5 past two years conducted numerous meetings, site  
 6 visits and outreach efforts to produce a  
 7 comprehensive capital plan for all schools in  
 8 Baltimore County. According to some of the  
 9 results from the previous BCPS MYIPAS survey, 91  
 10 percent of respondents agree that facilities  
 11 should be allocated to benefit as many students  
 12 at possible. This survey also stated that 48,000  
 13 community survey responses confirm broad support  
 14 for recommended facility options that enable more  
 15 equitable distribution of capital investments,  
 16 and 82 percent of respondents prefer 15 years or  
 17 less as the longest students should be without  
 18 major building renovation.

19 MYIPAS made recommendations to address  
 20 the overall needs of Baltimore County Public  
 21 Schools as a whole. They include the renovation

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1 of Towson High School and Dulaney schools.  
 2 Altering the MYIPAS to replace said schools in  
 3 lieu of renovation will prioritize them over  
 4 nearly 86 other schools throughout the county,  
 5 this to serve the students of those other  
 6 schools. If altered, funding will be unavailable  
 7 to address the needs of the remaining schools for  
 8 the next 15 years. Taking away the opportunity  
 9 to address these concerns over this time span to  
 10 replace two buildings places undue hardships on  
 11 the students, administrators and educators of  
 12 those 86 schools. Funding for facilities should  
 13 be allocated to benefit as many students as  
 14 possible. The students of Baltimore County  
 15 regardless of ZIP code deserve the opportunity to  
 16 flourish in buildings that are properly  
 17 constructed, insulated and ventilated. Following  
 18 the recommendations of MYIPAS secures this  
 19 opportunity. For these reasons I ask the Board  
 20 to support the recommendations.  
 21 (Applause.)

<p style="text-align: right;">Page 38</p> <p>1 CHAIRWOMAN SCOTT: Thank you. So now I          2 call on our stakeholder group leaders to speak,          3 and our first stakeholder is Mr. Bash Pharoan.          4 DR. PHAROAN: Good evening. You heard          5 Mr. Dixit's excellent presentation in the last          6 Board of Education. Mr. Dixit told us that we          7 need to maximize state dollars. Mr. Dixit has          8 done a good job, but the Board of Education's job          9 is not just about money. You know that the          10 county executive does not have all the money,          11 neither does the state. You also know that          12 Dulaney High and Towson High are very old, have          13 so many problems, you already know the score of          14 those buildings is one of the lowest.          15 They are in the central area. The          16 central area is the seeds of the county. That          17 has to mean something. All school buildings are          18 like old patients in nursing homes, you fix the          19 heart, the lungs will fail. You fix the lungs,          20 the kidneys will go down, and you know what          21 happens next. In 2017 this Board of Education</p>	<p style="text-align: right;">Page 40</p> <p>1 have Mr. Billy Burke.          2 MR. BURKE: Good evening, Superintendent          3 Dr. Williams, Chair Mrs. Scott, Vice Chair          4 Mrs. Henn and members of the Board, thank you for          5 the opportunity to speak this evening. I would          6 like to begin by thanking the superintendent and          7 his staff for working to include CASE and its          8 members as decisions are made and implemented. I          9 am hopeful that we will continue to collaborate          10 and that CASE remains a voice at the table.          11 Those closest to implementation have much to          12 offer to insure buy-in and success.          13 I am compelled tonight to talk to you          14 about the emotional needs of CASE members. I          15 held a meeting on September 3rd with my members          16 and during the meeting one member described          17 herself as being broken. As the member told her          18 story, dozens of members put in the chat feature          19 that they felt the same way. You see, it's hard          20 to run a school even in the best of          21 circumstances. Add to the regular list of</p>
<p style="text-align: right;">Page 39</p> <p>1 promised to replace Dulaney and Towson, promised          2 to replace them. The Board of Education is not          3 just about money. You are an independent board,          4 so the decision to replace these two schools is          5 really your word and you have a choice, you could          6 keep your word and teach the students to keep          7 their words, or you could just simply change and          8 not replace those high schools. I ask you to          9 keep your word and build two brand new schools in          10 Towson and Dulaney.          11 The Central Area presentation will be on          12 September 22nd, you are all invited. It's about          13 retention and recruitment of teachers. If anyone          14 wants to attend on Zoom, please send me a line on          15 centralareaeac@gmail.com.          16 Our council also asks you to implement          17 the G-7 languages plus Chinese plus Arabic, Farsi          18 and Urdu. It is better business and better          19 understanding of different cultures. I thank          20 you.          21 CHAIRWOMAN SCOTT: Thank you. Next we</p>	<p style="text-align: right;">Page 41</p> <p>1 responsibilities not enough staff, not enough          2 buses, late hours, tracking vaccinations and          3 testing, and insuring learning when students and          4 staff are exposed or sick make the job of          5 teaching and learning exponentially harder.          6 Administrators and teachers are thought          7 of as heroes as schools reopen and believe me,          8 they are heroes. The community is demanding a          9 sense of normalcy and reopening does that, but          10 the second a student or staff member is exposed          11 or becomes sick, administrators and teachers          12 become the villain in this story and it becomes          13 impossible to do your best work when the very          14 people you are trying to serve are mad at you.          15 Administrators and teachers don't make the          16 decisions they are being held accountable for,          17 they don't create the communications, they don't          18 decide the protocols. Yet being a frontline          19 employee, they take the blame, they take the          20 blame.          21 Administrators and central office staff</p>

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1 are used to working more than 40 hours a week,  
 2 but now I hear stories daily of staff working  
 3 from early in the morning until late at night and  
 4 weekends for weeks on end. Working to exhaustion  
 5 is not a badge of honor or loyalty, overworking  
 6 is a trauma response, we need to recognize it and  
 7 do something about it. Staff are not seeing the  
 8 light at the end of the tunnel and are beginning  
 9 to resign. It breaks my heart to hear someone  
 10 describe themselves as broken. For what it's  
 11 worth, I see you, I hear you, and I will tell  
 12 your story. You are not broken, you are not  
 13 alone. Thank you.  
 14 (Applause.)  
 15 CHAIRWOMAN SCOTT: Next is Ms. Cindy  
 16 Sexton.  
 17 MS. SEXTON: Good evening, Chairwoman  
 18 Scott, Vice Chair Henn, Dr. Williams and members  
 19 of the Board. There are many memes on social  
 20 media relating to the beginning of school year  
 21 being tired for educators, and it is an

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1 exhausting time, a fun exciting time, but yes,  
 2 exhausting. Lots of wonderful things are  
 3 happening with our students. Educators are  
 4 sharing positive stories of lessons,  
 5 relationships and more. Our students are wearing  
 6 their masks and following the lead of the adults  
 7 in adhering to the mitigation strategies.  
 8 I respect every speaker here tonight  
 9 advocating for our school buildings but I'm here  
 10 for the people who are the boots on the ground in  
 11 the schoolhouse, be it virtual or physical, with  
 12 our students every single day. Because of COVID,  
 13 the challenges and changes continue, and I must  
 14 speak about the workload for our educators. All  
 15 educators are feeling overwhelmed at this time  
 16 but I want to take a moment to specifically speak  
 17 about our nurses. We love our nurses but we will  
 18 start losing them due to their untenable job  
 19 requirements. It's always been a challenge being  
 20 a school nurse. At the elementary school where I  
 21 work there were over 700 students and one nurse,

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1 and that was before COVID. To say that COVID has  
 2 intensified their work is an understatement. We  
 3 must do something to help our nurses.  
 4 TABCO will be meeting with them next  
 5 week to hear concerns, solutions, and do all we  
 6 can to keep them in our schools. We know there's  
 7 a labor shortage nationwide and the educator  
 8 shortage is real and extremely concerning. Some  
 9 elementary educators in the virtual learning  
 10 program, elementary educators have more than 60  
 11 students in their classes and secondary classes  
 12 are even higher. Because there's also a  
 13 substitute shortage, classes in the physical  
 14 schoolhouse are being combined. This compounds  
 15 concern over close contact and contact tracing,  
 16 not to mention the academic concerns of trying to  
 17 teach that many students.  
 18 We all want what is best for our  
 19 students, it's why we are here. We know the  
 20 system is working to hire educators. We must  
 21 look at what is needed to attract and retain

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1 employees. And I know that part of that is to  
 2 look at the morale and the climate of the system  
 3 which we think should be an efficiency review,  
 4 and I'm eager to hear the report about that  
 5 tonight, and even more eager to work with the  
 6 system so we can collaboratively address the core  
 7 concerns, the causes and develop solutions,  
 8 because when this happens the morale and the  
 9 climate will improve and that will benefit our  
 10 students, because our kids can't wait. Thank  
 11 you.  
 12 CHAIRWOMAN SCOTT: Thank you. Next we  
 13 have Mr. David Basler.  
 14 MR. BASLER: Good evening, ladies and  
 15 gentlemen of the Board of Education,  
 16 Superintendent Williams, Chairperson Scott, Vice  
 17 Chair Henn. I'm David T. Basler, executive board  
 18 member for AFSCME Local 434. I've been asked to  
 19 speak to you on behalf of our union, union  
 20 employees, essential workers of Baltimore County  
 21 Public Schools.

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1 You will receive a document this evening  
 2 addressing the finding and recommendations from  
 3 an efficiency study. Only having three minutes,  
 4 I will not steal all its thunder here addressing  
 5 its details. I will say, though, after a glance  
 6 it should be nice to say I told you so, but due  
 7 to the gravity of its findings, there is no joke  
 8 in thinking it could have been better for our  
 9 students if you, your predecessors or our current  
 10 management had different priorities. As we move  
 11 forward, know the union leadership has sought to  
 12 solve many of the issues the study found  
 13 repeatedly, only to be rebuffed by the other side  
 14 of the table. We have invested much of our own  
 15 time off the clock to examine, help and be  
 16 available for our fellow employees' and union  
 17 members' issues. But as essential employees,  
 18 still we stand ready to join, to navigate the  
 19 changes necessary to better the service to our  
 20 Baltimore County students and staff.  
 21 Of what I've stated before I will

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1 reiterate now. We have employee positions that  
 2 are currently underfunded compared to the  
 3 surrounding jurisdictions and even our partners  
 4 in Baltimore County government by two or three  
 5 dollars an hour. We need a regional salary study  
 6 to compare accurately to effectively resolve this  
 7 issue and overcome our current employee  
 8 shortages. The savings realized if you implement  
 9 the suggested resolutions should fund these  
 10 increases.  
 11 Also as I said last time, contractors  
 12 doing the work of our AFSCME represented  
 13 employees is not cost effective. We the AFSCME  
 14 represented employees of Baltimore County Public  
 15 Schools look forward as stakeholders to work with  
 16 you and resolve these longstanding issues. I  
 17 thank you, and have a good evening.  
 18 CHAIRWOMAN SCOTT: Thank you. And our  
 19 next speaker is Julie Zielinski.  
 20 MS. ZIELINSKI: Good evening,  
 21 Chairperson Scott, Vice Chairwoman Henn,

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1 Dr. Williams and members of the Board of  
 2 Education. My name is Julie Zielinski and I am  
 3 currently the cochair of the Special Education  
 4 Citizens Advisory Committee, or SECAC, and the  
 5 parent of a Baltimore County Public Schools high  
 6 school student. Now on Friday our group alerted  
 7 the Board of specific special education staffing  
 8 concerns by email and today I would like to  
 9 highlight a few key points.  
 10 As you know, the Individuals With  
 11 Disabilities Education Act, IDEA, requires that  
 12 transition services be included in a student's  
 13 IEP during middle and high school so that each  
 14 student is adequately prepared to transition to  
 15 life activities after completing their time here  
 16 at BCPS. SECAC has long advocated for additional  
 17 transition facilitators to support a historically  
 18 understaffed department, evidenced by large case  
 19 loads with each facilitator responsible for  
 20 hundreds of students.  
 21 We are aware, of course, that there are

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1 currently many job openings in the Department of  
 2 Special Education as we have already heard this  
 3 evening about staffing issues, and we understand  
 4 that applications for the VLP have been accepted  
 5 long after initial deadlines, with changing  
 6 enrollment affecting staffing needs. However, we  
 7 were alarmed when most of the transition  
 8 facilitators needed to support IDEA were recently  
 9 reassigned to new positions as case managers for  
 10 the VLP in order to offset staffing shortages.  
 11 The gutting of an already understaffed area to  
 12 meet a current need is concerning. As advocates  
 13 for students with IEPs we do feel the need to  
 14 stress two key points.  
 15 First, the few transition facilitators  
 16 that remain in their positions now have  
 17 impossible caseloads of well over a thousand  
 18 students each, which no amount of expertise can  
 19 overcome. Under these circumstances, how will  
 20 transition services required by IDEA be  
 21 implemented? Secondly, valuable staff resources

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1 are wasted as experienced transition facilitators  
 2 are moved to jobs where they have far less recent  
 3 experience. As new case managers now they have  
 4 to create new relationships and they also have to  
 5 go back and get professional development to  
 6 provide the tools they need to do this job. This  
 7 upheaval is occurring for what is supposed to be  
 8 a temporary situation but overwhelming already  
 9 overstressed staff members does no one any good.  
 10 We remain deeply concerned about what  
 11 appears to be desperate times requiring desperate  
 12 measures, but we're unclear about how the needs  
 13 of our students will be met under these  
 14 conditions. Thank you so much.  
 15 CHAIRWOMAN SCOTT: Thank you. That  
 16 concludes it for our stakeholder groups. Next is  
 17 general public comment and we have first  
 18 Mr. Muhammad Jameel.  
 19 MR. JAMEEL: Good evening, peace and  
 20 blessings to Madam Chair Scott, Dr. Williams,  
 21 members of the Board and everyone present here.

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1 I intended to devote my three minutes to commend  
 2 you and offer my compliments for diligence and  
 3 hard work without getting any remuneration.  
 4 However, a few days after Labor Day I received a  
 5 disturbing out of state call about our  
 6 15-year-old grandson. He was really upset and  
 7 angry with one of his teachers and used the word  
 8 hate, because the teacher was talking about the  
 9 upcoming 9/11 anniversary and disparaging Muslims  
 10 of the world as uncivilized, violent and  
 11 terrorists. Obviously he was infusing his own  
 12 ignorance, bias and hate into the minds of  
 13 children who were born after 9/11. This became a  
 14 red flag for me.  
 15 I started wondering about the level of  
 16 education of our teachers here and what they  
 17 might be teaching in history and social studies  
 18 classrooms all while discussing current affairs.  
 19 The majority of the current generation of  
 20 teachers, let alone the public at large, knows  
 21 about Muslims only from 7-11 or 9/11. They were

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1 influenced by the media, self-serving politicians  
 2 and subtleties in Hollywood movies. Do these  
 3 teachers know that Afghanistan has unexploited  
 4 ownership of many metals, radium, gold, chromium,  
 5 oil, gas, emeralds, garnets, rubies, marble?  
 6 They are the second largest in the world of the  
 7 earth metals that are essential for i-Phones,  
 8 i-Pads, computers and electronic devices,  
 9 rockets, space travel, et cetera. Our defense  
 10 department warned in 2010 that Afghanistan will  
 11 be the future Saudi Arabia of energy because of  
 12 its large reserves of lithium, and that the  
 13 Russians and Chinese must not have access to it.  
 14 Do they know that almost every Afghan  
 15 leader was either our man or Russian puppet since  
 16 1973, and were removed or assassinated by the  
 17 competing intelligence agencies. Do they know  
 18 that we blame it on the students, which is  
 19 Taliban in the Arabic language, the force of the  
 20 Russians when they sent their blood? Do they  
 21 know that we abandoned them and broke the promise

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1 to help them after the Russians were out? They  
 2 felt betrayed and used, which created a hate.  
 3 Hate is like a poison tree that bears  
 4 poison fruit. It leads to violence, which leads  
 5 to acts of terrorism. Look at the 92 chapters of  
 6 KKK, Army of God, white supremacists and many  
 7 others, who are instrumental in spreading hate  
 8 and committing nearly 70 percent of all domestic  
 9 terrorism according to Southern Poverty Law  
 10 Center and the FBI. I hope Dr. Williams --  
 11 (Microphone turned off.)  
 12 CHAIRWOMAN SCOTT: Thank you. That's  
 13 time, Mr. Jameel, thank you. Next we have  
 14 Ms. Sharon Saroff.  
 15 MS. SAROFF: Good evening, Madam Chair,  
 16 Dr. Williams, members of the Board. I have a  
 17 list, let's see how far I get.  
 18 If special education is a service, not a  
 19 place, how is it legal to prevent students with  
 20 disabilities receiving services outside general  
 21 education to be prevented from attending the

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1 virtual learning program? These students should  
 2 be able to receive their services in the least  
 3 restrictive environment whether the environment  
 4 is virtual or in person. Home and hospital was  
 5 not set up to pick up the slack, there aren't  
 6 enough tutors, and the program does not address  
 7 everyone's needs. Students cannot access home  
 8 and hospital without a valid medical or mental  
 9 health referral.

10 I know it's hard to believe, but some  
 11 students actually learn better in the virtual  
 12 environment. A lack of willingness to address or  
 13 accommodate their needs is a violation of SAPE  
 14 and civil rights. The benefits of virtual  
 15 learning impacts other programs. They reduce  
 16 overcrowding in school buildings and buses, they  
 17 allow students to improve their communication  
 18 skills, they allow addressing weather-related  
 19 days off, create collaboration between schools,  
 20 parents are allowed to attend IEP meetings during  
 21 their lunch break without having to worry about

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1 taking time off, and yes, it allows students in  
 2 quarantine to access their instruction. Wait a  
 3 minute, that's not happening. I realize that not  
 4 all students can learn in the virtual  
 5 environment, but not all students will learn in  
 6 person either.

7 Two, teachers, support staff and bus  
 8 drivers are people, they are not super humans,  
 9 they have feelings, fears and rights. They  
 10 should not be treated the way we would not like  
 11 to be treated. This is why we have a teacher  
 12 shortage. Expecting teachers to teach in person  
 13 and on line at the same time and to neglect their  
 14 health and safety and that of their families is  
 15 not acceptable. We did that last year to address  
 16 the pandemic and it didn't work. Neither is it  
 17 working to sweep this pandemic under the rug and  
 18 go back to what was before. It didn't work then,  
 19 it's not --

20 (Microphone turned off.)

21 CHAIRWOMAN SCOTT: Thank you. Next we

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1 have Mr. Andrew Kuhl.

2 MR. KUHL: Good evening. You guys know  
 3 who I am but I don't know who you are, you never  
 4 respond to anything I say. I'm coming here to  
 5 speak on behalf of all the children in BCPS but  
 6 most importantly mine, Olivia, that's this one  
 7 right here, refused from school for not wearing a  
 8 mask, which is a medical choice. Why was she  
 9 refused? Not only was it a medical choice she  
 10 wasn't allowed to make, she was met with  
 11 opposition. Three police officers at an  
 12 elementary school front entrance, Principal  
 13 Holtmaster and Department of School Safety  
 14 Manager Dr. Safran that morning, when I found the  
 15 principal, introduced ourselves out front. After  
 16 my introduction the principal said, quote, ah, we  
 17 knew you might be coming, end quote. Of course I  
 18 would be here, my daughter's a registered  
 19 student; immediately it all made sense. I  
 20 never -- I'm sorry.

21 I've never seen police officers outside

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1 of her elementary school entrance before, I felt  
 2 intimidated. Three police officers, manager,  
 3 principal, they were all there to prevent the  
 4 entrance of my daughter. Why? Is my child a  
 5 hazard? Is my child dangerous? All for simply  
 6 not consenting to your medical mandate. That is  
 7 discrimination.

8 The FDA deemed a mask a medical device  
 9 pursuant to FDA Section 201, section eight,  
 10 definition number two, and as such the use of  
 11 face masks is regulated in every state, and  
 12 forcing someone to wear a medical device against  
 13 consent, that's practicing medicine, isn't it,  
 14 without a license, and a violation of  
 15 international law and other laws, and simply  
 16 immoral. I asked the principal and the manager  
 17 if they were my child's medical doctor, if the  
 18 nurse was, the Board of Education, FDA, CDC,  
 19 Johnny O, Dr. Williams or the Maryland Department  
 20 of Health, so on and so forth, the reply was no.

21 I said, then how can you mandate medical

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1 treatment, have you obtained consent from your  
 2 patient, do you know my daughter, have you ever  
 3 examined her, do you know any medical condition  
 4 she may or may not have? Has you disclosed the  
 5 side effects or negative consequences for this  
 6 little girl wearing a mask over her mouth and  
 7 nose for eight hours? That includes oxygen  
 8 deprivation, increased carbon dioxide inhalation,  
 9 bacterial accumulation, impaired brain function  
 10 as a result, and psychological and mental  
 11 effects, who's going to be liable for anything  
 12 that may occur? Is CDC going to for their  
 13 recommendations? Someone will have to be liable.  
 14 Everyone who is administering this medical  
 15 treatment and forcing this mandate is complicit  
 16 and liable for all damages. If you do not fight  
 17 on the side for this little girl and her peers  
 18 and the rights of all students, then you are  
 19 against them.  
 20 (Microphone turned off.)  
 21 CHAIRWOMAN SCOTT: Thank you. Next we

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1 have Ms. Yara Cheikh.  
 2 MR. KUHL: I would appreciate it if I  
 3 would get an answer from somebody some time.  
 4 MS. CHEIKH: My name is Yara Cheikh and  
 5 I'm the PTSA president at Dulaney High School.  
 6 Our advocacy for a comprehensive solution for  
 7 Dulaney High School started in 2014 when parents  
 8 accustomed to leaky pipes and aged infrastructure  
 9 became particularly alarmed when on a Saturday a  
 10 steam pipe burst in a music classroom and  
 11 steaming hot water melted the filing cabinets and  
 12 sprayed across the classroom. What if a child  
 13 had been in the room? Days later the adjacent  
 14 music room flooded, destroying thousands of  
 15 dollars of instruments and music. The auditorium  
 16 has flooded three times, destroying the orchestra  
 17 pit and flooring. When the 1964 furnace broke  
 18 one morning it was 22 degrees outside; it's still  
 19 there.  
 20 Every window on the first floor is  
 21 plexiglass. Once when a classroom was flooding

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1 the custodian tried to turn the water off and the  
 2 know disintegrated in his hand. Pipes burst  
 3 weekly, we still don't have central air. We have  
 4 units but our hallways registered 86 degrees  
 5 today. We have the largest deficit of space of  
 6 any school in the county, 47,000 square feet; it  
 7 was documented in last year's IAC application for  
 8 a new school.  
 9 My son was playing soccer on one of only  
 10 two usable fields out of 43 acres when it became  
 11 an electric field and electric currents rode up  
 12 the metal fencing. Those fields are in violation  
 13 of ADA access, also documented in the 2016  
 14 feasibility study, and despite having 1,300  
 15 student athletes we don't have a turf field.  
 16 The 1999 addition is literally coming  
 17 apart at the walls in the satellite cafeteria, a  
 18 room so called because the students are allowed  
 19 to eat there, but there is no food service. Our  
 20 cafeteria with four lunch shifts is too small and  
 21 would be in fire code violation without the

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1 satellite cafeteria. The satellite issues are  
 2 cited in the 2016 feasibility study, and  
 3 yesterday our auditorium was on fire when stage  
 4 lighting set our 1964 original curtains on fire,  
 5 facts have truly been stranger than fiction.  
 6 We love our community, we are one of the  
 7 most diverse schools in Baltimore County. Over  
 8 48 percent of our population of students of  
 9 color. Last year 26 percent of our students  
 10 qualified for free and reduced meals, an increase  
 11 of nine percent from the year before. As the  
 12 daughter of immigrants and the first  
 13 Arab-American PTA and PTSA president serving in  
 14 Baltimore County, Dulaney is a beacon of what our  
 15 future looks like, beautiful students from all  
 16 walks of life.  
 17 Every one of our students is deserving  
 18 of a new school, just like students across this  
 19 county. The case for a new school has been made.  
 20 The costs of a renovation are abhorrent and we  
 21 may never see them, spending far to many dollars



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1 bringing a decrepit old building up to 21st  
 2 Century standards and impeding instruction in the  
 3 construction process. I visited almost every  
 4 school in the county with my work as an emergency  
 5 food distribution coordinator for the student  
 6 support network and on the League of Women Voters  
 7 education committee. I know there are needs  
 8 everywhere. Tonight set the precedent of how we  
 9 move forward for every child in the county.  
 10 (Microphone turned off.)  
 11 CHAIRWOMAN SCOTT: Thank you. That's  
 12 time, Ms. Cheikh. Thank you. Next we have  
 13 Ms. Dayana Bergman.  
 14 MS. BERGMAN: Hi, board members. I am  
 15 so happy to see everybody in person, even though  
 16 we don't have windows it's okay.  
 17 But I want to take you back to 2014. I  
 18 want to share with you how naive I was. As I  
 19 advocated for Lansdowne High School I once  
 20 thought that this sign was going to get me a new  
 21 school and as you see, we're still waiting. So,

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1 along with me coming to every board meeting, this  
 2 is not the only place I was actually  
 3 participating and doing observations. I ran  
 4 throughout Annapolis chasing after everybody from  
 5 Governor Larry Hogan, the comptroller, our Madam  
 6 Speaker, our Senate President Bill Ferguson. I  
 7 mean, I chased all these delegates in their own  
 8 jurisdictions, they weren't even representing  
 9 Baltimore County.  
 10 But I also didn't miss what used to be  
 11 called the Interagency Committee, and about two  
 12 years ago the Interagency Committee was stripped  
 13 of its structure and it was turned into an  
 14 interagency commission, okay? They can't really  
 15 say what an LEA should do or what the governor  
 16 should do, they're just there to look at  
 17 construction projects. So I heard, the senator  
 18 spoke, and he's in his first term so maybe he  
 19 didn't know that there was a structural change to  
 20 the IAC. And the delegate who spoke, she's also  
 21 first term, but that agency sets a purpose,

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1 they're just looking at construction plans to  
 2 make sure work is put on the table from each side  
 3 that has to pay has the money. And they used the  
 4 word, what was it, if anybody was penalized, if  
 5 any LEA has ever been penalized.  
 6 Well, not exactly penalized but there  
 7 was unintended consequences. Baltimore City had  
 8 to return money back for their school  
 9 construction projects because they did not  
 10 complete those projects in time. Howard County  
 11 also got, you know, unintended consequences where  
 12 they had to pay two superintendents because of  
 13 what happened with their roles in their  
 14 construction projects. Even Baltimore County had  
 15 to deal with consequences when we were funding  
 16 four funding projects, four funding projects and  
 17 taking money from our county employees and  
 18 retirees and their benefits.  
 19 So I'm telling you right now, I am in  
 20 full, a hundred percent support of MYIPAS. We  
 21 asked for that, we want to make sure that every

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1 single child was going to get their needs met.  
 2 And if we don't approve this, you know what's  
 3 going to end up happening? Because we're not  
 4 leaving anybody out, Towson and Dulaney are  
 5 included in the MYIPAS recommendations, okay?  
 6 They are also included in that --  
 7 (Microphone turned off.)  
 8 CHAIRWOMAN SCOTT: That's time, thank  
 9 you. Next we have Mr. Logan Tao.  
 10 MR. TAO: Good evening, Chairperson  
 11 Scott, Vice Chair Henn and Dr. Williams. My name  
 12 is Logan Tao and I'm currently a junior at  
 13 Dulaney High School as well as a member of the  
 14 Central Area Education Advisory Council. Today I  
 15 want to bring to your attention the importance of  
 16 changing STEM more into STEAM and how we can use  
 17 retired teachers and professionals within our  
 18 educational system to provide opportunities for  
 19 students.  
 20 While in the past years our school  
 21 system has implemented very strong STEM

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1 curriculum that prepares a student well for  
 2 higher education, I feel that many students  
 3 including me are a bit lost in deciding how we  
 4 want to continue our futures. That is why I  
 5 propose that we can invite professionals, either  
 6 retired or active, into showing students what  
 7 it's like to be in the job force. For example,  
 8 in my elementary school and middle school our  
 9 schools hosted job fairs, which allowed  
 10 professionals to come in and talk about what they  
 11 do. I found this, looking back now as a high  
 12 schooler, very intriguing, and it allowed me to  
 13 see how jobs operated and how people worked  
 14 together as a team.

15 And this brings me to how we can use  
 16 retired teachers. Teachers have experience  
 17 working with kids and watching them grow up and  
 18 succeed, and I feel that looking back at their  
 19 teaching experiences and knowing the students and  
 20 how, the pitfalls they may have made is really  
 21 helpful and can be used to help future students

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1 in this field. And along with taking  
 2 professionals, I feel that changing STEM into  
 3 more of a STEAM environment can be used just with  
 4 cultures, by providing more cultural education we  
 5 can teach people to respect each other and to be  
 6 able to work together as a whole world.

7 Globalization has brought many countries  
 8 together and it's becoming increasingly vital for  
 9 students to learn how to work together. As you  
 10 can see in this picture, Chinese manufactured  
 11 cranes are being brought into the Port of  
 12 Baltimore to expand the port's capabilities and  
 13 capacities. This shows how cultural interactions  
 14 can influence people differently and how  
 15 important it is for different countries to work  
 16 together. That's why I'm proposing for you to  
 17 take note and think about providing BCPS with  
 18 more foreign language opportunity, as well as  
 19 introducing more professionals into the education  
 20 system, and how students learn more about their  
 21 futures and how to interact with others. Thank

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1 you for your time.  
 2 (Applause.)  
 3 CHAIRWOMAN SCOTT: Thank you. Next is  
 4 Mr. Darren Badillo.  
 5 MR. BADILLO: My name is Darren Badillo  
 6 and I'm here as a concerned father of two  
 7 students who attend BCPS. Also, I'm a member of  
 8 the Baltimore County Parent and Student  
 9 Coalition. We can sit here and have a deep  
 10 conversation and discussion about many issues,  
 11 but I can only give a high level overview of some  
 12 of the issues in three minutes.  
 13 School buses are overcrowded right now  
 14 and some students are standing in the aisles and  
 15 sitting on the floor in the middle aisle bumping  
 16 into each other. Is this setting up our students  
 17 for a successful positive day? Not getting to  
 18 school on time, I hear, and coming home after  
 19 5:30 some days, many parents are frustrated. I  
 20 got a phone call the other day from my children's  
 21 school saying that they cannot get on the bus

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1 home because there was no room, and I hear this  
 2 happening to other families throughout the  
 3 county.  
 4 Who is responsible for the planning or  
 5 not planning when it comes to transportation?  
 6 Getting our kids to school on time should be a  
 7 top priority in Baltimore County. We give each  
 8 school over \$15,000 per student per year, over 50  
 9 percent of our tax dollars go towards education  
 10 here in Baltimore County.  
 11 School violence is up over 50 percent in  
 12 Baltimore County the last three years and is only  
 13 getting worse. We saw the shooting at Towson  
 14 University, we see school fights posted on social  
 15 media, and we're only two weeks into the school  
 16 year. We need to have zero tolerance in our  
 17 schools, support our teachers, and provide the  
 18 proper resources for all the children and  
 19 families in Baltimore County.  
 20 Dr. Williams, what are you going to do  
 21 about these issues? When you were elected you

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1 mentioned on your first day, I will make myself  
 2 available, I will make my cabinet members  
 3 available, it is important for me to tell the  
 4 truth, and I agree with you. That was over  
 5 two-and-a-half years ago and we're still waiting.  
 6 Why won't you communicate with the public and  
 7 inform us what's going on and what your plans  
 8 are? Maybe because you really don't care or you  
 9 don't have a plan, and I think a little bit of  
 10 both.

11 We pass failing students here in  
 12 Baltimore County. We no longer count homework as  
 13 grades. We tell them to shoot for the stars,  
 14 dream big, the sky's the limit, but how is that  
 15 possible if they can't even get to the necessary  
 16 fundamentals because they lack education? The  
 17 United States used to be at the top of education  
 18 and now we're slipping and falling fast towards  
 19 the bottom. While other countries are focused on  
 20 reading and math, we're focused on being woke.  
 21 We all need to wake up because we're falling

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1 behind, and with all respect, the CRT has no  
 2 place in Baltimore County Schools. After the  
 3 traumatic events with the global pandemic, now is  
 4 the time you want to change our children's  
 5 education? We have bigger problems in our  
 6 schools, and you want us to focus our time and  
 7 energy on teaching children that white people  
 8 have white privilege, teaching them they have  
 9 less opportunity because of the color of their  
 10 skins, that's not a fact but a feeling, and has  
 11 no place in Baltimore County Schools.

12 CHAIRWOMAN SCOTT: That's time. Next we  
 13 have Nicol Applauso.

14 DR. APPLAUSO: (Speaking Italian) so  
 15 good evening, everybody. First, Dr. Williams,  
 16 it's good to meet you finally, and everybody  
 17 that's here as a member of the Board. I'm a  
 18 professor of romance languages and literature, I  
 19 teach at Loyola University. I also teach at  
 20 Morgan State University where we founded in 2018  
 21 the only Italian language program currently

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1 taught at historically black colleges and  
 2 universities across the United States.

3 So I'm here today on behalf of many  
 4 parents in the county who really seek to expand  
 5 our current language offerings. I've been  
 6 involved also as an advisory council and  
 7 Baltimore County Board of Education, and in 2007  
 8 I created a school from the community concerns of  
 9 our very limited language offerings. We're a  
 10 very diverse community here in the county but our  
 11 current language offering does not really reflect  
 12 our diversity here in the county.

13 Now in 2018 I founded a STEAM after  
 14 school program in Italian through the Department  
 15 of Baltimore County Recreation and Parks, at Mays  
 16 Chapel Elementary. As you can see from here,  
 17 next month we are starting again the STEAM  
 18 program to teach Italian to children from all  
 19 over the county and this is hosted at Mays Chapel  
 20 Elementary, but has children from Pikesville, we  
 21 have Pinewood, we have Padonia, we have a lot of

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1 achievement, but I'm only one and the classroom  
 2 can only seat 20 kids. So we really need your  
 3 help here because also Dulaney High School,  
 4 Towson High School parents reach out to me to  
 5 offer their children more Italian classes. We  
 6 currently offer only Spanish and French and  
 7 sometimes, occasionally Latin in one or two  
 8 schools. If you look at PG County, they teach  
 9 STEAM language courses in Chinese, so we have a  
 10 lot of catching up to do here in the county and  
 11 also other places in Maryland, but especially  
 12 here in the Baltimore County area public system.

13 So I am here to really please urge you  
 14 to continue to not only expanding for Italian,  
 15 but other languages as the previous speakers  
 16 mentioned, Chinese or others in our schools. The  
 17 parents not only are concerned about this, but  
 18 the children are as well, we're shortchanging our  
 19 children. Also 20 years ago, we did much better.  
 20 Before September 11th, children from all public  
 21 schools used to be able to go abroad, study

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1 abroad, do language exchanges. In 2001 that  
 2 stopped, and that's another thing that many  
 3 concerned parents came to us as well. I also  
 4 urge you to support new opportunities for the  
 5 children to travel. We have money from the  
 6 county for having a teacher and help pay the  
 7 salary. And with the pandemic, you're thinking  
 8 probably will be an answer, but it's been 20  
 9 years now that our kids in the county cannot go  
 10 abroad and study, so thank you once again for  
 11 considering this to expand our language offering.

12 CHAIRWOMAN SCOTT: Thank you. Next is  
 13 John Merson.

14 MR. MERSON: So, good evening to the  
 15 Board, Dr. Williams, scholars in attendance. My  
 16 name's John Merson, I'm a local here, got a  
 17 background in emergency management and  
 18 operational risk. I've had some correspondence  
 19 with some folks at BCPS in the past about this.

20 I kind of want to talk to you about two  
 21 different things. One is an operational

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1 assessment, I believe it was called the Baltimore  
 2 County Public Schools Operational Efficiency  
 3 Review Report, and that was presented as an  
 4 operational audit. I just want to bring to your  
 5 attention that it's not a true audit. This was  
 6 essentially a climate survey on the way folks  
 7 feel about the way operations are going, so I  
 8 hope that you take those results with a grain of  
 9 salt because they are not numerically based.  
 10 There was no process mapping done, if you're  
 11 familiar with those type of operational  
 12 assessments. They did have some limited value  
 13 coming out of it, one of which was something that  
 14 I've been talking with the schools about for the  
 15 past year, which involves risk.

16 But the observational risk is something  
 17 that, you know, allows you to present some  
 18 predictability in the process as sort of the  
 19 heartbeat of your organization, something that  
 20 you guys do all the time. It's like a snow day,  
 21 right, so I think that that's where everybody

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1 would like to get given the current number of  
 2 hazards and things that the School Board, school  
 3 system, you know, is involved with, you know, you  
 4 want to get better at these things and I think  
 5 that you've made some steps in that direction.

6 One of the other things I list is that  
 7 leadership responsibility cannot be divorced from  
 8 the leader, Dr. Williams, so you can't delegate  
 9 it to a risk manager as this operational  
 10 assessment is asking for, and you can't contract  
 11 out for it through an MOU with like a teachers  
 12 union. You know, it's your responsibility and  
 13 yours alone.

14 The history of the risk and where we are  
 15 at now, like I said, there's some steps in the  
 16 right direction but there's still work to do. In  
 17 September of 2020 I started contacting the school  
 18 system about this and they really didn't have the  
 19 vocabulary to describe risk at the appropriate  
 20 level. They had some things like stakeholders as  
 21 far as the union that would input to risk, which

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1 is fundamentally incorrect. You know, recently  
 2 the superintendent said that he was going to  
 3 defer and align with the county regarding  
 4 in-person learning, you know, so that if the  
 5 county is going with, you know, reducing the  
 6 amount of people who are allowed inside, then he  
 7 would follow suit, and I think that's a step in  
 8 the right direction to align with one of the  
 9 executive branches.

10 However, when I did look at the response  
 11 and shifting metrics which is a product that's on  
 12 your website, it did show that there was an  
 13 intermediate step in between these risk  
 14 conditions and your operating conditions, which  
 15 was called consult with medical experts. It just  
 16 shows me that we're still in a place where we  
 17 have a lack of understanding or an unwillingness  
 18 to adapt a defensible risk process.

19 So, I'm never going to show up anywhere  
 20 without a recommendation, so I recommend that you  
 21 get an actual audit on your risk process to

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1 understand exactly how that's mapped out, who's  
 2 having input on it, and in short (microphone  
 3 turned off.)  
 4 CHAIRWOMAN SCOTT: That's time, thank  
 5 you. Next we have Ms. Amy Adams.  
 6 MS. ADAMS: Good evening to everyone on  
 7 the Board. There are many topics that I would  
 8 like to speak to you all about tonight, the  
 9 current quarantine practices, the lack of  
 10 instructional education for kids out on  
 11 quarantine, the decision to cancel homecoming  
 12 events, the audit that will be discussed later  
 13 tonight, but I'm going to focus on MYIPAS.  
 14 I first had questions last December when  
 15 Mr. Dixit presented MYIPAS to the Board. He  
 16 stated that Dulaney High School was in group four  
 17 for improvements with 14 other schools. Also in  
 18 this group was Carver High School, which was  
 19 built from the ground up in 2012, just nine years  
 20 ago. How is it that a school in need of  
 21 replacement for at least five years, and that's

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1 being generous, a school that was a campaign  
 2 promise for our current county executive, has now  
 3 been downgraded and is still up for debate?  
 4 My interest in this led me to volunteer  
 5 for over 15 hours on the stakeholder advisory  
 6 committee phase two this winter with county  
 7 representatives and the Cannon Design team. I  
 8 wanted to understand the rankings for schools,  
 9 how options for improvement were debated. I  
 10 learned a lot. I listened to representatives  
 11 from all around Baltimore County discuss the  
 12 particular needs of their school communities. No  
 13 one was asking for anything extraordinary and no  
 14 one was asking to take from one community to give  
 15 to another.  
 16 I think it's intellectually dishonest  
 17 and disappointing and dangerous, but the message  
 18 from Mr. Dixit's MYIPAS presentations and the  
 19 comments from board members are pitting  
 20 communities against each other. I found it  
 21 curious that the report and info that board

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1 members were given prior to last meeting  
 2 contained significant errors acknowledged by  
 3 Mr. Dixit. I hope that he has provided you with  
 4 the corrected information.  
 5 I also find it concerning that Mr. Dixit  
 6 refused to address Senator West's proposed idea  
 7 from the August 10th meeting when Dr. Hager  
 8 brought it up to seek more information three  
 9 weeks ago. I see that question was passed on to  
 10 Cannon Design and the answer is attached to  
 11 BoardDocs. It seems to me that Cannon Design is  
 12 not listening to stakeholders, they disagree with  
 13 this idea, and they're not using any input to  
 14 make adjustments to the plan.  
 15 As an engaged parent with a child that's  
 16 in a school that desperately needs facility  
 17 improvements, if for nothing else, for safety  
 18 reasons. As a representative of a coalition of  
 19 parents, I'm having trouble understanding the  
 20 change in the FY-22 county capital budget request  
 21 by priority order that was approved in January of

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1 this year compared to the one up for tonight's  
 2 vote. I think the reason I'm having trouble  
 3 understand this change is because it's not based  
 4 on data but politics. The school system and the  
 5 School Board members are not politically  
 6 affiliated. They are here to serve students and  
 7 staff members in our schools.  
 8 My sister-in-law works in Syracuse, New  
 9 York, she's an architect that designs and builds  
 10 schools. From planning to opening the doors to  
 11 students, it takes six years. I heard that  
 12 Lansdowne, which is now approved to be rebuilt,  
 13 will be opened and completed in 2030. So where  
 14 does that leave Towson and Dulaney, 2040, 2050?  
 15 How is this fair to the generations of kids that  
 16 have been neglected in these schools and will  
 17 continue to be (microphone turned off).  
 18 CHAIRWOMAN SCOTT: Thank you. So that  
 19 concludes our general comment, and next is, the  
 20 next item on the agenda is the superintendent's  
 21 report, and for that I call on Dr. Williams.

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1 DR. WILLIAMS: Good evening, Board Scott  
 2 Chair -- Board Chair Scott, did I just say that?  
 3 It's been a long day. Vice Chair and members of  
 4 the Board.  
 5 Tonight I present an update on our first  
 6 two weeks of school. The team and I welcomed  
 7 students to buildings on Monday, August 30th,  
 8 since then I had the opportunity to visit schools  
 9 and see firsthand the continued excitement on the  
 10 faces of our staff and students. However, rather  
 11 than describe it to you I thought I would show it  
 12 to you, so please take a look at the video  
 13 compiled by a team at BCPS TV, if we can go to  
 14 the video.  
 15 (Video playing.)  
 16 So once again, I would like to  
 17 acknowledge BCPS TV for putting together the  
 18 video. Could we acknowledge the staff at  
 19 BCPS TV?  
 20 (Applause.)  
 21 I would like to give some brief updates,

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1 if we could go back to the Power Point. Aligned  
 2 with our continued efforts to protect and  
 3 preserve in-person learning, we have provided  
 4 several recent updates related to health and  
 5 safety. Last week we communicated our practices  
 6 and procedures related to quarantine and  
 7 isolation of staff and students. As part of that  
 8 communication we detailed school-level efforts to  
 9 insure the continuity of learning during those  
 10 times.  
 11 This week we launched our staff  
 12 vaccination verification process and today, in  
 13 line with our universal masking mandate, the  
 14 Maryland General Assembly committee approved a  
 15 universal masking mandate across all Maryland  
 16 public schools. As always, we continue to  
 17 support and encourage vaccination of all eligible  
 18 persons who are medically able. Clinic  
 19 information can be found on our website.  
 20 Also on our website our community can  
 21 find the latest COVID-19 transmission information

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1 using the data dashboard. As of yesterday  
 2 Baltimore County is currently in the orange  
 3 threshold for overall transmission, with 94.27  
 4 cases percent per 100,000, and six percent  
 5 positivity rates. As we continues to navigate  
 6 these challenging times, the importance of  
 7 positive school and family partnerships is  
 8 critical. Upcoming messages will underscore ways  
 9 our community can help support school efforts to  
 10 stop the spread of COVID-19.  
 11 Additionally, I would like to take this  
 12 opportunity to recognize the work of our school  
 13 nurse, our health assistants and school staff who  
 14 have been on the front lines with contact  
 15 tracing. We have heard concerns from families  
 16 regarding the number of students and the length  
 17 of time around quarantine and isolation. In the  
 18 interest of preserving and protecting in-person  
 19 learning, we have reached out to our county  
 20 executive to request support as we work together  
 21 to increase our ability to respond to school and

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1 community needs. Go to the next slide please.  
 2 As communicated to BCPS families on  
 3 August 27th, BCPS is among other districts  
 4 nationally facing a bus driver shortage. We have  
 5 provided our county executive with specific  
 6 information related to the driver shortage and  
 7 know that he is working in collaboration with  
 8 peers in other counties to help meet this  
 9 critical need. Due to the diligent efforts of  
 10 our Office of Transportation, all eligible  
 11 students continue to receive transportation  
 12 service. In order to provide service some routes  
 13 have been combined where rider capacities permit,  
 14 and other routes pick up one group of students  
 15 and then return to pick up a second group of  
 16 students, resulting in later than normal arrivals  
 17 and departures. In some cases the Office of  
 18 Transportation, and schools will continue to  
 19 communicate timely bus changes and delays to  
 20 families on a regular basis. Families should  
 21 contact schools directly with any transportation

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1 related questions and concerns. The Office of  
 2 Transportation will continue to adhere to  
 3 mitigation and cleaning strategies as identified  
 4 in the BCPS reopening plan. Next slide please.  
 5 The Office of Food and Nutrition  
 6 Services has worked diligently to serve  
 7 nutritious and appetizing meals to students in  
 8 our schools, as well as those enrolled in the  
 9 virtual learning program. Breakfast and lunch  
 10 are offered to all students attending BCPS at no  
 11 cost for the entire year. In-person students  
 12 select a hot entree, fruit, vegetable, side dish  
 13 and milk. A yogurt box is also available as an  
 14 alternative side item for any student. The  
 15 virtual learning program, all VLP students are  
 16 provided five days of frozen meals for both  
 17 breakfast and lunch with cooking instructions  
 18 included in the box. Preordered meals may be  
 19 picked up at five locations within the district.  
 20 Next slide.  
 21 We are excited to see that the

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1 enrollment has steadily increased over the last  
 2 month. As you can see, August 18th we had  
 3 approximately 105,401 students; August 25th,  
 4 106,647; August 30th, 109,927; and September 7th,  
 5 110,573. 3,192 student are enrolled in our  
 6 virtual learning program. We continue to monitor  
 7 enrollment requests and offer admissions as slots  
 8 become available. Our official enrollment  
 9 numbers will be finalized on September 30th.  
 10 Next slide please.  
 11 Overall, we have great attendance.  
 12 During the first week of school, our overall  
 13 average daily attendance rate for all schools and  
 14 all grades was 93.57 percent. As you can see  
 15 from the data on this slide, all grade levels  
 16 were above 90 percent and close to or exceeding  
 17 the 94 percent standard. Next slide.  
 18 As a reminder, our four key areas for  
 19 this year are social emotional wellness for staff  
 20 and students, accelerating learning for student  
 21 progress, increasing data literacy to support our

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1 efforts, and collectively committing to a  
 2 standard of excellence. We will provide  
 3 professional learning and support to Team BCPS to  
 4 insure that we attend to these priorities. This  
 5 year will be filled with challenges and we must  
 6 remain clear in our efforts to heal, rebuild and  
 7 recover. At the September 28th board meeting we  
 8 will hear from our DSAA team and school leaders  
 9 about the four key actions, excuse me, four key  
 10 areas in action. Central office and school-based  
 11 leaders will provide additional insight on the  
 12 opening of schools. So we will continue -- next  
 13 slide please.  
 14 We will continue to update the Board,  
 15 our community and Team BCPS during these  
 16 challenging times. Our partnership is critical  
 17 to insuring a safe and successful year for all of  
 18 our students. Just a reminder: The central  
 19 office and school-based leadership will provide  
 20 an update on September 28th regarding opening of  
 21 schools.

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1 This concludes my report, thank you very  
 2 much.  
 3 CHAIRWOMAN SCOTT: Thank you very much  
 4 for that, Dr. Williams.  
 5 The next item on the agenda is the board  
 6 chair's report, that's my report, and I have a  
 7 video, I think. Is it ready, Tracy, is my video  
 8 ready? Great, yes. I find that it's easier to  
 9 say everything in a video, so I like to do this  
 10 because there's been a lot going on, school's  
 11 back and I think it was good, so yes, if we could  
 12 go ahead and play that, that would be awesome,  
 13 thank you.  
 14 (Video playing.)  
 15 Is it over? Thank you. And I wanted to  
 16 again make sure that I thanked everyone for all  
 17 that you do, those in front and those behind the  
 18 scenes that are keeping our schools going and  
 19 from, like I said, our grounds staff to custodial  
 20 staff to our teachers to our administrators,  
 21 everyone, our bus drivers, because you are the

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1 reason that we're able to do everything and  
 2 support the needs of all of our children, so  
 3 thank you.  
 4 So the next item on the agenda is the  
 5 student member of the board's report and for that  
 6 we have Mr. Thomas.  
 7 MR. THOMAS: Thank you, Ms. Scott. Good  
 8 evening, Madam Chair, Madam Vice Chair,  
 9 Superintendent Williams, board members, the  
 10 public, and students of BCPS.  
 11 I want to start off by thanking all of  
 12 our BCPS staff for allowing for a successful  
 13 implementation to in-person learning these past  
 14 two weeks. My fellow students and I are excited  
 15 and eager to be back in the building. We have  
 16 noticed some hiccups, it hasn't always been  
 17 smooth, but the response of our teachers,  
 18 administrators and so many more individuals has  
 19 been tremendous, so can we please give a big  
 20 round of applause for all the hard working staff  
 21 members on the ground in our schools?

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1 (Applause.)  
 2 Thank you. I also want to say that it  
 3 was an honor to visit Sandalwood Elementary  
 4 School and Mars Estates Element School on the  
 5 first day of school. It was so exciting to be in  
 6 my community in the Essex area visiting those  
 7 schools with some of our board members and  
 8 Dr. Williams, so thank you to the principals,  
 9 administrators, teachers and everyone at those  
 10 schools for allowing me to visit and for being  
 11 such a welcoming force.  
 12 Now to my report. As a student, for the  
 13 longest time my voice, what I would be saying and  
 14 how and when I say it was all I had. While our  
 15 county council members and county executive lead  
 16 our county, the Maryland General Assembly makes  
 17 decisions about our state, and our Congress  
 18 people and representatives make decisions on  
 19 Capitol Hill, I have adults representing not me  
 20 but my parents and the adults around me. My  
 21 fellow students and I get to send in ballots to

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1 practice, practicing civic engagement. And so it  
 2 wasn't until I learned about the student member  
 3 of the board that I realized there was actually a  
 4 voice for me in public office.  
 5 When I found out about SMOB in my  
 6 freshman year, I found out about a role that  
 7 actually made an impact, a public role that  
 8 actually meant something, but there's one  
 9 condition. My representative back in freshman  
 10 year, the person who was advocating for me, well,  
 11 they couldn't vote on one of the most important  
 12 things in our education, and that is the budget.  
 13 Today I find myself sitting here, as so many  
 14 student members of the board before me have sat,  
 15 powerless. Tonight we're going to be voting on  
 16 the capital budget with renovations for all 175  
 17 schools we have in BCPS on the line, with the  
 18 future of our school system and our resource  
 19 distribution on the line, and I can do nothing  
 20 but as usual, use my voice.  
 21 We the students deserve to have a say in

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1 which or our schools will be affected by the  
 2 capital budget, but right now we don't. We  
 3 deserve to, because we are the ones who walk the  
 4 halls every day, we are the ones who will be  
 5 impacted by these projects, we are the ones that  
 6 are going to be learning as halls are being  
 7 renovated, as we're being relocated for  
 8 construction projects and sent to alternative  
 9 centers for learning with construction as our  
 10 education is disrupted for current renovations so  
 11 future generations have better schools.  
 12 And so, do you know what this vote, the  
 13 vote on our capital budget symbolizes tonight,  
 14 regardless of its results? It symbolizes 111,000  
 15 people being silenced. It symbolizes their one  
 16 representative on this Board, the only person  
 17 they could choose to be here, the one student  
 18 that they selected to be their voice stripped of  
 19 a say in the matter. I mean, talk about  
 20 disenfranchisement. We're colleagues. I urge  
 21 you to when the time comes, assist me in an



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1 attempt to rectify this issue. Assist me in a  
 2 fight to grant students the right to have a full  
 3 seat at the table, not a partial seat with  
 4 partial voting rights.  
 5 When we're on a contentious issue like  
 6 the decision of whether or not to renovate or  
 7 replace Dulaney and Towson High Schools, can  
 8 actually receive full student input and a full  
 9 student vote, because all I can do here tonight  
 10 is fight and ask questions for what I believe is  
 11 best for students as the person who represents  
 12 them. All I can do as usual is use my voice on  
 13 this budget matter, and I hope that is enough.  
 14 Thank you.  
 15 CHAIRWOMAN SCOTT: Thank you,  
 16 Mr. Thomas.  
 17 Okay. And the next item on the agenda  
 18 is action taken in closed session, and for that I  
 19 call on Mr. Brousaides.  
 20 MR. BROUSAIDES: Good evening, board  
 21 members. Earlier this evening the Board met in

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1 closed session and discussed two matters that  
 2 need to be addressed in open session. The first  
 3 is a ratification of the agreement between BCPS  
 4 and the ESPBC for the 2021-2022 school year; in  
 5 the second matter, the Board rendered a decision  
 6 in an administrative appeal case number HE 21-23.  
 7 Now would be an appropriate time to confirm the  
 8 actions taken in closed session on those.  
 9 CHAIRWOMAN SCOTT: May I have a motion  
 10 to approve the actions taken in closed session,  
 11 which includes the ratification of the agreement  
 12 between BCPS and ESPBC for 2021 through 2022, an  
 13 hearing examiner case HE 21-23, and to authorize  
 14 Ms. Gover to sign on behalf of board members?  
 15 MS. MACK: So moved, Mack.  
 16 MS. ROWE: Second, Row3.  
 17 CHAIRWOMAN SCOTT: Thank you. Any  
 18 discussion? Hearing none, Ms. Gover, may I have  
 19 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: Yes.  
 3 MS. GOVER: Ms. Mack?  
 4 MS. MACK: Yes.  
 5 MS. GOVER: Mr. McMillion?  
 6 MR. MCMILLION: Yes.  
 7 MS. JOSE: Yes.  
 8 MS. GOVER: Ms. Henn?  
 9 VICE CHAIR HENN: Abstain.  
 10 MR. THOMAS: Yes. I retract that.  
 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: The motion carries,  
 2 thank you.  
 3 The next item on the agenda is the  
 4 contract awards, and for that I call on Ms. Jose,  
 5 chair of the building and contracts committee.  
 6 MS. JOSE: Thank you, Ms. Scott. The  
 7 building and contracts committee met yesterday  
 8 and we bring 12 contracts to the Board for  
 9 approval unanimously. However, Ms. Scott, I  
 10 would like to separate out contract number four,  
 11 JME-503-22, IT Security Services and Solutions.  
 12 CHAIRWOMAN SCOTT: Okay, so you want to  
 13 separate out number four?  
 14 MS. JOSE: Yes.  
 15 CHAIRWOMAN SCOTT: Okay. Do I have a  
 16 motion, then, to approve items K-1 through, I  
 17 guess since you're separating out 4 it would be  
 18 through 3, and then 5 through 12, K-5 through 12.  
 19 Is that properly stated? Okay.  
 20 MR. THOMAS: So moved, Thomas.  
 21 MS. ROWE: Second, Rowe.

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1 CHAIRWOMAN SCOTT: Thank you. No second  
 2 was needed since the recommendation comes from  
 3 the committee. Any discussion? Yes, Dr. Hager?  
 4 DR. HAGER: I'm curious if the  
 5 playground equipment has been earmarked for any  
 6 specific school or if it's just an allotment of  
 7 money for playground equipment.  
 8 MS. JOSE: Mr. Dixit, are you there?  
 9 DR. WILLIAMS: Thank you, Mr. Sarris.  
 10 MR. SARRIS: It's used for both. We  
 11 have a maintenance and a replacement contract.  
 12 The maintenance side are as they occur and the  
 13 capital projects that entail playgrounds would be  
 14 aligned with our capital budget, but I don't have  
 15 a list of schools in advance that we've planned  
 16 expenditures for.  
 17 CHAIRWOMAN SCOTT: Thank you for that.  
 18 Any additional questions? Okay. Ms. Gover, if  
 19 we could have take 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: 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? Mr. Offerman?  
 14 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: Thank you.  
 2 CHAIRWOMAN SCOTT: Thank you, and now if  
 3 we could look at Item K-4, could I have a motion  
 4 to approve Item K-4? Okay, so there is no motion  
 5 to approve Item K-4?  
 6 MS. JOSE: I'll move it, Ms. Jose.  
 7 CHAIRWOMAN SCOTT: Okay. No second  
 8 since it comes from committee. Any discussion on  
 9 K-4? Yes, Mr. Kuehn?  
 10 MR. KUEHN: Just a question. We were  
 11 handed a new revised item and it differs, I  
 12 believe, from the amount that we're voting on.  
 13 Could we reconcile that somehow?  
 14 MS. JOSE: There's been a reduction in  
 15 the amount and Mr. Sarris can explain that.  
 16 MR. SARRIS: Yes, thank you, Ms. Jose  
 17 and Mr. Kuehn. Based on the questions and the  
 18 discussions that we had yesterday, we did go  
 19 through the documentation, and on page two of the  
 20 exhibit we added, let's see, one, two, three,  
 21 four, five, six bulleted items which in more

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1 detail specify the exact services that we're  
 2 planning, and also made sure that this total was  
 3 representative of just the first two years and 11  
 4 months of the contract, and also broke out an  
 5 amount which is less specific of the next to the  
 6 last bullet, 5.15 million which we, the  
 7 Department of Technology recommends to address  
 8 issues that are discovered during the various  
 9 annual assessments and penetration testing that  
 10 are done, if there should be a response needed,  
 11 as well as trying to be prepared with the  
 12 authority to respond in an emergency to something  
 13 similar to that we had in 2020 when having  
 14 contracts in place became a delay of sorts.  
 15 And so the other thing we did was that  
 16 contingency amount to address issues, we also  
 17 scaled that back, so between the itemized items  
 18 and the scaled back contingency amount, we  
 19 revised the total just to cover the first three  
 20 years of the agreement.  
 21 CHAIRWOMAN SCOTT: Yes, Ms. Henn?

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1 VICE CHAIR HENN: Thank you, Ms. Scott,  
 2 and thank you, Mr. Sarris and Mr. Corns for the  
 3 additional details, this is extremely helpful, so  
 4 I appreciate it and your responsiveness to the  
 5 committee's questions on this contract, thank  
 6 you.  
 7 My question regarding the contingency,  
 8 the five million, is that what you're referring  
 9 to, Mr. Sarris, as the contingency?  
 10 MR. SARRIS: Yes.  
 11 VICE CHAIR HENN: Okay. So that is a  
 12 percentage of the spending authority of 11  
 13 million?  
 14 MR. SARRIS: Correct, that's part of the  
 15 total.  
 16 VICE CHAIR HENN: It's part of that  
 17 total, so half of that you're allowing for  
 18 contingency roughly?  
 19 MR. CORNS: So with the spending  
 20 authority in place. This is a total spending  
 21 authority not representing actual dollars and

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1 cents. This was a number that we put in place  
 2 based on previous experience. I'll use the Owen  
 3 track experience where tape backups needed to be  
 4 expedited across the country to be restored, we  
 5 tried to calculate together the amount of money  
 6 that we had to put in place in order to address a  
 7 large scale concern as we had in 2020. But in  
 8 conversation, with making this contract to fit  
 9 some conversations that we had yesterday around  
 10 the Board being able to have some understanding  
 11 of contracts that were coming forward, we took  
 12 this as a direct decrease in order to address  
 13 that so that if something were to arise, we have  
 14 a small amount of money that could be put into  
 15 place at any point in time but above that, being  
 16 able to come back to the Board and say here's  
 17 where the additional expense would need to be.  
 18 MR. SARRIS: I guess I'll just add that  
 19 our current cost as a result of the cyber attack  
 20 was just over \$9 million, so this is considerably  
 21 less than that. Of course we don't, and hope

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1 that we'll have anything that dramatic.  
 2 VICE CHAIR HENN: Right. I would hope  
 3 that if an additional five million were requested  
 4 for something catastrophic that would come to the  
 5 Board or that we'd be aware of it to exercise the  
 6 additional five million in spending authority to  
 7 respond to something, that that would be  
 8 something we'd have visibility.  
 9 MR. CORNS: In an event that would be  
 10 that large you would absolutely be aware in great  
 11 detail through Dr. Williams, if an event occurred  
 12 to be that large.  
 13 VICE CHAIR HENN: Sure, and we certainly  
 14 want you to have absolutely all the resources you  
 15 need to be able to respond to that. So thank you  
 16 for this information, I appreciate it, gentlemen.  
 17 CHAIRWOMAN SCOTT: Yes, Ms. Mack?  
 18 MS. MACK: Thank you. Mr. Corns and  
 19 Mr. Sarris, how does this contract align with the  
 20 IT findings and recommendations in the Public  
 21 Works report?

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1 DR. WILLIAMS: So at this time,  
 2 Ms. Mack, we're going to hold that question  
 3 because there's a lot more work we need to do  
 4 with the efficiency report that you referenced,  
 5 so thank you for that. You will hear some  
 6 updates from me during that presentation.  
 7 CHAIRWOMAN SCOTT: Mr. McMillion?  
 8 MR. MCMILLION: Gentlemen, I compared  
 9 the front page of what we received yesterday  
 10 compared to what we received today and the only  
 11 difference I see on the front page is the  
 12 contract spending authority, yesterday it was \$15  
 13 million, today it's \$11 million. I subtracted  
 14 that out so there's a difference of \$4 million,  
 15 \$4,025,620. So in 24 hours you guys have saved  
 16 us \$4 million; is that right, because you went  
 17 back and studied your numbers?  
 18 MR. SARRIS: We scaled back the proposal  
 19 and insured that it was just the initial term of  
 20 the contract, and we haven't saved any money  
 21 because we haven't spent any, but we're scaling

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1 back the breadth and the term of the proposal.

2 MR. MCMILLION: So you haven't spent

3 any, you haven't saved any, but at the end it's

4 going to be \$4 million less than what you

5 proposed yesterday?

6 MR. SARRIS: Yes. We think this is

7 adequate to meet our needs for three years with

8 this adjustment, this reduction of \$4 million,

9 and it's hopefully much less in the event that we

10 don't have any major issues.

11 MR. MCMILLION: Thanks for that thorough

12 job, thank you.

13 MR. SARRIS: Sure.

14 CHAIRWOMAN SCOTT: Any other questions?

15 Yes, Mr. Kuehn?

16 MR. KUEHN: Thank you. I just wanted to

17 follow up with Mr. McMillion's questions. So

18 we're all crystal clear, this money is for the

19 next two years and 11 months of spend.

20 MR. SARRIS: Correct.

21 MR. KUEHN: And the following six years,

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1 which are two three-year terms, there is zero

2 dollars allotted to that timeframe.

3 MR. SARRIS: Correct, there's zero

4 dollars here. There are, if the budget were to

5 remain in its current state, there are budgeted

6 dollars, but we would need --

7 MR. KUEHN: But in this contract.

8 MR. SARRIS: So when MEEC exercises that

9 first three-year option we would bring this back

10 to the Board to join in that extension --

11 MR. KUEHN: Right.

12 MR. SARRIS: -- with additional spending

13 authority, whatever it might be.

14 MR. KUEHN: Right. My point is,

15 yesterday we were talking about money covering

16 the two extension periods.

17 MR. SARRIS: Correct, and this does not.

18 MR. KUEHN: And this does not, so that

19 is the \$4 million that my esteemed colleague

20 asked about.

21 MR. SARRIS: And scaling back that

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1 contingent amount as well, yes.

2 MR. KUEHN: All right, thank you for

3 that.

4 MR. SARRIS: Sure.

5 CHAIRWOMAN SCOTT: Thank you. Any other

6 questions? Yes?

7 VICE CHAIR HENN: Thank you, Ms. Scott.

8 Do we have any other alternative procurement

9 vehicles for these vendors should the MEEC

10 contract not be renewed or something fall through

11 with these vendors?

12 MR. SARRIS: I think Mr. Corns and I

13 reviewed that some of the contracts that are in

14 place would permit a similar nature of expenses.

15 VICE CHAIR HENN: Similar terms for any

16 other ITPAs that we could use? I'm sorry,

17 similar pricing, are we getting competitive rates

18 through the MEEC program?

19 MR. CORNS: Yes, we have several, with

20 the MEEC contract have several large scale, they

21 give us very competitive rates with floors and

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1 required discounts, but we always do better than

2 even advertised based on our size. So in a pinch

3 if we were to come to a point where this MEEC

4 contract was not, where they did not exercise

5 their three-year extension, we would not be left

6 in a lurch, we would have several other vehicles.

7 This one happens to be well aligned for the

8 security aspects to keep our lines clean.

9 VICE CHAIR HENN: And are we locked into

10 this one with any particular vendor if this one

11 with were to offer us more?

12 MR. CORNS: No, no. We have a choice to

13 advertise out to the vendors that are available

14 under this as well as any other contract vehicle

15 that may be of need, or if some security or IT

16 need is identified that is outside the scope of

17 these vendors, we also have other contract

18 vehicles by which we could exercise.

19 VICE CHAIR HENN: Okay, so should we

20 need additional contractors to work with, there

21 are no restrictions in terms of working with

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1 these?

2 MR. CORNS: That's correct.

3 VICE CHAIR HENN: Thank you.

4 CHAIRWOMAN SCOTT: Thank you. Any other

5 questions? Okay. Ms. Gover, if we could take a

6 rollcall vote please?

7 MS. GOVER: Ms. Rowe?

8 MS. ROWE: Yes.

9 MS. GOVER: Ms. Causey?

10 MS. CAUSEY: Abstain.

11 MS. GOVER: Ms. Mack?

12 MS. MACK: Abstain.

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 CHAIRWOMAN SCOTT: Mr. Offerman, are you

2 there? Mr. Offerman?

3 MR. OFFERMAN: Yes.

4 CHAIRWOMAN SCOTT: Yes, we're taking a

5 vote, Ms. Gover called your name.

6 MR. OFFERMAN: The answer is yes.

7 MS. GOVER: Ms. Pasteur?

8 MS. PASTEUR: Yes.

9 MS. GOVER: Dr. Hager?

10 DR. HAGER: Yes.

11 MS. GOVER: Mr. Kuehn?

12 MR. KUEHN: Yes.

13 MS. GOVER: Ms. Scott?

14 CHAIRWOMAN SCOTT: Yes.

15 MS. GOVER: Thank you.

16 MR. CORNS: Thank you.

17 CHAIRWOMAN SCOTT: Thank you.

18 Okay. The next item on the agenda is

19 consideration of a privately funded capital

20 project for Gunpowder Elementary School and for

21 that I call on Dr. Roberts.

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1 DR. ROBERTS: Good evening, Chair Scott,

2 Vice Chair Henn, Superintendent Williams and

3 members of the Board. Joining me virtually this

4 evening through a live link is Ms. Wendy

5 Cunningham.

6 So tonight I bring forward for approval

7 a privately funded capital improvement project

8 for a freestanding sign at the entrance of the

9 newly revitalized playground at Gunpowder

10 Elementary School. It will be dedicated as part

11 of the Officer Caprio Playground project. The

12 PTA at Gunpowder Elementary School began the

13 Office Caprio Playground project in November of

14 2019.

15 The value of this donation is \$3,732.

16 This will cover the cost of the sign, design

17 preparation, fabrication and installation,

18 materials, equipment and fees. In accordance

19 with Policy and Rule 7330 this request has

20 progressed through all normal internal processes

21 for review and is brought forward to you this

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1 evening for your consideration. Thank you.

2 CHAIRWOMAN SCOTT: Thank you. May I

3 have a motion to approve the privately funded

4 capital project for Gunpowder Elementary School's

5 freestanding sign display?

6 VICE CHAIR HENN: So moved, Henn.

7 CHAIRWOMAN SCOTT: Is there a second?

8 MR. KUEHN: Second, Kuehn.

9 CHAIRWOMAN SCOTT: Thank you. Any

10 discussion? Hearing none, Ms. Gover, may I have

11 a rollcall vote please?

12 MS. GOVER: Ms. Rowe?

13 MS. ROWE: Yes.

14 MS. GOVER: Ms. Causey?

15 MS. CAUSEY: Yes.

16 MS. GOVER: Ms. Mack?

17 MS. MACK: Yes.

18 MS. GOVER: Mr. McMillion?

19 MR. MCMILLION: Yes.

20 MS. GOVER: Ms. Jose?

21 MS. JOSE: Yes.

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1 MS. GOVER: Ms. Henn?  
 2 VICE CHAIR HENN: Yes.  
 3 MS. GOVER: Mr. Thomas?  
 4 MR. THOMAS: Yes.  
 5 MS. GOVER: Mr. Offerman?  
 6 MR. OFFERMAN: Yes.  
 7 MS. GOVER: Ms. Pasteur?  
 8 MS. PASTEUR: Yes.  
 9 MS. GOVER: Dr. Hager?  
 10 DR. HAGER: Yes.  
 11 MS. GOVER: Mr. Kuehn?  
 12 MR. KUEHN: Yes.  
 13 MS. GOVER: Ms. Scott?  
 14 CHAIRWOMAN SCOTT: Yes.  
 15 MS. GOVER: Thank you.  
 16 CHAIRWOMAN SCOTT: Thank you. The next  
 17 item on the agenda is the consideration of a  
 18 privately funded capital project for Timonium  
 19 Elementary School and for that I call on  
 20 Ms. Byers.  
 21 MS. BYERS: Thank you. Good evening,

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1 Chairwoman Scott, Vice Chair Henn, Superintendent  
 2 Williams and members of the Board. Tonight I'm  
 3 bringing forward for your approval a privately  
 4 funded capital improvement project to both  
 5 renovate the existing playground and build a new  
 6 primary playground at Timonium Elementary School.  
 7 The existing playground is currently used by  
 8 kindergarten through fifth grade. Updates are  
 9 needed to this playground to insure that the  
 10 equipment is accessible and appropriate for  
 11 students in grade two through grade five.  
 12 Additionally, this project will provide a new  
 13 playground for younger learners in kindergarten  
 14 through grade two.  
 15 This project is being funded by the  
 16 Timonium Elementary PTA along with a state grant  
 17 from the Maryland Board of Public Works. The  
 18 total cost of this project and the value of the  
 19 donation is estimated at \$80,000, \$55,000 coming  
 20 from money raised by the Timonium PTA and the  
 21 additional \$25,000 has been funded by the state

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1 grant from the Board of Public Works. Of that  
 2 \$80,000, \$46,372 is for materials from Gate Time,  
 3 with the remainder going to the installation.  
 4 The renovation of the existing playground and the  
 5 installation of the new one will provide a space  
 6 that fosters social and emotional skills through  
 7 dramatic play. These playgrounds will be  
 8 maintained by BCPS ground workers, and the PTA of  
 9 Timonium will assume any overrun in cost.  
 10 In accordance with Policy and Rule 7330,  
 11 this request has progressed through all the  
 12 normal internal processes of review. Following  
 13 board approval, the goal is to have this project  
 14 completed within two to three weeks. Thank you.  
 15 CHAIRWOMAN SCOTT: Thank you. May I  
 16 have a motion to approve the privately funded  
 17 capital project for Timonium Elementary School's  
 18 playground and playground improvements?  
 19 MS. MACK: So moved, Mack.  
 20 MS. CAUSEY: So moved, Ms. Causey.  
 21 Second, Ms. Causey.

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1 CHAIRWOMAN SCOTT: Thank you. Any  
 2 discussion? Yes, Mr. McMillion?  
 3 MR. MCMILLION: I said something similar  
 4 to this last meeting in August about the  
 5 Gunpowder playground. I'm really excited that  
 6 these school communities have the opportunity to  
 7 develop -- these are model playgrounds. I looked  
 8 at it, I have that background, they're models.  
 9 But the thing that I said last time was it was, I  
 10 think that was 80-some thousand dollars that  
 11 Gunpowder was spending; this is \$55,000. We just  
 12 passed two contracts that total, if I'm not  
 13 mistaken, \$2,200,000 related to playgrounds. I  
 14 just don't understand why we can't get together  
 15 with facilities and these local schools and look  
 16 at these and try -- I know how hard it is to  
 17 raise \$55,000 and \$80,000 and it's just, I wish  
 18 that we could cooperate and work this out and  
 19 save these people some of this playground money  
 20 that could be directed someplace else into the  
 21 classroom. I'm happy that they're getting these

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1 facilities, I'm extremely happy for that, I'm not  
 2 complaining about that at all. It's the  
 3 financial piece of it and how we've got  
 4 \$2,200,000 and these people are spending \$55,000,  
 5 and how we just can't work, we can't sit down at  
 6 a table and figure this out and save those people  
 7 some of that money that they could redirect  
 8 someplace. Thank you, that's what I wanted to  
 9 say.

10 CHAIRWOMAN SCOTT: Thank you. Any other  
 11 questions or discussion? Okay, hearing none,  
 12 Ms. Gover, may we 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: Mr. 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: The motion carries,  
 18 thank you.  
 19 MS. BYERS: Thank you.  
 20 CHAIRWOMAN SCOTT: All right. The next  
 21 item on the agenda is unfinished business,

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1 consideration of board policies.  
 2 Members of the Board, the policy and  
 3 review committee asks the Board accept the  
 4 committee's recommendation to amend the following  
 5 board policies: Policy 0100, basic board  
 6 commitments, philosophy, equity; Policy 3800,  
 7 non-instructional services, planning-land use,  
 8 planning and zoning activities; Policy 4011,  
 9 personnel, general professional learning; Policy  
 10 4104, personnel, conduct-technology acceptable  
 11 use policy for authorized users, renamed as  
 12 acceptable use policy for technology and social  
 13 media for authorized users; Policy 5130,  
 14 students, withdrawal from school prior to  
 15 graduation; Policy 5210, students, promotion and  
 16 retention, grading and reporting; Policy 5600,  
 17 students, responsibilities and rights; and last  
 18 but not least, new Policy 8601 is being pulled  
 19 and returned to the policy review committee for  
 20 additional language.  
 21 So these recommendations are presented

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1 to you on tonight's agenda as Exhibit M. Do I  
 2 have a motion to adopt the recommendations of the  
 3 Board's policy and review committee.  
 4 MS. ROWE: So moved, Rowe.  
 5 CHAIRWOMAN SCOTT: Thank you. No second  
 6 is needed since the recommendation comes from the  
 7 committee. Is there any discussion? Yes,  
 8 Ms. Causey?  
 9 MS. CAUSEY: Madam Chair, could we  
 10 separate out Policy 5210?  
 11 CHAIRWOMAN SCOTT: 5210? 5210 is the  
 12 promotion and retention, grading and reporting?  
 13 MS. CAUSEY: Yes.  
 14 CHAIRWOMAN SCOTT: Okay. Can we  
 15 separate that out now, Mr. Brousaides? Since the  
 16 motion was made to approve them, is it an  
 17 appropriate time now to separate it out? Okay.  
 18 So then, I would make another motion to see if we  
 19 can approve Policies 0100, 3800, 4011, 4104,  
 20 5130, and Policy 5600.  
 21 MS. ROWE: So moved, Rowe.

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1 CHAIRWOMAN SCOTT: Thank you. Any  
 2 discussion on those? Hearing none, may we have a  
 3 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? 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: Thank you.  
 6 CHAIRWOMAN SCOTT: Thank you. All  
 7 right, and now 5210, do I have a motion to adopt  
 8 Policy 5210, students, promotion and retention,  
 9 grading and reporting?  
 10 MR. THOMAS: So moved, Thomas.  
 11 CHAIRWOMAN SCOTT: Thank you. No second  
 12 is needed since it comes from committee, and is  
 13 there discussion? Ms. Causey?  
 14 MS. CAUSEY: Thank you, Madam Chair. So  
 15 Policy 5210 has had a lot of discussion in policy  
 16 review but also in the community at large when it  
 17 was passed in 2015 and implemented in 2016. And  
 18 in policy review we had talked about hearing an  
 19 update on the progress and the impact of the  
 20 implementation of that because I felt, and there  
 21 was other conversation that there are either

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1 things in the policy that need to be strengthened  
 2 or there may be some things with the  
 3 implementation that are not in line with the  
 4 policy.  
 5 So one of the things that the policy  
 6 talks about is that the grading is going to be  
 7 consistent and timely, and there has been updates  
 8 from staff and in PRC that at the high school  
 9 level there's not consistent grading scales, that  
 10 some schools had the opportunity to choose  
 11 whether it was a 50 to 100 or whether it was zero  
 12 to 100, and that in and of itself can provide  
 13 some very significant inconsistencies, but also  
 14 we've heard consistently that a lot of people  
 15 feel that having a low score of a 50 is not  
 16 really consistent with what the students are  
 17 achieving and it really doesn't clarify for the  
 18 parents and the students, and even the teacher  
 19 next year that looks at a grade that might be a  
 20 B, but really the student didn't master 80  
 21 percent of the content or you know, and it's not

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1 a direct correlation of grades with mastery, we  
 2 know that, but -- so I'm not sure that there's a  
 3 rush to pass this, but what I would really like  
 4 is for there to be a time that the full board can  
 5 receive an update from Dr. Williams and the team  
 6 on implementation and impacts and how it is  
 7 applied throughout the school system.  
 8 So I don't know if, Dr. Williams, you  
 9 would like to hear if other board members would  
 10 like an update like that or if that's something  
 11 that was already in the timeline for some of the  
 12 updates that you're providing.  
 13 CHAIRWOMAN SCOTT: Thank you,  
 14 Ms. Causey. Yes, Dr. Hager next, but I would  
 15 ask, isn't that something that curriculum could  
 16 address? That's what I was going to ask the  
 17 curriculum committee, is that something where  
 18 some of Ms. Causey's questions and some of the  
 19 items are addressed there? Dr. Hager, if you  
 20 could --  
 21 DR. HAGER: I was just going to mention



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1 that we specifically added the reporting line for  
 2 that reason, because I think it was last meeting  
 3 when we discussed this.

4 CHAIRWOMAN SCOTT: In curriculum?  
 5 DR. HAGER: No, it's in the policy, the  
 6 superintendent will provide an annual report on  
 7 the implementation of this policy. So I agree  
 8 with you completely, but I also feel that it's in  
 9 the policy, if that makes sense, but I do  
 10 completely agree with everything you said, but  
 11 it's in there.

12 CHAIRWOMAN SCOTT: Yes, Mr. Thomas?  
 13 MR. THOMAS: Yes, thank you. I also  
 14 think when you were mentioning the situation on  
 15 grades, it says, A, grades will have consistent  
 16 meaning throughout the school system based on  
 17 grade level and course requirements outlined in  
 18 the curriculum. I think we will achieve the  
 19 consistency within the school system once the  
 20 policy is passed, and I think that like what  
 21 Dr. Hager said about the annual report, I think

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1 it's addressed in the policy.

2 CHAIRWOMAN SCOTT: Any other questions  
 3 or discussion? Ms. Henn and then Ms. Pasteur.

4 VICE CHAIR HENN: So, I like the  
 5 addition that was added that Dr. Hager spoke to  
 6 and that Mr. Thomas spoke to about the  
 7 implementation, I think that's great that we have  
 8 that reporting, and that we've covered that and  
 9 that checks the box for me. I share  
 10 Mrs. Causey's concern still about the grades will  
 11 have consistent meaning. I think it's partially  
 12 address in Item C, that grades shall be based on  
 13 a body of evidence. My concern is that that body  
 14 of evidence, what I've heard is not implemented  
 15 consistently, and I don't know that that's fair  
 16 for all of our students throughout the system  
 17 because that body of evidence can mean different  
 18 things to different teachers, and I've seen that  
 19 implemented vastly differently.

20 So, I think we can act on that once we  
 21 start receiving those reports and make

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1 data-driven decisions, or hear from the  
 2 superintendent as to what his recommendations  
 3 are. But I share Mrs. Causey's concerns because  
 4 I don't think at this point that the policy is  
 5 clear enough with point A under standards, for  
 6 3.A, so I still think it needs work on that  
 7 point.

8 CHAIRWOMAN SCOTT: Yes, Ms. Pasteur?  
 9 MS. PASTEUR: Thank you. I would like,  
 10 I don't know if Dr. Williams wants to address it  
 11 now, but I know as we move, one, into the Compass  
 12 and the work he's doing with the Compass and  
 13 other work that may be coming out, that there  
 14 will be more clarity, but clearly as we look at  
 15 the gaps in instruction in our system and success  
 16 on our tests from the past, we know that there  
 17 are some discrepancies. So I know working with  
 18 Dr. McComas and Dr. Yarborough, and the things  
 19 that we've been discussing in curriculum and will  
 20 continue, we can bring more clarity to it. So I  
 21 want to know from you, Dr. Williams, would you

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1 like for us to come back to curriculum and do  
 2 anything else with this? Because we do need to  
 3 be a little bit more specific, yes, it's here,  
 4 but it's been here and we still have  
 5 discrepancies in terms of how our children are  
 6 passed. How would you like us to proceed, with  
 7 the curriculum committee or with you, or none of  
 8 the above?

9 DR. WILLIAMS: Madam Chair, may I  
 10 respond to it?  
 11 CHAIRWOMAN SCOTT: Yes.  
 12 DR. WILLIAMS: Thank you, Board, for  
 13 raising this issue. I do want to associate  
 14 myself with Dr. Hager and to remind the Board  
 15 that we had the same conversation two weeks ago  
 16 about the policy, and I made a request to put in  
 17 there about the reporting. And I want to be, I  
 18 want us to be very careful that we are making a  
 19 broad brush about what's consistent or not based  
 20 on what you're hearing. The point of this is to  
 21 give each, to talk to our principals, our

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1 teachers, our parents, our students about the  
 2 implementation, so give us the opportunity to  
 3 develop that mechanism.

4 It may be through the curriculum, it may  
 5 be through the equity committee, it may be  
 6 through some other forms in which I work with our  
 7 partners to gather that feedback. So I think  
 8 it's important that this language is what I  
 9 thought was meeting the request of the Board two  
 10 weeks ago, I believe, and for us to then develop  
 11 a plan to have that annual report to see where  
 12 there are gaps and to celebrate where there are  
 13 successes, the same points that were raised today  
 14 were similar points raised before, which got us  
 15 to the reporting of this annual report of  
 16 implementation.

17 The curriculum and team under  
 18 Dr. McComas' leadership have been looking at the  
 19 actual implementation of grading and reporting.  
 20 We agreed to look at it, to revise it, to get the  
 21 feedback, but the manner in which we'll get it,

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1 we'll look through the curriculum committee,  
 2 equity committee and any other vehicle to get the  
 3 information.

4 So when I saw this and the Board  
 5 approved or agreed at the time of this language,  
 6 the team and I talked about that annual report  
 7 where we can report out and maybe make changes,  
 8 and if we do make changes then we have to educate  
 9 our teachers and our administrators and our  
 10 parents and students about the upcoming year.  
 11 Like we would do anything else, we make changes,  
 12 we inform, we finalize the material or booklet  
 13 and we have it available, so that's how I see it.

14 MS. PASTEUR: So moving forward based on  
 15 the discussions we had last time, so you're good  
 16 here?

17 DR. WILLIAMS: I'm good.

18 MS. PASTEUR: Okay then, so that's what  
 19 matters, thank you, operations.

20 CHAIRWOMAN SCOTT: Thank you. Ms. Mack?  
 21 MS. MACK: I share Ms. Causey's

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1 concerns. In the Public Works document there's a  
 2 statement that there is a concern about the lack  
 3 of accountability in holding principals and  
 4 teachers responsible for implementing the BCPS  
 5 curriculum with fidelity and the inconsistency  
 6 with administering unit assessments or whether  
 7 they're administered at all. So I understand  
 8 what Mr. Thomas just said, but I am concerned  
 9 when we have a finding like that that, you know,  
 10 how are we grading kids consistently when some  
 11 schools are administering unit assessments, other  
 12 schools aren't, some classes are, some classes  
 13 aren't, so I still have the same concerns that I  
 14 had about the policy the last time.

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

17 MS. PASTEUR: Okay. I'm pretty sure  
 18 that's essentially what I said when I started  
 19 off, and I think your answer was that based on  
 20 the last conversation, it's going to be  
 21 addressed. And I need to remind -- well, yeah, I

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1 need to remind everyone that the job that they  
 2 have to do at this point, and I'm going to look  
 3 right at Mr. Kuehn because he brought it up at  
 4 the last meeting when we were having the  
 5 conversation about compression, that a lot of  
 6 things are getting ready to change so we can't  
 7 keep starting and stopping because we also have  
 8 Blueprint for Maryland's Future, which means  
 9 there are going to be a number of things that are  
 10 going to happen that's going to impact on  
 11 instruction, they need to have the time to  
 12 address that.

13 CHAIRWOMAN SCOTT: Okay. So we pulled  
 14 this out, we discussed it. Is the recommendation  
 15 that it go back to PRC for additional -- okay  
 16 then, so are we ready to take a vote then,  
 17 Ms. Gover?

18 MS. GOVER: Ms. Rowe?  
 19 MS. ROWE: Yes.  
 20 MS. GOVER: Ms. Causey?  
 21 CHAIRWOMAN SCOTT: I thought that I made

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1 the motion, Mr. Thomas moved, yes, and then we  
 2 are clarifying.  
 3 MS. GOVER: Ms. Causey?  
 4 MS. CAUSEY: Abstain.  
 5 MS. GOVER: Ms. Mack?  
 6 MS. MACK: No.  
 7 MS. GOVER: Mr. McMillion?  
 8 MR. MCMILLION: No.  
 9 MS. GOVER: Ms. Jose?  
 10 MS. JOSE: Yes.  
 11 MS. GOVER: Ms. Henn?  
 12 VICE CHAIR HENN: No.  
 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 What was in favor?  
 5 MS. GOVER: In favor is eight.  
 6 CHAIRWOMAN SCOTT: Eight, thank you.  
 7 The next item on the agenda is  
 8 consideration of the fiscal year 2023 state  
 9 capital budget request, and for this I call on  
 10 Dr. Scriven and Mr. Dixit.  
 11 DR. SCRIVEN: So good evening, Madam  
 12 Chair, Vice Chair, Dr. Williams and members of  
 13 the Board. This evening we're gathered to seek  
 14 your approval for the FY-2023 state capital  
 15 budget. We have put together a presentation  
 16 which is going to be a recap of some of the work  
 17 sessions and questions that we have received. We  
 18 have grounded this presentation in what we are  
 19 presenting as the facts to the Board for your  
 20 consideration.  
 21 You've heard a lot of deliberation. We

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1 are simply trying to adhere to the schedule and  
 2 why, hence, we are seeking your approval this  
 3 evening, as this document has to be presented in  
 4 its submission to the state on October 4th. So  
 5 with that said, I am going to yield the floor to  
 6 Mr. Dixit. I do believe Mr. Plait, is the Power  
 7 Point teed up and ready to go, sir?  
 8 MR. PLAIT: It's ready to go.  
 9 DR. SCRIVEN: Okay, thank you.  
 10 Mr. Dixit?  
 11 MR. DIXIT: Thank you, Dr. Scriven.  
 12 Good evening, Chair Scott, Vice Chair Henn,  
 13 Dr. Williams and members of the Board. I just  
 14 want to go over a little bit of what we have done  
 15 so far. The capital program was introduced in  
 16 the meeting of August 10th followed by a work  
 17 session and the meeting of August 24th, and after  
 18 that there were a lot of questions that were  
 19 received. We have attempted to respond to all  
 20 the questions that we received by August 16th and  
 21 we continue to provide responses to other

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1 questions.  
 2 So just as Dr. Scriven indicated, we'll  
 3 again be sharing and capturing some of the  
 4 information that we have already shared with you  
 5 and submit our program after your approval to the  
 6 state by October 4th. So this is the schedule  
 7 that we have shared with you earlier, and then  
 8 I'll go over some of the changes to the program  
 9 that have been made as compared to what was  
 10 presented in '22.  
 11 So, the northeast area elementary  
 12 school, Red House Run Elementary School, those  
 13 two have been fully funded by the state. The  
 14 next four projects from 2022, Bedford Elementary  
 15 School, Summit Park Elementary School, northeast  
 16 area middle school and Pine Grove Middle School,  
 17 we have been informed that Built to Learn Act  
 18 funds will be available for those projects so we  
 19 have removed it from our '23 submission. If  
 20 there will be any money that will be needed we  
 21 will come back to the Board and request that and

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1 share that information.

2       The other change that has been made,

3 that we have added Dundalk High School addition

4 as part of our request for 2023. There were two

5 projects that you have heard quite a bit about

6 tonight, Towson High School and Dulaney High

7 School, they have been changed from replacement

8 to addition/renovation. That has been done based

9 on the recommendation of the feasibility report

10 that was requested by the county planning board

11 and the MYIPAS study that was requested by the

12 Board and Baltimore County government. So as a

13 result of those two, we are recommending that the

14 classification be changed from replacement to

15 addition/renovation.

16       The roof replacement projects that were

17 fully funded have been removed from the '23

18 request. I would like to acknowledge the funds

19 received for Holabird Middle School, Lansdowne

20 Middle School, Winfield Elementary and Villa

21 Cresta, they are 100 percent county funded

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1 projects, so we would like to thank the county

2 folks for that.

3       The other item is the addition to this

4 request and you will see a list of projects,

5 systemic projects that have been added to apply

6 from the 2023 capital budget. Joppa View

7 Elementary School fire alarm, Church Lane

8 Elementary School roof replacement, Parkville

9 High School boiler replacement, Deer Park Middle

10 School roof replacement, Essex Elementary School

11 chiller replacement, Timber Grove Elementary

12 School roof replacement, Milford Mill Academy

13 roof replacement, Martin Boulevard Elementary

14 School chiller replacement, Ridge Ruxton Special

15 Education School chiller replacement, Pikesville

16 Middle School chiller replacement, Chesapeake

17 High School HVAC renovation, Owings Mills High

18 School electrical upgrade, Chesapeake Terrace

19 Elementary School chiller replacement, New Town

20 Elementary School chiller replacement, and Logan

21 Elementary School chiller replacement. These

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1 have been added based on the information that we

2 have and as confirmed under MYIPAS, that these

3 are critical projects.

4       We are going to recapture MYIPAS

5 recommendations that have already been shared

6 with you, so the Dundalk High School

7 addition-renovation was, addition was added under

8 the MYIPAS that they shared with you in one of

9 the presentations. Towson High School

10 renovation-addition was included in MYIPAS and

11 that has been added to this. In the future they

12 have asked us to conduct two studies to take a

13 deeper dive for northeast and for southeast area.

14 Northeast has what the recommendations are, some

15 additions, and I'm not going to go over all of

16 them because you have already been informed about

17 it, or creation or building a new high school.

18 So we are going to look into the capacity and

19 condition of all of those high schools and do a

20 detailed study, a deeper dive for those schools,

21 and come back to you when the study is complete.

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1       The second piece that they have

2 recommended is the southeast part, which is

3 Sparrows Point Middle/High School or a new

4 Sparrows Point Middle School and high school

5 renovation. Recently, this is the additional

6 information they have shared with us, another

7 option for the southeast area is to explore

8 consolidation of elementary schools to

9 accommodate separation of the Sparrows Point

10 Middle School and High School, and what that

11 entails is that, look at the potential of

12 consolidating two elementary schools that will

13 provide a site that may be able to handle a

14 middle school. So those two studies have to be

15 completed and we'll share them with you once we

16 have more information, complete information on

17 that.

18       One of the other points that we want to

19 emphasize here based on the MYIPAS recommendation

20 is that there are 15 projects that they have

21 called as premium projects, and we'll talk a

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1 little bit about it later on. They said that if  
 2 we change them to replacement in lieu of  
 3 addition-renovation, that will establish a  
 4 precedent that's not fiscally sustainable, and  
 5 we'll go over some of those numbers and we'll  
 6 also share the leveraging of local funds to get  
 7 capital funds. These 15 projects that are  
 8 included in MYIPAS are on the next slide and I'm  
 9 not going to tell you all the names because  
 10 that's right in front of you. These projects  
 11 were, this list was prepared as a result of  
 12 multiple numerous conversations with stakeholders  
 13 and community groups throughout the county and  
 14 they, it was their wish list to have these 15  
 15 projects, which included Towson High School and  
 16 Dulaney High School, and all of these projects  
 17 with MYIPAS, under the MYIPAS recommendations,  
 18 are to manage the cost of those projects and they  
 19 call it instead of replacement, a renovation be  
 20 performed at those two schools.  
 21 MYIPAS studied a little bit of,

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1 refreshing the memory of some of the new board  
 2 members, in the past, a couple of years ago at  
 3 the request of our Board, county had provided  
 4 funds to initiate a long-range plan, development  
 5 of a long-range plan. That study is in excess of  
 6 a million dollars performed by Cannon Design and  
 7 it's totally funded by county, and we would like  
 8 to acknowledge their help. That forms the basis  
 9 of our future planning and some of that  
 10 information, we are sharing that with you right  
 11 now.  
 12 So, there has been a lot of conversation  
 13 about state participation, their concurrence with  
 14 the replacement or renovation-addition, and what  
 15 are the implications of where the funding is  
 16 concerned. So we have attempted to simplify  
 17 that, this is the conversation we started in the  
 18 last meeting, and we wanted to capture that here  
 19 again to make it simple. So for a hypothetical  
 20 project of \$60 million in renovation compared  
 21 with \$120 million replacement, we wanted to share

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1 with you that if the state doesn't agree with the  
 2 replacement as a result of the feasibility study,  
 3 the share of the state is \$36.6 million, which is  
 4 the same as for renovation, so that puts  
 5 additional fiscal burden on the county funding if  
 6 we decide to replace that building, that school,  
 7 and that amount is \$60 million of additional  
 8 county amount that has to be spent. That \$60  
 9 million has the leveraging capability of another  
 10 \$94 million of state funds. So if the Board  
 11 approves a project that the state does not  
 12 support and the cost of the project is \$120  
 13 million, it has a \$150 million impact on our  
 14 capital planning.  
 15 And if the state concurs, that's the  
 16 second piece that we have summarized here, even  
 17 then, the additional amount of \$23.4 million that  
 18 the county has to fund, which has leveraging  
 19 capability of another \$36 million, so net loss to  
 20 the program, to the capital program is \$60  
 21 million total cost of the program.

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1 The next slide that you will see is, you  
 2 have heard a lot about feasibility study and we  
 3 wanted to share the COMAR 14.39.02.06L that  
 4 clarifies the requirement that we have that the  
 5 maximum state constructional allocation for a  
 6 replacement school based on the cost of  
 7 renovating an existing school. So simplifying  
 8 that language, if the feasibility study indicates  
 9 that based on 40-year lifecycle costs it is more  
 10 cost effective to renovate the building but we  
 11 still proceed with replacement it has cost  
 12 implications, and those cost implications are  
 13 that the state will only fund to the level of  
 14 renovation, and may impose a 15 percent reduction  
 15 on their share. That's what COMAR indicates,  
 16 that's what we have followed in the past, and  
 17 there are a lot of questions being asked that  
 18 this is not true. This is the best information  
 19 we have and we always follow that, and we intend  
 20 to follow it in the future also.  
 21 Another point I want to clarify is that

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1 there is a lot of chatter on the social media  
 2 about feasibility study. Feasibility study for  
 3 state to justify a replacement is a document that  
 4 is included in their guideline, IAC Guideline  
 5 203, and it is not the same as the scope of work  
 6 analysis that we have conducted in other schools,  
 7 so we do not want to mix that feasibility study  
 8 requirement for state participation if we choose  
 9 to replace the school, any other kind of analysis  
 10 and study is not the same thing, it's a totally  
 11 different document, and I wanted to clarify that  
 12 because there is a lot of confusion in social  
 13 media about how many different feasibility  
 14 studies we have done. Feasibility studies,  
 15 so-call feasibility studies that were done in  
 16 previous renovation of four high schools, they  
 17 were not the same as the feasibility study where  
 18 we need replacement of an existing building.

So the next few slides is to try to  
 19 share with you some of the cost implications to  
 20 other schools and that is in the MYIPAS document.  
 21

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1 Replacing Towson High School and Dulaney High  
 2 School will defer approximately 41 renovation  
 3 projects beyond 15 years, and you have heard a  
 4 lot about all of these projects will not need  
 5 renovation within that 15 years. That is false  
 6 information, that is absolutely false  
 7 information. Some of the projects that we have  
 8 done in the last 15 years already need additions.  
 9 So while the 15-year time period was developed by  
 10 Cannon Design through community input based on  
 11 community preference, and 15 years is also a  
 12 state requirement for eligibility of a renovation  
 13 project, 15 years, that's how the number was  
 14 derived. There are roofs that were needed in  
 15 projects that were completed as  
 16 renovation-addition projects within 15 years,  
 17 there are technology improvements that might be  
 18 needed within 15 years, there are additions that  
 19 are needed within 15 years. So I just wanted to  
 20 clarify that because there is a lot of  
 21 misinformation floating around and whether we

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1 support MYIPAS or not, those remain the facts.  
 2 So these projects, if we replace Towson and  
 3 Dulaney, and again, there are comments about we  
 4 don't want to do that. This is not whether we  
 5 want to do it or not, we are engineers and  
 6 architects and we love replacing buildings. What  
 7 the Board and us are charged with is looking at  
 8 the fiscal sustainability and how that impacts  
 9 all students and all schools. So if a decision  
 10 is made to replace those two schools, these are  
 11 41 schools that will be impacted, they will not  
 12 be renovated within 15 years. And this is not  
 13 our study, this is an independent study done by a  
 14 company that was selected on a national search  
 15 basis.

So if we also decide to replace Towson  
 16 High School and Dulaney High School, and so we  
 17 are setting a precedent that we are going to  
 18 replace buildings, there are 90 renovation  
 19 projects that will be beyond 15 years that will  
 20 potentially be included, we defer approximately  
 21

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1 41, and what if you take all of the premium  
 2 projects that they have included? So there are  
 3 two things that we want to clarify here. Just  
 4 the impact of Towson and Dulaney is 41 schools,  
 5 in fact replacing all 15 premium projects is 90  
 6 schools, so we are setting a precedent that will  
 7 have major impact.

Then we also have a map here that shows  
 8 the location of those projects. So if you look  
 9 at this map and the impact on schools, this is  
 10 not in one part of the county, this is in the  
 11 same part of, a lot of projects are in the same  
 12 part where Towson and Dulaney or northeast. So  
 13 it is not that it is only going to impact on the  
 14 east side or west side but it's all over the  
 15 county, it's evenly distributed.

Now we also for the sake of simplicity,  
 16 this is again MYIPAS information, so that we all  
 17 understand what we are approving, performing all  
 18 premium projects will defer approximately 90  
 19 renovation projects beyond 15 years. MYIPAS  
 20  
 21

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1 estimated cost for premium projects is  
 2 \$1,260,000,000, MYIPAS estimated cost for  
 3 prioritized renovation is \$310 million. I want  
 4 all of you to loo at these numbers and make up  
 5 your mind. If we decide to spend \$1.2 billion  
 6 instead of \$310 million, the resulting extra  
 7 funding needed to perform all premium projects is  
 8 \$950 million, and while these numbers will  
 9 change, I want to make sure that the enormity of  
 10 these dollars are understood while, you know,  
 11 whether you approve or disapprove any one project  
 12 or all projects, \$950 million is close to a  
 13 billion dollars. Total funds from Built to Learn  
 14 Act that we'll get is \$377 million. The total  
 15 needs the system has is \$4.7 billion. The total  
 16 money that we have available is \$2.5 billion. So  
 17 what funds will be available in the next 15  
 18 years, this gap is about half of all of that  
 19 money that's coming in 15 years.  
 20 What I also wanted to share, that when  
 21 we don't do a project, when we don't even do a

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1 renovation project, what it means out in the  
 2 field, there are boilers, there are chillers,  
 3 there are roof leaks. There is not a day when  
 4 Dr. Scriven doesn't wake me up at five o'clock in  
 5 the morning saying that this chiller is not  
 6 functioning. This is when we are funding at the  
 7 current level, so I just wanted to make sure and  
 8 be on record that five years down the road when  
 9 you see 15 chillers breaking down, when you see  
 10 15 roofs leaking, this is the decision that we  
 11 are making tonight that will be the impact of  
 12 that decision.  
 13 So with that, and this is not that we  
 14 don't want to build new schools, we love building  
 15 new schools. In the last ten to 15 years  
 16 Mr. Plait's team has built over \$2 billion worth  
 17 of schools, renovations, reconstruction, roofs,  
 18 chillers and boilers. So we like to do that,  
 19 we'd like to continue to do that, but we wanted  
 20 everybody to understand what's the impact of  
 21 that.

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1 So with that, since we have already  
 2 answered a lot of questions and will continue to  
 3 answer as we get them, your approval is requested  
 4 for us to meet the state submission deadline of  
 5 October 4th. And just one more statement, we  
 6 still have to prepare that big book to meet the  
 7 state requirements.  
 8 CHAIRWOMAN SCOTT: Thank you so much for  
 9 that, Mr. Dixit. May I have a motion to approve  
 10 the fiscal year 23 state capital budget request  
 11 as presented in Exhibit N?  
 12 MS. JOSE: So moved.  
 13 CHAIRWOMAN SCOTT: Is there a second?  
 14 MS. PASTEUR: Second, Pasteur.  
 15 CHAIRWOMAN SCOTT: Any discussion? Oh,  
 16 quite a bit, you have discussion?  
 17 VICE CHAIR HENN: I had my hand up for  
 18 discussion.  
 19 CHAIRPERSON SCOTT: Oh, I didn't see  
 20 your hand. Okay, discussion, go ahead.  
 21 VICE CHAIR HENN: Thank you. I move to

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1 amend the --  
 2 MS. JOSE: Point of order. There's a  
 3 motion on the floor.  
 4 VICE CHAIR HENN: Ms. Jose, I had my  
 5 hand raised before Ms. --  
 6 CHAIRWOMAN SCOTT: Oh, but there is a  
 7 motion on the floor, there was a motion that was  
 8 properly made and seconded.  
 9 VICE CHAIR HENN: Then I move to amend  
 10 the motion on the floor.  
 11 CHAIRWOMAN SCOTT: Okay.  
 12 VICE CHAIR HENN: I move to amend the  
 13 fiscal year 2023 state capital budget request by  
 14 updating priority nine, school Towson High, such  
 15 that the project is replacement school, 1,688  
 16 seats, and inserting a new row as priority ten,  
 17 school Towson High, project replacement school,  
 18 1,688 seats, type of approval funding, total  
 19 state funding share \$66,532,000, state funding  
 20 request fiscal year 2023 \$66,532,000. And  
 21 updating current priority ten, school Dulaney

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1 High, such that the project is replacement  
 2 school, 2,070 seats, and inserting a new row as  
 3 priority 11, school Dulaney High, project  
 4 replacement school 2,070 seats, type of approval  
 5 funding, total state funding share \$73,122,000,  
 6 state funding request fiscal year 2023  
 7 \$73,122,000. And incrementing the remaining  
 8 current rows 11 through 36 accordingly.

9 MS. CAUSEY: Second.

10 MS. ROWE: And I did just email that to  
 11 the full Board, and I also would like to speak to  
 12 the motion.

13 CHAIRWOMAN SCOTT: I'm sorry, excuse me.  
 14 I have not stated it so it's not properly stated  
 15 and it's not actually on the floor yet, it's not  
 16 the property of the assembly yet, and I don't see  
 17 it in my email.

18 VICE CHAIR HENN: Would you like to read  
 19 this?

20 CHAIRWOMAN SCOTT: I can't read that,  
 21 it's too small, no. I need to properly state it,

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1 so is it your motion or Ms. Rowe's?  
 2 VICE CHAIR HENN: It's my motion.

3 CHAIRWOMAN SCOTT: It's your motion,  
 4 okay, but Ms. Rowe, you emailed it?

5 MS. ROWE: I got it so I emailed it to  
 6 everyone.

7 CHAIRWOMAN SCOTT: Oh, okay. All right.  
 8 Well, I did not get it. Did anyone else receive  
 9 it? No? Some did, some didn't. Okay.

10 Let me see. Now that's an amendment to  
 11 the motion? Mr. Brousaides, is that a proper  
 12 amendment to the motion? It seems awfully, I  
 13 don't know, convoluted.

14 MR. BROUSAIDES: The original motion on  
 15 the floor was to approve the --

16 CHAIRWOMAN SCOTT: Fiscal year 23 state  
 17 capital budget as presented in Exhibit N. I  
 18 actually don't know --

19 MR. BROUSAIDES: I'm having a hard time  
 20 following.

21 VICE CHAIR HENN: Would you like me to

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1 reread it?

2 CHAIRWOMAN SCOTT: It just seems that  
 3 it's awfully long and complex for an amendment,  
 4 and so I'm just not sure if it's an appropriate  
 5 amendment for this motion.

6 VICE CHAIR HENN: I move to approve the  
 7 fiscal year 2023 state capital budget request  
 8 with the following amendments. Updating priority  
 9 nine, school Towson High, such that the project  
 10 reads replacement school, 1,688 seats, and  
 11 inserting a new row as priority ten, school  
 12 Towson High, project replacement school, 1,688  
 13 seats, type of approval funding, total state  
 14 funding share \$66,532,000, state funding request  
 15 fiscal year 2023 \$66,532,000.

16 And updating current priority ten,  
 17 school Dulaney High, such that the project is  
 18 replacement school, 2,070 seats, and inserting a  
 19 new row as priority 11, school Dulaney High,  
 20 project replacement school 2,070 seats, type of  
 21 approval funding, total state funding share

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1 \$73,122,000, state funding request fiscal year  
 2 2023 \$73,122,000.

3 And incrementing the remaining current  
 4 rows 11 through 36 accordingly.

5 CHAIRWOMAN SCOTT: And it was seconded  
 6 by?

7 MS. CAUSEY: Ms. Causey.

8 CHAIRWOMAN SCOTT: Ms. Causey seconded,  
 9 okay, and I see it here, thank you, Ms. Rowe, for  
 10 emailing it. So it's to amend the motion on the  
 11 floor so I'll just state it so then we can  
 12 discuss it. The motion was made my Ms. Henn to  
 13 amend the fiscal year 2023 state capital budget  
 14 request by updating priority nine, school Towson  
 15 high, such that the project is replacement  
 16 school, 1,688 seats, and inserting a new row as  
 17 priority ten, school Towson High, project  
 18 replacement school 1,688 seats, type of approval  
 19 state funding, total state funding share  
 20 \$66,532,000, state funding request fiscal year  
 21 2023 \$66,532,000.



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1 And updating current priority ten,  
 2 school Dulaney High, such that the project is  
 3 replacement school 2,070 seats, and inserting a  
 4 new row as priority 11, school Dulaney High,  
 5 project replacement school 2,070 seats, type of  
 6 approval S funding, total state funding share  
 7 \$73,122,000, state funding request fiscal year  
 8 2023 \$73,122,000.

9 And incrementing remaining current rows  
 10 11-36 accordingly.

11 And it was seconded by Ms. Causey. And  
 12 then I believe Ms. Rowe wanted to speak first, so  
 13 let me make sure I get everybody in order, so it  
 14 was Ms. Rowe --

15 VICE CHAIR HENN: Excuse me. May I  
 16 speak to my motion, Madam Chair?

17 CHAIRWOMAN SCOTT: I'm sorry?

18 VICE CHAIR HENN: May I speak to my  
 19 motion?

20 CHAIRWOMAN SCOTT: Yes, you may speak to  
 21 your motion. I want to make sure we get

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1 everyone, so it's you, then Ms. Rowe and then  
 2 Ms. Mack, and then, okay, Mr. Thomas, so just  
 3 everybody, all right. Yes, go ahead, Ms. Henn.

4 VICE CHAIR HENN: Thank you. So what  
 5 has become clear to me since our last session and  
 6 since poring over data and reports and more data  
 7 and reports is that we are not being asked to  
 8 approve a capital request that reflects what is  
 9 best for Dulaney and Towson. That's not what the  
 10 Cannon recommendation suggests, nor has BCPS ever  
 11 said that a renovation is best. In fact, all of  
 12 our documentation, including our comprehensive  
 13 annual facilities report and our educational  
 14 facilities master plan indicate that we know a  
 15 replacement is best and we were moving in that  
 16 direction until the MYIPAS recommendations were  
 17 released.

18 Instead we are being asked to accept  
 19 less than what is best for Dulaney and Towson so  
 20 that others get something. But everyone gets  
 21 something is not a facilities plan and it doesn't

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1 truly meet anyone's needs. So why would we  
 2 accept less than what we know is best? Well,  
 3 Mr. Dixit told us in our last session in his  
 4 words, we want to keep our funding partners  
 5 happy. The thing is, I took an oath to do what's  
 6 right by children and by our taxpayers. I didn't  
 7 accept less for Lansdowne and I won't accept less  
 8 for Towson, Dulaney or any other school with  
 9 needs. We have unprecedented levels of funding  
 10 for school construction. There's no reason to  
 11 accept less and there's no reason to ask for what  
 12 we need.

13 The Towson facility study describes the  
 14 replacement option as economical, expedient and  
 15 cost sensitive. It's what these two schools need  
 16 and it's what we need to ask for. Thank you.

17 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.  
 18 Ms. Rowe?

19 MS. ROWE: Thank you, Madam Chair.  
 20 MS. JOSE: Point of clarification,  
 21 Ms. Scott, if I may. If Mr. Brousaides could

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1 verify this motion, if it's out of order since  
 2 the Board does not have spending authority and  
 3 Ms. Henn has actually added dollar amounts to  
 4 that motion, is that something we can do?

5 MR. BROUSAIDES: The Board can make it  
 6 as part of its budget request and whether it's  
 7 accepted or not by the budget authorities is  
 8 another issue.

9 MS. JOSE: Okay, thank you.

10 CHAIRWOMAN SCOTT: Thank you. Ms. Rowe?

11 MS. ROWE: Thank you, Madam Chair. I  
 12 support this amendment. The typical argument for  
 13 renovation versus new building of schools in the  
 14 past has been that renovation costs 60 percent of  
 15 a new building. Our current capital budget  
 16 request and the following recommendation of  
 17 MYIPAS has the difference of a new school versus  
 18 renovation at 12 percent. Every project we do  
 19 has a ten percent contingency, meaning we ask for  
 20 funds in excess of ten percent in case we go over  
 21 which typically happens. Our cost projections

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1 are not so precise that we can hit an exact mark.  
 2 It makes no sense to me to disrupt the  
 3 education of students for almost their entire  
 4 high school career subjecting them to a  
 5 construction zone and things like asbestos  
 6 abatement when we will likely spend on a  
 7 renovation what a new school costs.  
 8 It's also highly unfortunate that MYIPAS  
 9 will be obsolete in three to four years since the  
 10 county council has chosen not to act on the APFO  
 11 task force recommendations that clearly link  
 12 development to overcrowded schools. Therefore,  
 13 no matter what decision is made by the Board of  
 14 Education as it pertains to capital funding for  
 15 schools without significant changes in the  
 16 Adequate Public Facilities Ordinance, developers  
 17 will continue to outpace school construction and  
 18 we will not be able to keep pace with capacity  
 19 needs, let alone aging school facilities.  
 20 As it stands, we have \$4 billion worth  
 21 of needs and \$2.5 billion worth of funding, and

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1 are not willing to let any of these needs go  
 2 unmet or partially met simply because politicians  
 3 choose to take massive campaign donations from  
 4 developer interests to control the Baltimore  
 5 County Planning Board. These interest groups  
 6 don't want to pay impact fees consistent with  
 7 what other developers in other counties pay. To  
 8 raise the additional \$1.5 billion needed to meet  
 9 the needs of all schools, Baltimore County can  
 10 develop public-private partnerships, charge  
 11 impact fees, lobby the state and federal  
 12 governments for more money, use our AAA bond  
 13 rating to sell bonds to raise money, et cetera.  
 14 So I will not be supporting MYIPAS  
 15 recommendations to renovate any schools that are  
 16 in desperate need of replacement.  
 17 CHAIRWOMAN SCOTT: Thank you. Next is,  
 18 was it Ms. Causey or Ms. Mack? Sorry, Ms. Mack,  
 19 please go ahead, or Mr. Thomas? No, I'm sorry,  
 20 who was next? No? Okay, then you can go ahead,  
 21 Ms. Mack.

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1 MS. MACK: I find it very very  
 2 concerning that on 516 we present schools that we  
 3 will have to defer significant changes, and when  
 4 I look down the list I too learned a lot since  
 5 the last meeting, and I'll speak to certain  
 6 schools.  
 7 We're showing Westowne Elementary School  
 8 as a school that we would have to defer  
 9 renovation projects beyond 15 years. Westowne  
 10 Elementary School is a relatively new school.  
 11 Catonsville Elementary School was a new school  
 12 the same year. Lansdowne Elementary School has  
 13 been a new school since I've been on the Board.  
 14 Woodlawn High School had a massive renovation  
 15 that I'm not even sure we've, you know, totally  
 16 finished yet. Then when I look in the southeast  
 17 area, Dundalk Elementary School is new, Colgate  
 18 Elementary School is new, Berkshire Elementary  
 19 School is new. Pikesville High School just had a  
 20 massive renovation that Ms. Pasteur has spoken to  
 21 and that I have been to, and I agree that it's a

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1 very nice one. I think it's very misleading to  
 2 the public and even to board members to say that  
 3 these schools that are new are going to need  
 4 significant dollars that will have to be deferred  
 5 if we approve Dulaney and Towson.  
 6 And I'd just like to say that growing up  
 7 I was always told by my parents to never throw  
 8 good money after bad and to never settle. I  
 9 strongly believe if we settle for renovations at  
 10 Dulaney and Towson we are truly throwing good  
 11 money after bad. But more importantly we are  
 12 setting a precedent, and you spoke to that,  
 13 Mr. Dixit, but I'm going to spin it a little bit.  
 14 We are setting a precedent for all schools that  
 15 renovations will suffice when in fact new schools  
 16 may indeed be warranted, not just for Dulaney and  
 17 Towson but for many schools in our county, so I  
 18 will not be voting for the MYIPAS  
 19 recommendations.  
 20 CHAIRWOMAN SCOTT: Thank you. Next is  
 21 Ms. Jose. Mr. Thomas?

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1 MR. THOMAS: Thank you. I have a  
 2 question for you, Ms. Henn. Why just Dulaney and  
 3 Towson High School? There were 15 total premium  
 4 projects that were recommended, and choosing two  
 5 of the premium projects to prioritize, that to me  
 6 does not seem like an equitable distribution of  
 7 funds. Choosing only Dulaney and Towson High  
 8 School to prioritize in this thing, why are we  
 9 not just simply prioritizing all the premium  
 10 projects that are recommended? That's a question  
 11 for you.

12 VICE CHAIR HENN: Thank you. Madam  
 13 Chair, may I respond?

14 CHAIRWOMAN SCOTT: Yes, please do.

15 VICE CHAIR HENN: There were three high  
 16 school projects that were prioritized by the Sage  
 17 high school capacity study in dire need of  
 18 replacement, Lansdowne, Towson and Dulaney as the  
 19 most in dire need of replacement, so those are  
 20 the three that, Lansdowne is being replaced,  
 21 Dulaney and Towson were recommended by the Sage

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1 study for replacement, as part of the Educational  
 2 Facilities Master Plan, or ESMP if you're taking  
 3 notes, as well as our comprehensive annual  
 4 financial report which lists that those three  
 5 would be replaced, those three projects as the  
 6 last projects of the current capital cycle, which  
 7 is interesting, because the MYIPAS drew the line  
 8 arbitrarily after Lansdowne and lumped the  
 9 Dulaney and Towson projects in with the MYIPAS  
 10 high school study and decided to draw the line  
 11 after Lansdowne, which was an interesting choice  
 12 because prior to that, Dulaney and Towson were  
 13 scheduled for replacement at the Board's approval  
 14 to be replaced in addition to Lansdowne.

15 MR. THOMAS: Okay, thank you. And  
 16 Mr. Dixit or Dr. Scriven, if we had to choose two  
 17 of these premium projects to prioritize over all  
 18 of the others, would you choose Dulaney and  
 19 Towson High School action as the two to  
 20 prioritize?

21 MR. DIXIT: So this is not our call.

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1 MYIPAS was prepared by an independent company and  
 2 this is their recommendation. So there's a lot  
 3 of misinformation here and I didn't want to  
 4 comment, but with Dr. Williams' approval I would  
 5 like to answer some of the concern here. So when  
 6 they use the term renovation they do not mean all  
 7 renovations. There are systems in the building  
 8 that require replacement within 15 years. So  
 9 West Towson Elementary School that you just  
 10 mentioned, if it's ten, 11, 12 years old, within  
 11 15 years there will be systems that will need  
 12 replacement. There may be additions needed like  
 13 for Dundalk High School, it is less than 15  
 14 years, addition is already needed.

15 So what they are saying is, MYIPAS, that  
 16 within 15 years you need an addition, renovation  
 17 of the system, replacement of a roof, replacement  
 18 of a chiller, that's what they're saying. And if  
 19 we don't do that, then 15, 20 years after that we  
 20 will be in the same box as we are right now. So  
 21 we need a system that replaces buildings or

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1 building systems or technology updates or roofs,  
 2 so that needs to be considered. I don't know if  
 3 I answered your question or not, but if we need  
 4 more information we have Paul Mills I think on  
 5 line from MYIPAS, and he can answer some of those  
 6 questions.

7 MR. THOMAS: Okay, I think that will  
 8 suffice. And so another question, if there are  
 9 41 projects that would be deferred if we do  
 10 Dulaney and Towson, looking at these projects,  
 11 Chesapeake High School which is 44 years old,  
 12 almost, well, aging and old, received a  
 13 renovation 18 years ago, so if they go another 15  
 14 years without receiving any type of renovation.  
 15 Milford Mill Academy which is 72 years old, the  
 16 same age as Towson, has not received a  
 17 replacement, they received a renovation costing  
 18 \$38 million. Franklin High School which is 61  
 19 years old, older than Dulaney High School, has  
 20 not received a project in 21 years. Pikesville  
 21 High School which is 57 years old, the same age

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1 as Dulaney High School, did not receive a  
 2 replacement, it received a renovation costing \$49  
 3 million. Hereford High School, which is older  
 4 than Dulaney High School, did not receive a  
 5 replacement but a renovation. Carver High  
 6 School, the only high school on the Excel sheet  
 7 that I believe Ms. Causey and Ms. Henn sent out  
 8 to the board members that actually was, actually  
 9 received any sort of replacement school. And  
 10 there are two more high schools here and 33 other  
 11 elementary and middle, additional schools that  
 12 would not receive any type of funding for the  
 13 next 15 years if we replace Dulaney and Towson  
 14 High School. And so I just don't understand how  
 15 we could, except I listened to what Mr. Dixit  
 16 said about how in 15 years these school are going  
 17 to be starting to get worse, I just don't  
 18 understand how we could not prioritize these  
 19 schools along with Dulaney and Towson.  
 20 CHAIRWOMAN SCOTT: Thank you,  
 21 Mr. Thomas. And next it looks like -- oh,

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1 Ms. Jose, I'm sorry, I skipped around you.  
 2 MS. JOSE: Thank you, Ms. Scott. First  
 3 of all, thank you, Mr. Dixit, for the  
 4 presentation, for emphasizing that the MYIPAS was  
 5 done by an independent architectural firm for  
 6 \$1.2 million that was commissioned by the county,  
 7 the feasibility was done by another architectural  
 8 firm again independently, BCPS had nothing to do  
 9 with it, you're just the messenger.  
 10 When I'm here looking at the schools  
 11 that will not be touched in the southeast,  
 12 Middlebrook Elementary School, 67 years before it  
 13 will be touched; Bear Creek Elementary School, 53  
 14 years; Edmondson Heights, Western Tech, 39 years  
 15 before it's even touched. And like Mr. Thomas  
 16 said, Milbrook is a 71-year-old school and I only  
 17 see a roof replacement. Do members of this Board  
 18 buy a new house and then don't do any  
 19 improvements on it? You need new roofs, you need  
 20 boilers, especially in schools that you have  
 21 hundreds of children stomping through. You are

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1 going to have operation and maintenance costs.  
 2 And as a civil engineer, somebody who actually  
 3 does capital projects, I'm appalled to hear the  
 4 statement that every school should not be looked  
 5 at. That's exactly what a capital project does,  
 6 you look at everything equitably, 175 schools,  
 7 and that goes against our very own board policy  
 8 of equity. You can't just look at two schools.  
 9 One would think we're sitting in here with just  
 10 two schools in there. And nobody is saying we  
 11 should not give Towson and Dulaney new schools,  
 12 but what about Sparrows Point, what's going to  
 13 happen to Sparrows Point, what's going to happen  
 14 to Perry Hall High School that needs a  
 15 renovation? I don't hear anything about what's  
 16 going to happen to the new northeast high school  
 17 that is severely needed. How is that going to  
 18 impact these changes that this Board wants to  
 19 make, and to me it's, I'm kind of shocked at how  
 20 we're not willing to listen, even looking at the  
 21 numbers you don't want to listen to the numbers.

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1 So if you could help the Board again for the 50th  
 2 time, what the impacts are going to be to the  
 3 other schools. Thank you.  
 4 MR. DIXIT: So one of the things that  
 5 needs to be emphasized is that money is finite,  
 6 fiscal resources are finite. If there were  
 7 unlimited resources every school would be  
 8 replaced, so that's the reality that we need to  
 9 sink in in everybody's mind.  
 10 CHAIRWOMAN SCOTT: Thank you. Next we  
 11 have Mrs. Pasteur and then Dr. Hager, then Kuehn,  
 12 then -- I'm going around, she just raised her  
 13 hand, you guys already had it up. I'm trying to  
 14 keep order. Ms. Pasteur?  
 15 MS. PASTEUR: We have been told not to  
 16 process, we're not voting on MYIPAS, we're voting  
 17 on this budget that we have been given. And so  
 18 as I looked, and I sat through, you know, I sat  
 19 through all the MYIPAS except one, but as I look  
 20 at this list I processed it sort of differently.  
 21 I look at, as someone mentioned earlier, I looked

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1 at feeder patterns, some of our school children  
 2 who are starting now can go through elementary,  
 3 middle and high just looking at this list here,  
 4 and they will go from one school to the next and  
 5 they will have issues with heating concerns, air  
 6 concerns, roofs leaking, and as we hear all the  
 7 time about what scores look like, so we're  
 8 telling children, I'm going to deal with just the  
 9 message of what we're giving children in terms of  
 10 how important they are or they are not, and these  
 11 on this list on which we're voting are here and  
 12 now issues, these are not 15 to 16 years later,  
 13 we're talking here and now issues.

14 I would love for those two schools to  
 15 get new buildings. We haven't even gotten to the  
 16 Sparrows Points or the Milbrooks, where I'm  
 17 standing inside of the building and it was  
 18 raining inside and raining outside, it doesn't  
 19 appear on a list yet. So I get it. I want those  
 20 two schools to be new and wonderful and fresh,  
 21 but I want all of these children to feel less

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1 than a disenfranchised being who are getting  
 2 nothing. And we talked about the instruction.  
 3 All of those go together.

4 CHAIRWOMAN SCOTT: That's time, thank  
 5 you, Ms. Pasteur. Next is Dr. Hager and then  
 6 Mr. Kuehn.

7 DR. HAGER: Thank you. I have a  
 8 question. In the county capital budget request  
 9 we did ask, there was a request for \$500,000 for  
 10 Dulaney and \$1.5 million for Towson for planning.  
 11 If we are to adopt the state budget as proposed  
 12 tonight, will that money then go to planning a  
 13 renovation or addition in those two schools right  
 14 away?

15 MR. DIXIT: So the 500,000 or one  
 16 million, that was for the preliminary site study,  
 17 it was not even design money, it was a  
 18 preliminary site study. The design cost is in  
 19 the range of five, six, \$8 million. Design cost  
 20 is generally approved once we know what we want  
 21 to do with it. So for Towson and Dulaney, scope

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1 of work has not been finalized.

2 DR. HAGER: Okay, but is that money  
 3 enough to get it started towards the renovation  
 4 or addition once that decision was made, could we  
 5 at least use it to get it jump started.

6 MR. DIXIT: So that money was strictly  
 7 for site analysis, that was not for design.

8 DR. HAGER: All right. And then my  
 9 comment is actually very similar to  
 10 Ms. Pasteur's. I truly do, I would love to see  
 11 Towson and Dulaney families get a new school.  
 12 However, I similar to Ms. Jose feel that the  
 13 MYIPAS study is an external unbiased third party  
 14 initiated study and just because we don't agree  
 15 with the findings of a research study doesn't  
 16 mean that they're not valid, and so I do plan to  
 17 follow the guidelines of the MYIPAS as we, it was  
 18 just done, so I feel like this year especially is  
 19 the year to kind of jump start and follow the  
 20 MYIPAS recommendations, so thank you.

21 CHAIRWOMAN SCOTT: Thank you. Next is

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1 Mr. Kuehn.

2 MR. KUEHN: So Mr. Dixit, in your  
 3 presentation on page 13, I believe it is, you  
 4 compare a \$60 million renovation and a \$120  
 5 million replacement. We have the feasibility  
 6 studies for both Dulaney and Towson and the  
 7 renovation cost for Towson is \$131 million and  
 8 it's \$10 million more for a new school. So  
 9 please explain to me how the math works, because  
 10 this is ridiculous, this doesn't make any sense  
 11 to me at all from what I'm seeing here that  
 12 you're showing, and are you going to cut that  
 13 cost in half and spend half of that on a  
 14 renovation for Towson? I'm just, I'm kind of  
 15 shocked because when I see a \$10 million  
 16 difference, which is seven percent, which is  
 17 within what you guys always ask for, the ten  
 18 percent management discretion for cost overruns  
 19 and stuff, it's practically paying for a new high  
 20 school. So I'm just shocked that we're even  
 21 having this conversation when we're talking about

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1 \$10 million, which is seven percent of the spend.  
 2 Please explain it to me. I'm shocked here.  
 3 MR. DIXIT: That's a very good question,  
 4 that's a very good question and let me try to  
 5 explain that to you. New schools cost more money  
 6 than renovating a school, there's no question  
 7 about that, okay? The purpose of renovation  
 8 and/or new school is to meet the requirements of  
 9 educational program and to make sure that  
 10 building is providing 21st Century learning  
 11 environments and meets all life, health and  
 12 safety codes. So a renovated school in terms of  
 13 performance of building, in terms of meeting  
 14 requirements of educational programs it will be  
 15 identical, not the same, it will be identical to  
 16 a new building, but it will be somewhat less than  
 17 a new building in costs.  
 18 What, the feasibility study that you see  
 19 is based on state requirement that you do a  
 20 feasibility study of renovating exactly the same  
 21 standard as new school in terms of space, so they

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1 compare as close as possible apple to apple. In  
 2 the renovated schools we try to fit the  
 3 educational program in a creative manner to  
 4 manage costs and have the building ready to meet  
 5 the educational programs. The best way to  
 6 communicate that example is if you look at  
 7 Pikesville High School, that is a  
 8 renovation-addition project that was done at less  
 9 than half the cost of a new building. If you  
 10 look at School for the Arts or at Dundalk Senior  
 11 High School, that's a new school. So the new  
 12 school, a new building is designed from scratch  
 13 and has elements of the new building. Pikesville  
 14 High School is in no way inferior in terms of --  
 15 MR. KUEHN: I'm sorry, I'm not talking  
 16 about what we get. I'm literally talking about  
 17 the numbers, it's less than a \$10 million  
 18 difference.  
 19 MR. DIXIT: The same concept will apply  
 20 here. Architects and engineers will look at the  
 21 building, find a creative solution to fit the

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1 educational program and meet all the building  
 2 requirements.  
 3 MR. KUEHN: So are you telling me that  
 4 it's not going to cost \$131 million to complete  
 5 the renovation?  
 6 MR. DIXIT: That's the anticipation,  
 7 it's going to be a lot less than \$131 million.  
 8 MR. KUEHN: But all we have is the  
 9 feasibility study to judge, so when I'm sitting  
 10 here trying to make this judgment and we're  
 11 arguing about money here and resources, that's  
 12 what we're doing because there's never enough,  
 13 but with what we have been provided and we paid  
 14 money for, it's showing that to build those two  
 15 schools combined, the difference is around 26  
 16 million, maybe 29 million for two brand new  
 17 schools versus renovation.  
 18 CHAIRWOMAN SCOTT: Time.  
 19 MR. DIXIT: The purpose of the  
 20 feasibility study is to get state support, state  
 21 funding, and the state indicates that they will

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1 support the replacement if you can prove it is  
 2 more cost effective to do that. That is the only  
 3 part of the feasibility study. Let me repeat it,  
 4 if I didn't communicate, I will try it one more  
 5 time. The purpose of the feasibility study is to  
 6 convince the state, to meet their requirements,  
 7 they have given you the format for feasibility  
 8 study and independent architects, they do that.  
 9 And if you convince them that it's more cost  
 10 effective to build a new school, the state will  
 11 participate. If you do not convince them, then  
 12 they are likely to participate only to the extent  
 13 of renovation and not replacement. Did I  
 14 communicate?  
 15 MR. KUEHN: I've heard what you've said  
 16 multiple times, but the challenge is we're  
 17 talking about money here.  
 18 CHAIRWOMAN SCOTT: That's time.  
 19 MR. KUEHN: It's pretty straightforward.  
 20 CHAIRWOMAN SCOTT: Thank you.  
 21 Ms. Causey has a question, or comment.

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1 MS. CAUSEY: Thank you. Mr. Dixit, in  
 2 looking at Anne Arundel County Public Schools  
 3 construction, they have laid out, there are some  
 4 projects that do not require feasibility studies.  
 5 So is it that Lansdowne submitted a feasibility  
 6 study, or was there a waiver that was applied for  
 7 in Lansdowne's case?  
 8 MR. DIXIT: That's another good  
 9 question. So if we decide to renovate a project,  
 10 we do not need a feasibility study to meet the  
 11 state requirement. If we decide that we are  
 12 going to replace a building and want full state  
 13 participation then the state requires a  
 14 feasibility study. So Lansdowne School for the  
 15 first time when we were doing only renovation, we  
 16 did not do a feasibility study, we did a scope of  
 17 work analysis. When we applied for the  
 18 replacement we did a feasibility study, and that  
 19 proved it was more cost effective in terms of  
 20 40-year lifecycle costing to replace the  
 21 building.

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1 MS. CAUSEY: So the Lansdowne  
 2 feasibility study was submitted to the IAC, or a  
 3 waiver was requested?  
 4 MR. DIXIT: No, it was submitted to the  
 5 IAC. Let me make sure that Mr. Plait confirms  
 6 it.  
 7 MR. PLAIT: Yes.  
 8 MS. CAUSEY: Thank you. Also in looking  
 9 through all of the information again, we only got  
 10 the feasibility studies for Dulaney and Towson  
 11 last night, and in reviewing the videos where  
 12 there was a lot of discussion about apples to  
 13 apples, what I did is I created a spreadsheet  
 14 that actually showed it apples to apples and I'll  
 15 actually be happy to share that, if you want to  
 16 hand that to Mr. Dixit and Dr. Scriven, where for  
 17 some reason in the Lansdowne replacement option  
 18 that was supported had a lower total building  
 19 gross square feet, so that is what contributed to  
 20 its lower cost. And if you'll follow in my blue  
 21 numbers, and board members, I handed this

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1 spreadsheet out to everybody, you will see that  
 2 if it is made to be apples to apples, that in  
 3 fact the Towson High replacement is less than the  
 4 recommended option one. The price was only  
 5 inflated because of the square feet being  
 6 inflated. So if in fact the ed specs were all  
 7 fulfilled, which I expect they were with the  
 8 money that was spent on that feasibility study  
 9 with 263,000 square feet, that doing the  
 10 replacement with 263,086 square feet would also  
 11 meet the ed specs, and in that case the total  
 12 Towson High replacement was only 384,481,773. So  
 13 in fact as Mr. Bob Gorrell said, director of the  
 14 Interagency Commission for School Construction,  
 15 if there is consideration for a new school, it  
 16 must be because it will be more affordable to  
 17 maintain than an existing one.  
 18 CHAIRWOMAN SCOTT: Time.  
 19 MS. CAUSEY: Thank you. Ms. Pasteur  
 20 finished so I'm going to finish.  
 21 CHAIRWOMAN SCOTT: No, that's time. I

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1 alerted Ms. Pasteur of her time.  
 2 MS. CAUSEY: This requires --  
 3 CHAIRWOMAN SCOTT: That's time,  
 4 Ms. Causey. That is time. I would ask board  
 5 members to respect the time.  
 6 (Pause in audio.)  
 7 MR. MCMILLION. ...to make sure I  
 8 understand it. The \$500,000 that's scheduled for  
 9 the southeast area analysis is not on this  
 10 because that's not state money that's going to  
 11 pay for it?  
 12 MR. DIXIT: You are absolutely correct.  
 13 MR. MCMILLION: And so that money has  
 14 already been appropriated for that.  
 15 MR. DIXIT: Yes, that money is already  
 16 there.  
 17 MR. MCMILLION: So we can expect that  
 18 RFP to go out sometime relatively soon and go  
 19 from there.  
 20 MR. DIXIT: Absolutely right.  
 21 MR. MCMILLION: Thank you.

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1 MR. OFFERMAN: This is Mr. Offerman.  
 2 CHAIRWOMAN SCOTT: Yes, Mr. Offerman,  
 3 please go ahead.  
 4 MR. OFFERMAN: Mr. Dixit, while I have  
 5 just reviewed, having just gotten the documents  
 6 rather recently, what is the time of the proposed  
 7 renovations for Towson and Dulaney versus the  
 8 time to build new schools?  
 9 MR. DIXIT: So, that's a good question.  
 10 Renovations of that size of school have typically  
 11 taken two summers, but I cannot tell you the  
 12 exact time until the contract documents or design  
 13 is complete, but in the case of Woodlawn and  
 14 Patapsco it took two summers to complete it. In  
 15 the case of a new building, it may take four  
 16 summers to complete it, so time will be almost  
 17 half in case of renovation. Had we done  
 18 Dulaney's renovation in the last go round like we  
 19 did for Patapsco and Woodlawn, Dulaney's  
 20 renovation would have been completed last year.  
 21 Did I answer your question?

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1 MR. OFFERMAN: No, not exactly because  
 2 I, and perhaps I didn't read it correctly. I  
 3 believe that the recommended option had a  
 4 54-month timeframe for the renovation, and if I'm  
 5 in error, please correct me.  
 6 MS. CAUSEY: Mr. Offerman, you're  
 7 correct. The feasibility said 56 months for  
 8 recommended option one.  
 9 MR. DIXIT: But the renovation that will  
 10 be done that is recommended under MYIPAS, it will  
 11 not be at the level that the feasibility study  
 12 has included.  
 13 MR. OFFERMAN: Well, without --  
 14 CHAIRWOMAN SCOTT: Excuse me please.  
 15 Let Mr. Offerman finish and let Mr. Dixit  
 16 respond. Mr. Offerman, if you could please  
 17 repeat again, because there was a lot of talking  
 18 going on.  
 19 MR. OFFERMAN: I would question or, you  
 20 know, I guess one of my major questions is  
 21 basically, how can we be sure it will not be four

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1 years and eight months?  
 2 MR. DIXIT: So the level of renovation  
 3 that MYIPAS has included in the study will not  
 4 take 54 months, it will take two summers. The  
 5 level of renovation that is included in the  
 6 feasibility study -- so we are always mixing two  
 7 documents with two different purposes. Those two  
 8 documents are not the same document. We are  
 9 talking about a managed prioritized renovation  
 10 that is included in MYIPAS; that is not as  
 11 detailed as the feasibility study's considering  
 12 to meet state requirements.  
 13 MR. OFFERMAN: So what you're saying is  
 14 that -- excuse me, let me just rephrase this.  
 15 You're saying that the numbers that we're getting  
 16 in the feasibility study is not necessarily  
 17 correct; is that correct?  
 18 MR. DIXIT: No, it is connect for the  
 19 purpose it is prepared. The feasibility study is  
 20 for state participation and the state is saying  
 21 that if you do renovation meeting exactly the

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1 same kind of space, same kind of program  
 2 requirement as a new school, so those are two  
 3 different documents for two different purposes.  
 4 But the end game is, the end game is that the  
 5 renovation that will be done, it will meet all  
 6 building requirements and it will meet all  
 7 educational requirements.  
 8 CHAIRWOMAN SCOTT: Are you finished,  
 9 Mr. Offerman?  
 10 MR. OFFERMAN: Yes.  
 11 CHAIRWOMAN SCOTT: Okay, thank you for  
 12 that. Okay. I think everyone is out of time.  
 13 Did you have more time? Yes, does Ms. Henn still  
 14 have time? She does, okay. Please go ahead.  
 15 VICE CHAIR HENN: So Mr. Dixit, then,  
 16 the renovation that we're approving if we approve  
 17 it on the capital request, is not the renovation  
 18 option that's described in the feasibility study?  
 19 MR. DIXIT: The total scope -- yes, it  
 20 is definitely not as expensive as it is in  
 21 feasibility study, but it will meet the



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1 requirements to have the educational program.  
 2 VICE CHAIR HENN: So we have no idea  
 3 what we're approving, no dollar amount, no idea  
 4 whether it will meet Towson's and Dulaney's  
 5 requirements, because we have no information on  
 6 it, so we're being asked to approve something and  
 7 we have no idea what it entails.  
 8 MR. DIXIT: So any project that you  
 9 approve, you have no idea, because the design is  
 10 not complete. You will get the idea when the  
 11 design is complete, and design is complete once  
 12 the educational program is prepared and once the  
 13 architect completes a design.  
 14 DR. SCRIVEN: And that's always the  
 15 case.  
 16 MR. DIXIT: And that's always the case.  
 17 VICE CHAIR HENN: So even if the Board  
 18 previously approved --  
 19 MR. DIXIT: So we are not treating it  
 20 any differently, we are not treating any building  
 21 differently than we ever did, so let's try to

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1 manage misinformation and confusion.  
 2 VICE CHAIR HENN: The Board's already  
 3 decided that these schools need replacement, and  
 4 now you're telling us to approve something we  
 5 have not idea --  
 6 CHAIRWOMAN SCOTT: Okay, that's time,  
 7 Ms. Henn.  
 8 So if I could talk, because I haven't  
 9 spoken yet, and I believe everybody is out of  
 10 time, I would just ask, one, because there's a  
 11 lot of misinformation and confusion and numbers  
 12 being thrown around and everybody's an architect  
 13 and an engineer and a data statistician and  
 14 everything like that, but I deal in facts and  
 15 what I understand, I want to make sure that I  
 16 have the timeline correct, because I know when we  
 17 first came here it was approved and Dulaney and  
 18 Towson were footnotes. Am I correct that was put  
 19 on there by the previous board?  
 20 MS. CAUSEY: They were not footnotes.  
 21 CHAIRWOMAN SCOTT: Excuse me, I'm not

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1 speaking to you. Please don't interrupt me.  
 2 MS. CAUSEY: I'm not interrupting, I'm  
 3 providing an answer.  
 4 CHAIRWOMAN SCOTT: Excuse me.  
 5 (Microphone turned off.)  
 6 You're out of order and do not interrupt  
 7 me again. Please put my time back, what time I  
 8 have left, please replace that. And I will ask  
 9 board members, we just did a civility code where  
 10 we respect each order. I am questioning staff, I  
 11 am not speaking to you. If I were speaking to  
 12 you I would address you. Do not interrupt me  
 13 again. I appreciate that you were on the  
 14 previous board and that you were here but do not  
 15 interrupt me again, it is most inappropriate. If  
 16 you could replace my time because I was  
 17 interrupted, and I have as much right as anyone  
 18 else in this room to ask staff and I did not  
 19 interrupt anyone, and I take offense to that.  
 20 Now, if I may continue, when we first  
 21 came to the board in 2018 we were either all

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1 elected or appointed, some were returning, some  
 2 were new. I'm questioning, were they footnotes  
 3 when we first saw, I guess someone's referring to  
 4 it as the list, was Dulaney and Towson footnotes?  
 5 MR. DIXIT: So I will read the footnote  
 6 to you from the 2021 submission, and I'll read  
 7 the footnote to you from --  
 8 CHAIRWOMAN SCOTT: You don't have to.  
 9 MR. DIXIT: The footnote is very  
 10 simple.  
 11 CHAIRWOMAN SCOTT: Go ahead.  
 12 MR. DIXIT: The footnote is that the  
 13 order in which Dulaney and Towson are listed  
 14 reflects the priority established by the Board.  
 15 The Board expects final prioritization of these  
 16 and other projects to be determined after  
 17 recommendation from MYIPAS. So the Board  
 18 requested independent study, the Board agreed  
 19 that final priority would be decided by that  
 20 independent study; this is what we're trying to  
 21 do here.

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1 CHAIRWOMAN SCOTT: Yes, correct, and  
 2 that is what I wanted to understand, because  
 3 there's statements out here saying that the Board  
 4 has always approved it, always approved it, and I  
 5 recall it being a footnote, then I recall a  
 6 motion being made to have Dulaney and Towson  
 7 prioritized higher on the list to be taken out of  
 8 footnote status; is that correct?  
 9 MR. DIXIT: Absolutely correct.  
 10 CHAIRWOMAN SCOTT: Okay, thank you.  
 11 MR. DIXIT: The priority was supposed to  
 12 be decided by the study.  
 13 CHAIRWOMAN SCOTT: By the study, by the  
 14 MYIPAS study?  
 15 MR. DIXIT: Yes.  
 16 CHAIRWOMAN SCOTT: Okay. I just wanted  
 17 to break it down and be very simple for those  
 18 like me who are not engineers or architects. So  
 19 that's number two.  
 20 Then number three, my question is, once  
 21 that was done, then was -- I believe there was a

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1 motion that was made, I'm not sure by who, but to  
 2 then have Dulaney and Towson moved up on the list  
 3 and that's how the became number 16 or 17 or 18,  
 4 I believe, I'm not quite sure, and then after  
 5 that, then it was also, I believe it was  
 6 Mr. Offerman added on, I believe it was  
 7 Lansdowne, I'm not really sure, but that's the  
 8 trajectory and that's how I remember it. So when  
 9 I hear that they've always been on the list then  
 10 I remember it was a step to get this. But my  
 11 question is this, and I think you should keep the  
 12 slide of the 41 schools that are up there,  
 13 because those schools are in all of our districts  
 14 and all of our areas, and I think board members  
 15 should remember that and be aware of that. And I  
 16 know board members like to go to school visits  
 17 but some of these schools were built back in  
 18 1962, '64, it looks like Stoneleigh Elementary  
 19 School was built in 1930, and when you're out  
 20 there and you're visiting and you're going to  
 21 schools and you're talking, explain to the

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1 teachers, to the parents, to the kids why their  
 2 schools aren't going to be developed for the next  
 3 15 years. I think that's very important and I  
 4 think you should keep that slide up so that board  
 5 members can be reminded of that. Thank you. Was  
 6 there anybody that had any time to speak,  
 7 Mr. Brousaides?  
 8 MR. MCMILLION: I did.  
 9 CHAIRWOMAN SCOTT: You do?  
 10 MR. BROUSAIDES: Mr. McMillion had time.  
 11 CHAIRWOMAN SCOTT: Would you like to  
 12 speak, Mr. McMillion?  
 13 MR. MCMILLION: No thank you.  
 14 CHAIRWOMAN SCOTT: Okay. So I think  
 15 we're all out of time, myself included, so I  
 16 guess it would be appropriate to take a vote. We  
 17 don't yield time, no, we don't yield time.  
 18 MS. CAUSEY: Madam Chair, I'd like to  
 19 make a point of inquiry.  
 20 CHAIRWOMAN SCOTT: Yes?  
 21 MS. CAUSEY: Having been on the Board in

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1 2017 when I made the motion which was seconded by  
 2 Ms. Henn to have Dulaney, Towson and Dulaney  
 3 added to the state capital request in September  
 4 of 2017, in priority order, and I would ask  
 5 Dr. Scriven or other staff, they can go into  
 6 BoardDocs and they can kind that document and  
 7 they can provide it to you. I am very concerned  
 8 when there is not facts that are --  
 9 CHAIRWOMAN SCOTT: That is not an  
 10 inquiry, now you're making a statement.  
 11 MS. CAUSEY: -- given to the Board.  
 12 CHAIRWOMAN SCOTT: Are you asking an  
 13 inquiry or are you making a statement?  
 14 MS. CAUSEY: I'm asking a question.  
 15 CHAIRWOMAN SCOTT: What is your  
 16 question?  
 17 MS. CAUSEY: Mr. Brousaides, if the  
 18 board members agree to have one more minute,  
 19 there was a very important point about the Built  
 20 to Learn Act.  
 21 CHAIRWOMAN SCOTT: That's not an

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1 inquiry, Ms. Causey.  
 2 MS. CAUSEY: We need to --  
 3 CHAIRWOMAN SCOTT: You're out of time,  
 4 Ms. Causey, please, you are out of time. We need  
 5 to take a vote on the motion and on the amendment  
 6 to the motion so that we can move forward and  
 7 process this motion on the floor.  
 8 MS. CAUSEY: Madam Chair --  
 9 CHAIRWOMAN SCOTT: You asked for an  
 10 inquiry.  
 11 MS. CAUSEY: I suggest my inquiry is I'm  
 12 asking Mr. Brousaides if the board members agree  
 13 to have one minute of questions, because I'm  
 14 concerned about some of the things that were  
 15 stated.  
 16 CHAIRWOMAN SCOTT: I feel that it's time  
 17 for us to take a vote, I feel that we've talked  
 18 about this, and more talking about it is, I think  
 19 that we have the information, they've answered  
 20 our questions, we've all asked questions, so we  
 21 need to take a vote.

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1 MS. CAUSEY: So Madam Chair, you're not  
 2 going to let the board counsel respond?  
 3 CHARWOMAN SCOTT: You're out of time,  
 4 Ms. Causey. We're going to take a vote.  
 5 MS. CAUSEY: I know I'm out of time  
 6 but --  
 7 CHAIRWOMAN SCOTT: Ms. Gover, if we  
 8 could take a rollcall vote please? And I can  
 9 restate the motion as amended, it was emailed  
 10 over to me. It says, it was a motion that was  
 11 made by Ms. Jose, it says motion to approve the  
 12 fiscal year 2023 state capital budget request as  
 13 presented in Exhibit N.  
 14 And then it was amended by Ms. Henn and  
 15 I will read again the amendment because there's  
 16 been quite a bit of conversation. I move to  
 17 amend the fiscal year 2023 state capital budget  
 18 request by updating priority nine, Towson High  
 19 School, such that the project is replacement  
 20 school, 1,688 seats, and inserting a new row as  
 21 priority ten, school Towson High, project

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1 replacement school, 1,688 seats, type of approval  
 2 F funding, total state funding share \$66,532,000,  
 3 state funding request fiscal year 2023  
 4 \$66,532,000.  
 5 And updating current priority ten,  
 6 school Dulaney High, such that the project is  
 7 replacement school, 2,070 seats, and inserting a  
 8 new row as priority 11, school Dulaney High,  
 9 project replacement school 2,070 seats, type of  
 10 approval F funding, total state funding share  
 11 \$73,122,000, state funding request fiscal year  
 12 2023 \$73,122,000.  
 13 And incrementing the remaining current  
 14 rows 11 through 36 accordingly.  
 15 And it was seconded by Ms. Causey. So  
 16 if we could do a rollcall vote, Ms. Gover?  
 17 MS. ROWE: Madam Chair, point of  
 18 clarity, are we voting on the amendment?  
 19 CHAIRWOMAN: So yes, we are voting on  
 20 the amendment. Sorry.  
 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 VICE CHAIR HENN: Point of order. That  
 7 is a distraction.  
 8 MS. GOVER: Mr. McMillion?  
 9 MR. MCMILLION: No.  
 10 MS. GOVER: Ms. Jose?  
 11 MS. JOSE: No.  
 12 VICE CHAIR HENN: Madam Chair, I raised  
 13 a point of order.  
 14 CHAIRWOMAN SCOTT: I'm sorry, we're  
 15 empty millions of a rollcall vote, what is the  
 16 problem?  
 17 VICE CHAIR HENN: Mr. Thomas was  
 18 standing and holding up a sign.  
 19 CHAIRWOMAN SCOTT: Oh, don't think it  
 20 was distracting, but we may start again. Go  
 21 ahead.

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

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1 CHAIRWOMAN SCOTT: No.  
 2 MS. GOVER: In favor is six.  
 3 CHAIRWOMAN SCOTT: Okay, and how many  
 4 did it need to pass, six?  
 5 MR. BROUSAIDES: Correct, six to pass.  
 6 CHAIRWOMAN SCOTT: Yes, because the  
 7 student member isn't voting, correct? Okay. So  
 8 now we'll vote on the motion as amended, and I  
 9 read it already, I don't think I need to read it  
 10 again, so now we're voting on the motion as  
 11 amended. Ms. Gover?  
 12 MS. GOVER: Ms. Rowe?  
 13 MS. ROWE: Yes.  
 14 MS. GOVER: Ms. Causey?  
 15 MS. CAUSEY: Yes.  
 16 MS. GOVER: Ms. Mack?  
 17 MS. MACK: Yes.  
 18 MS. GOVER: Mr. McMillion?  
 19 MR. MCMILLION: Yes.  
 20 MS. GOVER: Ms. Jose?  
 21 MS. JOSE: Yes.

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1 MS. GOVER: Ms. Henn?  
 2 VICE CHAIR HENN: Yes.  
 3 MR. THOMAS: Point of voluntary inquiry.  
 4 CHAIRWOMAN SCOTT: We're in the middle  
 5 of a vote.  
 6 MR. THOMAS: Okay.  
 7 MS. GOVER: Mr. Offerman?  
 8 MR. OFFERMAN: Yes.  
 9 MS. GOVER: Ms. Pasteur?  
 10 MS. PASTEUR: Yes.  
 11 MS. GOVER: Dr. Hager?  
 12 DR. HAGER: Yes.  
 13 MS. GOVER: Mr. Kuehn?  
 14 MR. KUEHN: Yes.  
 15 MS. GOVER: Ms. Scott?  
 16 CHAIRWOMAN SCOTT: Yes.  
 17 MS. GOVER: Thank you.  
 18 MR. THOMAS: Point of voluntary inquiry.  
 19 I believe that I had a, I believe the student  
 20 member of the Board had a right to vote on the  
 21 amendment of the budget but just not the capital

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1 budget request.  
 2 CHAIRWOMAN SCOTT: No. Mr. Brousaides,  
 3 if you could weigh in and let --  
 4 MR. BROUSAIDES: No, you don't.  
 5 MR. THOMAS: Thank you.  
 6 CHAIRWOMAN SCOTT: Okay, so the motion  
 7 passes as amended, all right. Now we will go  
 8 to -- thank you both.  
 9 DR. SCRIVEN: Thank you.  
 10 CHAIRWOMAN SCOTT: Okay.  
 11 DR. WILLIAMS: Madam Chair, I do want to  
 12 recognize the team for presenting information and  
 13 enduring the Q&A and responding to the questions.  
 14 So to Mr. Dixit and Dr. Scriven, for those who  
 15 have never sat down at that table -- I'm sorry, I  
 16 would like to get all board members' attention at  
 17 this time.  
 18 I do want to recognize Mr. Dixit and  
 19 Dr. Scriven for responding to your questions and  
 20 the firing of the questions multiple times. If  
 21 you've never sat at that table, you don't know

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1 how it feels to respond to questions from board  
 2 members. I do want to acknowledge Mr. Dixit with  
 3 his 52 years of service of this work --  
 4 (Applause.)  
 5 -- and acknowledge, this is not the work  
 6 of Baltimore County Public Schools but  
 7 independent contractors to provide information,  
 8 so on behalf of Team BCPS, Mr. Dixit in and the  
 9 team at the plate, Dr. Scriven, thank you for  
 10 your service and again, thank you for sitting at  
 11 that hot seat and responding to those questions  
 12 and providing facts. That's all you were  
 13 providing, facts, and I appreciate the Board  
 14 again having this lengthy discussion and I  
 15 appreciate the civility code, that sometimes your  
 16 questions can be a little biting, especially when  
 17 you're sitting at that table. So I do want to  
 18 acknowledge that I appreciate your tenacity to  
 19 endure and to respond and looking at the whole.  
 20 But again, this decision was up to this  
 21 Board in terms of what to do and to move forward,

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1 it is not a representation of the staff,  
 2 especially Mr. Dixit, who has given 52 years of  
 3 service in this county, so that's all I have to  
 4 say at this time. Thank you.  
 5 (Applause.)  
 6 MS. ROWE: Madam Chair?  
 7 CHAIRWOMAN SCOTT: Yes?  
 8 MS. ROWE: Would it be appropriate for a  
 9 two-minute recess so we can use the facilities?  
 10 CHAIRWOMAN SCOTT: A two-minute recess?  
 11 I'm not certain, I usually like for us just to go  
 12 through and finish, but certainly, do I have a  
 13 motion to go into recess?  
 14 MS. ROWE: So moved, Rowe.  
 15 CHAIRWOMAN HENN: Is there a second?  
 16 VICE CHAIR HENN: Second, Henn.  
 17 CHAIRWOMAN SCOTT: Do we need to do a  
 18 rollcall? No? Okay, we're just going into  
 19 recess for five minutes.  
 20 (Recess.)  
 21 (Meeting resumed with audio muted.)

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1 DR. COX: ...folks in the central office  
 2 and in the schools for their participation and  
 3 their cooperation in this efficiency review.  
 4 Being on the receiving end of an efficiency  
 5 review takes courage, courage to let strangers  
 6 into your house, into your operations and share  
 7 the way the business is conducted. As I go  
 8 through this presentation this evening, I hope  
 9 that you will not view the report as some of the  
 10 media outlets have described it as scathing, or a  
 11 reflection of an individual's leadership, but  
 12 rather a deep dive into the issues and the  
 13 roadblocks, some dating back numerous years,  
 14 related to BCPS's systems, procedures and  
 15 processes. The report should be viewed as just  
 16 one of many tools that BCPS can use to continue  
 17 moving the school system forward and achieving  
 18 the goals set forth in their strategic plan, the  
 19 Compass. Next slide please.  
 20 Just a little bit about the overview of  
 21 the methodology. This work started in March, it

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1 took six months to complete. There are two  
 2 Public Works LLC teams, the one that produced  
 3 this report, and a separate team that evaluated  
 4 the county government operations. The county  
 5 executive is not singling out BCPS, he has asked  
 6 for a deep dive into the Baltimore County  
 7 government efficiency and effectiveness as well,  
 8 so be on the lookout for that report, which will  
 9 be released in the near future.  
 10 The team that I led for this report  
 11 consisted of 14 team members that are highly  
 12 skilled in the areas they reviewed. All of us  
 13 have been or still are K-12 educators, we've been  
 14 teachers, principals, superintendents, we even  
 15 have one member of our team who's been a  
 16 commissioner of education in a couple of states.  
 17 It's important to know that we did not make any  
 18 of these recommendations based solely on one  
 19 source of data, but rather multiple sources.  
 20 As you can see from this slide, we  
 21 interviewed 307 Baltimore County Public Schools

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1 staff at all levels of the organization.  
 2 Dr. Williams agreed on the six-tier school  
 3 districts chosen for the comparative studies,  
 4 this comparison study, mainly based on similar  
 5 student enrollment and free and reduced lunch  
 6 percentages. We analyzed well over 200 documents  
 7 and that's not including the ones from the peer  
 8 school districts.

9 We conducted an anonymous survey open  
 10 for two weeks and 4,820 employees responded to  
 11 the survey. That represent a 33.3 percent return  
 12 rate which is a pretty high return rate for most  
 13 surveys.

14 Our team hosted two tollgate meetings  
 15 and we call them tollgate meeting so that we  
 16 allow time to stop and reflect, and to allow the  
 17 chief or the staff member who oversees the area  
 18 to report, to review the draft report, and they  
 19 provided us with both verbal and written feedback  
 20 on the draft. Staff provided our team with any  
 21 factual errors that they detected in the report

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1 and all of those factual errors were corrected  
 2 for this final report.

3 85 percent of the leadership reviewing  
 4 the draft report were very supportive and  
 5 welcoming of these findings and recommendations  
 6 for improvement in their respective operational  
 7 areas. In fact, some of the leaders shared with  
 8 us they've already begun implementing some of the  
 9 recommendations. Next slide please.

10 This slide provides you with just a  
 11 snapshot of the survey results. Appendix A will  
 12 provide you with the full details. As you can  
 13 see, several of the areas of the review have a  
 14 very high percentage of responses stating that  
 15 that operational area needs either major or some  
 16 improvement. The highest ratings went to  
 17 custodial, grounds maintenance and food services.  
 18 Food services had the most favorable responses of  
 19 all of the operational areas. It is important to  
 20 know, however, that when the survey was  
 21 conducted, three of the divisions, the curriculum

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1 and instruction, the research, accountability and  
 2 assessment, and the school climate and safety  
 3 were not included in the survey, that was an  
 4 ad hoc component of the study after the survey  
 5 results were in. However, we did conduct  
 6 numerous interviews and focus groups and I'd be  
 7 remiss if I didn't share with you that the  
 8 majority of the staff interviewed had very high  
 9 praise and respect for the services provided by  
 10 the Division of Curriculum and Instruction. Next  
 11 slide please.

12 One of my favorite authors is Stephen  
 13 Covey and he always says to begin with the end in  
 14 mind, and the end game in this is your students.  
 15 This efficiency report is all about and centered  
 16 upon improving services for your students. We  
 17 pulled these data points that you see in the  
 18 slide below from the 2020 Baltimore County Public  
 19 School report and this is only one of many  
 20 reports that showed that student achievement in  
 21 the school system needs to improve. That is why

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1 you're going to see a trend throughout this  
 2 presentation and throughout the report that  
 3 recommendations that divert some of the resources  
 4 from the top, from the central office, and place  
 5 them where needed the most, the 175 Baltimore  
 6 County Public Schools. Next slide please.

7 These are just a few tips for navigating  
 8 this over 750-page report. If you click on the  
 9 table of contents there's hyperlinks that will  
 10 take you directly to a specific chapter, there  
 11 are nine chapters in the report, or it will take  
 12 you to an appendices. There's a total of 54  
 13 commendations and 197 recommendations. Also  
 14 helpful, you should know in Appendix G, it  
 15 provides the reader with a list of all of the  
 16 recommendations, what page number they're on in  
 17 the report, and what tier level they are.

18 By tier level I mean that our team  
 19 labeled these recommendations either tier one,  
 20 tier two or tier three. Tier one are the  
 21 recommendations that our team believes have the

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1 highest priority, should have the highest  
 2 priority; tier two is important but not the  
 3 highest priority; and tier three is the least  
 4 important but still to be implemented when time  
 5 and funds are available. As you can see, 148 of  
 6 the 197 recommendations are considered to be tier  
 7 one or high priority. The media seemed to hone  
 8 in on the recommendations that central office is  
 9 top heavy and in many areas it is, but HR is not  
 10 one of them.

11 As you can see from this slide, HR has  
 12 the highest number of recommendations, 63. Many  
 13 of these recommendations are adding staff,  
 14 recommending to add staff to assist in the heavy  
 15 workload that human resources requires.

16 There are 22 commendations throughout  
 17 the report related to educational programs and  
 18 services, many of these initiatives and programs  
 19 delivered by the Curriculum and Instruction  
 20 Department and DRAA and the School Climate and  
 21 Safety, deserve very high praise and should give

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1 bragging rights to BCPS. Next slide please.

2 Due to time limitations I'm only going  
 3 to be able to scratch the surface on our  
 4 recommendations and commendations. I'll go  
 5 through these fairly quickly so we'll have enough  
 6 time for question and answer.

7 Baltimore County Public Schools has a  
 8 comprehensive strategic planning process called  
 9 the Compass, their strategic plan. The Baltimore  
 10 County Public Schools chiefs are commended for  
 11 collaborating with the Baltimore County  
 12 government director of educational partnerships  
 13 to better coordinate services for students.  
 14 Chapter 1 will give you several examples of some  
 15 of the positive outcomes that have been provided  
 16 by this partnership. The 2021 Baltimore County  
 17 Public Schools Scholarship Loan Program, it's  
 18 called We Want You Back. It is a remarkable  
 19 program and offers help to support the BCPS  
 20 graduates in preparing for professional careers  
 21 in K-12 education. The Aspiring Leaders Program

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1 is also very well designed and executed. The  
 2 program prepares teachers for the demanding role  
 3 of assistant principal. The fiscal services  
 4 staff have demonstrated an exceptional commitment  
 5 to the system and they've worked tirelessly to  
 6 address the devastating impacts of the ransomware  
 7 attack that paralyzed almost every aspect of the  
 8 system's financial operation. Next slide please.

9 Other commendations include, the budget  
 10 document shows very clear links to the strategic  
 11 plan, you don't always find that in a school  
 12 system's strategic plan, as well as the  
 13 superintendent's goals, a most commendable best  
 14 practice. The Department of IT leadership and  
 15 staff are to be commended for their hours, effort  
 16 and recovery results from the ransomware attack.  
 17 You will find many more findings and  
 18 recommendations in Chapter 4 on technology.

19 The Baltimore County government and BCPS  
 20 have partnered, and you heard about this a little  
 21 bit previously from Dr. Dixit in the previous

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1 presentation, with two critically important  
 2 long-range facility planning studies, the Sage  
 3 report and the Cannon report, commonly called  
 4 MYIPAS, that provides necessary information for  
 5 determining the needs and framework for facility  
 6 improvement. Also, the school system plan for  
 7 energy management and sustainability is  
 8 outstanding. We have not seen quite an  
 9 outstanding energy management plan in the  
 10 numerous school systems that we have reviewed.  
 11 To be very proud of it has led to substantial  
 12 energy conservation and also quite a bit of  
 13 savings. Next slide please.

14 In an effort to grow your own, you have  
 15 initiated a program in the transportation  
 16 department where they will provide tools for less  
 17 experienced mechanics and technicians who  
 18 typically do not yet possess the full range of  
 19 tools required to carry out their duties. Also,  
 20 the Office of Transportation developed a school  
 21 bus safety initiative to meet safety and overall

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1 operational efficiency goals. This initiative  
 2 has been a work in progress for over a year. You  
 3 may have noted in one of my previous slides that  
 4 food services got the highest rating overall in  
 5 our survey. The Office of Food and Nutrition  
 6 Services' response to COVID-19 was exceptional,  
 7 heroic, and serves as a model for other school  
 8 districts in feeding students during a lockdown  
 9 event. Also, the Office of Food and Nutrition is  
 10 commended for maintaining an exemplary  
 11 professional development process that results in  
 12 very very well trained employees and  
 13 opportunities for a future career path. Next  
 14 slide please.

15 Another department of high praise is  
 16 between the partnership between the school system  
 17 and Baltimore County government with regard to  
 18 its school resource officer program, very high  
 19 ratings throughout our interviews and throughout  
 20 the survey with regard to the school resource  
 21 officer program. The Division of Research,

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1 Accountability and Assessment is commended for  
 2 producing a wide array of dashboards and research  
 3 reports that are accessible through the BCPS  
 4 website.

5 We commend your athletic program, it's  
 6 well organized, it's well coordinated.

7 The Office of the Deputy General Counsel  
 8 is commended for their knowledge and expertise of  
 9 special education law and related litigation, and  
 10 for having the foresight to hire a special  
 11 education attorney who supports and guides the  
 12 school system in the effective implementation of  
 13 special education law. Next slide please.

14 Another example of excellent shared  
 15 services with county government is your health  
 16 services unit. They're commended for outstanding  
 17 clinical leadership during this pandemic response  
 18 and for their exemplary collaboration with the  
 19 Baltimore County Department of Health and for the  
 20 provision of vaccinations, outbreak management  
 21 response and COVID testing.

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1 The Office of Title I is commended for  
 2 the establishment of a change management process.  
 3 BCPS is also commended for updating and adopting  
 4 a teaching and learning framework that provides  
 5 specific strategies to support and improve daily  
 6 classroom instructional practice. The teachers  
 7 that we had focus groups with had very high  
 8 remarks with regard to this new adopted teaching  
 9 and learning framework that provided them some  
 10 specific strategies that they can use to improve  
 11 their teaching in the classroom.

12 The school system is also commended for  
 13 its residency model to assist struggling schools  
 14 with targeted professional development and  
 15 improved teaching and learning strategies. This  
 16 model provides schools with central office  
 17 expertise in identified areas of need in the  
 18 school. Next slide please.

19 Recommendations: The majority of the  
 20 recommendations fall into five common themes  
 21 across all of the chapters, the need for central

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1 office restructuring, the lack of accountability  
 2 and transparency, unsatisfactory work environment  
 3 and low employee morale, lack of clear  
 4 communications, and the need for more shared  
 5 services opportunities with BC government and  
 6 other stakeholders. Next slide please.

7 There are over 60 recommendations that  
 8 target the need for streamlining the  
 9 organization, realigning reporting structures,  
 10 and in some cases adding critical positions where  
 11 services to schools are lacking. The central  
 12 office executive level organizational structure  
 13 is neither efficient nor effective, has a broad  
 14 span of control that exceeds best practices, and  
 15 it should be reorganized and reducing the number  
 16 of direct reports to Superintendent Williams from  
 17 11 direct reports to seven. This will provide  
 18 Superintendent Williams with the much needed time  
 19 and energy to devote to improve student  
 20 achievement efforts and lifting the spirits and  
 21 morale of staff. It will also allow him an



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1 opportunity to explore more ways that his team  
 2 can partner with other outside teams such as  
 3 Baltimore County government and other  
 4 stakeholders and groups.

5 The four current direct reports to the  
 6 superintendent that we believe should remain are  
 7 the general counsel, the chief of staff, the  
 8 chief of human resources, the chief academic  
 9 officer. We are, however, proposing some new  
 10 positions and those would be a deputy  
 11 superintendent to provide a second in command, a  
 12 chief financial officer leading the Division of  
 13 Fiscal Service; this position is a conversion of  
 14 the position of the executive director of fiscal  
 15 services, also the chief information officer  
 16 leading the Division of IT. Next slide please.

17 It's important to note also in  
 18 Appendix D, our team has provided you with some  
 19 sample job descriptions of these new positions  
 20 that we're recommending, so that will be helpful  
 21 when and if you decide to hire those positions.

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1 This slide shows the overall  
 2 reorganization with seven direct reports to the  
 3 superintendent, a deputy superintendent who is  
 4 not only second in command but would also provide  
 5 oversight of the Department of Schools, rather  
 6 than being led by the current three community  
 7 superintendents. This structure has shifted some  
 8 of the other divisions and departments over to  
 9 the responsibility of the chief academic officer.  
 10 Because what our team found, that many  
 11 departments that should be collaborating with the  
 12 Curriculum and Instruction Division to provide  
 13 services to schools are actually working in silos  
 14 and it wasn't being, it's not a team effort. We  
 15 have reorganized to make fully like entities  
 16 together under one umbrella so that there's more  
 17 collaboration, less silos. You can learn a lot  
 18 more about this reorganization in recommendation  
 19 one in Chapter 1. Next slide please.

20 The use of contracted services to supply  
 21 building service workers is more costly than

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1 hiring FTEs. The facilities department should  
 2 eliminate the contracted services for building  
 3 service workers and fully staff the allocated  
 4 budgeted FTE building service workers. That's in  
 5 Chapter 5.

6 In Chapter 8, we believe that the BCPS  
 7 Department of Special Ed have a systemic -- we  
 8 don't believe it, we know it -- they have a  
 9 systemic compliance issue that has warranted a  
 10 "needs intervention" by the Maryland State  
 11 Department of Education. The ongoing lack of  
 12 compliance contributing to the increase of  
 13 nonpublic placements which to date is costing  
 14 your school system over \$48 million. Therefore,  
 15 our team recommends that the Department of  
 16 Special Ed design a compliant infrastructure to  
 17 serve students with specialized needs within  
 18 Baltimore County Public Schools.

19 Next we'll move to the ESOL program. It  
 20 is ineffective and inefficient at the secondary  
 21 school level and is causing many parents to

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1 withdraw their child from ESOL services.  
 2 Currently secondary students are being bussed to  
 3 various schools for ESOL services as opposed to  
 4 serving them in their home schools. This has  
 5 caused a multitude of issues including long bus  
 6 rides, students having to leave their own  
 7 community, difficulty participating in  
 8 extracurricular activities, and like the HR  
 9 department, ESOL is another area in central  
 10 office that we found is understaffed and unable  
 11 to provide the most efficient services with their  
 12 current staff. So we are recommending that they  
 13 establish an ESOL task force to create a  
 14 phased-in approach to bring secondary ESOL  
 15 programs back into the student's home school.  
 16 Next slide please.

17 The next theme is lack of accountability  
 18 and transparency and there are 17 recommendations  
 19 related to this theme. Many departments do not  
 20 use KPIs, key performance indicators, to --  
 21 CHAIRWOMAN SCOTT: I'm sorry, Dr. Cox,

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1 you're going out a little bit, you're going in  
 2 and out.

3 DR. COX: Okay, let me see if I can turn  
 4 up the volume a little bit; is that better?

5 CHAIRWOMAN SCOTT: That sounds better,  
 6 yes.

7 DR. COX: Many departments in the  
 8 division do not use key performance indicators.  
 9 That is a very common use of KPIs in high  
 10 performing districts and we did not see too many  
 11 divisions and departments using key performance  
 12 indicators to measure and understand the  
 13 performance and the health of their units and to  
 14 make data-driven decisions. I'd like to move to  
 15 the next slide please.

16 We're moving on to some school board  
 17 operation recommendations. I'd like to share  
 18 with you one quote that kind of stands out in my  
 19 mind regarding the Board and the superintendent.  
 20 One interviewee stated, Superintendent Williams  
 21 is on a road trip and he has 12 different GPS's

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1 telling him where they think he should go. And I  
 2 personally interviewed each and every one of you  
 3 as board members, and Christian the student board  
 4 member, and individually you have one of the most  
 5 talented and diverse boards that I've ever  
 6 encountered in the business of doing this, and  
 7 I've encountered many boards in my career. The  
 8 passion that you all have to help, to want to  
 9 help BCPS children be their best is undoubtedly  
 10 evident when individually speaking to each of  
 11 you. As a group, however, this Board does not  
 12 function effectively. It is kind of similar, I'd  
 13 like to liken it to a major league team  
 14 recruiting the finest players, only to come up  
 15 with a losing season. I asked questions about  
 16 why, why is there such discord, and I was given  
 17 multiple reasons such as politics, the hybrid  
 18 board model, racism, it's the rubber stampers  
 19 versus the do-gooders, the ransomware attack,  
 20 COVID, the lack of training, I could go on and  
 21 on. Yes, maybe these are some reasons why the

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1 Board has extremely long and contentious meetings  
 2 but board members, you must, you just must find a  
 3 way to put all of these reasons aside and work  
 4 together as one team for the benefit of Baltimore  
 5 County Public Schools students.

6 Chapter 1 shows strategies that other  
 7 high performing districts are using to show a  
 8 united front as a stronger board and you can see  
 9 several of them on the slide. I'd like to go on  
 10 to the next slide and, in essence of the time  
 11 limitations.

12 BCPS has a practice of appointing  
 13 individuals, some individuals to high level  
 14 leadership positions who are not highly qualified  
 15 with specialty training in the aspects of their  
 16 new responsibilities and without comprehensive  
 17 direct experience in that specialty area. Our  
 18 recommendation is the school system should  
 19 expediently fill vacant leadership positions with  
 20 permanent appointees who are highly qualified  
 21 with specialized training and appropriate

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1 experience in those areas. The second bullet,  
 2 key constituents and stakeholders lack confidence  
 3 and trust in the budgeting and financial  
 4 reporting of the school system. Interviews and  
 5 reports with staff consistently questioned the  
 6 transparency of the budgeting and financial  
 7 reporting. The school system needs to build  
 8 trust in its financial reporting by creating a  
 9 plan to increase transparency in all phases of  
 10 budget development and financial reporting. Our  
 11 consultant that reviewed this area has provided  
 12 you with some best practices to help you  
 13 implement that recommendation.

14 Also, the school system lacks board  
 15 policies, superintendent's rules and a  
 16 comprehensive and strategic plan for risk  
 17 management. The ransomware attack of November  
 18 24th, 2020 that I'm sure will be forever in most  
 19 of your minds has been disruptive and very costly  
 20 to the school system and it's all the more need  
 21 for a comprehensive and strategic risk management

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1 strategy. The school system should develop a  
 2 comprehensive strategy with a systemic approach  
 3 that coordinates and aligns current practices and  
 4 enlarges the scope to include threats that have  
 5 not been adequately addressed. Also, the school  
 6 system should hire a manager of risk management  
 7 position to oversee these responsibilities. Next  
 8 slide please.

9       There is a disconnect between the  
 10 massive scope of data available for teachers and  
 11 principals to use and the schools' capacity to  
 12 use this data properly. And I know from  
 13 interviewing Ms. Pasteur that this recommendation  
 14 may ring very clear to home, close to home with  
 15 her, we had a long discussion on the use of data  
 16 in driving schools' decisions. There is a need  
 17 to build capacity of the school side personnel to  
 18 access data and to become proficient in the use  
 19 of the data to improve teaching and learning.  
 20 The school system should develop a stipend-based  
 21 program to fund one staff member per school to

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1 serve as a data facilitator and a trainer of  
 2 their colleagues in the area of data access and  
 3 use of data.

4       We were told in some of the interviews  
 5 that data was scant and when we went out and  
 6 found that on the portal, granted, we had to do  
 7 several clicks to get to it, there's a plethora  
 8 of data out there. Schools need to be better  
 9 informed on how to access it and to be given the  
 10 tools with which to be able to analyze it to make  
 11 good solid data-driven decision makings in  
 12 building their school improvement plans.

13       There is a lack of accountability in  
 14 holding principals and teachers accountable,  
 15 responsible for implementing what are quite  
 16 extensive, I might say, BCPS curriculum with  
 17 fidelity, and for holding students accountable  
 18 for taking regular unit assessments. The school  
 19 system should require that all executive  
 20 directors, those are the executive directors that  
 21 principals report to, participate in a minimum of

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1 a four to five-day summer boot camp and to attend  
 2 a weekly academic team meeting to insure that all  
 3 principals are adequately informed and are held  
 4 to high instructional leadership standards. Next  
 5 slide please.

6       Theme three, the unsatisfactory work  
 7 environment and the low employee morale, we heard  
 8 numerous reasons for the low morale. The ones  
 9 that rose to the top include COVID and the  
 10 transition to remote learning, ransomware attack,  
 11 much of the data and the tools that a lot of  
 12 blood, sweat and tears of Baltimore County Public  
 13 Schools staff built were lost, what a great blow.  
 14 The lack of key persons in central office truly  
 15 understanding the needs and issues of the schools  
 16 was a common theme.

17       We also heard this numerous times, that  
 18 there are last minute communications sent out by  
 19 central office with directives for principals and  
 20 teachers to carry out with a lack of forethought,  
 21 with a lack of appropriate resources and time for

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1 the^ forth school level staff to successfully  
 2 implement those directives. Next slide please.

3       BCPS has experienced substantial annual  
 4 employee turnover for years. You'll see in our  
 5 report a distinct analysis with peer districts to  
 6 show the high turnover rate. The school system  
 7 should address the climate, the work environment  
 8 and morale of staff permeating the district which  
 9 affects this turnover level, and the salary  
 10 disparities compared with neighboring school  
 11 systems. You can find details on that in  
 12 Chapter 2, recommendation 2-48.

13       The survey results show that the teacher  
 14 morale is not good, I'm sure that is no surprise.  
 15 The survey also included opportunities for open  
 16 ended comments and we received over 6,000 open  
 17 ended comments. The Board of Education and  
 18 superintendent should review the survey results,  
 19 they're in Appendix A, and responses in order to  
 20 fully understand, to internalize and to accept  
 21 the state of the district's climate and culture

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1 and morale, and develop a strategic and very  
 2 tactical plan to address these issues. Please  
 3 note that Public Works LLC redacted any comment  
 4 that could identify a staff member or any  
 5 comments that were overly caustic to individuals  
 6 in leadership positions.

7 BCPS also lacks appropriate incentive  
 8 programs, which would help address the bus  
 9 shortage, driver shortage issue. The school  
 10 system should initiate recruitment and retention  
 11 incentives to address the driver shortage, that's  
 12 Chapter 6, recommendation 6-5.

13 Theme four, lack of clear communication,  
 14 there's a pervasive theme throughout the central  
 15 office divisions and schools that clear and  
 16 timely communication in the school system is  
 17 lacking. The survey results also show a high  
 18 level of dissatisfaction with central office  
 19 communication. Granted, the malware attack and  
 20 issues resulting from COVID and the hybrid  
 21 learning model has elevated these issues.

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1 However, there is a strong need to strengthen the  
 2 communication from central office to each of the  
 3 175 schools. Next slide please.

4 Some examples on this theme, that the  
 5 school system does not have a sound stakeholder  
 6 communication process, there's confusion,  
 7 mistrust, lack of cohesion in the school system,  
 8 and we recommend that they develop and implement  
 9 a written strategic communication plan and we've  
 10 provided an example of one in Chapter 1 as a best  
 11 practice.

12 The conduct of the School Board fosters  
 13 an atmosphere of discord and unprofessionalism  
 14 which results in the division staff and the  
 15 community lacking trust in its leadership. The  
 16 Board should adopt a civility policy, I heard  
 17 mention of that previously earlier in the  
 18 meeting, attend Maryland Association of Board of  
 19 Education team building workshops. The board  
 20 chair should hone in and complete work in  
 21 parliamentary procedure courses, and the board

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1 legal counsel should be required to earn a  
 2 professional registered parliamentarian  
 3 credential. These recommendations will help  
 4 expedite your meetings and will also make sure  
 5 that appropriate motions are made and the meeting  
 6 moves along in an appropriate manner.

7 Theme five, enhanced shared services.  
 8 There are some missed opportunities for the BCPS  
 9 and the Baltimore County government to  
 10 collaborate and potentially share some services  
 11 for increased efficiency and effectiveness. Next  
 12 slide please.

13 Some examples under this theme is that  
 14 the two entities could be jointly bidding in some  
 15 more aspects of their employee benefits program.  
 16 Also, the two entities could conduct a more  
 17 comprehensive IT needs assessment, both the  
 18 county and the school system, to identify some  
 19 resources, some areas of collaboration, and  
 20 duplication of services.

21 BCPS is not adequately staffed to deal

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1 with cyber security attacks. The school system  
 2 should immediately supplement its IT network  
 3 resources and explore use of an external cyber  
 4 security service provider. Also, the school  
 5 system should engage the appropriate county  
 6 government staff to create a shared services  
 7 assessment team to review some possible savings  
 8 related to fleet management and that is, more  
 9 details are provided in Chapter 6, recommendation  
 10 6-21. Next slide please.

11 So there are a total of 66  
 12 recommendations that have a fiscal impact.  
 13 Chapter 9 in the report details each of these  
 14 recommendations. Public Works LLC identified a  
 15 potential five-year net, I repeat, net savings of  
 16 nearly 40 million if BCPS chooses to implement  
 17 the recommendations. This is a conservative  
 18 estimate. Some districts we have evaluated have  
 19 accrued even more savings than specified in the  
 20 report as a result of implementing the  
 21 recommendations. Next slide please.

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1 What are the next steps? The next step  
 2 is that the School Board and Superintendent  
 3 Williams have an opportunity to use this report  
 4 and findings and recommendations to transform the  
 5 school system, its culture and climate, its  
 6 operations, its academic programs, to become more  
 7 efficient and one of the higher performing school  
 8 systems in the state of Maryland. Public Works  
 9 LLC suggests that the school system post this  
 10 report, we have placed it in an ADA and 504  
 11 compliant format. We request or hope that you  
 12 post it on your website to allow all stakeholders  
 13 an opportunity to access it. It is my  
 14 understanding that one of the media outlets has  
 15 already posted the report and I know that it can  
 16 also be found on the Baltimore County government  
 17 website as well.  
 18 It is up to your leadership, your school  
 19 system's leadership to create a plan of action to  
 20 implement the recommendations. We provided  
 21 Superintendent Williams with a suggested

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1 implementation plan, it was submitted as an  
 2 accompanying document to the full operational  
 3 efficiency review report. The Board must monitor  
 4 the implementation rate on a regular basis,  
 5 perhaps a standing board agenda item for regular  
 6 updates is in order. This report has a lot of  
 7 facts, a lot of good recommendations, it should  
 8 not sit on the shelf, it should be opened up on a  
 9 regular basis, and a plan needs to be provided to  
 10 how are you going to implement the  
 11 recommendations.  
 12 Now some school systems -- the finding  
 13 is the finding, it's the facts. We got the facts  
 14 from reviewing the documents and from  
 15 interviewing staff, and all of the facts were  
 16 verified by the leadership. So whether the  
 17 school system chooses to implement the  
 18 recommendation as stated, it's your decision, you  
 19 can alter it if you need to, as long as it  
 20 addresses the problem that's identified in the  
 21 finding. Many of these recommendations can be

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1 implemented in school year 21-22 and are cost  
 2 neutral. Several of the recommendations have a  
 3 significant fiscal impact and may need to begin  
 4 implementation in the 22-23 school year.  
 5 So the next slide, I used to be a former  
 6 high school debate teacher and we always used to  
 7 say we stand ready for cross-examination, and I  
 8 say we, because I do have with us the Public  
 9 Works LLC CEO Eric Sturm, who is also here with  
 10 us tonight. So at this point I would like to, I  
 11 understand the previous comment was that I'm in  
 12 the hot seat now, so please shoot some of your  
 13 questions to me.  
 14 CHAIRWOMAN SCOTT: Certainly, thank you  
 15 for that, Dr. Cox, for your work and for the  
 16 presentation, and I'm sure there are board  
 17 members who have questions. I want to make sure  
 18 that, Ms. Gover, you said there are two board  
 19 members that are on the phone? Okay, so I want  
 20 to make sure because we can't see them,  
 21 Mr. Offerman and Ms. Jose, did either of you have

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1 a question?  
 2 MS. JOSE: Yes, I have a question,  
 3 actually a comment and question.  
 4 CHAIRWOMAN SCOTT: Okay. Mr. Offerman  
 5 do you have a comments or question? I guess not.  
 6 Okay, so if we could start with Ms. Jose, and  
 7 then those in the room just raise the red device  
 8 so I can write it down. Okay, go ahead,  
 9 Ms. Jose.  
 10 MS. JOSE: Firstly, thank you, Dr. Cox,  
 11 for your report, which you emphasized time and  
 12 again, these are suggestions for Dr. Williams to  
 13 implement. Having heard your report one would,  
 14 you know, not look at the scathing media report.  
 15 You have so much praise for IT, for food  
 16 services, law offices. You had a comment on the  
 17 budget and fiscal services and I was wondering if  
 18 that complaint was for board members, because our  
 19 fiscal services have gotten lots of awards for  
 20 good budgeting practices in the past few years.  
 21 That's one.

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1 And was there any direction with the  
 2 chief, with the audit office which falls under  
 3 the Board's purview?  
 4 And my third question here is also,  
 5 let's get to the Board, because you talk about  
 6 the Board micromanaging and going into  
 7 operations, and I believe you have been watching  
 8 the board meetings. If you could give some  
 9 examples of how we do that, how we go into  
 10 operations, just to emphasize, because I do  
 11 believe you are correct, we do micromanage and we  
 12 do go into operations.  
 13 And since I was the one who made the  
 14 comment I will claim it, I was the one that  
 15 stated that Dr. Williams, unfortunately, has 12  
 16 GPS's to follow, he's driving and everybody is  
 17 telling him to go a different way and so it's not  
 18 fair to him. So if you could answer about the  
 19 Board's part of how we micromanage and get into  
 20 operations? Thank you.  
 21 DR. COX: Okay, I believe it was a

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1 four-part question, I'll try to recall the first  
 2 part, but we do give commendations to the  
 3 business department for the many awards that they  
 4 have earned over the years. So I think if you  
 5 read the full report you will see that we have  
 6 commended them for that. I couldn't go over all  
 7 of the commendations of the reports.  
 8 With regard to micromanagement, I think  
 9 if you go to page -- let me pull this up on my  
 10 computer to show you that there are several  
 11 examples of micromanagement in the report.  
 12 CHAIRWOMAN SCOTT: I believe that's on  
 13 page 66.  
 14 DR. COX: Thank you. As you can see on  
 15 page 66, some of the board requests or concerns,  
 16 yeah, a board member created a metric data item  
 17 and then posted several related and unrelated  
 18 questions each requiring staff attention, a  
 19 motion to receive a monthly report on the number  
 20 of teacher vacancies and related data creating  
 21 another report, the number of students and grade

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1 levels in LCT magnet programs at a specific high  
 2 school, a report on vehicle purchasing and status  
 3 of planning for increased fuel efficiency.  
 4 I could provide you with other examples,  
 5 these are just some that came out in listening to  
 6 some of the board meetings and talking to some of  
 7 the board members.  
 8 MS. JOSE: Thank you. I think it  
 9 clarifies, because there's always the narrative  
 10 that the school system is not answering  
 11 questions, and you kind of independently came in  
 12 and said in fact the board members are asking too  
 13 many questions compared to a district of our  
 14 size, I think there was a report that you said we  
 15 had 136 questions compared to a district that  
 16 asked about 12 questions, so we are asking  
 17 questions and we are taking time and resources  
 18 away from student services that the staff members  
 19 could be working on, instead we are inundating  
 20 staff with questions.  
 21 CHAIRWOMAN SCOTT: That's time,

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1 Ms. Jose, the timer went off, so thank you. Next  
 2 we have Ms. Mack.  
 3 MS. MACK: Thank you, Ms. Scott, and  
 4 thank you very much, Dr. Cox, for this  
 5 information. On page 19 of the report, Public  
 6 Works cites that a school district in California  
 7 implemented 94 percent of its recommendations,  
 8 Nevada 95 percent, and a district in Virginia  
 9 implemented 90 percent. In the districts cited,  
 10 who requested the audit and who paid for the  
 11 audit, do you have that information?  
 12 DR. COX: I certainly do because I led  
 13 each of those.  
 14 MS. MACK: Oh.  
 15 DR. COX: I think if the focus of the  
 16 question is is there a difference between the  
 17 rate of implementation between school systems  
 18 that hire us directly versus an outside entity  
 19 such as the county executive hiring us, the  
 20 average implementation rate is about the same,  
 21 and sometimes it's even higher when an outside

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1 entity, the implementation rate is even higher  
 2 when an outside entity such as the county  
 3 executive hires us to perform the work.  
 4 MS. MACK: Thank you. On page 372  
 5 there's a statement that our comparison found  
 6 that BCPS students do not perform well  
 7 academically. The bullets that follow that go on  
 8 to cite deficiencies in all levels, elementary,  
 9 middle and high schools. My specific question is  
 10 why then, on page 377, does Public Works  
 11 recommend the addition of one executive director  
 12 of middle schools only, who would bring that same  
 13 focus and effort to elementary schools and high  
 14 schools? And it might be in there and I might  
 15 have missed it.  
 16 DR. COX: That's a very good question.  
 17 Right now you have nine, ten executive directors,  
 18 all covering elementary, middle and high school,  
 19 but the middle and the high school executive  
 20 directors are combined. And talking with a lot  
 21 of middle school staff and principals, they are

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1 not receiving as much attention and services as  
 2 they would like, and therefore we're adding  
 3 another executive director to help fill that gap  
 4 for assisting middle schools.  
 5 MS. MACK: So just to clarify, the high  
 6 school people would either stay high school or  
 7 become specifically middle school, just so  
 8 everybody has a role at a grade level or an  
 9 elementary or middle or high school level; is  
 10 that correct?  
 11 DR. COX: That's correct.  
 12 MS. MACK: And then my last question is  
 13 this. Page 62 provides a chart from NASBE that  
 14 states that effective school boards are data  
 15 driven, they embrace and monitor data even when  
 16 the information is negative, and use it to drive  
 17 continuous improvement. In your work with school  
 18 boards around the country, do you find this focus  
 19 and use of data by school boards to be the norm  
 20 or the exception?  
 21 DR. COX: Could you repeat your

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1 question, I'm sorry?  
 2 MS. MACK: So you cite on page 62 that  
 3 effective school boards are data driven, they  
 4 embrace and monitor data even when the  
 5 information is negative and use it to drive  
 6 continuous improvement. In your work with school  
 7 boards around the country, do you find this focus  
 8 and use of data by school boards to be the norm  
 9 or the exception?  
 10 DR. COX: I think it's all the over the  
 11 map to be quite honest with you. The majority of  
 12 the school boards that we have worked with have  
 13 processes and procedures in place to be data  
 14 driven, there is not a, there is really not a  
 15 norm that I can share with you because each  
 16 school system is different.  
 17 MS. MACK: Okay. And Mr. Brousaides,  
 18 how much time do I have?  
 19 MR. BROUSAIDES: Ten seconds.  
 20 MS. MACK: Oh, never mind. Thank you  
 21 very much, Dr. Cox.

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1 CHAIRWOMAN SCOTT: Thank you. Any other  
 2 questions from board members? Okay, it looks  
 3 like me have Ms. Rowe and Ms. Pasteur. Ms. Rowe,  
 4 you can go ahead.  
 5 MS. ROWE: I noticed that in the report  
 6 you have the board conducted meetings that could  
 7 be described, there was a research study that  
 8 showed that board behavior is related to low  
 9 student achievement scores, and one of the things  
 10 that's cited that leads to that is not being  
 11 focused on student achievement, and I was  
 12 wondering if you could provide examples for  
 13 specifically how boards involve themselves  
 14 directly into student achievement in a way that  
 15 does not cross the operational boundaries.  
 16 DR. COX: I think it's important for, at  
 17 most board meetings if not every board meeting  
 18 for the board to be kept updated on where you are  
 19 in student achievement, whether it's new  
 20 initiatives being tried, which ones have failed,  
 21 so that you are constantly being informed and

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1 you're questions are being answered in a timely  
 2 and regular manner.  
 3 MS. ROWE: Do other boards typically  
 4 have a standing agenda item on their meetings for  
 5 student achievement?  
 6 DR. COX: Yes, a lot of boards will have  
 7 reports, they'll alternate schools and have  
 8 school reports on student achievement. Most  
 9 boards do keep abreast of, student achievement is  
 10 the whole heart of the school system, and all of  
 11 these other functions, facilities, food services,  
 12 financial management, they're all to support  
 13 school improvement, and that should be one of the  
 14 focuses of your meetings.  
 15 MS. ROWE: Thank you.  
 16 CHAIRWOMAN SCOTT: Ms. Pasteur?  
 17 MS. PASTEUR: Thank you. Dr. Cox, we  
 18 just spent a lot of time talking about data and  
 19 it was wonderful. I do want to point out to the  
 20 Board that the one commendation came to our goal,  
 21 or about our goals being aligned to the

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1 superintendent's budget and his plan, so please  
 2 read it for those of you who thought we didn't  
 3 have goals. And to that end, talking about being  
 4 data driven, those goals if in this past year  
 5 things had been different in the system and in  
 6 the state, we would have been able to do some of  
 7 that measurement and taking a look at some of  
 8 those things that talked about the progress of  
 9 our students and us being more effective and how  
 10 efficient. I am encouraged that we're going to  
 11 see more of that in this next year with all of  
 12 the things that are happening with our curriculum  
 13 office, with our efficiency, whatever  
 14 Dr. Williams decides to call it and whatever,  
 15 that that plan will all come together to that  
 16 end. So I thank you for your presentation  
 17 tonight because it's positive, it's hopeful, and  
 18 it's where we need to be, because if we look at  
 19 this in the negative, we have the potential to  
 20 decimate this system. If we're looking at it as  
 21 a gotcha moment we can kill this system because

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1 we will kill further the morale, and therefore we  
 2 will kill the children. Dr. Williams and I have  
 3 had this conversation about Blueprint, that's how  
 4 we will come together.  
 5 CHAIRWOMAN SCOTT: Time.  
 6 MS. PASTEUR: So thank you.  
 7 CHAIRWOMAN SCOTT: Time, thank you.  
 8 Does anyone else have any questions? Yes,  
 9 Mr. McMillion?  
 10 MR. MCMILLION: Dr. Cox, I'm curious.  
 11 Were central office staff given the opportunity  
 12 to look at a draft document?  
 13 DR. COX: Yes, they were given multiple  
 14 times to look at the draft document. We provided  
 15 them with a draft, they went over it line by  
 16 line. I have a document that I sent them that  
 17 they put down the chapter number, the page  
 18 number, the paragraph number, what they saw as an  
 19 error, or did you take a look at this. We went  
 20 over each page of the draft document to insure  
 21 that it is based on facts.

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1 MR. MCMILLION: Okay. And I just want  
 2 to point out to you that I received a text  
 3 shortly that said this individual did not have  
 4 the opportunity to look at a draft and did not  
 5 have the opportunity to make corrections, so  
 6 somewhere this information is a little, something  
 7 is wrong with what I'm receiving and what you're  
 8 saying. Thank you very much.  
 9 DR. COX: Dr. Scriven sat in on the  
 10 majority of the meetings that we had, and I have  
 11 documentation of everyone that we spoke to that  
 12 oversees the area --  
 13 MR. MCMILLION: Okay.  
 14 DR. COX: -- for these services, so I'm  
 15 not sure where you're getting your information,  
 16 but it is inaccurate.  
 17 MR. MCMILLION: Okay. The other person  
 18 is going to say your information is inaccurate.  
 19 Now I'm just curious. If I conferred with you  
 20 directly and I give you the information that I  
 21 have, could you substantiate it or refute it or



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1 whatever on your end for me?  
 2 DR. COX: I'll give it my best shot.  
 3 MR. MCMILLION: Okay, great, thank you.  
 4 I'll be in touch, thank you.  
 5 DR. COX: Yes, sir.  
 6 CHAIRWOMAN SCOTT: Yes, Ms. Causey?  
 7 MS. CAUSEY: Thank you, Madam Chair. So  
 8 I just wanted to thank Dr. Cox and her team for  
 9 this work and I want to dovetail with Ms. Pasteur  
 10 and look at this as an opportunity to do better  
 11 for our children. And I would like to say that  
 12 as Dr. Cox pointed out, there's a number of  
 13 issues that have been years in the making if not  
 14 longer, so this, where we are now is not anyone's  
 15 fault, there are things that maybe people could  
 16 have done better along the way, but also in terms  
 17 of the organization, we've been through a lot of  
 18 transitions and there were a lot of positions  
 19 that were kind of changed every other year or so.  
 20 And I also want to say that there is, I  
 21 can see looking at this that maybe it's stressing

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1 to some folks who are in certain positions, but I  
 2 wonder, Dr. Cox, if you could speak to really the  
 3 alignment of the talents and the energy of the  
 4 folks that we have, but in a way that they will  
 5 be even more successful in making a positive  
 6 impact. Because we have plenty of work to do and  
 7 we need all of our dedicated talented people to  
 8 keep working, but in a better way, a way where  
 9 they can be more successful and where all of that  
 10 synergy together will provide a really positive  
 11 impact, because I really appreciate what  
 12 Ms. Pasteur said about this is an opportunity for  
 13 us to really move forward, so I was just  
 14 wondering if you could speak to that.  
 15 DR. COX: I'm not quite sure I  
 16 understand what your question is.  
 17 MS. CAUSEY: Well, so you're talking  
 18 about a lot of positions and changing and  
 19 removing them, but we've got some quality folks,  
 20 you know, experienced talented employees in those  
 21 positions. So when we do, when other districts

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1 do the implementation, if you could speak to the  
 2 alignment of the talent with the new  
 3 organization?  
 4 DR. COX: Well, I would like to first  
 5 agree with you that you do, your school system  
 6 has many talented and devoted staff members. I'm  
 7 an early riser and I'll send out an email at 5:30  
 8 a.m. thinking that I won't get a response until  
 9 at least, you know, midday. And before I even go  
 10 to the next email, I've had a response from some  
 11 of your staff members. They're working  
 12 tirelessly, but your central office is not  
 13 staffed and organized in an appropriate manner.  
 14 Yes, you have many talented people on staff, some  
 15 positions and some areas are being duplicated and  
 16 some need to be collaborating and they're not,  
 17 they're working in silos. So if you read  
 18 Chapter 1 very carefully, it gives you very  
 19 specific information and rationale on why we made  
 20 some of the additions of positions that are  
 21 critically needed, we eliminated positions that

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1 we felt could be combined and/or are not needed,  
 2 and then we also have a lot of positions that  
 3 were misaligned, that were in one department or  
 4 division that should be over in another division.  
 5 So we think that if the implementation of our  
 6 reorganization recommendations are implemented,  
 7 you're going to be running a much more efficient  
 8 effective operation that's going to be providing  
 9 better services to the students in the schools.  
 10 CHAIRWOMAN SCOTT: Thank you. Does  
 11 anyone else have any questions, other comments?  
 12 Yes, Mr. Kuehn?  
 13 MR. KUEHN: Thank you. Thank you,  
 14 Dr. Cox, for providing this to us. I'm looking  
 15 at your 27-page letter talking about suggested  
 16 implementation timelines and activities. It's  
 17 very detailed and there's a lot to it. One of  
 18 the questions I have, I guess my first question  
 19 is, is the expectation, I know this is just  
 20 guidance, but the timelines that you lay out and  
 21 the execution, and when you're dealing with an

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1 organization you have a lot of kind of change in  
 2 management activity that you have to manage as  
 3 you're reorganizing. But we're talking about a  
 4 few months for significant amounts of these  
 5 items. Is this timeframe or this suggested  
 6 implementation plan based on experience that you  
 7 see in other, you know, larger organizations like  
 8 the ones that you benchmarked us against, that  
 9 they would go through and be successful in the  
 10 timeframes that you're showing us here?  
 11 DR. COX: Yes, the answer is yes. We  
 12 would not have planned this implementation,  
 13 suggested implementation plan if we had not seen  
 14 it successfully done in other school systems. We  
 15 also took into consideration that the school  
 16 system had a malware attack, we also took into  
 17 consideration COVID has disrupted the school  
 18 system, but we also believe this is a reasonable  
 19 timeline for the school system to implement the  
 20 recommendations.  
 21 MR. KUEHN: Well, this is a tremendous

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1 amount of information and I appreciate it. I  
 2 will be very honest, I have not read all 700  
 3 pages, but I hope to dive into it deeper in the  
 4 near future, so thank you for your work, and I  
 5 don't have any more questions at this time.  
 6 CHAIRWOMAN SCOTT: Dr. Hager?  
 7 DR. HAGER: I have a very quick  
 8 question. Dr. Cox, you were just so impressive,  
 9 I kind of want you to come and run an efficiency  
 10 audit of my life now, it's so well done. But I  
 11 apologize if I missed it, but when are you  
 12 sharing the county level report with them?  
 13 DR. COX: That should be out within a  
 14 month, maybe less, maybe a little more. They are  
 15 just a few weeks behind this process.  
 16 DR. HAGER: Okay. And have you in the  
 17 past ever worked with a district and county at  
 18 the same time as you did with us?  
 19 DR. COX: Yes, I have, I've done it in  
 20 Virginia school systems, mainly in Virginia.  
 21 DR. HAGER: This would be a great

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1 opportunity to collaborate as you mentioned, to  
 2 make these changes, so thank you.  
 3 DR. COX: Yeah. I've worked in numerous  
 4 states doing these types of studies and in fact,  
 5 there are, Virginia, Texas, Oklahoma, they all  
 6 have a statewide, what they call a statewide  
 7 efficiency review program. In Texas the  
 8 districts do not have a choice, the Texas  
 9 legislative budget board selects the districts  
 10 based on a number of factors, and in Virginia the  
 11 school districts, believe this or not,  
 12 Dr. Williams, they volunteer for these types of  
 13 efficiency reviews, and they have an obligation  
 14 to implement 50 percent of the recommendations or  
 15 accrue a minimum of 50 percent of the cost  
 16 savings identified in the report, or they have to  
 17 pay the state back a certain portion of the cost  
 18 of the study.  
 19 CHAIRWOMAN SCOTT: Thank you. And I  
 20 have a question, or a comment. Dr. Cox, this is  
 21 Chair Scott and again, this is a very good

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1 report. I think the part that I found, that I  
 2 was reading and looking at was the part that  
 3 referenced of course the Board, and I would  
 4 recommend that all board members read that  
 5 portion, because that directly impacts what we  
 6 do, and we need to take responsibility for some  
 7 of these things that are pointed out in here  
 8 because we're the leadership and you can't go  
 9 into all of these other areas and look at all of  
 10 these other things, if there's dysfunction at the  
 11 top there's going to be dysfunction all the way  
 12 down. And I've not really heard, I think one  
 13 person may have talked about the findings in  
 14 regards to the Board, but I think on page 59, I  
 15 think that everybody should read it.  
 16 But like you said, the results are  
 17 showing that the school board is clearly  
 18 dysfunctional, that there's an atmosphere of  
 19 discord and unprofessionalism which you, Dr. Cox,  
 20 saw play out a little while ago. That does not  
 21 do well for morale. And then even some of your

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1 own observations, the agenda is not always  
 2 followed. Some board members, not all, do not  
 3 respect the board chair. Items are added at the  
 4 last minute. A significant amount of time is  
 5 going into school system operations which is not  
 6 within the Board's purview.

7 And I think there's almost no amount of  
 8 parliamentary training that can train out  
 9 things like disrespect and racism and things like  
 10 that that you've mentioned in here that you're  
 11 seeing. And I just, I think that the Board  
 12 should take ownership for that and read more  
 13 about your, the findings and everything. But I  
 14 guess I would just ask, Dr. Cox, there seems to  
 15 be like a lack of understanding of the difference  
 16 between governance and asking questions and going  
 17 into operations. One of the findings you talked  
 18 about was micromanagement where you said the  
 19 Board is actually in numerous instances, the  
 20 requests or concerns were actually micromanaging  
 21 responsibilities already assigned to the

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1 department or individual employees of the  
 2 district.

3 What advice or what, I guess where do  
 4 you have where -- sorry, my question is how board  
 5 members can learn the difference between  
 6 operations and governance.

7 DR. COX: Well, that's a very good  
 8 question, and I think that MABE, your Maryland  
 9 Association of School Boards is ideal. I have  
 10 actually interviewed Frances Hughes Glendening, I  
 11 believe it is, and they have numerous  
 12 opportunities for training either coming there or  
 13 going to MABE for the training, you can even do  
 14 it on line, so those board members that work will  
 15 have an opportunity to participate. That is your  
 16 best resource because they have been doing that,  
 17 that's their job, that's what they do.

18 And you know, this kind of works both  
 19 ways, board members have questions because  
 20 they're not getting answers, so it may behoove  
 21 the staff and as you're developing your board

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1 agendas, to have regular updates on  
 2 transportation, have a regular update on HR, what  
 3 problems they're facing, what's the financial  
 4 office doing, how is an agenda item where they're  
 5 constantly giving you information so that you  
 6 know, you're not asking so many minute  
 7 operational type of questions.

8 I think that you're on the right track  
 9 in developing a civility policy. I know you had  
 10 a retreat, I have not heard about how that past  
 11 retreat went, but I'm hoping that some starting  
 12 positions on getting the Board to act in unison,  
 13 it doesn't mean that you have to all agree, but  
 14 you have to agree to disagree and do it in a  
 15 civil manner for the sake of the kids.

16 CHAIRWOMAN SCOTT: Thank you.

17 DR. COX: I guess my short answer to  
 18 that is you've got a statewide organization that  
 19 is skilled in helping boards know the difference  
 20 between governance and micromanagement, and while  
 21 the report gives you several examples of some

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1 best practices, there's nothing like getting a  
 2 good solid training from a state organization  
 3 that knows their business.

4 CHAIRWOMAN SCOTT: Thank you for that.

5 Were there additional questions from members for  
 6 Dr. Cox? Yes, Ms. Causey.

7 MS. CAUSEY: Dr. Cox, so I'm just  
 8 wondering in terms of, and again I didn't get to  
 9 read all of the 800-page report, but what is our  
 10 next step as a board?

11 DR. COX: As a board, I'd need to have a  
 12 bedside table with the light on and a cup of  
 13 coffee. You need to be able to download it, get  
 14 a hard copy, put stickies on it with questions  
 15 and become very familiar with it, because it  
 16 gives you -- I have one superintendent say this  
 17 is my playbook, he was a big football fan, he  
 18 said this is my playbook, you know, I could have  
 19 never gotten all of this information from all of  
 20 these divisions and departments in such a short  
 21 period of time.

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1 So you should, number one, become very  
 2 familiar with the report. Two, question and  
 3 insure that there is an implementation plan in  
 4 place, find out if the recommendations are going  
 5 to be implemented as recommended, are they going  
 6 to be modified and if they are going to be  
 7 modified how are they going to be modified, and  
 8 the board should be, and the school system should  
 9 be appointing one person to oversee each of these  
 10 chapters and periodically if not every board  
 11 meeting reporting on the progress of the  
 12 implementation of the recommendations. I hope  
 13 that answered your question.  
 14 CHAIRWOMAN SCOTT: Yes. Ms. Mack has a  
 15 follow-up question.  
 16 DR. COX: Sure.  
 17 MS. MACK: Dr. Cox, just like the  
 18 exchange that you had with Mr. McMillion where he  
 19 need clarity on an issue, is there a period of  
 20 time when board members could ask clarifying  
 21 questions of you if they don't understand

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1 something, and if there is a period of time, what  
 2 is that period of time and what would be the  
 3 vehicle for doing that?  
 4 DR. COX: Yes. I will take questions  
 5 from board members and staff for at least a week,  
 6 and probably a little bit past that. I mean, it  
 7 has to be a date certain, I am an educator, I  
 8 want you to be successful because your success is  
 9 my success in being able to do more of these for  
 10 other school systems, so please feel free to  
 11 email me. While it's fresh in my mind, I would  
 12 like to have the majority of your questions  
 13 within a week's period from today's date. That  
 14 doesn't mean to say if Dr. McComas runs into an  
 15 issue down the line in implementing one of the  
 16 recommendations in curriculum and instruction  
 17 that she can't pick up the phone and call me or  
 18 email me, and get some feedback and assistance.  
 19 CHAIRWOMAN SCOTT: Thank you, Dr. Cox,  
 20 and Dr. Williams would like to make a closing  
 21 statement before we wrap up.

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1 DR. WILLIAMS: So let me begin by  
 2 sharing excerpts of a letter that I provided to  
 3 Team BCPS earlier today. The full text of the  
 4 letter is available to the public in BoardDocs.  
 5 When I joined Baltimore County Public  
 6 Schools in 2019 my aim was to listen and learn in  
 7 order to highlight successful practices and  
 8 identify a path towards progress. Over the next  
 9 year this led to creation of a new strategic  
 10 plan, The Compass, Our Pathway to Excellence.  
 11 Development of a trajectory for college  
 12 and career readiness, accountability tools  
 13 include school-specific achievement targets in  
 14 English language arts and mathematics, a revised  
 15 school progress planning process, a teaching and  
 16 learning framework, and a course performance  
 17 dashboard to signal a shift to focus to learning,  
 18 accountability and results, that's focus area one  
 19 of our Compass.  
 20 In March 2020 as a system, we worked to  
 21 address the emergent needs of a global pandemic

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1 followed by a cyber attack in November of 2020.  
 2 Despite these challenges, my goal then as it is  
 3 now has been continuous improvement, investment  
 4 in staff professional learning and growth, and  
 5 the development of a culture of respect. As  
 6 superintendent, I welcome the recommendations of  
 7 the Public Works LLC report as a continuation of  
 8 our effort to achieve improved outcomes on behalf  
 9 of students and work together to make Baltimore  
 10 County Public Schools a premier system in the  
 11 state of Maryland.  
 12 We thank the county executive for  
 13 financing this \$1.2 million review of our system  
 14 and county government. This is not an audit,  
 15 this is an efficiency review. We look forward to  
 16 other opportunities to partner around the  
 17 commonalities in our reports. Correspondingly,  
 18 my team and I have begun the work of aligning the  
 19 report recommendations with the needs of our  
 20 system at this time. The resulting plan will  
 21 include the following three items: One,

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1 significant cost savings based on operational  
 2 efficiency; identified savings will draw from the  
 3 report recommendations and align with the  
 4 Blueprint for Maryland's Future. Additional  
 5 savings will be communicated as we continue to  
 6 examine the report. Two, a reorganization of  
 7 central office staff to insure the effective and  
 8 efficient provision of services to schools that  
 9 is respectful of the expertise and talent of  
 10 dedicated members of Team BCPS. And three, a  
 11 comprehensive collaborative plan to improve staff  
 12 morale, communication and stakeholder  
 13 satisfaction. Development of this plan will  
 14 include union presidents, executive directors,  
 15 PTA and student leadership. Based on a  
 16 preliminary review cost savings can range from  
 17 six to seven million in one year, totaling a  
 18 minimum of \$33- to \$35 million over five years.

19 So within the next 30 days, I will be  
 20 convening a multi-stakeholder steering committee  
 21 to work across divisions. They will identify

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1 prerequisite implementation tasks, examine  
 2 findings, modify recommendations as applicable,  
 3 and develop a detailed timeline for each  
 4 division. So as we move through this process, we  
 5 will apply a steady approach with specific  
 6 emphasis on the seven tier districts identified  
 7 in the Public Works study. We will also  
 8 benchmark ourselves against similarly situated  
 9 districts across the nation. It is important to  
 10 work within the budgetary cycle while insuring  
 11 that there is no disruption of services and  
 12 supports to schools and families.

13 I must remind you all, when I arrived in  
 14 BCPS, people shared the disruption that was  
 15 brought from a reorganization prior to my  
 16 arrival. For this reason I took the time to  
 17 listen and learn during my first 100 days.  
 18 Relationships matter. Divisions and offices are  
 19 made of people, people who have devoted their  
 20 energy, commitment and professional careers to  
 21 Baltimore County Public Schools. As the leader,

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1 I acknowledge that this will be a time of  
 2 discomfort for many. The manner that we go about  
 3 doing the work with careful attention to the  
 4 precision, transparency and compassion will help  
 5 us to move forward with building a culture of  
 6 respect for all. So I look forward to providing  
 7 a detailed update at the September 28th Board of  
 8 Education meeting.

9 Thank you, Dr. Cox, for your time and  
 10 your leadership, thank you, Public Works, and  
 11 thank you, Johnny Olszewski for financing this  
 12 review. Thank you, Board.

13 CHAIRWOMAN SCOTT: Thank you,  
 14 Dr. Williams.

15 (Applause.)

16 And thank you, Dr. Cox, for your time.

17 DR. COX: Thank you. That was music to  
 18 my ears, Dr. Williams, thank you for sharing  
 19 that.

20 CHAIRWOMAN SCOTT: Okay. And so we will  
 21 move on to, the next item on our agenda is board

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1 member comments, including proposed agenda items  
 2 for future board meetings, and we'll start with  
 3 Ms. Rowe.

4 MS. ROWE: Thank you, Madam Chair. So  
 5 this is a long meeting, so I'm not going to  
 6 comment other than to say that in light of this  
 7 efficiency audit and the fact that schools are  
 8 reopened and we've made significant progress on  
 9 the ransomware attack, that I would like to see  
 10 this Board revisit its previous decision not to  
 11 have student achievement a regular part of our  
 12 agenda. I think it's important that student  
 13 achievement be the focus of our work and having  
 14 it as a standing agenda item is an important  
 15 thing to consider.

16 CHAIRWOMAN SCOTT: Thank you, Ms. Rowe.  
 17 Ms. Causey?

18 MS. CAUSEY: Thank you. I just want to  
 19 dovetail with what Dr. Williams shared with us  
 20 earlier. I was thrilled to visit all six of the  
 21 schools on opening day with Dr. Williams, school

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1 system leaders, community leaders, and then  
 2 everyone in the schoolhouse. It was great to get  
 3 back to Loch Raven High School, met our new state  
 4 superintendent Mohammed Choudhury, the county  
 5 executive was there and you know, it was just  
 6 great the rest of the day visiting Cockeysville  
 7 Middle, Scotts Branch, Kingsville Elementary  
 8 School, Mars Estate and Sandalwood with our  
 9 student member of the board, that was really fun.

10 I went to the Maryland State Fair and  
 11 Agricultural Society who reinstated their  
 12 Baltimore County Government Luncheon and that was  
 13 great to, you know, in a safely mitigated  
 14 distance way to reconnect with people and engage  
 15 with so many people in the government that really  
 16 help the school system and help the community  
 17 just to grow and make progress, so that was  
 18 really nice.

19 I did appreciate earlier this evening  
 20 hearing from Logan Tao from Dulaney High School,  
 21 who is the student member of the Central Area

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1 Education Advisory Council, and I felt he had  
 2 some really great things to say about getting  
 3 engaged with retired teachers and other  
 4 professionals coming in for students to start  
 5 learning about their futures as early as  
 6 elementary school, and then also talking about  
 7 having more cultural awareness opportunities and  
 8 maybe talking about expanding the global language  
 9 programs in our school system.

10 I look forward to the upcoming MABE  
 11 conference, it was cancelled last year like most  
 12 of our lives, but we're getting back there in a  
 13 safe way. I would just encourage everyone as we  
 14 are trying to protect those five days of  
 15 in-school instruction for people to still stay  
 16 safe and make good decisions about their health  
 17 and the health of others. I do appreciate that  
 18 while some of the homecoming activities that  
 19 traditionally occur around this time are not safe  
 20 to do so, but that there are many activities that  
 21 the schools are going to be able to do, so thank

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1 you, Dr. Williams and staff, for making those  
 2 occur. Have a good evening everyone.

3 CHAIRWOMAN SCOTT: Thank you. Ms. Mack?  
 4 MS. MACK: Yes, I would like to support  
 5 what Ms. Rowe said and what Dr. Cox said. I  
 6 believe and have always believed that we should  
 7 be talking about outcomes for our students  
 8 because as Dr. Cox said, everybody else is doing  
 9 a role, but nothing else really matters if we're  
 10 not meeting the needs of our students, so I would  
 11 like to have that revisited.

12 I would like to say as I walked through  
 13 the neighborhood, I'm within walking distance of  
 14 three schools and it makes me very happy to see  
 15 kids outside, it looks to me like schools are  
 16 taking advantage of outdoor time to mitigate the  
 17 spread of disease, to give kids some freedom, and  
 18 it's just very encouraging that our kids are back  
 19 in school and I appreciate all that everybody has  
 20 done to make that happen. Have a good evening.

21 CHAIRWOMAN SCOTT: Thank you.

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1 Mr. McMillion?  
 2 MR. MCMILLION: I'm not sure if the  
 3 efficiency review has done an in-depth study of  
 4 the Office of Internal Audit. I would like that  
 5 to be revisited. I support Andrea Barr, chief  
 6 auditor, and the ten members of the Office of  
 7 Internal Audit 100 percent. We have a system of  
 8 18,000 employees including teachers. That  
 9 department is, I think they're overworked and  
 10 there's talk about cutting them. I think they're  
 11 an integral part of our system and we need that  
 12 department to stay intact.

13 Our next audit committee meeting is one  
 14 week from today, Tuesday, September 21st, from  
 15 4:30 to 6:30 p.m. Thank you.

16 CHAIRWOMAN SCOTT: Thank you. Next is  
 17 Ms. Jose?  
 18 MS. JOSE: Thank you, Ms. Scott. In the  
 19 interest of time I'm not going to go through my  
 20 (unintelligible) but I would like to echo what  
 21 Mr. McMillion just said, that the Office of

<p style="text-align: right;">Page 278</p> <p>1 Internal Audit, and I serve as the vice chair of                  2 the audit committee, is their excellent staff                  3 over there that does an excellent job, they fall                  4 under the Board, and I would like to reiterate                  5 that they do have the support of the audit                  6 committee and hopefully the Board as well.</p> <p>7 I would like to see on the agenda the                  8 handbook coming in for approval because we've                  9 been asked multiple times, including the                  10 efficiency report that stated we need a handbook,                  11 as well as the OIG, Office of Inspector General                  12 requested us to update, it's almost two years,                  13 and I would like to see that on the next agenda.</p> <p>14 So thank you and have a good night.</p> <p>15 CHAIRWOMAN SCOTT: Thank you, Ms. Jose.                  16 Next is Ms. Henn.</p> <p>17 VICE CHAIR HENN: Thank you. I want to                  18 call out two commendations of the Public Works                  19 efficiency report that I appreciated. One is our                  20 partnership with Baltimore County government for                  21 the school resource officer program.</p>	<p style="text-align: right;">Page 280</p> <p>1 available to us and minimize our requests of                  2 staff by using the tools that they have already                  3 built and that are available to staff. So I                  4 believe any opportunity that the Board can                  5 receive for training on those tools, if you                  6 haven't used them, they are quite good and                  7 there's quite a lot of information out there                  8 already at our fingertips.</p> <p>9 In terms of agenda items I will                  10 reiterate what Ms. Rowe and Ms. Mack have said, I                  11 believe that a standing agenda item should be                  12 student achievement and that we need to discuss                  13 that at every meeting. I would also like to see                  14 a standing agenda item for an update on the                  15 implementation of the Public Works                  16 recommendations.</p> <p>17 So thank you all and have a good                  18 evening.</p> <p>19 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.                  20 And next is, it looks like Mr. Thomas has left.                  21 Mr. Offerman, are you there? Mr. Offerman, if</p>
<p style="text-align: right;">Page 279</p> <p>1 (Applause.)                  2 Yes, I want to thank our SROs and                  3 Baltimore County government for continuously                  4 supporting that program, and to BCPS for                  5 supporting that. There were some incidents this                  6 past week but they were handled beautifully by                  7 our administrators and by our school resource                  8 officers so I truly appreciate that, and                  9 appreciate Public Works' recognition of the                  10 success of that program.</p> <p>11 I also appreciate our data dashboards                  12 which were also a success that was pointed out in                  13 the Public Works report. In preparing to review                  14 the state capital request I found myself using                  15 our data dashboards quite a bit and appreciating                  16 the information that was available and as a board                  17 I feel we need to take full advantage of those                  18 tools that are available to us and lead by                  19 example when we talk about the use of data and                  20 our schools using data. I think as leaders we                  21 need to make full use of the tools that are</p>	<p style="text-align: right;">Page 281</p> <p>1 you're there, you may be muted. Okay, we'll come                  2 back to him. Ms. Pasteur?</p> <p>3 MS. PASTEUR: Hopefully the third time                  4 is the charm. Blueprint for Maryland's Future is                  5 the law, it is not an invitation, it is not an                  6 option, it is very prescriptive. So while you're                  7 reading the efficiency report, add in 200-some                  8 more pages and read it, because there is a very                  9 salient reason that MABE has an ad hoc committee,                  10 because it's not only going to change the way                  11 schools are run, it's going to change the Board                  12 and what boards do. We need to read it, we need                  13 to understand it. It is complicated but we need                  14 to embrace it. Add it to your reading materials                  15 because you're going to keep hearing, for                  16 everyone's reports they're going to say Blueprint                  17 for Maryland's Future, they're going to make that                  18 connection. We as the board need to understand                  19 exactly what that means. Let me say it for the                  20 fifth time, this is not invitational, it is the                  21 law.</p>

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1 Have a good -- oh, no, no, no. Internal  
 2 audit, integral part to what the Blueprint is  
 3 asking, because it has the potential for digging  
 4 deep into all of the things that we need to do,  
 5 it is side by side with this efficiency report,  
 6 they must stay intact.

7 Now good night, have a great evening.

8 CHAIRWOMAN HAGER: Thank you,  
 9 Ms. Pasteur. Next is Dr. Hager.

10 DR. HAGER: I just wanted to say, we  
 11 spent most of the night talking about two reports  
 12 that were brought to us by external unbiased  
 13 groups, the MYIPAS and this efficiency review,  
 14 and we all are sitting around this table and most  
 15 of us have not been around for this decade that  
 16 led to the point where we are right now where we  
 17 need these two reports. But I am really excited  
 18 and really optimistic because they do give us a  
 19 playbook of how we can move forward, and I think  
 20 that this is a great time to be part of the  
 21 system on a board like this right now. Between

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1 that and the Blueprint that Ms. Pasteur just  
 2 mentioned, I think we have a lot to look forward  
 3 to.

4 And then as far as agenda items, I want  
 5 to echo the foreign language offerings if that's  
 6 part of the curriculum committee, I don't know if  
 7 that would be a good fit there, and the handbook  
 8 that Ms. Jose mentioned, we desperately need  
 9 that, and the academic achievement as a standing  
 10 agenda item.

11 CHAIRWOMAN SCOTT: Thank you.  
 12 Mr. Kuehn?

13 MR. KUEHN: I'm going to try to be  
 14 brief. As far as agenda items go, I'm hopeful  
 15 that we can put perhaps the Blueprint for  
 16 Maryland on an agenda soon and maybe Ms. Pasteur  
 17 could lead that conversation, and get us all a  
 18 200-page copy of it so we can start reading it  
 19 and be prepared.

20 So we're just about a week in of school  
 21 and I think that's fantastic. I'm hoping for

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1 fall weather to come soon, at least football is  
 2 here, so with that, I'm going to stop talking and  
 3 hopefully, we've got three minutes until  
 4 midnight, we might be finished before then.

5 CHAIRWOMAN SCOTT: Okay, thank you,  
 6 Mr. Kuehn. And I would just say, echo everything  
 7 that you're saying. I would just advise again  
 8 like I said, for board members to read the  
 9 portion that talks about board governance, the  
 10 difference between operations and governance and  
 11 policy and our role as board members, because I  
 12 think there is a way to have a discussion about  
 13 academic achievement without micromanaging staff  
 14 and without going into operations, there is a way  
 15 that we can do that, I think we just have to  
 16 review and take some of the recommendations so  
 17 that we can have the tools so that we can be  
 18 effective in what we're doing and provide the  
 19 kind of leadership that this system deserves, so  
 20 that's it.

21 Mr. Offerman, did you come back on? No?

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1 Okay. All right, and last but not least, it  
 2 looks like the last item on the agenda is  
 3 announcements. The next, the Board's next  
 4 meeting will be held on Tuesday, September 28th,  
 5 2021 at 6:30 p.m.

6 Thank you for joining us tonight and the  
 7 meeting is now adjourned.  
 8 (Meeting adjourned.)



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 22nd day of September, 2021.

14  
15 \_\_\_\_\_  
16 Paul A. Gasparotti

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