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BOARD OF EDUCATION

BALTIMORE COUNTY

PUBLIC BOARD MEETING

HYBRID VIA MICROSOFT TEAMS

OCTOBER 12, 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

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1 **PROCEEDINGS**

2 **CHAIRWOMAN SCOTT:** Good evening. 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, October 26th, 2021.

6 I invite you to recite the Pledge of Allegiance

7 to the Flag to be led by Mr. Christian 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. To night's board of

14 education meeting is being streamed on line

15 through Microsoft Teams and broadcasted through

16 BCPS TV, Comcast Xfinity Channel 73, Verizon FiOS

17 Channel 34. In order to efficiently conduct this

18 meeting, all voting items this evening will be

19 done by rollcall vote.

20 The first item on the agenda is the

21 consideration of the October 26th agenda.

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1 Dr. Williams, are there any additions or changes
 2 to tonight's agenda?
 3 DR. WILLIAMS: There are no additions or
 4 changes to tonight's agenda.
 5 CHAIRWOMAN SCOTT: Thank you. Hearing
 6 none, the agenda stands as presented.
 7 Earlier this evening the Board met in
 8 closed session pursuant to the Open Meetings Act
 9 for the following reasons: To one, discuss the
 10 appointment, employment, assignment, promotion,
 11 demotion, compensation, removal, resignation or
 12 performance evaluation of appointees, employees
 13 or officials over whom it has jurisdiction, or
 14 any other personnel matter that affects one or
 15 more specific individuals; seven, consult with
 16 counsel to obtain legal advice; and nine, conduct
 17 collective bargaining negotiations or consider
 18 matters that relate to the negotiations. The
 19 minutes of the closed session and informal
 20 summary can be found on BoardDocs under this
 21 board meeting agenda date.

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1 The next item on the agenda is personnel
 2 matters and for that I call on Ms. Anderson.
 3 MS. ANDERSON: Good evening, Chairwoman
 4 Scott, Vice Chairwoman Henn, Superintendent
 5 Williams and members of the Board. I would like
 6 the Board's consent for the following personnel
 7 matters: Termination.
 8 CHAIRWOMAN SCOTT: Any questions?
 9 Hearing none.
 10 MS. ANDERSON: Retirements.
 11 CHAIRWOMAN SCOTT: Questions? Continue.
 12 MS. ANDERSON: Resignations.
 13 CHAIRWOMAN SCOTT: Please continue.
 14 MS. ANDERSON: Deceased recognition of
 15 service.
 16 CHAIRWOMAN SCOTT: Any questions? No,
 17 please continue.
 18 MS. ANDERSON: That's it.
 19 CHAIRWOMAN SCOTT: Thank you. Do I have
 20 a motion to approve the personnel matters as
 21 presented in Exhibit D-1 through D-4.

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

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1 MS. GOVER: Ms. Pasteur?
 2 MS. PASTEUR: Yes.
 3 MS. GOVER: Dr. Hager?
 4 DR. HAGER: Yes.
 5 MS. GOVER: Mr. Kuehn?
 6 MR. KUEHN: Yes.
 7 MS. GOVER: Ms. Scott?
 8 CHAIRWOMAN SCOTT: Yes.
 9 MS. GOVER: Thank you.
 10 CHAIRWOMAN SCOTT: Thank you. The next
 11 item on the agenda is administrative appointment
 12 and for that I call on Dr. Williams.
 13 DR. WILLIAMS: Madam Chair and members
 14 of the Board, I am bringing forward the following
 15 administrative appointments for your approval:
 16 Assistant principal, Powhatan Elementary School;
 17 chief of staff, Office of the Chief of Staff; and
 18 manager, Enterprise Systems Management.
 19 CHAIRWOMAN SCOTT: Thank you,
 20 Dr. Williams. Do I have a motion to approve the
 21 administrative appointments as presented in

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

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1 MR. OFFERMAN: Yes.
 2 MS. GOVER: Ms. Pasteur?
 3 MS. PASTEUR: Yes.
 4 MS. GOVER: Dr. Hager?
 5 DR. HAGER: Yes.
 6 MS. GOVER: Mr. Kuehn?
 7 MR. KUEHN: Yes.
 8 MS. GOVER: Ms. Scott?
 9 CHAIRWOMAN SCOTT: Yes.
 10 MS. GOVER: Thank you.
 11 CHAIRWOMAN SCOTT: Thank you.
 12 DR. WILLIAMS: Our first appointment, if
 13 you can display it, is Ms. Charley-Greene,
 14 Mildred Charley-Greene as the chief of staff in
 15 the Office of Chief of Staff. She brings to us
 16 experience as the acting chief of staff. Also,
 17 she served as the executive director secondary
 18 schools in the Division of Student Support and
 19 Achievement, and previous experience as an
 20 administrator in Montgomery County Public Schools
 21 and the District of Columbia Public Schools.

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1 Congratulations, Ms. Charley-Greene.
 2 (Applause.)
 3 Our next appointment, go to the next
 4 slide please, is Ms. Joslyn Lear from supervisor
 5 of applications and support to the manager of
 6 Enterprise Systems Management. She brings to us
 7 a lot of experience, 18.2 years of experience in
 8 Baltimore County where she has served as a
 9 supervisor of applications administrative
 10 support, assistant principal in Towson High
 11 School, teacher of physical education at Towson
 12 High School, as well as health, and she
 13 participated in the Aspiring Leaders program in
 14 2008. Congratulations, Ms. Joslyn Lear.
 15 (Applause.)
 16 Next we have Jessica K. Russo from the
 17 teacher staff development at Padonia
 18 International Elementary School to assistant
 19 principal at Powhatan Elementary School. She
 20 brings to us 12.2 years of experience. She
 21 served as a staff development teacher, a STAT

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1 teacher and classroom teacher, all at Padonia
 2 International Elementary School.
 3 Congratulations, Jessica Russo.
 4 (Applause.)
 5 That concludes the appointments.
 6 CHAIRWOMAN SCOTT: Thank you. The next
 7 item on the agenda is the report on board policy.
 8 This is the first reader for these policies and
 9 in light of the recommendations in the efficiency
 10 review concerning elimination and creation of
 11 senior positions, I move that Policy 8364 be
 12 returned to PRC for further consideration of
 13 those changes, and Dr. Williams' possible
 14 adjustments to the organization.
 15 MS. CAUSEY: Second, Causey.
 16 CHAIRWOMAN SCOTT: Thank you.
 17 Ms. Gover, may I have a rollcall vote please?
 18 MS. GOVER: Ms. Rowe?
 19 MS. ROWE: Yes.
 20 MS. GOVER: Ms. Causey?
 21 MS. CAUSEY: Yes.

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

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1 CHAIRWOMAN SCOTT: Thank you. Members
 2 of the Board, the policy review committee asks
 3 that the Board accept this report of the
 4 committee's recommendation to amend Policy 8210,
 5 board officers elections and terms. Yes,
 6 Ms. Henn?
 7 VICE CHAIR HENN: Yes, I move to strike
 8 the following sentence from Policy 8210: A
 9 person may not run for more than one position or
 10 office during an election.
 11 MS. ROWE: Second, Rowe.
 12 CHAIRWOMAN SCOTT: Okay, moved and
 13 seconded. Any questions or any discussion? Yes?
 14 VICE CHAIR HENN: Yes, thank you, Madam
 15 Chair. The Education Article provides that any
 16 member of the membership may run for either
 17 position, chair or vice chair. This would place
 18 a restriction unnecessarily on the Education
 19 Article, precluding anyone from serving, or from
 20 running for chair to running for vice chair, in
 21 direct contradiction to the Education Article,

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1 which says that any member of the board may run
 2 for those offices, unnecessarily and
 3 contradicting the Education Article by
 4 eliminating someone who runs for chair from being
 5 considered as part of the membership. Therefore,
 6 I believe by making this change to the policy, we
 7 are, would be in effect contradicting the
 8 Education Article, which allows any member of the
 9 board to run for both offices. Thank you.
 10 CHAIRWOMAN SCOTT: Thank you. Is there
 11 any more discussion? Yes, Ms. Rowe?
 12 MS. ROWE: So I agree with what Ms. Henn
 13 said, but also given how we do our elections and
 14 that we choose one office first before we even
 15 choose the election of the people running for the
 16 next office, there's just no reason why a quorum
 17 of the Board who selects one position should
 18 limit its own options in who should be able to be
 19 selected for the next position. So if a quorum
 20 of the Board wants X person to be chair, and a
 21 quorum of the Board wants to consider someone who

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1 ran for chair to be vice chair, this puts an
 2 artificial constraint on the full board as to who
 3 they can choose by eliminating the option for
 4 vice chair to exclude all people who were
 5 considered for chair. And I think that, I don't
 6 understand as a practical matter why we would put
 7 ourselves under that sort of an artificial
 8 constraint.
 9 CHAIRWOMAN SCOTT: Thank you. Yes,
 10 Dr. Hager?
 11 DR. HAGER: I just want to say that I
 12 agree that since there aren't that many of us and
 13 if two people, you know, run for chair who really
 14 want to be in a leadership position and one wins
 15 and one doesn't win, then I would love to see
 16 them have the opportunity to run for vice chair,
 17 because they clearly want to be a leader. And so
 18 I agree, I think it's artificial to remove that
 19 person from the running.
 20 CHAIRWOMAN SCOTT: Yes, Mr. Thomas.
 21 MR. THOMAS: Thank you, Ms. Scott. So

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1 what I understood right there, it's pretty easy
 2 to comprehend in a general election where you
 3 have someone run for president and they're also
 4 going to run for vice president, but I was just
 5 thinking that the way we hold our elections on
 6 the Board is that we don't necessarily have
 7 people running for positions, we nominate
 8 individuals to run for positions. And so just
 9 thinking about it, I feel as though like this
 10 could be used as a way, and not that this Board
 11 would do it that way, but couldn't we nominate
 12 everyone to be in a position and then not allow
 13 anyone to be vice chair? So I was just thinking
 14 about this now and I feel like, you know, not
 15 that this Board would do anything like that, but
 16 that could be a conflict in a future Board, and
 17 policy is supposed to be like long lasting and
 18 eligible members, so thank you.

19 CHAIRWOMAN SCOTT: Thank you. Yes,
 20 Ms. Jose?

21 MS. JOSE: Thank you, Ms. Scott. MABE

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1 has a policy review for equity for every policy
 2 to look through an equity lens, and the main
 3 thing that we need to look at is will this policy
 4 have a positive impact on inclusion and full
 5 participation of people, and that is what this
 6 policy does. If it includes more people, it goes
 7 from two people running to four people, it's
 8 inclusive, it's helping people participate, and
 9 it's not just for this Board, it's for all future
 10 boards as well when they're going through
 11 elections.

12 CHAIRWOMAN SCOTT: Thank you. Any
 13 other? Yes, Mr. Kuehn? I'll make sure I get to
 14 members who haven't had a chance to speak.

15 MR. KUEHN: So just to clarify, more
 16 than two people can run for a position, so in
 17 essence five people could run for chair, and then
 18 half the board would be unable to run for vice
 19 chair. So again, it just doesn't make sense to
 20 me and I won't be supporting it, I will be
 21 supporting Ms. Henn's motion to strike it.

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1 CHAIRWOMAN SCOTT: Thank you. Yes,
 2 Ms. Causey?

3 MS. CAUSEY: Thank you, Madam Chair.
 4 I'll be supporting the motion. In training I
 5 attended at MABE there were several discussions
 6 about the processes that different school
 7 districts around the state use for their
 8 elections and none of them have this restriction,
 9 and I think that this would limit participation,
 10 so I'm supporting the motion.

11 CHAIRWOMAN SCOTT: Thank you. Any other
 12 questions from board members? Yes, Ms. Henn?

13 VICE CHAIR HENN: Thank you. Just one
 14 final brief comment. As Mr. Thomas said, unlike
 15 the general election we hold our multiple
 16 elections for each position back to back, so we
 17 do elect a chair followed by a separate election
 18 for vice chair. So it doesn't preclude anyone,
 19 unlike the general election, from running for
 20 both positions, they are separate elections.

21 It's not as if someone's vote does not count, all

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1 votes are counted and as Mr. Kuehn said, anyone,
 2 all members can run for both offices, so the
 3 argument that this somehow increases the equity
 4 or diversity of leadership positions is
 5 irrelevant. Anyone can be considered for both
 6 positions as the process and policy currently
 7 stands, there's no need for this, and certainly
 8 it limits the direct, it limits that rather than
 9 does what it's intended to do, so that's why my
 10 motion actually increases the equity and openness
 11 of the elections. Thank you.

12 CHAIRWOMAN SCOTT: Yes, Ms. Jose?

13 MS. JOSE: Thank you. If Ms. Bresler or
 14 Ms. Howie could respond to Ms. Henn's query that
 15 this is illegal, I don't think it is, it doesn't
 16 go against COMAR.

17 MS. HOWIE: Members of the Board, good
 18 evening. Ms. Henn refers to 3.B.209. The
 19 language in that statute indicates at the first
 20 meeting of the county board in December of each
 21 year the county board shall elect a chair and

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1 vice chair from among the members.
 2 I did speak with Mr. Brousaides prior to
 3 this coming to the board and Mr. Brousaides when
 4 we spoke did not see that the policy was illegal,
 5 it is not directly at odds with the state
 6 statute. The question is simply whether or not
 7 the Board wishes to have the policy, and that's
 8 the question that's before you this evening.
 9 CHAIRWOMAN SCOTT: Thank you, Ms. Howie.
 10 Yes, Mr. Offerman?
 11 MR. OFFERMAN: I will not be supporting
 12 this because believe that we need to be more
 13 diverse in our leadership, and I believe in terms
 14 of practicality, in the preelections at least
 15 almost every time, people who ran for chair then
 16 would run for vice chair, or at least in several
 17 of those, and I think we will be stronger if we
 18 have the strength of different people on the
 19 Board. Thank you.
 20 CHAIRWOMAN SCOTT: Thank you. Any other
 21 questions or concerns? Yes, Ms. Mack?

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1 MS. MACK: I will be supporting
 2 Ms. Henn's motion simply because this sentence
 3 does not make any sense and again, I think we
 4 should celebrate the fact that if people want to
 5 run, the more people that run the more
 6 opportunities the quorum has to pick the best
 7 leader and then to pick the best leader for vice
 8 chair, so I will be supporting Ms. Henn's motion.
 9 CHAIRWOMAN SCOTT: Do we have any other
 10 questions or concerns? Yes, Ms. Henn?
 11 VICE CHAIR HENN: Yes. To state in case
 12 the public could not hear Ms. Howie, the 3.B.209
 13 of the Education Article reads, at the first
 14 meeting of the county board in December of each
 15 year, the county board shall elect a chair and
 16 vice chair from among the members.
 17 I would like to ask Ms. Bresler to
 18 comment on the definition of members from that,
 19 to comment on whether the members is inclusive of
 20 all board members. Thank you. Madam Chair,
 21 could you please seek legal counsel for the

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1 definition of members?
 2 CHAIRWOMAN SCOTT: I'm a bit confused
 3 because I, it seems self explanatory what members
 4 mean, members of the board. What legal counsel
 5 is it that you're --
 6 VICE CHAIR HENN: I would simply like
 7 Ms. Bresler to comment on what members means.
 8 CHAIRWOMAN SCOTT: So a dictionary
 9 definition of what members means?
 10 VICE CHAIR HENN: Or legal counsel to
 11 define what members means. Thank you.
 12 CHAIRWOMAN SCOTT: Okay, yes, and I'm
 13 not sure that I'm clear on what we're getting,
 14 but if you could give her a Webster's definition,
 15 I guess, of what members means.
 16 MS. BRESLER: That's probably my cell,
 17 and I'm out. Do I get excused there? I mean
 18 normally a statutory interpretation, what a court
 19 would do is they would go to a dictionary to get
 20 a definition of members. I think the intent here
 21 is that both the chair and vice chair have to be

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1 elected from members of the Board. The procedure
 2 for doing that, and I think as Ms. Howie said and
 3 as Eric Brousaides said, the procedure for doing
 4 that, how from among the members of the Board you
 5 run your election is up to the Board.
 6 CHAIRWOMAN SCOTT: All right, thank you.
 7 Okay. So we're voting on the amendment to
 8 remove -- could you please restate your motion,
 9 because I don't have it to restate it.
 10 VICE CHAIR HENN: Sure, thank you, Madam
 11 Chair. My motion was to strike the language
 12 stating a person may not run for more than one
 13 position or office during an election.
 14 CHAIRWOMAN SCOTT: And that was seconded
 15 by Ms. Rowe. Thank you. Okay, so we're voting
 16 on the motion to strike that language, and
 17 Ms. Gover, if we could do a rollcall vote please?
 18 MS. GOVER: Ms. Rowe?
 19 MS. ROWE: Yes.
 20 MS. GOVER: Ms. Causey?
 21 MS. CAUSEY: Yes.

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1 MS. GOVER: Ms. Mack?
 2 MS. MACK: Yes.
 3 MS. GOVER: Mr. McMillion?
 4 MR. MCMILLION: No.
 5 MS. GOVER: Ms. Jose?
 6 MS. JOSE: No.
 7 MS. GOVER: Ms. Henn?
 8 VICE CHAIR HENN: Yes.
 9 MS. GOVER: Mr. Thomas?
 10 MR. THOMAS: Yes.
 11 MS. GOVER: Mr. Offerman?
 12 MR. OFFERMAN: No.
 13 MS. GOVER: Ms. Pasteur?
 14 MS. PASTEUR: No.
 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: No.
 21 MS. GOVER: In favor is seven.

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1 CHAIRWOMAN SCOTT: Okay, so that
 2 language is removed, okay.
 3 So now do I have a motion to accept the
 4 Policy 8210 as amended?
 5 VICE CHAIR HENN: So moved, Henn.
 6 CHAIRWOMAN SCOTT: Do I have a second?
 7 MR. KUEHN: Second, Kuehn.
 8 CHAIRWOMAN SCOTT: Thank you.
 9 Ms. Gover -- oh, excuse me, I apologize.
 10 Ms. Pasteur?
 11 MS. PASTEUR: May I hear the motion now
 12 minus the piece that was removed?
 13 CHAIRWOMAN SCOTT: The motion was to
 14 remove the language to limit a board member from
 15 running for more than one position or office
 16 during the election.
 17 MS. PASTEUR: Right, and we already
 18 voted on it.
 19 CHAIRWOMAN SCOTT: Yes, so now we're
 20 voting on Policy 8210 and that is, you want to
 21 know what policy that is?

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1 MS. PASTEUR: I want to hear it because
 2 that piece was removed, I want to hear it.
 3 CHAIRWOMAN SCOTT: Okay, so the Policy
 4 8210 is board officers, elections and terms of
 5 office. I'll read the whole thing.
 6 Members of the Board, the policy review
 7 committees asks that the Board accept this report
 8 of the committee's recommendation to amend, that
 9 was the original, to amend Board Policy 8210,
 10 board officers, elections and terms of office.
 11 So Ms. Henn made a motion to amend it, so we
 12 voted on the amendment. Now we're voting on the
 13 Policy 8210 as amended.
 14 MS. PASTEUR: Thank you.
 15 CHAIRWOMAN SCOTT: Uh-huh. Yes,
 16 Ms. Mack?
 17 MS. MACK: As I look at the policy then,
 18 is the only change the word and in line 21,
 19 Section 3?
 20 CHAIRWOMAN SCOTT: What line is it that
 21 we changed from, line 13 and 14? It was pulled

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1 from line 13 and 14.
 2 MS. MACK: Right, so I'm just trying to
 3 clarify what, with that out, what else is being
 4 changed?
 5 CHAIRWOMAN SCOTT: Nothing else is being
 6 changed.
 7 MS. MACK: Line 23 is adding the word
 8 and, is that -- no? I guess I'm wondering with
 9 that being stricken, are there any changes that
 10 are being made to this policy, that's what I am
 11 seeking clarity on.
 12 CHAIRWOMAN SCOTT: Let me ask Ms. Howie
 13 to answer that if she could because, to clarify
 14 that if she could.
 15 MS. HOWIE: The word and is being
 16 removed, but it's being placed after the word
 17 secretary, and there are capitalizations that
 18 follow what the PRC requires in terms of
 19 standardization, but there are no other content
 20 changes.
 21 MS. MACK: So just to be clear,

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1 Ms. Howie, when we vote to send this to second
 2 reader, we're really voting on the word and.
 3 MS. HOWIE: Yes, ma'am.
 4 MS. MACK: Thank you.
 5 CHAIRWOMAN SCOTT: Ms. Causey?
 6 MS. CAUSEY: Thank you, Madam Chair. I
 7 would just like to clarify for our public that
 8 the vote is to approve Policy 8210 to be moved
 9 forward as amended to second reader. Thank you.
 10 CHAIRWOMAN SCOTT: That is correct.
 11 MS. CAUSEY: Thank you. And then also
 12 for our public, we may have had members of the
 13 public sign up to speak comments on Policy 8210
 14 and 8364, and I'd like to request that any
 15 members that did sign up to make comments on
 16 Policy 8210 and 8364 that the Board would still
 17 hear them.
 18 CHAIRWOMAN SCOTT: That hasn't changed,
 19 it's on the agenda in BoardDocs.
 20 MS. CAUSEY: Okay, thank you.
 21 CHAIRWOMAN SCOTT: Yeah, it was not

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1 removed. Any more questions? Okay. Are we
 2 ready for the vote? Okay, if we could take 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?
 9 MS. MACK: Yes.
 10 MS. GOVER: Mr. McMillion?
 11 MR. MCMILLION: Yes.
 12 MS. GOVER: Ms. Jose?
 13 MS. JOSE: No.
 14 MS. GOVER: Ms. Henn?
 15 VICE CHAIR HENN: Yes.
 16 MS. GOVER: Mr. Thomas?
 17 MR. THOMAS: Yes.
 18 MS. GOVER: Mr. Offerman?
 19 MR. OFFERMAN: No.
 20 MS. GOVER: Ms. Pasteur?
 21 MS. PASTEUR: No.

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1 MS. GOVER: Dr. Hager?
 2 DR. HAGER: Yes.
 3 MS. GOVER: Mr. Kuehn?
 4 MR. KUEHN: Yes.
 5 MS. GOVER: Ms. Scott?
 6 CHAIRWOMAN SCOTT: Yes.
 7 MS. GOVER: Thank you.
 8 CHAIRWOMAN SCOTT: Thank you, the motion
 9 carries.
 10 Our next item is public comment. This
 11 is one of the opportunities the Board provides to
 12 hear the views and receive the advice of
 13 community members. The members of the Board
 14 appreciate hearing from interested citizens. As
 15 appropriate, we will refer your concerns to the
 16 superintendent for followup by his staff.
 17 The Board of Education will conduct the
 18 public comment portion of the meeting by allowing
 19 those who register to speak to attend in person.
 20 Registration was open to the public one week
 21 prior to tonight's board meeting and was closed

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1 at three p.m. yesterday for anyone wishing to
 2 speak at this evening's meeting. Board practice
 3 limits to ten the number of speakers at a
 4 regularly scheduled board meeting. Speakers were
 5 selected randomly using an electronic selection
 6 process from all registrations received within
 7 the designated timeframe. Each speaker is
 8 allowed three minutes to address the Board. Of
 9 course if fewer than ten registrations are
 10 received, all who registered will be permitted to
 11 speak. However, no speaker substitutions will be
 12 allowed.
 13 While we encourage public input on
 14 policy, programs and practices within the purview
 15 of this Board and the school system, this is not
 16 the proper forum to address specific student or
 17 employee matters, or to comment on matters that
 18 do not relate to public education in Baltimore
 19 County. We encourage everyone to utilize
 20 existing dispute resolution processes as
 21 appropriate. I remind everyone that

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1 inappropriate personal remarks or other behavior
 2 that disrupts or interferes with the conduct of
 3 this meeting are out of order.
 4 I ask speakers to observe the
 5 three-minute clock, which will let you know when
 6 your time is up. Please conclude your remarks
 7 when you hear the tone or see that time has
 8 expired. The microphone will be turned off at
 9 the end of your time, and it could be turned off
 10 if a speaker addresses specific student or
 11 employee matters, or is commenting on matters not
 12 related to public education in Baltimore County.
 13 If not selected the public may submit
 14 their comments to the board members via email at
 15 boe@bcps.org. More information is provided on
 16 the Board's website at bcps.org under board of
 17 education, participation by the public.
 18 So it is the practice of this Board to
 19 allow elected officials to provide their
 20 comments, but it does not look like we have any,
 21 so we will start with our stakeholders and our

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1 first speaker is Ms. Cindy Sexton from TABCO.
 2 MS. SEXTON: Good evening, Chair Scott,
 3 Vice Chair Henn, Dr. Williams and members of the
 4 Board.
 5 We're glued again, the same but very
 6 different. When school started and we were back
 7 in our classrooms we knew it wasn't back to
 8 normal. The pre-pandemic normal wasn't good for
 9 educators or our students and this new normal or
 10 whatever we're calling it isn't good either. The
 11 routine and structure of what it means to be in
 12 the classroom has to be retaught. Many students
 13 are struggling to get back into a regular
 14 schedule even two months into this school year.
 15 Students have always brought not only
 16 their academic needs to our classroom but their
 17 mental health, emotional and physical needs too,
 18 and our educators have done all they can to meet
 19 those needs but they are greater than ever
 20 before. The workload and the expectations for
 21 our educators is not sustainable, especially with

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1 the unfilled positions that we have affecting our
 2 school system.
 3 I hear from administrators, teachers,
 4 support professionals and families. There are
 5 students who just don't have buses to get them,
 6 parents are asked regularly to provide
 7 transportation. Students don't have their
 8 additional adult support. Para-educators and
 9 resource teachers are being pulled for coverage
 10 and to cover recess duty, and our educators are
 11 doing many coverages because there just isn't
 12 enough staff. And I know BCPS is reaching out
 13 and it's a national problem, but none of that is
 14 helping our educators as they work with our
 15 students.
 16 What do we do while we are searching for
 17 and hiring staff? What can be done to make our
 18 educators feel supported and to be sure that the
 19 work they are being asked to do is absolutely
 20 essential? We want our educators to develop
 21 relationships with students and then we take away

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1 the precious time they need to do this. This
 2 year more than ever before the relationships are
 3 taking longer to form and many students are
 4 struggling. If our students aren't available for
 5 learning for whatever reason and our educators
 6 don't take the time to address that, no amount of
 7 PD, PSC, subjective SLOs or any other type of
 8 instruction will matter. The needs of our
 9 students have grown and we need to be sure we are
 10 addressing them.
 11 But let us not forget the educators as
 12 well. We tell them to be sure they are taking
 13 care of themselves and their families but are we
 14 really following the words with actions, or are
 15 we piling on another task, another PD, another
 16 meeting? Every single task simply cannot be
 17 essential. What can we take off their plates?
 18 Please work with us to find a way to help our
 19 educators so they can help our students. Thank
 20 you.
 21 (Applause.)

<p style="text-align: right;">Page 38</p> <p>1 CHAIRWOMAN SCOTT: Thank you. Our next 2 speaker is Carter Bohart from BCSC General. 3 MR. BOHART: Good evening, Chair Scott, 4 Vice Chair Henn, Superintendent Dr. Williams, 5 Student Member of the Board Thomas and other 6 esteemed board members. My name is Carter Bohart 7 and I am the community outreach director of the 8 Baltimore County Student Councils and I will be 9 reporting on the activities of the Baltimore 10 County Student Councils and the Baltimore County 11 Junior Councils, our new middle school 12 counterparts. 13 Since our last report the BCSC and BCJC 14 committees met for their first time. Our 15 committees for the year are the environmental, 16 infrastructure, general services, diversity and 17 equity, and SMOB outreach committees, all tasked 18 with advising the BCSC and BCJC surrounding the 19 areas of which they are assigned. Each committee 20 took time to introduce each other, brainstorm 21 ideas and begin their work towards a full year of</p>	<p style="text-align: right;">Page 40</p> <p>1 ideas surrounding events, important and prevalent 2 student issues and more. This time will also 3 allow for our BCSC and BCJC regional 4 representatives to reach out to their schools in 5 their regions and form strong relationships. 6 Lastly, at our next executive board 7 meeting the BCSC executive board will vote on a 8 piece of legislation, our platform, which will be 9 in support of CDC guidelines in school systems 10 and their supports to initiate and prevent the 11 spread of COVID-19 within school environments 12 while promoting education, extracurriculars and 13 the opportunities for our students to thrive in 14 their school environments. Thank you. 15 CHAIRWOMAN SCOTT: Thank you. Next is 16 Bash Pharoan from the Central AEAC. 17 DR. PHAROAN: Good evening to all. So 18 our council is still concerned about us not 19 really having access to teachers, parents and 20 students to let them know of our activities. 21 Also, they are really concerned that things do</p>
<p style="text-align: right;">Page 39</p> <p>1 hard work and great success. 2 Tomorrow BCSC and BCJC will be holding 3 its fall camp virtually for many schools across 4 the county and as I sit here, our officers are 5 hard at work preparing last-minute details. We 6 have spent months carefully preparing presenters 7 and activities for our students. Because of 8 COVID-19 we have opted for an in-person school 9 field trip, sending a box of materials to each 10 school so that they may participate in 11 interactive leadership activities. Our theme for 12 this year is resilience, growing through the 13 dark, where we will hold workshops to teach our 14 students that even through the roughest times in 15 life we can use our voices and our talents to 16 break through any barrier. 17 We are excited to begin our Board of 18 Selected Students or how we like to call it, BOSS 19 in November. BOSS is a space where students from 20 across the county, those in SGA and other clubs 21 and organizations can come together to share</p>	<p style="text-align: right;">Page 41</p> <p>1 not move fast enough and quote, it's the recipe. 2 Last but not really least, the members are very 3 eager to hear from the Board and administration 4 in relation to our recommendation to expand the 5 student exchange program and the foreign 6 languages of G-7 plus Chinese, Arabic, Persian, 7 Urdu, for the economy and the cultural benefits. 8 I would like to let you know that 9 November 3rd is our next meeting and we have two 10 excellent speakers. The topic is about the 11 curriculum, it will be held in Mays Chapel 12 Elementary School, and the title is school 13 curriculum, how is this made, is it rigorous 14 enough to meet the challenges of the future, and 15 does it adequately and fairly include the other 16 languages, history and culture beyond Europe and 17 the Americas? Does the curriculum include an 18 effective effort to shape the future of our 19 students away from racial and ethnic bias? 20 We have two excellent speakers, 21 Ms. Megan Shay is the director of academics, and</p>

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1 Ms. Jennifer Hernandez is the director of ESOL
 2 and world languages.
 3 I really welcome you all to our meeting,
 4 I hope you come. I did ask you last time for
 5 money for cookies and drinks, it helps, but
 6 really I invite all the public, and this is the
 7 reason why we ask you for permission to access
 8 teachers, parents and students. If we cannot
 9 have the access, how can we really advertise? So
 10 if anybody really wants any more information, my
 11 name is on the web, my cell phone is on the web,
 12 my email is on the web, and I will be glad to
 13 give you any explanation. I really thank you for
 14 your attention.
 15 CHAIRWOMAN SCOTT: Thank you. Next is
 16 Marlena Pearsell, from Southwest AEAC.
 17 MS. PEARSELL-COLLETON: Good evening,
 18 Chair Scott, Vice Chair Henn, board members,
 19 Dr. Williams, and BCPS community. It's my
 20 pleasure to be here tonight despite the cold, but
 21 it is my pleasure.

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1 As the chair of the Southwest Area
 2 Education Advisory Council, I'm just going to use
 3 this time to provide advocacy for a few schools
 4 that were mentioned in our area that desperately
 5 need some capital budget money considerations.
 6 We know that decisions have been made by this
 7 Board already and whenever and if, when the money
 8 comes available, I would like the Board to
 9 consider the southwest area, specifically these
 10 three schools: Featherbed Elementary in terms of
 11 the entrance into the school; Woodbridge
 12 Elementary School in terms of their permanent
 13 walls situation, right now they're an open space
 14 school; the third is the use and the overcrowding
 15 in the Catonsville area, perhaps renovating the
 16 Arbutus Elementary School too.
 17 I know that with the time that I have
 18 left I just wanted to indicate the recent
 19 concerns in our area that were expressed at our
 20 second Monday seven p.m. October meeting, well
 21 attended by the way, which three I'm going to

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1 review tonight. There was flagpole repair and
 2 maintenance of all schools; two, at Southwest
 3 Academy specifically there needs to be a clear
 4 and defined drop-off system, if you ever go on
 5 Johnnycake in the morning you will understand the
 6 stop and go and perhaps missing children as they
 7 cross the street, so we just want to continue to
 8 advocate for that; and the third that I want to
 9 leave you tonight which was a concern at the
 10 October meeting, of course we all hear about
 11 needing bus drivers and teachers, but we also
 12 want to include the nurse staff. We would hate
 13 to have any health center closed down because of
 14 tracking and not being able to have our students
 15 have whatever needs they need for that day,
 16 because the nurses need to do that.
 17 As I conclude, I would like to inform
 18 all stakeholders, parents and communities that
 19 our next meeting is Monday, November 8th, seven
 20 p.m., it is on Zoom, it's our principals
 21 responsible for sending the notices, it is also

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1 on the website.
 2 Likewise, I just want to give a shout
 3 out and public thanks to Dr. Racquel Jones for
 4 all her support and presence in the west zone,
 5 and whatever it is that Dr. Williams can do in
 6 terms of reducing or taking away or whatever the
 7 case may be, the parents do appreciate having to
 8 go to one person. Thank you.
 9 CHAIRWOMAN SCOTT: Thank you. Next is
 10 John Clark from AFSCME.
 11 MR. CLARK: Good evening, Superintendent
 12 Dr. Williams and members of the Board. My name
 13 is John H. Clark, proud school bus operator with
 14 Baltimore County Public Schools for the last 12
 15 years, and newly elected president of AFSCME
 16 Local 434. I'm here with the mission and on
 17 behalf of President Brian Epps, where we
 18 represent all AFSCME workers who support the
 19 critical infrastructure of our school system.
 20 Our work helps to insure that the system lives up
 21 to its vision and goals which we fully support.

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1 The dedicated workers I mentioned push every day
 2 to raise the bar, close gaps and prepare our
 3 students for a brighter future. That is the
 4 reason that myself, members of AFSCME Local 434,
 5 our sisters and brothers of other bargaining
 6 units and everyone in attendance is here today.

7 The pandemic has impacted nearly all
 8 elements of our lives and has only exacerbated
 9 the ongoing staffing issues. We are here today
 10 to bring three calls to action to the Board.

11 Number one, the system needs to address the
 12 ongoing staffing shortages by supporting workers
 13 through the processes that come with
 14 preemployment. This can be done by streamlining
 15 and improving the on-boarding process.

16 Number two, our members can do the work.
 17 The Board should make positions more attractive
 18 and long lasting places of employment, thus
 19 enabling the removal of contractors from our
 20 school facilities, which is tantamount to nothing
 21 more than a stopgap measure that does nothing to

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1 address the shortages of staff that we see in our
 2 schools today.

3 Last but not least, we call for a fair
 4 and livable wage by paying all newly hired
 5 employees at least \$15 an hour and adjusting the
 6 salaries of present employees accordingly to meet
 7 the rising costs associated with the present cost
 8 of living, inflation and our changing economy.

9 Many of our actions we are calling for
 10 are contained within the Baltimore County Public
 11 Schools operational and efficiency review report
 12 released this past September. As our members
 13 have supported the mission of BCPS, we will
 14 continue to do our jobs to make a more efficient
 15 and effective system. All of our AFSCME members
 16 have been on the front lines since March 13th,
 17 2020, and when schools and offices were closed,
 18 AFSCME members were the only ones who were
 19 required to be here in our buildings.

20 We thank Chief Administrator and
 21 Operations Officer Dr. Brian Scriven for his

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1 leadership and commitment to supporting the most
 2 important resource of our system, the faculty and
 3 staff. We thank you for your time and look
 4 forward to working towards solutions to the
 5 ongoing challenges we currently face. Thank you.
 6 (Applause.)

7 CHAIRWOMAN SCOTT: Thank you. Next is
 8 Ms. Danita Tolson. And I'd ask everyone, whether
 9 you're speaking or seated, to please maintain a
 10 mask.

11 DR. TOLSON: Good afternoon, or good
 12 evening, Chairwoman Scott, Vice Chair Henn,
 13 Dr. Williams and members of the Board. I am the
 14 Baltimore County branch NAACP president.

15 This Board selected Dr. Williams in
 16 2019. Eight months into the first year on the
 17 job at a time when a new superintendent should be
 18 attending or acquainting himself with his new job
 19 and colleagues, the COVID-19 pandemic forced the
 20 closure of the Baltimore County Public Schools
 21 for the remainder of the school year. The

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1 schools halted in-person learning and switched to
 2 completely virtual learning. Face-to-face
 3 instruction resumed during the global pandemic.
 4 The Baltimore County NAACP concerns are the
 5 students' education, providing COVID safety for
 6 the students, the teachers, staff, parents and
 7 athletes, and to provide adequate bus
 8 transportation for our students. There are more
 9 and more kids contracting COVID and unfortunately
 10 there is no COVID vaccine for kids under 12 years
 11 old.

12 During the last board meeting
 13 individuals discussed Dr. Williams did not
 14 deserve an award that was presented by the NAACP.
 15 I'm here for everyone to hear my voice that
 16 Dr. Williams did deserve the award, please hear
 17 my voice, we the NAACP will continue to support
 18 Dr. Williams. It leads me to wonder what is
 19 being focused on. We achieve more when we work
 20 together. I'd like to believe that we can move
 21 forward to focus more on the curriculum, allowing

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1 African American history to be taught, and
 2 providing new schools for communities that show
 3 inequality of getting resources to insure our
 4 students are successful. This Board and
 5 community should be focused on real solutions
 6 during these COVID challenges for all Baltimore
 7 County communities.

8 There is a lack of equal learning
 9 experiences for black and brown students and
 10 underperforming schools across the system. The
 11 Baltimore County NAACP looks forward to continued
 12 conversations involving moving forward to provide
 13 equality and balance in the Baltimore County.
 14 Thank you for having me.

15 CHAIRWOMAN SCOTT: Thank you. Next is
 16 Inez Tate-Franklin, from ESPBC.

17 MS. TATE-FRANKLIN: Good evening,
 18 Dr. Williams, to the chair, to the vice chair, to
 19 the Board. My name is Inez Franklin, I'm a
 20 para-educator who serves on the ESPBC board of
 21 directors. I am speaking this evening on behalf

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1 of Jeannette Young, our president, and the
 2 education support professionals of Baltimore
 3 County. I am positive that you heard the voices
 4 outside of the window, they were educators from a
 5 variety of positions asking you to work with us
 6 to remedy the staffing crisis that is harming the
 7 students and staff.

8 As a para-educator I work with fifth
 9 grade students. My classroom is normally staffed
 10 with two adults to meet the intense needs of
 11 students. Because of the staffing shortages I am
 12 often pulled from that classroom and those
 13 students to support a classroom where there is no
 14 adults to staff the room. I am not an exception.
 15 There are many para-educators, interpreters, and
 16 even office professionals who are putting their
 17 primary job responsibilities on the back burner
 18 to support the immediate need of students.

19 Now I want to be clear. I understand
 20 that we are here for the students. At this point
 21 we are prioritizing the needs of students and

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1 neglecting the needs of many of them for one
 2 reason. We do not have enough people to do the
 3 job. I have been watching the last few board
 4 meetings and am aware that you are reviewing the
 5 recommendations of the Baltimore County
 6 operational efficiency review report. As you
 7 continue to look at and implement the
 8 recommendations, I implore you to streamline the
 9 on-boarding process.

10 I have heard of employees who wait over
 11 a month to complete the on-boarding process.
 12 During that time they are expected to pay for
 13 their own fingerprinting and physicals. By
 14 covering the costs of applying to BCPS the
 15 employees are in debt. BCPS should pay for the
 16 fees associated with the on-boarding process.

17 And subcontracting. Over the years I
 18 have worked with BCPS I have seen numbers of
 19 contracted employees increase exponentially. The
 20 contractors are generally in one of two
 21 categories, they are using BCPS as a stepping

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1 stone to a permanent position or they are
 2 connected to the system in the hope that one day
 3 they will become permanent. Either way those
 4 positions are a strain on the permanent positions
 5 by decreasing our FTE allocation. Instead of
 6 reducing our FTE, end the contracting and make
 7 the positions permanent bargaining unit
 8 positions. Restructure the pay scales. Another
 9 reason we cannot attract and retain high quality
 10 employees is that people can work outside of
 11 education and make more money for doing
 12 comparable work. Instead of assuming that the
 13 teachers are the only employees -- (microphone
 14 turned off.)

15 CHAIRWOMAN SCOTT: That's time, thank
 16 you.

17 MS. TATE-FRANKLIN: Thank you.
 18 (Applause.)

19 CHAIRWOMAN SCOTT: Okay. Next is
 20 general public comment and our first speaker is
 21 Darren Badillo.

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1 MR. BADILLO: Good evening. My name is
 2 Darren Badillo, I'm a concerned parent of two
 3 students who go to BCPS and I'm an advocate of
 4 our community. I was having a conversation with
 5 the vice president of the Baltimore County Parent
 6 and Student Coalition after the last board
 7 meeting and you know, Dr. Williams, Makeda Scott,
 8 and Board of Education, you know, we're not
 9 against you, we're not against any board member,
 10 we just want what's best for our children. It's
 11 obvious with the issues going around in our
 12 school, it's obvious the issues in our schools
 13 led to 200 kids walk out of Patapsco High School,
 14 and this past week there were 400 kids that
 15 walked out of Dundalk High School. We have major
 16 issues going on in Baltimore County Schools, and
 17 I appreciate some of the speakers today talking,
 18 and with the short staffed school system that we
 19 have with teachers, our children are being let
 20 down and not getting the proper, the education is
 21 not up to par.

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1 Also, a major issue I'm hearing from
 2 parents and students is it starts with holding
 3 people accountable. We have kids in schools with
 4 repeat offenders pushing the boundaries to see
 5 how much they can get away with, disrupting
 6 classrooms, slowing down learning and putting
 7 more unnecessary stress on our teachers. How
 8 would you feel if your child was punched,
 9 intimidated, harassed or sexually assaulted?
 10 I was excited to learn that Maryland and
 11 leaders were getting together this past week to
 12 talk about our children's safety. Then I was
 13 disappointed to learn that you were talking about
 14 giving the BCPS students a vaccine. We have
 15 bigger issues going on in our calendar, low
 16 reading levels, low math levels, the teacher
 17 shortage going on. We have parents who feel they
 18 have nowhere to turn, no process to address their
 19 concerns or issues.
 20 I wanted to ask you guys, I don't know
 21 if you can reply back, but what does a parent do

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1 if their child is being intimidated, bullied or
 2 harassed, is there a form that they can fill out
 3 and what is that form called, is it the bullying
 4 intimidation form?
 5 CHAIRWOMAN SCOTT: This is your time.
 6 MR. BADILLO: Okay, that's the form,
 7 okay. So they fill it out and give it to the
 8 school and the school is supposed to get back to
 9 you.
 10 And I want to share one last thing with
 11 you. I had a parent share something, they said
 12 Darren, who do you recommend I reach out to
 13 regarding the BCPS transportation issues? I
 14 called my daughter's school and spoke to the
 15 transportation superintendent and I'm not getting
 16 answers. My daughter's bus stop was missed two
 17 days in a row and finally when they came, I
 18 called them today, they sent a bus to pick her
 19 up. Being an hour late, my 13-year-old daughter
 20 was standing at a bus stop alone for an hour.
 21 Also, another student was also left there with

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1 her. That parent brought her to school and was
 2 told that she was going to get an unexcused
 3 tardiness because she brought them to school.
 4 How is that fair? You've got to do better.
 5 Let's come together.
 6 (Applause.)
 7 CHAIRWOMAN SCOTT: That's time. Next we
 8 have Sharon Saroff.
 9 MS. SAROFF: Good evening. The last
 10 time I spoke on public comment I introduced you
 11 to three important words that are the
 12 centerpieces of special education: FAPE, free
 13 and appropriate public education; IEP,
 14 individualized education plan; and LRE, least
 15 restrictive environment. I then proceeded to
 16 tell you how BCPS is falling short on providing
 17 those three important items. Unfortunately, the
 18 situation is getting worse and not better.
 19 There are students not receiving
 20 services such as speech and language therapy
 21 because a therapist is not available to their

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1 school. There are students not receiving home
 2 and hospital services because there are not
 3 enough tutors. And there are students whose
 4 needs aren't being met because their home school
 5 simply does not have the staff or services to
 6 support them.

7 But I'm not here to complain, I'm here
 8 to suggest some solutions. One, offer a
 9 continuum of special education services in the
 10 virtual environment. This way you can provide
 11 special education services to any student in
 12 their least restrictive environment. Provide
 13 students in quarantine and who are absent with
 14 virtual tutors. Virtual tutoring and special
 15 education services were provided last year, we
 16 can do it again. Look at the needs of each
 17 individual student before we push them into a
 18 harmful environment, because that's what we're
 19 doing right now.

20 Give teachers more time to plan the
 21 services they need to provide and the content

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1 they need to teach. No teacher or support staff
 2 should be at a school building at nine p.m. or on
 3 a weekend to plan a lesson or address parent
 4 concerns, and they are there until that point.

5 We need to admit to our mistakes, BCPS.
 6 We need to take responsibility for those mistakes
 7 and learn from them. I have a motto. If at
 8 first you don't succeed, try another way. It's
 9 time to try another way, a better way. The
 10 future of our students is at stake. Thank you.

11 CHAIRWOMAN SCOTT: Thank you. Next we
 12 have Mary Taylor.

13 MS. TAYLOR: Good evening, Madam Chair,
 14 Vice Chair Scott, Dr. Williams, Board of
 15 Education members. My name is Mary Taylor, I'm
 16 here representing the Baltimore County Parent and
 17 Student Coalition, and once again it's very
 18 concerning to us that the Board of Education does
 19 not have academic achievement on the agenda this
 20 evening.

21 We've taken the time to look at the

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1 highlight page for each of the 175 schools within
 2 Baltimore County Public Schools in 2018-2019, the
 3 last year data was compiled. I have a printout
 4 if any of the board members are interested in
 5 seeing it, I will lay it right there. Many
 6 schools are reporting an extremely low number of
 7 students who are meeting the 61 percent
 8 proficiency rate in English and math. What
 9 actions is the curriculum department taking to
 10 provide teachers with materials and training that
 11 will effectively teach the majority of students
 12 and raise proficiency rates across all schools?

13 Here is the data for two of the schools
 14 recently highlighted by the superintendent and
 15 the Board, and I spoke of this two weeks ago.
 16 The year 2018-19 Deer Park Magnet Middle School
 17 had a 25 percent proficiency rate in English and
 18 a 12 percent proficiency rate in math, and for
 19 Scotts Branch Middle School in 2018-19, they only
 20 had a 13 percent proficiency rate in English and
 21 a 17 percent proficiency rate in math. So at

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1 these two highlighted schools, 75 percent or more
 2 of our kids are not at the 61 proficiency rate in
 3 English and 83 or more of them are not at the 61
 4 proficiency rate in math.

5 So let's focus on overall achievement in
 6 each level of school for 2018-2019. In math
 7 elementary students are only 36.8 percent
 8 proficient, middle school students are only 23.9
 9 percent proficient, and then high school students
 10 actually increased but they only increased to
 11 36.4 percent. In English language arts
 12 elementary students are 40 percent, middle school
 13 students are 35.7 percent and high school
 14 students are 51.3 percent proficient. Our
 15 graduation for 2018-2019 is 89 percent. How can
 16 89 percent of kids graduate when only 36.4
 17 percent and 51.3 are proficient in math and ELA?

18 Now that was the data before the
 19 pandemic and the whole year of COVID and virtual
 20 learning. I can only imagine how the prolonged
 21 closures of our schools have now affected the

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1 students education. It's a question many parents
 2 are worried about, and we are hoping BCPS is
 3 going to offer a clear picture of a plan and
 4 raise their proficiency rates. Thank you for the
 5 opportunity this evening.

6 CHAIRWOMAN SCOTT: Thank you. Next is
 7 Amy Adams.

8 MS. ADAMS: Good evening, Chair Scott,
 9 Vice Chair Henn and members of the Board, and
 10 Dr. Williams. I'm here tonight to bring up a few
 11 topics that are very important to students and
 12 parents but not on tonight's agenda.

13 First, transportation, the issues
 14 continue. In Dr. Williams presentation on
 15 September 28th related to the efficiency report
 16 he mentioned three avenues to address the
 17 transportation issue, a job fair, compensation,
 18 and a data dashboard. I've seen the
 19 advertisements for jobs but what's the status of
 20 compensation and where is the data dashboard
 21 located for parents to use? When a driver is

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1 out, there is no communication from the school to
 2 the parents about the lack of service for the
 3 day. Please update us.

4 Second, student and staff safety related
 5 to school violence. Yes, across the country
 6 there seems to be an uptick in violence in
 7 schools, it is occurring in our schools. Two
 8 local high schools staged walkouts recently in
 9 protest to the administration of their schools.
 10 Was there a new plan of action to address their
 11 concerns? Families contact me almost every day
 12 to share their experience with violent incidents
 13 in our schools. Their kids are scared to return.
 14 This is an urgent matter that needs attention and
 15 communication.

16 Third, the vaccination requirement for
 17 student athletes. If you're concerned about
 18 public health and safety, why single out one
 19 group of students?

20 On the agenda for tonight is a
 21 presentation of reading instruction and

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1 curriculum used at BCPS. I look forward to
 2 hearing the details. From what's on the Power
 3 Point it looks amazing. I'm really excited about
 4 what the curriculum department is doing but it
 5 seems they're working in a silo. Until progress
 6 is monitored in actual classrooms it doesn't seem
 7 to be affecting our years of low proficiency
 8 rates specifically. What is the curriculum
 9 department's authority to insure what is
 10 presented here is happening in all BCPS schools?
 11 My understanding based on the organization
 12 charts, they don't have authority.

13 It seems like a huge waste of money and
 14 time to purchase quality materials and programs
 15 that aren't being implemented properly. I would
 16 think if we're using evidence-based strategies in
 17 every classroom for all curriculum we would see
 18 results because the evidence base is there to
 19 show the program or methodology of teaching
 20 actually works, but our data is not showing
 21 improvement and in some cases it's showing

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1 regression.

2 We absolutely need more accountability
 3 and a different way of managing professional
 4 development. Right now based on questions asked
 5 recently at board meetings and curriculum
 6 committee meetings about professional
 7 development, there seems to be no answers, no
 8 accountability to fidelity, no tracking and no
 9 followup. What can be done to insure that the
 10 implementation of these programs reach the
 11 students and benefits them?

12 Staff has recently spent a significant
 13 amount of time at multiple meetings on an equity
 14 poster rather than focusing on equity in academic
 15 achievement. Children that are not on grade
 16 level in reading cannot be at grade level in
 17 anything. If the measure of success in equity
 18 work is a poster, we are all in trouble. Thank
 19 you.

20 (Applause.)

21 CHAIRWOMAN SCOTT: Next is Erica Mah.

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1 MS. MAH: It's nice to be back here in
 2 person and even better to be in the classroom
 3 with students. My name is Erica Mah and I'm here
 4 as a BCPS parent, a community member, an
 5 elementary school teacher, an advocate for ESOL
 6 students and a member of TABCO. I'm here to say
 7 that we are not just now in a staffing crisis
 8 situation, we've been heading towards this crisis
 9 for years, decades perhaps.

10 I witnessed my daughter's first day of
 11 kindergarten with 29 children and one shared aide
 12 between all K teachers, my son's fourth grade
 13 class math class with 37 students, and now their
 14 high school classes which average over 30
 15 students in an overcrowded building.

16 As an elementary school teacher and
 17 TABCO member I see and hear about it every day.
 18 We have an ESOL populations that has increased
 19 nearly 2,500 students this year, yet we have the
 20 same staff as last year. Special education
 21 teachers are handling twice their caseloads.

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1 Schools have inadequate OT or SLT services.
 2 Schools are short staffed where the teachers and
 3 support staff have to do extra coverages.
 4 Schools need more than a dozen AAs, IAs and
 5 temporaries to be one on one for students, to
 6 support teachers in small groups and to make it
 7 work day to day.

8 And nurses. There are truly no words to
 9 describe how overworked they are, but wait. Most
 10 mornings we can't even teach on time because bus
 11 drivers are doing two to three runs for less than
 12 a living wage. And why would anyone want to come
 13 to work for BCPS right now? Teachers are still
 14 waiting for fixes to their payroll and
 15 reimbursements for nearly a year because payroll
 16 is also understaffed.

17 Teachers are given more and more duties
 18 that have nothing to do with the actual teaching
 19 of the students. AAs and IAs can't be given a
 20 contract on time with a living wage or a promise
 21 of continued employment. ESPBC members are more

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1 than support staff, they're the backbone of our
 2 county. They help create teaching positions for
 3 teachers that can decide whether or not students
 4 can learn to the best of their ability. Right
 5 now the staffing conditions are profoundly
 6 affecting our ability to teach and students'
 7 ability to learn. This is not new, it is not
 8 because of the pandemic. This has been building
 9 up for years and administration after
 10 administration has chosen to ignore the problems
 11 or put a band-aid on it. They depended on the
 12 fact that teachers stay for their students, but
 13 at what point does our mental health override our
 14 love for students? At what point do our families
 15 override our passion for teaching? And at what
 16 point does our physical health make it impossible
 17 for us to support our students? For many that
 18 time has come and for many more the time is
 19 rapidly approaching.

20 So the question for this administration
 21 is are you willing to be the solution, or the

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1 solution to this problem that we needed a \$1.2
 2 million efficiency study to confirm what
 3 advocates, parents and teachers have been saying
 4 for years, that we need more people in the
 5 schoolhouse. I keep hearing the metaphor that
 6 we're in the same boat. Well, our teachers'
 7 boats, our students' boats, our support staffs'
 8 boats are sinking and we've been patching these
 9 boats up for years and are out of materials. Are
 10 you going to give us the staffing to rescue the
 11 teachers and students? We desperately need it
 12 now.

13 (Applause.)

14 CHAIRWOMAN SCOTT: Next is Edward
 15 Herrera.

16 MR. HERRERA: Good evening, thank you
 17 for the opportunity to speak with you. My name
 18 the Edward Herrera, father of four young children
 19 who are zoned to Harford Hills Elementary School.
 20 I'm speaking with you all this evening to
 21 advocate that all children in Baltimore County

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1 who do receive an IEP for speech are able to
 2 receive those speech services through Baltimore
 3 County Public Schools. What I found is that
 4 speech services are available to students of
 5 Baltimore County Public Schools, they're
 6 available to students of private schools,
 7 parochial schools, but they aren't available to
 8 families that home school their children.

9 I tried to reach out to Child Find, who
 10 those services are available through, I reached
 11 out to Baltimore County special education
 12 educational options, educational opportunities,
 13 Harford Hills Elementary School who's been
 14 exceptionally supportive, and no one has been
 15 able to provide for me a reason why these
 16 services have been removed from home schooling
 17 families. So I'm here this evening hoping,
 18 pleading that you will provide those services to
 19 home schooling families as you do provide for
 20 every other child in Baltimore County. Thank
 21 you.

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1 CHAIRWOMAN SCOTT: Thank you. Next is
 2 Bash Pharoan.

3 DR. PHAROAN: You may have noticed the
 4 shortage of computer chips and other products,
 5 and that's because the world is diverse and
 6 reliant on each other. We are also in Baltimore
 7 County diverse, multiple nationalities,
 8 ethnicities and faiths.

9 So I go back to 1996. I asked
 10 Dr. Berger at that time to include the Muslim
 11 holidays as equal to the Jewish holidays, he
 12 agreed and promised, but when it came to the
 13 Board he advocated for his own faith holidays.
 14 In 2004-2005, two honorable members, Michael
 15 Kennedy and Nicholas Kemp, student member Mr.
 16 Kemp, supported our bid for equality, but the
 17 majority did not as they felt the pressure from
 18 outside. Past Board Member Michael Collins who
 19 used to sit in the middle on the left side asked
 20 why the Muslim holidays are not equal to the
 21 Jewish holidays. The calendar committee over

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1 many years has always lame reasons to prevent us
 2 from having equality of holidays, just like the
 3 lame reasons that they gave to you as to why they
 4 want to start before Labor Day, because some
 5 families want to have their kids have a head
 6 start on their athletics. We've never really
 7 seen anybody ask for that, we have no data on it,
 8 it's just a reason.

9 I want to honor Ms. Romaine Williams,
 10 past board member and PRC chair, who really
 11 supported our bid and held a meeting in relation
 12 to that. The community came in and filled all
 13 this room and all the hallways outside asking for
 14 equality. Mr. Bohner was a past board member who
 15 came in here and advocated for equality.
 16 Mr. Monida (phonetic), who used to sit on this
 17 side, did the same thing, and Councilman McIntire
 18 came in in a wheelchair and supported our bid for
 19 equality, all the time asking, please make it
 20 clear, two equals two, one equals one, zero
 21 equals zero every year, no ifs, no buts, we want

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1 to be equal. Thank you.

2 CHAIRWOMAN SCOTT: Thank you. Our next
 3 speaker is Mr. Muhammad Jameel.

4 DR. JAMEEL: Peace be with you all.

5 Education is what raises the intellect of human
 6 beings. There are two sources that determine the
 7 character of every man, the academic knowledge
 8 which is given to him and the societal
 9 environment that is the breeding ground of his
 10 behavior. Sensitivity in either source creates
 11 bias and prejudice against one another. History
 12 is a branch of knowledge that records and
 13 explains the past. The omission or the
 14 exaggeration of some facts nurtures a sense of
 15 fidelity of one over the other.

16 The searchers of today have discovered
 17 that Asian people called Indians came to America
 18 during the ice age 15,000 years ago or earlier.
 19 The Scandinavian pirate called Wikinger
 20 (phonetic) in Scandinavian language came 1,200
 21 years ago. These Vikings represented themselves

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1 as traders and explorers but they were the ones
 2 who were the savages, raiding civilized nations,
 3 monasteries as warriors for traitors and women.
 4 West African country Mali was a Muslim
 5 empire from the 13th to 17th century. It carried
 6 out expeditions across the Atlantic. Two of
 7 their three ships were wrecked in Cape Hatteras.
 8 The Muslim sailors settled in North Carolina and
 9 married into the Indian tribes 760 years ago.
 10 European colonization began 530 years
 11 ago. Columbus, the brutalities that he committed
 12 since conquest and treatment of the natives is
 13 left out from most of the textbooks. According
 14 to Professor Fernando Brankel (phonetic),
 15 Columbus' own writings and the biography written
 16 by his son Ferdinand Columbus indicates that he
 17 was of Portuguese origin, his navigator was a
 18 Muslim who used the travel records of the Muslim
 19 Ottoman Empire. Columbus was associated with
 20 French privateers and offered his services to
 21 Spanish queen.

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1 Ten million of the 80 million surviving
 2 kidnapped persons as slaves in the 18th century
 3 included three million Muslims who were forced to
 4 convert to christianity or be killed.
 5 Muslims in American is not a new
 6 phenomenon. Their history has been whitewashed
 7 and gave rise to biases and prejudice against
 8 them. It took over 30 years of struggle in BCPS
 9 to get the recognition two years ago for Muslim
 10 students, but today we feel that that data is
 11 being wiped out and that the discriminatory
 12 practice of unequal treatment is being restored.
 13 Please do not compromise their welfare, reinstate
 14 their titled educational interests.
 15 By the way, Columbus is being
 16 investigated by British authorities to rewrite
 17 the history of -- (microphone turned off.)
 18 CHAIRWOMAN SCOTT: Thank you. That's
 19 time, Mr. Jameel, but thank you. Next is Brian
 20 Prough. Not here, okay. All right, and next is
 21 public comment on Policy 8210, board officers

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1 election and terms for office, and our first
 2 speaker is Ms. Sharon Saroff. Okay, thank you,
 3 so we'll go to the next speaker, and the next
 4 speaker is Ms. Mary Taylor.
 5 MS. TAYLOR: Madam Chair, I apologize, I
 6 didn't mean to interrupt the meeting but
 7 Mr. Prough wanted to let you know he was in
 8 attendance this evening and he did want to speak
 9 but he had to leave.
 10 I'd like to thank the Board and Madam
 11 Chair and Vice Chair for the opportunity to speak
 12 tonight on Policy 8210, board officer elections
 13 and terms.
 14 I'm just a little confused by the
 15 rotation on the board agenda. I would think that
 16 public comment about board policy before it's
 17 voted on would be more appropriate than asking
 18 public comment after the policy was voted on. It
 19 just seems like it makes it, to the public, that
 20 our comments are not warranted or welcome, so I'm
 21 not sure who sets the policy but --

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1 CHAIRWOMAN SCOTT: I'm sorry,
 2 Ms. Taylor, but I thought you were to speak about
 3 the policy.
 4 MS. TAYLOR: I am.
 5 CHAIRWOMAN SCOTT: Okay.
 6 MS. TAYLOR: I read the Education
 7 Article 3.B.209 that calls for the election of
 8 officers from the membership, so any board member
 9 can be nominated or self nominated for the chair
 10 and vice chair positions, all board of education
 11 members vote on this. So why is there a need to
 12 amend and apply restrictions? I'm slightly
 13 confused. Why should anyone who is willing to
 14 serve in one leadership position be denied the
 15 opportunity to pursue another if not chosen for
 16 the first?
 17 The reason I heard when I listened to
 18 the PCR meeting was given by Ms. Jose who
 19 proposed this change, was to diversify the Board,
 20 but anyone is eligible, so how does this
 21 amendment change anything in actuality? All

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1 nominations and voting for vice chair are
 2 independent of nominations and voting for chair,
 3 and all nominations voting for both offices count
 4 regardless of the outcomes of each, so obviously
 5 the newly elected chair cannot run for vice
 6 chair. So my question is, what would the
 7 unintended consequences of this change be? Thank
 8 you.

9 CHAIRWOMAN SCOTT: Next is Mr. Bash
 10 Pharoan, this is for Policy 8210.

11 DR. PHAROAN: Line number five, I
 12 recommend that the candidates for chair and vice
 13 chair shall present to the members and to the
 14 public before election their vision, mission and
 15 plans to accomplish if elected.

16 Line number 23, superintendent presiding
 17 over elections. I don't know the origin of this,
 18 it might be COMAR, I just think the board lawyer
 19 is more appropriate, one, because the
 20 superintendent has a vested interest on who is
 21 the chair and who is the vice chair. I just

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1 think it's just too much of an effect.

2 I also recommend that the chair and the
 3 vice chair running for elections to make their
 4 election interest known two months before
 5 election. We need time as the public to hear you
 6 and to listen to you.

7 I'd also like to suggest to you that
 8 board chair and vice chair need to clearly pledge
 9 in public that they stand to respect and
 10 implement the Constitution of the United States,
 11 the Bill of Rights, the Maryland State
 12 Constitution and all other statutes, codes and
 13 policies of the county and the federal
 14 government.

15 Furthermore, the chair and vice chair
 16 shall affirm that they will always place the best
 17 interests of all students in their debates,
 18 actions or decisions. Those are my
 19 recommendations, I hope you will consider. Thank
 20 you.

21 CHAIRWOMAN SCOTT: Thank you.

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1 DR. PHAROAN: Shall I sit for the next
 2 one or --

3 CHAIRWOMAN SCOTT: Yes, next is public
 4 comment on Policy 8364, financial disclosure
 5 statements. Our first speaker was Sharon Saroff
 6 but it looks like she has gone, so now it's
 7 Mr. Bash Pharoan. Mr. Pharoan, it's your turn.
 8 Ms. Saroff has left.

9 DR. PHAROAN: Sorry. Madam Chair, this
 10 policy is lengthy, may I have four minutes?
 11 Okay.

12 CHAIRWOMAN SCOTT: No, you have three
 13 minutes.

14 DR. PHAROAN: Okay, good evening. Line
 15 item 20 to 23, it talks about office hours,
 16 reasonable fees and procedures established. My
 17 question is, and concern, why come physically to
 18 BCPS office and inspect a copy? We are in 2021.
 19 Also, fees can be a burden, time itself. I
 20 suggest that we use high technology to upload
 21 documents and to secure email like what

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1 accountants, lawyers, life insurance companies.
 2 I do ask you not to ask for fees. It is really
 3 burdensome and can be misused to avoid people
 4 asking for the correct information.

5 Items number 28 and 29, home address,
 6 name of the requester and their home address, I
 7 think that can be a problem as far as
 8 confidentiality of home residence and safety and
 9 security.

10 Page number five, item line number four,
 11 retention requirement, I suggest that we go for
 12 ten years or maybe longer. Our experience with
 13 Dr. Danz, it took a long time to figure out what
 14 he did or was doing, and I think four years is
 15 too short.

16 Page number seven, items ten to 19,
 17 gifts in excess of \$20. If I ask a board member
 18 for a meeting and we go to McDonald's, it would
 19 be at least \$15, close to 20. If you go to
 20 Panera Bread it would be \$20 as reportable. I
 21 just need really a peaceful time to talk to a

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1 board member, I think \$20 is just too strict in
 2 this day and age.
 3 Item number, page nine, item, I think,
 4 I'm not sure what it is, definition of
 5 interest -- (microphone turned off.)
 6 CHAIRWOMAN SCOTT: That's time.
 7 DR. PHAROAN: Thank you.
 8 CHAIRWOMAN SCOTT: Thank you. Okay,
 9 that concludes our public comment. The next item
 10 on the agenda is action taken in closed session
 11 and for that I call on Ms. Bresler.
 12 MS. BRESLER: Thank you, Madam
 13 Chairwoman, vice chair, superintendent, members
 14 of the Board. Earlier tonight the Board met in
 15 closed session to decide appeals in cases
 16 HE 21-25, HE 21-26, and 22-02. Now would be an
 17 appropriate time to confirm the votes taken in
 18 closed session in public session now.
 19 CHAIRWOMAN SCOTT: Thank you. May I
 20 have a motion to approve the action taken in
 21 closed session on hearing examiner cases

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1 HE 21-25, 21-26 and 22-02?
 2 MS. MACK: So moved, Mack.
 3 MR. OFFERMAN: Second, Offerman.
 4 CHAIRWOMAN SCOTT: Thank you, moved and
 5 seconded. Is there any discussion? Ms. Gover,
 6 may I have a rollcall vote please?
 7 MS. GOVER: Ms. Rowe?
 8 MS. ROWE: Yes.
 9 MS. GOVER: Ms. Causey? Ms. Mack?
 10 MS. MACK: Yes.
 11 MS. GOVER: Mr. McMillion?
 12 MR. MCMILLION: Yes.
 13 MS. GOVER: Ms. Jose?
 14 MS. JOSE: Yes.
 15 MS. GOVER: Ms. Henn?
 16 VICE CHAIR HENN: Yes.
 17 MS. GOVER: Mr. Thomas?
 18 MR. THOMAS: Yes.
 19 MS. GOVER: Mr. Offerman?
 20 MR. OFFERMAN: Yes.
 21 MS. GOVER: Ms. Pasteur?

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1 MS. PASTEUR: Yes.
 2 MS. GOVER: Dr. Hager?
 3 DR. HAGER: Yes.
 4 MS. GOVER: Mr. Kuehn?
 5 MR. KUEHN: Yes.
 6 MS. GOVER: Ms. Scott?
 7 CHAIRWOMAN SCOTT: Yes.
 8 MS. GOVER: Thank you.
 9 CHAIRWOMAN SCOTT: Thank you,
 10 Ms. Bresler. The next item on the agenda is the
 11 report on reading instruction and curriculum used
 12 in BCPS and for that I call on Dr. McComas,
 13 Ms. Shay, Ms. Craft and Mr. Wilson.
 14 DR. WILLIAMS: So good morning -- good
 15 morning. Good evening, Chair Scott, Vice Chair
 16 Henn and members of the Board, that was a test to
 17 make sure you're paying attention.
 18 Tonight we have a presentation on
 19 reading instruction and the use of curriculum in
 20 BCPS and our presenters are Dr. Mary
 21 Boswell-McComas, our chief academic officer;

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1 Ms. Megan Shay, our executive director of
 2 academics; Mr. Eric Wilson, executive director of
 3 school support and achievement; and Ms. Jennifer
 4 Craft, director in the Office of English Language
 5 Arts.
 6 We are focusing on the very first focus
 7 area, learning, accountability and results in our
 8 strategic plan, The Compass, Our Pathway to
 9 Excellence, and the second key initiative which
 10 reads as follows: New curricular and elementary
 11 English language arts and mathematics, in order
 12 to increase student achievement it is critical to
 13 begin with a solid foundation for our youngest
 14 learners. Students and teachers must have access
 15 to high quality instruction materials aligned
 16 with the rigor of college and career ready
 17 standards to insure equitable access to meeting
 18 and exceeding expectations in literacy and
 19 mathematics.
 20 We know the importance of reading and we
 21 are here tonight to discuss the written, taught

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1 and assessed curriculum related to reading in
 2 grades K-5 and how the Curriculum and Instruction
 3 Office and the Division of School Support and
 4 Achievement work together with our school
 5 leadership to monitor and support this work in
 6 our schools.

7 We are happy to follow up with reading
 8 in our secondary schools as well as the written,
 9 taught and assessed curriculum related to
 10 mathematics. However, tonight we are strictly
 11 focusing on reading in grades K-5.

12 Also, this presentation is aligned with
 13 the Board of Education goals. So our presenters
 14 are ready to begin.

15 DR. MCCOMAS: So good evening,
 16 Dr. Williams and members of our team, and thank
 17 you so much for the opportunity for our team to
 18 present this evening. As Dr. Williams said, we
 19 will be covering the written, taught and assessed
 20 curriculum in detail for elementary school, as
 21 well as sharing with you exactly how the Division

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1 of Curriculum and Instruction and the Division of
 2 School Support and Achievement work hand in hand
 3 to support our teachers in our schools. So with
 4 no further ado I will turn it over to Ms. Shay.
 5 Thank you.

6 MS. SHAY: Thank you so much,
 7 Dr. McComas. Good evening, everyone. We are so
 8 happy to be here tonight to talk about a very
 9 important topic, reading, and we're going to
 10 start tonight with our primary grades. Next
 11 slide please.

12 So as Dr. Williams just mentioned, this
 13 is a critical foundation to insure that all of
 14 our students are able to access the rigor of the
 15 standards across every discipline. So I'm going
 16 to start tonight by unpacking what we're calling
 17 the five pillars of literacy. Some of you may
 18 remember we talked about this with our pipe
 19 cleaners at curriculum committee talking about
 20 the strands of literacy, but tonight what I want
 21 to help insure is that we understand this

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1 foundation, how these elements of literacy are
 2 actually the foundation of all of our curriculum
 3 and the resources that we've identified. So I'm
 4 going to work from left to right to explain a
 5 little bit about these pillars because they serve
 6 as a foundation for everything else that we'll
 7 talk about this evening.

8 All the way on the left we start with
 9 phonemic awareness. Phonemic awareness is an
 10 understanding of the speech zones of English.
 11 It's the ability for students to manipulate these
 12 sounds to be able to make them into words. This
 13 is a critically important part of literacy and in
 14 fact a lot of studies show that students who
 15 struggle with reading later in their careers,
 16 this is the area that they have gaps. We have in
 17 our curriculum an explicit focus on developing
 18 phonemic awareness, an understanding of those
 19 speech zones, how they're formed and how they
 20 come together to make words.

21 Phonics is the area of literacy that

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1 helps put those sounds to associate them with a
 2 symbol or a letter. As I mentioned, we have 44
 3 sounds in the English language but we only have
 4 26 letters of the alphabet, and so what we teach
 5 our students is how these combinations of letters
 6 form together to make sounds to make words.

7 We also focus on the pillar of fluency.
 8 This is how our students develop automaticity
 9 with these words and also understand what we call
 10 precocity, which means they understand how to
 11 read words with meaning, whether it's through
 12 dialog or understanding tone, or when they're
 13 reading from a character's words, but also to do
 14 it with such automaticity that they're not
 15 stopping to decode every sound when they read a
 16 whole word.

17 We also focus on the development of
 18 vocabulary. Vocabulary is simply the meaning of
 19 words. We work on our listening vocabulary but
 20 also our spoken vocabulary. This is a
 21 foundational pillar as our students access texts

<p style="text-align: right;">Page 90</p> <p>1 across the disciplines, so we have discipline or 2 content specific vocabularies as well as what we 3 call academic vocabulary. 4 And finally, the ultimate goal of 5 reading is comprehension, to making -- we want 6 our students to be able to fluently and 7 automatically as skilled readers pull together 8 all of these skills to access the rigor of the 9 standards in every course they take. Next slide. 10 Tonight we're going to talk about the 11 written, taught and assessed curriculum. The 12 written curriculum, and here I have some language 13 excerpted from our Policy and Rule 6000. The 14 written curriculum serves at a minimum as a scope 15 and sequence, goals and objectives, assessments, 16 sample instructional activities, and suggested 17 resources. Our role in the Division of 18 Curriculum and Instruction is to provide these 19 resources for teachers where we define what is 20 going to be taught. We do that for a document 21 we'll call the year at a glance, and you'll see</p>	<p style="text-align: right;">Page 92</p> <p>1 be able to address those gaps by going back to 2 previous grade levels or courses. Instead we 3 have to help our teachers understand how to be 4 surgically precise in understanding the most 5 important standards to teach at that current 6 grade level or current course. 7 We have identified priority standards 8 for reading information and literature as well as 9 writing; they are identified on our year at a 10 glance documents and they also help our teachers 11 to understand how these standards build upon one 12 another, so you'll see that in earlier units 13 what's identified as a priority standard will 14 then serve as a foundation for standards in later 15 units. 16 We also identified targeted standards 17 which are then assessed in the end of the year 18 assessment. 19 When we talk about literacy in grades 20 K-3 we have a huge focus on Open Court and we're 21 going to talk more about Open Court. This Board</p>
<p style="text-align: right;">Page 91</p> <p>1 that in a few slides. 2 I've also pulled out another area of 3 Rule 6000 which talks about our obligation to 4 insure that our curriculum is culturally 5 sensitive and equitably accessible for our 6 teachers, students and parents. This particular 7 area of the policy and rule has been a driving 8 force of a lot of the work that we've brought 9 forward to this Board in terms of adding new 10 novels or new resources to insure that we're 11 providing that curriculum for our students. Next 12 slide please. 13 Here you see an example of that year at 14 a glance. This year in particular we added to 15 our curriculum documents resources to help our 16 teachers understand how to accelerate. You'll 17 hear us talk about learning acceleration. We 18 know that our students face unprecedented gaps in 19 their teaching and learning opportunities due to 20 the pandemic. What we know, though, from 21 research is that we can't go backwards, we won't</p>	<p style="text-align: right;">Page 93</p> <p>1 thanks to the generosity of the budget and the 2 support that we have, I'm proud to say that we 3 have Open Court in every classroom in K through 4 grade three. This is a huge step in a positive 5 direction for all of our students to have access 6 to an evidence-based high quality instructional 7 resource that supports those pillars of literacy 8 that I mentioned earlier. 9 But we also know that in addition to 10 having systematic and explicit instruction in 11 foundational skills, our students need 12 opportunities to access complex texts to address 13 reading literature and reading information. 14 Students in K-3 do this through opportunities to 15 read selections from our anthology series as well 16 as opportunities to read longer novels and 17 capture books to understand how to understand how 18 these literature and informational standards are 19 addressed. Next slide please. 20 We continue these efforts to support 21 literacy in grades 4-5, so while the primary</p>

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1 grades have the instructional focus on those
 2 foundational skills, we continue to build on
 3 these skill as we introduce even more complex
 4 texts. So students still need to work on
 5 building fluency and automaticity, they still
 6 look at units of sound and phonics but now do it
 7 at the morphing levels, things like prefixes and
 8 suffixes and root words.

9 We also want to make sure that our
 10 students have an opportunity to see themselves in
 11 the novels that they read, and we provide
 12 opportunities for students to do that through
 13 some of the novels that you see pictured here.
 14 This provides students with the opportunity to do
 15 what were talked about as windows, mirrors and
 16 sliding doors, so they can see themselves but
 17 they can also have an opportunity to see the
 18 culture that is different than their own living
 19 experience. Next slide please.

20 So this visual helps to translate those
 21 pillars and you can see those pillars are color

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1 coded to reflect back to that first slide. How
 2 do we actually implement all of those pillars in
 3 a day-to-day instruction? So in our English
 4 language arts class we have identified what we
 5 call core instructional components. This is
 6 universal in all of our classrooms as part of our
 7 written curriculum. We identify in the inner
 8 circle components including explicit instruction
 9 and foundational skills instruction, writers
 10 workshops, and then opportunities for teachers to
 11 have shared learning in home groups as well as
 12 differentiated small group instruction and
 13 meaningful independent work. Around the outside
 14 you can see how those elements of our core
 15 instruction reflect those critical pillars for
 16 literacy that we mentioned before. Next slide.

17 I want to take a little bit of time on
 18 Open Court since we are talking about the
 19 foundation that is so critically important in
 20 elementary school and because this is an effort
 21 that we have taken to insure all of our students

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1 have access to this evidence-based high quality
 2 curriculum.

3 We often talk about the need to have
 4 curriculum that is explicit and systematic. I
 5 want to unpack a little bit about what we mean by
 6 systematic. What you'll see here is that over
 7 the course of grades K-3, those skills listed
 8 down the left-hand side that support those
 9 pillars of instruction have a different level of
 10 priority as the grade levels go. So for example
 11 in kindergarten we begin with alphabetic
 12 knowledge and the alphabetic principle,
 13 understanding the names of letters and how those
 14 become a part of that sound-symbol
 15 correspondence.

16 A heavy emphasis is placed on that
 17 pillar of phonological and phonemic awareness.
 18 This is where we really help our students
 19 understand that our language is made up of
 20 sounds. They begin to understand that
 21 sound-symbol correspondence and how those letters

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1 come together to make words and they start to
 2 develop that important skill of fluency to
 3 develop automaticity through things like sight
 4 words and opportunity to practice reading.

5 Phonics and decoding, fluency and
 6 morphological awareness become the main focus in
 7 first and second grade. We spend a significant
 8 amount of our explicit and systematic instruction
 9 in grade one and grade two building on that
 10 foundation of sound and the sound-symbol
 11 correspondence. This helps students not only
 12 decode text but also to do what we call encoding,
 13 which is spelling. How do they take those sounds
 14 that they hear and actually use what they know
 15 about letters to write words and make sentences.
 16 By the end of first grade into second and third,
 17 we're building on those units of sound into
 18 larger chunks that we call morphological
 19 awareness.

20 Morphological awareness is because as a
 21 language in English, we spell by sound and by

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1 meaning, so some of our words come from other
 2 languages and the roots have meaning and that
 3 informs their spelling. So we build upon this
 4 progression of skills from kindergarten through
 5 first, second and third, all with the goal of
 6 creating skilled and fluent readers. That way
 7 when they move into intermediate grades, grade
 8 four and five, and then ultimately in secondary
 9 grades, they can use that skilled reading across
 10 all of the disciplines. Next slide please.

11 So what does this look like in a
 12 classroom? So our job in C&I is to provide that
 13 written curriculum and to also provide that
 14 support for instruction through professional
 15 learning. The taught curriculum is where that
 16 comes alive in a classroom. So as you all know,
 17 our classrooms are made up of students that have
 18 very different needs and teachers who learn about
 19 their students and their needs can make
 20 instructional decisions.

21 On the right you can see an illustration

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1 of how one of our schools takes those components
 2 of English language arts and turns it into a
 3 daily schedule for students. This is how our
 4 teachers take that written curriculum guidance
 5 where we have identified those priority
 6 standards, the systematic and explicit nature and
 7 the high quality instructional materials, and
 8 they make those really important instructional
 9 decisions based on the students in front of them.
 10 This is an opportunity for them to make those
 11 instructional decisions using student data that's
 12 gathered through some of our formal assessments
 13 which Ms. Craft will talk about, but also through
 14 the informal opportunity of kid watching kid
 15 listening in those classrooms. Next slide.

16 Part of how we support the taught
 17 curriculum and support the implementation is
 18 through professional learning. This quote at the
 19 top is one of my favorites because it's really
 20 essential to all that we do at the Division of
 21 Curriculum and Instruction. Informed teachers

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1 are our best insurance against reading failure.
 2 While programs are very helpful tools, programs
 3 don't teach, teachers do. And so I talk a lot in
 4 curriculum committee about my efforts to provide
 5 a solid resource for every teacher, I want every
 6 teacher to have those Open Court kits and I'm
 7 grateful that we're in a place that we have it,
 8 but the most important thing that we can give our
 9 students is a highly qualified highly skilled
 10 teacher who is able to use those resources and
 11 what they know about their students to make those
 12 instructional decisions.

13 To support that we engage in a variety
 14 of professional learning opportunities reflected
 15 here on the screen. You'll see the DDQ process,
 16 that's where we start to expand into other
 17 content areas, these are primary and secondary
 18 source documents to explore history. We talked a
 19 lot about our professional learning in LETRS,
 20 which is about how we teach our teachers about
 21 what's happening in the brain when our students

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1 learn to read. We've also talked about the
 2 importance of having ongoing training for
 3 fidelity of Open Court. Understanding all of
 4 those components, some of that professional
 5 learning is with our teachers and our reading
 6 specialists but some of it is also with
 7 administrators, which I know Mr. Wilson will talk
 8 about, and how we train our administrators to
 9 identify that fidelity and support and coach
 10 teachers.

11 And then on the top right you'll see us
 12 reference the idea of teaching with complex
 13 texts. You're very familiar with the system
 14 improvement teams that Dr. Williams has formed,
 15 and the reading system improvement team has
 16 identified as a target goal the need for teachers
 17 to provide working instruction and accessing
 18 complex texts. It can't be either or. Our
 19 students need explicit and systematic instruction
 20 in their foundational skills and they need an
 21 opportunity to apply them in complex texts so

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1 that they understand those reading literature and
 2 reading informational standards, and so in order
 3 to make sure we're implementing our taught
 4 curriculum we provide professional learning in
 5 both areas.

6 Now I'm going to turn it over to
 7 Ms. Craft who's going to pick up talking about
 8 the taught curriculum from the perspective of our
 9 parents and students at home. Ms. Craft?

10 MS. CRAFT: Hi, our next slide?
 11 So at the top there you will see
 12 Raz-Plus, which is a program we were able to
 13 purchase for all students. In September alone
 14 this year we had students read over 220,000 books
 15 where they are able to select books that are of
 16 interest to them and contribute to their quality
 17 of reading. You can also access this resource at
 18 home and Mr. Wilson in a little bit is going to
 19 tell you how you can get there if you have not
 20 seen it yet.
 21 Next you'll see a student holding, very

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1 proudly holding up some writings, so when your
 2 students come home they are probably going to be
 3 able to share with you in the way that they're
 4 writing. And you also see on the screen a
 5 rubric, so in addition to the writing you can see
 6 the kind of feedback they're getting about their
 7 writing in the classroom.

8 You'll see them reading in small groups
 9 so you will hear them talking about texts, a
 10 novel, maybe it's a self-selected book, maybe
 11 it's a teacher-assigned book. Sometimes those
 12 novels will come home just like the decodable you
 13 see on the screen, you might see some of those
 14 coming home too.

15 And then the last one, you will see some
 16 more student writing where they are creating some
 17 graphs and some additional writing, and so we
 18 always like to say okay, so this is what's being
 19 taught and implemented in the classroom, what are
 20 some of those artifacts that you might see at
 21 home. So those are just a few things that you

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1 might see and be able to talk to your child, but
 2 a great question to ask your student would be
 3 what did you read today or what did you write
 4 about today, and that would be an entryway into
 5 what was happening in the classroom. Next slide
 6 please.

7 So now that we've talked about the
 8 written and the taught curriculum, we'll talk
 9 about the final piece which is the assessed
 10 curriculum, and all three of these pieces are
 11 essential in order to improve student
 12 achievement.

13 And so when we think about the purposes
 14 of assessment in English language arts, it's
 15 really to monitor student progress in relation to
 16 grade level standards and provide information to
 17 teachers, parents and students themselves. We
 18 also want to use those results to plan for and
 19 provide responsive instruction. So as we collect
 20 assessment data, and there's lots of ways to
 21 assess and we'll talk about that in a minute, we

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1 want to be able to use that to really make a
 2 difference in the day-to-day instruction. And
 3 then we also use it as a reflective process to
 4 examine what is working for our students
 5 individually and collectively, and maybe what
 6 isn't working and what needs to be refined and
 7 changed, and so all of those pieces are used
 8 together at the classroom level as well as the
 9 district level as we think about what we need to
 10 change within our curriculum in our own
 11 assessment. Next slide.

12 So as Ms. Shay referenced earlier, we
 13 talk a lot about acceleration and really
 14 understanding that during this pandemic that
 15 there has been some unfinished learning, and so
 16 for us to really accelerate unit progress we need
 17 to know where that unfinished learning is so that
 18 we can provide just in time support.

19 And so what's up on this screen moving
 20 from left to right, and Ms. Shay talked about the
 21 Open Court curriculum, so the very first thing is

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1 you'll see how we assess where students are
 2 within Open Court. And so there is an imbedded
 3 diagnostic assessment that is provided during the
 4 getting started unit that allows us to figure out
 5 where there's some unfinished learning from the
 6 previous year so that we can do it within the
 7 instruction of this grade level. And so that
 8 gives us a piece of data, and so diagnostic
 9 information helps teachers plan and accelerate
 10 instruction.

11 In the middle you'll see our BCPS
 12 curriculum and so what we have provided for
 13 teachers are observational record sheets, and so
 14 this is an informal way for teachers to gather
 15 data on how students are doing in relation to
 16 those prioritized grade level standards, and so
 17 that they can figure out who might need some more
 18 support with texts as they move through the
 19 curriculum.

20 And finally on the right side you'll see
 21 our curriculum-based assessments, which can be

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1 used both formatively and summatively, and so we
 2 assess the priority standards, which is how we
 3 reorganized our year at a glance this year to
 4 accelerate instruction, but we also have targeted
 5 standards, and so that gives us information on a
 6 standard that will be printed up in a future unit
 7 so we know how they're doing and how we might be
 8 responsive to them as we approach those
 9 standards. Next slide.

10 In addition to those assessments we also
 11 have some other assessments that help us form a
 12 picture of how students are doing.

13 So we have our MAP assessment and you
 14 see a sample report there, and the measures of
 15 academic progress in reading help us know how a
 16 student is doing at a point in time, but it also
 17 let's us look at growth over time, and so that is
 18 another piece of data we have for literacy.

19 We also will be getting data from our
 20 curriculum-based assessments that we can pull
 21 from Performance Matters, and provide reports to

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1 parents and to teachers to be able to use to plan
 2 instruction.

3 MCAP of course is the early fall
 4 assessment that will give us some additional
 5 information on how a student is doing in
 6 literacy.

7 And finally DIBELS, which we just
 8 finished our fall administration window, this
 9 provides additional information, again, to
 10 provide in a complete profile, knowing that any
 11 one piece of data is not enough to tell us how
 12 students are doing, it's really by using multiple
 13 measures of data that we can begin to form a
 14 picture of a student's literacy growth and
 15 progress over time. Next slide.

16 So if you look at this chart and you
 17 think this is a complicated chart, you are
 18 absolutely right, it is a complicated chart,
 19 because making decisions about student's literacy
 20 growth and progress is complicated and it
 21 requires a lot of information and it requires

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1 informed teachers using data literacy to say what
 2 does this data mean for this student at this
 3 point in time.

4 And so what you'll see is that we start
 5 with benchmark screeners, and so some of our
 6 course screeners that we use are MAP-R and DIBELS
 7 in K-1 and that gives us just at a point in time
 8 how is this student doing, and if there is
 9 something that causes concern on that screener
 10 then we will dig deeper into some diagnostic
 11 assessments because remember, any one data point
 12 isn't going to drive a student into an
 13 intervention or say a student is not doing well.
 14 At the very least we're going to triangulate data
 15 and use a minimum of three data points before we
 16 determine a student is not doing well.

17 And so once we do a second assessment,
 18 that will give us some additional information
 19 whether a student needs to have some additional
 20 support in a Tier II or a Tier III intervention.
 21 And you heard, we've spent probably 75 percent of

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1 our presentation at this point in the core
 2 instruction. Just like when we start to process
 3 on a multitiered system of supports, 75 to 80
 4 percent of our students should meet grade level
 5 standards for core instructional levels, and so
 6 really we're talking about a small portion of
 7 students that should need additional supports,
 8 because when you have a strong core that will
 9 drive everything else, and so you can see a
 10 little bit of that decision-making process in
 11 terms of what do we look at in terms of looking
 12 at a Tier II and then once a student is placed
 13 into an intervention, then how do we progress
 14 monitor and determine whether a student either
 15 needs to get a more intensive intervention or is
 16 ready to exit out. And so we just wanted to show
 17 you that we do have a process that helps guide
 18 that, and just like for a student that might be
 19 struggling with literacy, if a student also comes
 20 in and already is meeting grade level standards,
 21 we use the same kind of process to determine

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1 acceleration and enrichment opportunities and say
 2 what opportunities are available to continue this
 3 student's growth from where they are. Next
 4 slide.
 5 So this slide helps us determine, after
 6 we've determined there is a need for some
 7 additional support in terms of the multitiered
 8 system of support after that Tier I is in place,
 9 what we can provide for our students. So on the
 10 right side of the triangle you'll see there's the
 11 decoding side and so for students that are
 12 struggling with in decoding what types of
 13 interventions we will be able to offer at the
 14 Tier II and Tier III. And on the left side
 15 you'll see our comprehension-based interventions
 16 that we will be able to provide if we determine
 17 that is a comprehension need.
 18 Going back to those five pillars that
 19 Ms. Shay talked about, we have to determine where
 20 the struggle is, we can't just say they're
 21 struggling in reading, we have to actually know

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1 what their need is so that we can match
 2 interventions to their needs. And so when we
 3 think about a multitiered system of support we
 4 will make sure that there is a solid Tier I in
 5 place, that there are evidence-based programs, so
 6 every program that is on that list has an
 7 evidence base behind it that it does accelerate
 8 students instruction of literacy; that there's
 9 ongoing assessments; and that we use data-based
 10 decision making. And so that is what we do to
 11 insure if we have done everything we need to do
 12 in core and the student is still not making
 13 adequate progress, how we can make sure that we
 14 diagnose and get them the support that they need
 15 so that we can eventually get them back into core
 16 instruction because they are meeting grade level
 17 benchmarks.
 18 We collaborated with ESOL and special
 19 education when we put together this comprehensive
 20 approach to supporting striving readers, and so
 21 we really work as a really coordinated unit to

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1 make sure that we are providing comprehensive
 2 support for all of our students. And I am going
 3 to turn it over to Mr. Wilson now.
 4 MR. WILSON: Thank you, if we can go to
 5 the next slide?
 6 As we bring this presentation, bring it
 7 on home, so how do we put all of this together,
 8 right? And I heard it tonight in some of the
 9 board testimony from some of our parents around,
 10 you know, we've got these great curriculum
 11 opportunities and resources, but how do we know
 12 what's happening in our schools, so that's what
 13 I'm going to speak tonight as a representative of
 14 my office in the Division of School Support and
 15 Achievement, we support principals directly and
 16 schools, and work collaboratively with our
 17 partners in curriculum and instruction.
 18 So there's a variety of ways that we do
 19 it. So at the school level the first thing, we
 20 need to make sure that a school team has a master
 21 schedule in place to provide for collaborative

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1 planning, which will give some of our teachers,
 2 and you heard one speaking tonight, all of the
 3 different planning resources and challenges that
 4 come with learning a new curriculum. I need time
 5 with my colleagues to be able to do that during
 6 the school day, right, not staying until
 7 nine o'clock at night, so having a master
 8 schedule that really allows for the collaborative
 9 planning of meeting the needs of all of our
 10 students at different levels, so that's step
 11 number one.

12 Also at the school level, the
 13 professional learning opportunities that Ms. Shay
 14 talked about, so sometimes it brings all of our
 15 teachers together to learn about new challenges
 16 and new resources and teaching opportunities,
 17 other times it brings a reading specialist
 18 together and it becomes a trainer of trainer
 19 model, so that would happen during a staff
 20 meeting or it could happen during collaborative
 21 planning time, so just opportunities for teachers

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1 to gain more knowledge around some of these new
 2 curriculum designs.

3 Data analysis, all right, that's
 4 ongoing, and it's not just the district measures
 5 or the external measures, it's what did we plan
 6 for our children to learn today and how do we
 7 know they learned it. So those formative exit
 8 cards, or those questions at the end of a lesson
 9 that a teacher will collect informally. And then
 10 how do we come together and talk about that as a
 11 grade level team to plan for the next day or the
 12 next week to make sure that those structures
 13 around formative data assessment and analysis are
 14 in place. So those are -- and all of this is
 15 aligned to our school progress planning. You
 16 heard Dr. Williams talk about focus area number
 17 one and number two. All of that is aligned from
 18 the principal all the way down to the teacher to
 19 make sure that we're focused on instruction for
 20 all students.

21 And then as we move to central office

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1 supports, so it's our job to be out in schools,
 2 so myself, our community superintendents,
 3 Dr. Williams himself, we do school visits,
 4 Mr. Thomas, we've been on some visits together,
 5 as well as some of the other board members. But
 6 we go out and we inspect to make sure that these
 7 things are happening. So we'll go in, we'll look
 8 at instruction, we'll ask questions of the
 9 principal, we need to see that all the elements
 10 of the curriculum are in place, that students are
 11 having opportunity for discourse, that the small
 12 group instruction is happening. And when it's
 13 not, then it's conversations, right, we don't
 14 come down as a hammer, right? We use data, and
 15 our walkthroughs are another informal tool to
 16 collect data and we have a conversation with our
 17 principals and administrative teams about what
 18 can we do better in terms of implementation with
 19 fidelity of our curriculum, so walkthroughs is a
 20 great tool that we use on a variety of levels.

21 The instructional core team, that's a

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1 great cross-office collaboration that we use
 2 between curriculum instruction, DSSA, special
 3 education, equity, where we come together and we
 4 focus on some of our most challenging schools
 5 around implementation of curriculum with
 6 fidelity, and we're talking about planning, we're
 7 talking about variability of instruction from
 8 classroom to classroom. We're talking about some
 9 of these structures that may or may not be in
 10 place and what's needed, what supports are needed
 11 to the schools from our lens to make sure that
 12 that happens. So we're providing that intense
 13 support to some of our most challenging schools
 14 through the ICT process.

15 And then you know, lastly we talk about
 16 professional development for administrators. I
 17 think next week our principals will be coming
 18 together talking about this idea of accelerated
 19 learning that Ms. Craft just talked about, and so
 20 that principals can get a deeper understanding
 21 around some of the challenges of our curriculum

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1 and what that means and what they should be
 2 looking for as administrators. And then we as
 3 DSAA, attendees of professional learning
 4 opportunities and then we have time for
 5 reflection with our principals. So based on what
 6 you heard, what are you going to do, and when
 7 Dr. Williams and Dr. Roberts and myself come out,
 8 we want to see examples of that in action. And
 9 so that's just an example of how all of this
 10 comes together from a standpoint of
 11 accountability, from a standpoint of support to
 12 our administrators, to our teachers, to our
 13 students.

14 And then lastly, we can go to the next
 15 slide, what about our parents? And we heard from
 16 Mr. Pharoan this evening about just some district
 17 opportunities, he even mentioned Ms. Shay and
 18 some of her group coming out to work with our
 19 families, but if you look on the far right-hand
 20 side, you know, it really starts at the school
 21 level. So there's lots of resources that a

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1 parent can go to in terms of the classroom
 2 teacher, you know, how do I log into Raz, or you
 3 know, the school principal, you know, I need
 4 access to some of the online tutoring and support
 5 for my students in some of these curriculum
 6 areas. The reading specialists, the media
 7 specialists, so there's lots of different
 8 school-based folks that can help our parents,
 9 that's the first step.

10 And then again, you know, back to the
 11 district level, we've got Ms. Shay, we've got
 12 Ms. Craft, we've got a variety of curriculum and
 13 instruction representatives that are at the ready
 14 to assist, and all a parent needs to do is reach
 15 out to one of them or reach out to a school and
 16 the school can reach out to one of them for more
 17 in depth knowledge around some of these questions
 18 that parents may have.

19 And then lastly if you look on the far
 20 right-hand side, there are a lot of county and
 21 national resources. We've got our public

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1 libraries that help in terms of, you know,
 2 matching different texts and interests for our
 3 students, as well as MSDE and USDE, that have
 4 just a variety of different resources for parents
 5 of how to support our students in terms of
 6 literacy instruction.

7 So I know we shared a lot of information
 8 and this, Dr. Williams, this concludes our formal
 9 presentation so we'll turn it back over to you,
 10 sir.

11 DR. WILLIAMS: Well first, let me thank
 12 the team. For the Board, what are your goals?
 13 You know reading is important. They gave you the
 14 gestalt of everything at the elementary level,
 15 because if they wanted to do pre-K to 12 we would
 16 be here until midnight. But the purpose of this
 17 is to establish the foundation as we move through
 18 the other goals that you have identified that are
 19 aligned with our strategic plan.

20 The other important part is, the
 21 curriculum side just can't do it by itself, so

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1 you heard the written, taught and assessed, and
 2 what Mr. Wilson and other folks in DSSA do, they
 3 go out and they coach principals, they work with
 4 the leadership team. So we gave you a lot, we
 5 wanted to build that foundation, because as we
 6 move forward with those goals and those areas
 7 that we're going to talk about all year, you will
 8 have this foundation to draw from.

9 So I want to thank you all for the time
 10 and attention and trying to bring all of this
 11 information into a presentation tonight. So this
 12 is not one and done, as I have shared, there's
 13 other topics we will be coming back to the Board
 14 if you so desire looking at secondary, looking at
 15 mathematics, you have your board goals, we've
 16 outlined those presentations for the year, so we
 17 thank you for your time.

18 I guess if there are any comments, we'll
 19 be happy to take a few comments. I will say that
 20 if we are unable to respond to questions, we will
 21 follow up in written form. Thank you.

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1 CHAIRWOMAN SCOTT: Thank you, and I
 2 have, I'm getting board members now. Ms. Henn is
 3 first.
 4 VICE CHAIR HENN: Thank you, Madam
 5 Chair, and thank you for the outstanding
 6 presentation, this is just terrific. I really
 7 appreciate all the work that went into it and at
 8 this late hour your energy and enthusiasm are to
 9 be commended, so thank you very much.
 10 I just have one question, and you
 11 mentioned this, we heard from our public tonight
 12 the question about tracking and implementation,
 13 and my question is, if this were a billable
 14 service, everything above and beyond core
 15 curriculum, are we tracking at a student level
 16 the implementation and delivery of these services
 17 at a student level? So for instance, is that
 18 something we can show, is the implementation
 19 consistent and do we have a mechanism or systems
 20 that allow us to track that at the student level?
 21 MR. WILSON: Sure, I can start and

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1 colleagues if you want to jump in, sure. So you
 2 know, we talked about our walkthroughs that we
 3 use. So principals have curriculum resources, if
 4 you will, that are aligned to the different
 5 curriculum resources that we have, so they're
 6 using those resources, they're going in and
 7 they're making sure that implementation is
 8 happening with fidelity in all of the different
 9 classrooms. So using the curriculum look for
 10 tools is one way that we do that, but then
 11 circling back to the teacher because sometimes,
 12 you know, within planning there may be some
 13 things that come up where, you know,
 14 implementation that day might have been
 15 different. So you know, having that time in
 16 planning time where administrators or reading
 17 specialists can go in and sort of ask some of
 18 those questions around well, this is what I saw,
 19 is another way to get that teacher input and
 20 teacher voice around what supports they may need.
 21 But I would say using the walkthrough tools with

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1 the curriculum look for is one way that we do
 2 that across the district, east, west and central
 3 to make sure that that's happening with fidelity.
 4 VICE CHAIR HENN: Thank you. So just to
 5 clarify, and the reason I use analogy is because
 6 there's a higher accountability when you're
 7 billing for a service, right? If there were to
 8 be some, a federal grant source available
 9 tomorrow and they said BCPS, we're going to
 10 provide you millions of dollars for these
 11 services and reimburse you for this curriculum
 12 that you purchased and it's amazing, but you need
 13 to show us documentation that these students are
 14 receiving these supplemental supports, could we
 15 show that for these students that are receiving
 16 it with fidelity?
 17 MS. SHAY: So thank you for that. What
 18 I can tell you is part of the Ready to Read Act
 19 that we talked about when we mentioned DIBELS as
 20 a screener, you know in BCPS we were already
 21 using that process, and then it became law that

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1 we needed to. Part of that does require us to
 2 now track and report how many students, when
 3 Ms. Craft talked about that second level of
 4 needing supplemental instruction or needing an
 5 additional screener, we now are charged with
 6 tracking that, to use that phrase that you used,
 7 to be able to report on that, and so that has
 8 created an opportunity for us to establish
 9 structures for exactly that.
 10 So if somebody wanted to give me
 11 millions of dollars tomorrow, I'd be poised to
 12 expand that structure that we currently use with
 13 DIBELS at the elementary level so that we can
 14 report how many students did we have to move into
 15 Tier II or Tier III. That's not something that
 16 has been, it was happening in practice but not
 17 something that we necessarily had to structure,
 18 but my answer now is yes, we are poised to be
 19 able to do that because we've established those
 20 structures based on DIBELS that could be
 21 expanded.

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1 So that in combination with what
 2 Mr. Wilson talked about, that's really more at
 3 the programmatic level. And we also have a
 4 process by which we as we do those walkthrough
 5 tools, are identifying schools that are in need
 6 of support. So as Mr. Wilson said before, not as
 7 a hammer but as a flashlight, so where it's not
 8 happening, why not, and what can we do to support
 9 that implementation, whether it's through
 10 additional professional learning or support from
 11 the office.

12 VICE CHAIR HENN: That's great to here
 13 because we want to tell a success story. It's
 14 not a hammer as you say, we've invested in these
 15 resources, our county and state partners have
 16 invested in these amazing curriculum resources,
 17 here is how many students benefit. That's a
 18 question this Board should be able to answer for
 19 our taxpayers as well. Thank you.

20 CHAIRWOMAN SCOTT: Thank you.
 21 Mr. Offerman?

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1 MR. OFFERMAN: First of all, thank you
 2 for this very comprehensive report, and I would
 3 hope and I know it's not true, that a large
 4 number of K-3 parents would be able to actually
 5 use this or at least get this information. I
 6 might make a suggestion that, and I know how busy
 7 everybody is, but someone might want to consider
 8 a Power Point, to put a modified version of this
 9 entire presentation together to provide to, you
 10 know, various schools or even school clusters.
 11 Parents are really interested in really
 12 understanding what's going on in reading and I
 13 think this would be a really good way to do it.

14 Parents, you know, it's a wide range of
 15 background that our parents have, but I think it
 16 might be worth considering that at least on a
 17 trial basis to see how much reaction and how much
 18 interaction that we would get.

19 And again, thank you, you all did a
 20 wonderful job, thank you very much.

21 DR. WILLIAMS: If I may make a comment

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1 to that, Mr. Offerman, many of our principals do
 2 curriculum nights and events with their school
 3 community, and I have reached out and we're
 4 working with our local PTAs to have information
 5 available for our schools, so many of our
 6 principals, every area we're trying to touch, and
 7 that's one area and this is one example that many
 8 of our principals are doing either virtual,
 9 probably more than likely virtual because of the
 10 situation that they're in, but we talk about how
 11 do we inform and educate our parents, and a piece
 12 of this tonight was to talk about the resources
 13 for parents, so we're happy to continue down that
 14 road.

15 MR. OFFERMAN: Thank you.

16 CHAIRWOMAN SCOTT: Thank you. And we
 17 will go around, I have Mrs. Pasteur, Dr. Hager,
 18 Mr. Kuehn, Ms. Mack and then Ms. Causey, and
 19 Ms. Rowe.

20 MS. PASTEUR: Thank you. Certainly I
 21 want to ditto what everyone said, this was

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1 wonderful and a lot of information here. And I
 2 really want to piggyback, Mr. Offerman just beat
 3 me to saying that it is critical that parents be
 4 exposed on different levels to this material, so
 5 that they can be supportive or know which
 6 questions to ask of teachers and administrators.
 7 Dr. Williams has said many. I would like as a
 8 system to consider being able to share it so it's
 9 not many but all, that's how we close the gap,
 10 you know, across our schools, is making this a
 11 part of our instructional policy, if you will,
 12 that these are the same. So those curriculum
 13 nights, those kinds of sessions are things that
 14 all principals understand that on some level,
 15 they'll have their flexibility, but on some level
 16 they would do so.

17 I saw you taking notes when Mr. Offerman
 18 was speaking, so if you would just keep that in
 19 your mind as something of a possibility, but
 20 excellent.

21 And at some point I would like to see

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1 what happens when we move beyond these grades,
 2 because we know that often our students lose
 3 their tracking and we wonder what's happened and
 4 when they started falling behind, so if you would
 5 put that as a note as well. Thank you.
 6 MS. SHAY: Absolutely, thank you.
 7 CHAIRWOMAN SCOTT: Thank you. Next is
 8 Dr. Hager.
 9 DR. HAGER: I just have two unrelated
 10 questions. The first is how long has Open Court
 11 been in place?
 12 MS. SHAY: So we actually started the
 13 pilot three years ago. This is our first year of
 14 full implementation in every classroom K-3. So
 15 we did a rollout where we did K-1 and then
 16 expanded it to 2-3, so this is our first year of
 17 full implementation.
 18 MS. CRAFT: In person.
 19 MS. SHAY: In person, you're right.
 20 Last year we did start with the resources but
 21 because it was virtual, this is the first year of

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1 full implementation with the current materials in
 2 every classroom.
 3 MS. CRAFT: Because of that we are
 4 providing additional job-imbedded professional
 5 development, knowing that this is the first year
 6 where we're doing it in person for that K-3 band.
 7 DR. HAGER: I was just thinking about
 8 tracking the impact, and again, I appreciate you
 9 assessing things like that, so just thinking
 10 about how long it was in place.
 11 The second question had to do with slide
 12 17, which were the supports that are in place,
 13 the intense supports when implementation is not
 14 being met, and it seems to me and perhaps I'm
 15 wrong, that the only human being support on this
 16 list is the reading specialist, but otherwise
 17 it's just a lot of professional development for
 18 the teacher and tracking for the teacher and
 19 helping the teacher plan. And my limited
 20 knowledge on this topic, it seems like smaller
 21 groups and more people are really a step in the

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1 right direction, so just thinking, you know,
 2 budget season is right around the corner, kind of
 3 what is it that the Board can do to help the
 4 teachers? They may know everything they need to
 5 know but they just need more support.
 6 DR. WILLIAMS: So that's something as we
 7 are developing the budget process, Dr. Hager,
 8 we'll take that into consideration.
 9 DR. HAGER: Thank you.
 10 CHAIRWOMAN SCOTT: Thanks. Next is
 11 Mr. Kuehn.
 12 MR. KUEHN: Thank you, this was very
 13 informative, I really appreciate it.
 14 Ms. Shay, you made a comment that I need
 15 to ask a question about. You said when we're on
 16 grade level we can't go back.
 17 MS. SHAY: Correct.
 18 MR. KUEHN: So my concern with that, and
 19 hopefully you'll clarify it for me, my concern
 20 with that comment is if a student or child
 21 doesn't have the foundation yet and you're trying

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1 to move them or keep them in a grade level that
 2 they may not, they shouldn't be in or they
 3 haven't achieved yet, how does that work? It
 4 seems illogical to me.
 5 MS. SHAY: So thank you for the
 6 opportunity to clarify, it's a great question.
 7 What I was speaking about is that we can't
 8 wholesale based on last year's disruptions, think
 9 to ourselves for every fourth grader we're going
 10 to go all the way back and start at third grade.
 11 The research doesn't support that. That's a
 12 reading remediation mindset. What it does
 13 support is that at point of use in instruction,
 14 we identify those priority standards and that's
 15 where we scaffold those prior grade levels. So
 16 it's not that we never do it, so if I'm a fourth
 17 grade teacher, I'm going to start with the fourth
 18 grade standards and expectations. I'm going to
 19 use my diagnostics to see which of my students
 20 need that prior grade level work, and I'm going
 21 to address that point of use in the curriculum to

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1 scaffold them back to fourth grade, not instead
 2 of fourth grade, but go back to where they are
 3 and identify those necessary scaffolds to make
 4 sure the focus is on that grade level. So it's
 5 not that we ignore it, we certainly address it,
 6 we just don't wholesale, we didn't buy every
 7 fourth grade teacher a third grade text because
 8 that's not supported by research, that just
 9 widens the gap because now they're in fourth
 10 grade and haven't had fourth grade curriculum, so
 11 that's what I was referencing.

12 MR. KUEHN: Okay. Thank you.

13 MS. SHAY: Sure.

14 MR. KUEHN: So slide 15 kind of talks
 15 about how you assess a child and where they are,
 16 and I'm guessing that this goes hand in hand with
 17 what you just talked about, right?

18 MS. SHAY: Yes, sir, and what we added
 19 this year is because that frame that Ms. Craft
 20 talked about, that it is just that hard in making
 21 this decision, that's always true. This

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1 particular year we know that more students may
 2 show up that way because of that significant
 3 disruption, so in addition to that approach at
 4 the various student centers we also took a
 5 curricular approach where in the curriculum we
 6 said these are the most important standards so
 7 don't go back and redo everything, be really
 8 strategic and surgically precise in identifying
 9 what maybe the majority of the students will need
 10 because of that significant interruption that we
 11 had and the unfinished learning as a result. So
 12 it's at both ends, and in particular this year.

13 MR. KUEHN: Great, thank you. Last
 14 question. Slide four is reading, reading
 15 literature and writing, so when we look at your
 16 slide 16 with the tiered reading supports,
 17 reading and writing usually go hand in hand.
 18 Where, does this cover any writing curriculum
 19 that we have or is it somehow merged together
 20 somewhere in here and not caught up?

21 MS. SHAY: So in two circumstances and

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1 then Ms. Craft, if you want to chime in, yes, the
 2 curriculum does identify, so everything I talked
 3 about in terms of priority standards and
 4 opportunities for acceleration, that does apply
 5 to writing. The particular model of
 6 assessment-driven instruction that Ms. Craft
 7 walked through with the diagrams, those screeners
 8 that are referenced that are the starting points,
 9 they are specifically referencing reading
 10 screeners, that's why you don't see writing
 11 reflected on that diagram.

12 MR. KUEHN: I'm sorry, I'm on the next
 13 slide.

14 MS. SHAY: Okay. Oh, this year, yes, so
 15 that was specific to reading.

16 MR. KUEHN: Okay.

17 MS. SHAY: So that is why you see those
 18 programs.

19 MR. KUEHN: But do we have a writing
 20 one?

21 MS. SHAY: So that's what we're working

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1 on now, so writing right now our focus has been
 2 on Tier I in the core. We actually have been
 3 putting out for, our requests for information
 4 looking for additional resources to support
 5 students that need supplemental writing
 6 instruction as well. Ms. Craft, do you have
 7 anything to add that I might have missed?

8 MS. CRAFT: Yeah, so we're collaborating
 9 with special education and ESOL again to work on
 10 this request for information for writing, but
 11 like Ms. Shay said, we have to first have a very
 12 strong core in place and so we are making sure
 13 that the written instruction in our core
 14 curriculum was in place at the same time as we
 15 are working on a request for information for
 16 writing interventions. So it's both, and we've
 17 got the reading in place and we feel really good
 18 about that, and now we're moving our attention to
 19 that writing strand, so we do not have a timeline
 20 like that yet, but it will be coming.

21 And I did want to just add on one thing

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1 when we were talking about the acceleration, that
 2 the standards themselves provide this beautiful
 3 spiralling, so when we talked about we can't go
 4 back, the way that they build upon each other in
 5 each grade level allows for us to already have a
 6 foundation and a standard whether we're looking
 7 at the main idea or you know, any of the
 8 standards so that we say okay, so here's what we
 9 did in third grade and here's the complexity
 10 we're adding in fourth grade, and here's the
 11 complexity we're adding in fifth grade, and so
 12 that's why we're not going to go back and teach
 13 because what we're going to be able to do is
 14 integrate in the standard that's appearing then
 15 and just figure out, do they just need to add
 16 this piece to it, and so we really have this
 17 beautiful framework to really be able to
 18 accelerate that instruction.

19 CHAIRWOMAN SCOTT: Thank you. Next is
 20 Ms. Mack.

21 MS. MACK: First of all, thank you all

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1 of you, Dr. McComas and the entire team, I've
 2 seen a lot of this before, but I always find it
 3 fascinating, and I'd like to thank you for your
 4 continued efforts to procure evidence-based
 5 materials. And I'm going to sound like a broken
 6 record with what I'm about to ask, but we have
 7 purchased a lot of evidence-based materials this
 8 year and ten of them have to do with reading, and
 9 I appreciate that, but I am very concerned that
 10 we don't have the time built in to train the very
 11 people who are delivering these interventions.

12 For example, on slides 16 and 17 we talk
 13 about Tier I, Tier II and Tier III interventions.
 14 In the LETRS contract from 2016 it indicated that
 15 2,500 K-2 teachers would complete all of the
 16 modules for LETRS. I talk to teachers all the
 17 time who still have not received it. So I guess
 18 my question is, are we tracking how many of our
 19 teachers are trained, fully trained in each one
 20 of these interventions? Phipps is a Tier II
 21 intervention for grades three and five. Have all

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1 the teachers in three to five who teach reading,
 2 have they received the full Phipps training? And
 3 then finally in Tier III, Orton Gillingham I
 4 understand requires 60 hours of training.

5 When teachers only have maybe two days a
 6 week before school goes back, or one hour a week
 7 with their principals, how are teachers getting
 8 these trainings or the professional development?
 9 Because we can continue to buy it, but unless we
 10 give it to our teachers to give to our students,
 11 it's not going to help us move the needle.

12 DR. WILLIAMS: So let me respond to
 13 that, Ms. Mack, thank you so much. That's why we
 14 have focus area one, learning, accountability and
 15 results. Then we have focus area three about the
 16 high performing workforce, and I have charged the
 17 organization to develop a year long professional
 18 development.

19 I have to remind the Board, we are still
 20 in a pandemic, teachers are still covering, we
 21 have a staffing shortage, so to then demand and

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1 require for staff to participate in professional
 2 development on top of other responsibilities, I
 3 would say we're going to have to go a little slow
 4 and to then go fast. So I agree with you, we
 5 have the resources, our staff have to have the
 6 time, our school-based staff, our central office
 7 staff, but we are still rebuilding, we're
 8 healing, we're trying to work with our families.

9 So I agree with you, we're going to
 10 monitor, I want to change that terminology and
 11 not say track, I have a reaction to that
 12 personally, I would say we want to monitor not
 13 only what we're doing with our staff but how our
 14 students are doing to say that those resources
 15 are really making a difference. So I agree with
 16 you, we have the resources, we now have to look
 17 at what's happening in the schools and what we
 18 can do to make sure our staff members are really
 19 taking advantage of that professional
 20 development.

21 So stay tuned for that, I think each

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1 presentation will be sharing that as well as our
 2 year long plan around data literacy,
 3 acceleration, our standard of excellence, and our
 4 social-emotional learning and wellbeing, so I
 5 appreciate that point.
 6 MS. MACK: Thank you for that
 7 information and thank you all very much.
 8 CHAIRWOMAN SCOTT: Thank you. Next is
 9 Ms. Causey.
 10 MS. CAUSEY: Thank you, Madam Chair.
 11 Thank you very much for the presentation. And I
 12 did just want to, what I pulled out was the Board
 13 of Education two-year goals which is aligned with
 14 focus areas within the Compass, Our Pathway to
 15 Excellence, and focus area number one is
 16 learning, accountability and results, obviously
 17 that is what we care about.
 18 So I did have several questions and I'm
 19 just going to spit them all out and you call can
 20 take your time to respond.
 21 So in terms of the most important

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1 standards are being selected, I'm interested in
 2 understanding how that selection is done and how
 3 that aligns with the MSDE guidelines. The
 4 results have stated that the strong core
 5 instruction should allow 75 to 80 percent of
 6 students to reach proficiency with only that core
 7 instruction. And understanding this is new
 8 implementation, but how does that align with
 9 proficiency results from before the pandemic
 10 where we were not reaching those proficiency
 11 levels?
 12 You stated there were three data points
 13 required before intervention. How long does that
 14 take from the beginning of the school year for a
 15 teacher with a student they haven't had before
 16 and how long does that actually take, because
 17 we've heard reports of students not being
 18 identified as struggling early enough to receive
 19 those interventions in a timely fashion.
 20 And then in terms of the master schedule
 21 for collaborative planning at each school which

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1 goes back to the opportunities for professional
 2 development within the workday for our staff, how
 3 is that done?
 4 And I'll leave it at that for now.
 5 MS. SHAY: So I'm going to go to the
 6 first one, your question about the priority
 7 standards a great question, so that process is
 8 done through multiple ways. First we do have
 9 national partners, so organizations like Achieve
 10 the Core have done some of that work for us. So
 11 they have broken, one of the ways they define
 12 property standards is about utility, so that
 13 recurrence that Ms. Craft talked about where
 14 standards spiral back, if a standard is going to
 15 spiral back again and again and again it's a
 16 priority, because you know that if a student has
 17 a gap in that standard it's going to impact them
 18 in this unit and five more, as well as subsequent
 19 years.
 20 So we look to national and state
 21 partners, including MSDE. We also look at the

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1 cross-curricular connection, so when we're
 2 looking at a standard that has the opportunity to
 3 spiral not only within the ELA curriculum but
 4 also provide that foundation of learning across
 5 science and across social studies, that can also
 6 become a priority standard.
 7 So we work as a team, we look at
 8 vertical team planning to understand the
 9 priorities related to grade levels, and then we
 10 also worked as a team to say last year part of
 11 our strategy if you will, our response to the
 12 shutdown was to narrow the scope and sequence,
 13 you'll remember from last year. So we talked
 14 about okay, when we did that narrowing what gap
 15 did we maybe create in our curriculum that we
 16 need to address by identifying it as a priority
 17 standard.
 18 And then of course that alignment to the
 19 assessments can also drive that, so there's
 20 multiple ways.
 21 The core instruction pyramid, Ms. Craft

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1 can speak to this, but what she talked about was
 2 statistically that's what we should see. When we
 3 see a pyramid inverted, in other words where we
 4 see far too many students identifying as needing
 5 intervention, it might seem like our reaction is
 6 to add more interventions but what research will
 7 tell us is that we need to focus on the core. So
 8 some of what you described is exactly why we
 9 spent so much time on that core and identifying
 10 with evidence-based research so that we can align
 11 with what research tells us should be the case.

12 Do you want to talk about the multiple
 13 data points?

14 MS. CRAFT: Yeah, I'm going to add on to
 15 what you said too. So one of the reasons when we
 16 look at the Compass and we talk about the new
 17 implementation of curriculum and in ELA of course
 18 that's Open Court, we identified that our pyramid
 19 wasn't looking the way we wanted it to look, and
 20 so we said what is it that we need in core. And
 21 I'm always very grateful that we had the money to

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1 invest in that Open Court, and so just thinking
 2 about the timeline of that, so K-1, so if we take
 3 away the pilot year for a second because we
 4 wanted to say first did it work, right? So full
 5 implementation for K-1 was 2019-2020, and then
 6 during the pandemic we continued with 2-3. You
 7 know, I want to be realistic, like yes, we did
 8 2-3 last year but we were in the middle of a
 9 pandemic and there was less time to learn and
 10 there were lots of things going on. So I'd like
 11 to say our first full implementation of K-3 in
 12 person, I qualify, is this year.

13 So when we will start to see that is
 14 when we start to see that implementation really
 15 taking root, and so we should start to see that
 16 data following, knowing that we have implemented
 17 something that is evidence based that has the
 18 research base behind it, and that we will start
 19 to see that data shift. So right now you're
 20 right, our data doesn't look like that, and we
 21 knew we needed to do something different, hence

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1 that priority in the Compass.
 2 So about the triangulation of data, and
 3 I always like to say a minimum of three because
 4 certainly there's lots and lots of data points
 5 that we like to use because any one data point
 6 given in time does not give us a complete
 7 picture. And so when we think about that,
 8 remember that in September we administer MAP in
 9 reading, and in K-1 we administer DIBELS, so
 10 right there we have a data point. And just like
 11 when somebody says they're sick and we take their
 12 temperature and we're like oh, they have a fever,
 13 we don't know what's causing that fever. So we
 14 might get something and say oh, we know
 15 something's wrong but we don't know exactly what,
 16 and that's when I was saying okay, now we need to
 17 move on to some other data points. We sense that
 18 there is something at risk here whether it's a
 19 medium or high risk, what additional information
 20 do we need to make that determination. And so
 21 there's this fine line between like being oh,

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1 there's a problem right away, like maybe they
 2 haven't even got accustomed to being back in
 3 school, versus like waiting until April and
 4 saying oh, I think there's a problem. And so I
 5 think that there is not, I think that you want to
 6 make sure that you're balancing the amount of
 7 time with also being timely.

8 And so I think these data points come
 9 pretty quickly because they're not all, have to
 10 be standardized, right, so we have all these
 11 curriculum-based measures, part what the teachers
 12 do every day when they observe students. And so
 13 when we see these patterns and trends that
 14 indicate that the student is struggling with
 15 grade level standards, that's when we want to
 16 start to put some additional support in place,
 17 and actually the very first thing we're going to
 18 do is give them additional core instruction,
 19 we're not going to immediately move them into an
 20 intervention, we're going to say do they need it
 21 in a smaller group, do they need more of it, do

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1 they need it at a different time of day. And so
 2 we will look at lots of different things that
 3 could potentially happen before we say okay, we
 4 need to move them into an intervention.

5 MR. WILSON: And in terms of the master
 6 schedule, so you have your specials, so you have
 7 art, music, PE, and media, and so if you're
 8 grouping grade levels to attend those specials at
 9 the same time then that means all your fifth
 10 grade teachers will be off at the same time, and
 11 so not every day are we going to come together
 12 and plan, I mean there's a lot to do, right, in
 13 terms of this. There's individual time that
 14 they'll have, but you know, surely one to two
 15 times a week we have to come together, we have to
 16 talk about how do we scaffold, how do we back map
 17 and all of the essential pieces, so really using
 18 the specialist schedule to do that.

19 And some principals get really creative
 20 and they back it up to arrival and dismissal and
 21 they add an extra day, so you know, so there's

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1 lots of different ways to do it. So it's really
 2 elevating what some of these principals are doing
 3 and how can we do it at that school or how can we
 4 do it at this school, but it's the specialist
 5 schedule that drives it.

6 MS. CAUSEY: That's great, thank you for
 7 all that. And my last question is when you go to
 8 the BCPS schools and you go into the gym, they
 9 have these wonderful posters with pictures of the
 10 brain, it's got some colors in it, then here's
 11 another picture of the brain, it's got a lot more
 12 colors, more vibrant, and it's your brain after
 13 exercise. So we talked about the importance of
 14 exercise. How are we making sure that our
 15 children that get all this intensity are still
 16 getting that recess time or that play time that
 17 then ultimately increases their achievement?

18 MS. SHAY: So I can add really quickly
 19 to --

20 DR. WILLIAMS: I'll just --

21 MS. SHAY: I'm sorry, go ahead.

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1 DR. WILLIAMS: We build it in the
 2 schedule. Principals are very creative to making
 3 it work as we are transitioning all students back
 4 in person this year. Thank you for that.

5 MS. CAUSEY: Thank you.

6 CHAIRWOMAN SCOTT: Thank you. Next is
 7 Ms. Rowe.

8 MS. ROWE: So I have a couple questions.
 9 I remember when my oldest daughter did Open Court
 10 here in this school system and I remember when
 11 one of my younger ones didn't do Open Court, and
 12 so I guess what I'm wondering is are we going to
 13 stay with this now, because it seems to really
 14 work, and the thing that we did in the interim
 15 was not as well appreciated. And the other
 16 thought that I had was, is there a way for us to
 17 use ESSA money to create an incentive for
 18 teachers to get some additional training on their
 19 own, to be able to pay them to get training
 20 either in the summer or -- because we have,
 21 there's a lot of things, it seems like almost

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1 everything that we buy in instructional materials
 2 comes along with, well, this is only going to
 3 work if we have professional development, and if
 4 you tally that up there's not enough hours in the
 5 day to provide enough professional development to
 6 make every single thing we purchase as effective
 7 as it could be. And if we create an incentive
 8 for teachers and staff to get training on their
 9 own in the summer by paying them, is there grant
 10 money for that?

11 DR. WILLIAMS: So I will respond to the
 12 first question. We're hoping to stick with Open
 13 Court based on the research and the data, that's
 14 one thing.

15 Number two, I really, it goes back to
 16 what Ms. Mack asked about the time for our staff
 17 to do the training, and it's the implementation
 18 of our curriculum and that coaching and
 19 monitoring. So when I start to prepare my
 20 budget, you'll hear a little bit around
 21 professional development, I think I said that day

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1 one when I came, about building that capacity.
 2 So yes, we're looking at ways, you can call it
 3 incentive, we're just giving folks that
 4 opportunity to be a part of professional
 5 development, but there's more than just that,
 6 it's the implementation, it's the monitoring, the
 7 feedback and the coaching that needs to happen.
 8 So I thank you for that, Ms. Rowe, I
 9 think we're going to continue to look at it, and
 10 this is just reading. You know, every teacher
 11 has to have that, the six credits of reading to
 12 teach in Maryland, I think it's six credits, HR
 13 will correct me if I'm wrong, so it's very
 14 important that the foundation is that every
 15 teacher has some aspect of reading in our
 16 elementary, that's part of the certification.
 17 DR. HAGER: A quick follow-up question.
 18 Do they teach Open Court in college?
 19 MS. CRAFT: No. As part of our efforts,
 20 we need support with, and we talked a lot about
 21 this at the curriculum committee, we need to

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1 change that teacher prep program and how they're
 2 teaching teachers to prepare for reading. Part
 3 of our LETRS is because we're starting with gaps
 4 with our teachers from day one, so it is a need.
 5 DR. HAGER: Thank you.
 6 DR. WILLIAMS: We do partner with our
 7 higher ed.
 8 CHAIRWOMAN SCOTT: It looks like we have
 9 a question from Ms. Jose.
 10 MS. JOSE: Thank you, Ms. Scott.
 11 Actually a lot of my questions were asked. I
 12 just want to thank you, Dr. Williams,
 13 Dr. McComas, Ms. Shay, Ms. Craft and Mr. Wilson
 14 for the presentation. I have a couple of quick
 15 observations.
 16 I'm a huge proponent of STEM as you know
 17 as an engineer, but I also realize if you can't
 18 read you can't do math. So you keep referencing
 19 evidence-based research, and I read the research
 20 is well established, but are there reading tracks
 21 the schools used that have been debunked by

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1 scientists that we're still using, and how are we
 2 going to make sure our teachers unlearn those
 3 practices, because we keep hearing about
 4 professional development and how time strapped
 5 our teacher are. So how are we taking that into
 6 account and how are we also making sure that we
 7 are preparing our children for the 21st Century
 8 global environment with the sensitivity,
 9 objectivity and cultural branches that are needed
 10 to teach those in a very teachable tenor? So
 11 what are we doing about that? Thank you again.
 12 MS. SHAY: Of course. So I'll start the
 13 first one. Part of why we are so focused on
 14 evidence-based research is because they've done
 15 the thinking about those practices for teachers.
 16 So we talked a lot about, and this gave me an
 17 opportunity to mention something, we talked a lot
 18 about instructional decision making and how
 19 teachers make different decisions with the
 20 written curriculum. Open Court is an area where
 21 we want them to stay right on page, we actually

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1 don't want them making different decisions
 2 because of exactly what you just described. By
 3 choosing an evidence-based research we can insure
 4 that those practices are laid out right there for
 5 teachers. There's a deliberateness to how those
 6 specific routines are built in the teaching. So
 7 rather than having to have it be a separate
 8 professional learning, by staying with Open Court
 9 and following that explicit and systematic scope
 10 and sequence, we are actually training teachers
 11 in those research-based processes. So it's a way
 12 to kind of double dip, if you will, in having
 13 those resources when we implement them with
 14 fidelity.
 15 The second question that you asked about
 16 in terms of how are we supporting teachers, again
 17 I'm going to talk about professional learning
 18 because there's just no getting around it, the
 19 informed teacher is the best tool that we have,
 20 there's no changing that. Ms. Craft and team
 21 worked really closely and this is an area we

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1 leveraged our reading specialists that Mr. Wilson
 2 mentioned. So we do a lot with our reading
 3 specialists about how they in the building can
 4 coach teachers around if we've identified a new
 5 novel, if we have a new topic, how are you doing
 6 it in a way that is culturally respectful and
 7 sustaining for our students, and how do we do
 8 that through conversation and collaboration and
 9 some of those structures that Mr. Wilson talked
 10 about. We build resources into the curriculum to
 11 help teachers with that point of view, but the
 12 best effort comes through those opportunities for
 13 collaboration. We primarily support that through
 14 our reading specialists, if you have a smaller
 15 group and some of our schools to create a cohort
 16 of leaders in every building that can support
 17 teachers with that.

18 MS. JOSE: Thank you. So is your small
 19 group the same as your reading interventions, or
 20 is that the second tier we would go into if the
 21 small groups don't?

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1 MS. SHAY: I would say C, all of the
 2 above. So we use small groups for a variety of
 3 reasons. We use small groups just to be just
 4 that, so more students have an opportunity to
 5 talk, more students have an opportunity to
 6 participate. And we use small groups for
 7 acceleration and enrichment for students that
 8 maybe need an opportunity to do something more
 9 challenging. And we use small groups for the
 10 purpose of a specific intervention path to align
 11 with that identified need.

12 MS. JOSE: Thank you for that.

13 CHAIRWOMAN SCOTT: And I would just like
 14 to say because I haven't spoke yet that I found
 15 this very informative, very very specific. I'm
 16 looking, as you can see, Orton Willingham, Wilson
 17 reading systems I think that's very, those things
 18 are very important, and so at this point my
 19 questions have been asked, but I felt that your
 20 presentation was very thorough, so thank you.

21 DR. WILLIAMS: Thank you, and again I

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1 want to thank the team.

2 I want to correct something I said.

3 Elementary and early childhood teachers must have
 4 12 credit hours in reading, and secondary is six.

5 CHAIRWOMAN SCOTT: Thank you.

6 It looks like the next item on the
 7 agenda is the update on the efficiency review,
 8 and for that I call on Dr. Williams.

9 DR. WILLIAMS: Good evening, everyone.
 10 Tonight I want to present update number two of a
 11 clear path forward, our system plan to address
 12 the needs outlined in the Public Works
 13 operational efficiency review. Our plan will be
 14 aligned with the Blueprint for Maryland's Future
 15 and with the goal of positioning Baltimore County
 16 Public Schools as a premier school system. My
 17 goal is to provide an overview of the process in
 18 general, timeline for assessing, adopting and
 19 implementing recommendations outlined in the
 20 759-page report. My team and I will regularly
 21 update the Board, our community and Team BCPS

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1 during this time of change. Our partnership is
 2 critical to insuring high quality services to our
 3 students, staff and families of Baltimore County.
 4 Next slide please.

5 You heard about this earlier today. The
 6 Compass, our strategic plan, identifies the five
 7 priorities. Highlighted here on this slide are
 8 the two main areas of focus in the operational
 9 efficiency review report, our primary focus is on
 10 learning, accountability and results. This
 11 report, the efficiency report asserts the
 12 implementation of recommended efficiencies will
 13 have operational excellence, better serve schools
 14 and result in improved academic outcomes for
 15 students. BCPS is using the survey results in
 16 the report to create a comprehensive plan that
 17 addresses climate, work environment and morale.
 18 Staff are in the process of developing a
 19 multifaceted plan focused on engagement, wellness
 20 and appreciation in collaboration with our union
 21 partners and with the input of non-represented

<p style="text-align: right;">Page 162</p> <p>1 staff.</p> <p>2 The efficiency report also recommends</p> <p>3 the development and implementation of a written</p> <p>4 strategic communication plan that enhances</p> <p>5 transparency. Our communications team is</p> <p>6 currently leading an in depth review of our</p> <p>7 methods and will solicit stakeholder feedback</p> <p>8 regarding preference, experience and gaps in</p> <p>9 order to assess effectiveness. These data will</p> <p>10 be used to create a plan that increases</p> <p>11 inclusivity, efficiency and clarity. Next slide.</p> <p>12 So as the leader, I recognize that this</p> <p>13 is a difficult time for central office staff who</p> <p>14 have devoted their energy, commitment and</p> <p>15 professional careers to Baltimore County Public</p> <p>16 Schools. I would not have chosen to engage in a</p> <p>17 central office reorganization in the beginning of</p> <p>18 a school year in the midst of a pandemic;</p> <p>19 however, I have the responsibility to address the</p> <p>20 concerns outlined in this report. Despite this</p> <p>21 challenging time, our number one goal has to be</p>	<p style="text-align: right;">Page 164</p> <p>1 alignment with student needs an our strategic</p> <p>2 plan, The Compass. Next slide.</p> <p>3 So as we move through this process we</p> <p>4 will apply a valid balanced and studied approach</p> <p>5 for successful implementation. This slide shows</p> <p>6 the three types of groups that will be involved</p> <p>7 in reviewing and assessing the recommendations in</p> <p>8 each chapter. Division workgroups will be, their</p> <p>9 work will be to review recommendations, identify</p> <p>10 priorities and chart a course for implementation</p> <p>11 of next steps. The Blueprint review team will</p> <p>12 review and receive recommendations from division</p> <p>13 workgroups to assure alignment with the Blueprint</p> <p>14 for Maryland's Future for possible revisions and</p> <p>15 upgrades. And the stakeholder workgroups will be</p> <p>16 tasked with identifying the desired enduser</p> <p>17 experience. This will provide an opportunity for</p> <p>18 recommendations from division workgroups and</p> <p>19 provide feedback by the stakeholder workgroups.</p> <p>20 Next slide.</p> <p>21 Each division workgroup will be assigned</p>
<p style="text-align: right;">Page 163</p> <p>1 continuity of service to our school community.</p> <p>2 As professionals we will continue to be</p> <p>3 responsive during this time of transition. The</p> <p>4 way that we go about doing this work with careful</p> <p>5 attention to precision, transparency and</p> <p>6 compassion will help us to move forward in</p> <p>7 rebuilding. Next slide.</p> <p>8 So the report contains three types of</p> <p>9 recommendations, process and efficiency, board of</p> <p>10 education policies, and personnel recommendations</p> <p>11 that refer to staffing and budget-related</p> <p>12 decisions. The process that's I'm about to</p> <p>13 outline speaks to the 157 recommendations</p> <p>14 directly related to proposed efficiency.</p> <p>15 Recommendations regarding board policies will be</p> <p>16 sent to the policy review committee. The</p> <p>17 remaining recommendations will be considered</p> <p>18 based on an in depth analysis of survey data,</p> <p>19 student outcome data, and review of peer</p> <p>20 districts, with an eye towards balancing cost</p> <p>21 savings and high quality services to school in</p>	<p style="text-align: right;">Page 165</p> <p>1 to one or more chapters of the report. An equity</p> <p>2 specialist and division executive director will</p> <p>3 co-facilitate meeting with a representative group</p> <p>4 of staff from the division and union</p> <p>5 representatives. Our Blueprint review team will</p> <p>6 be co-led by division executive director and</p> <p>7 director, membership will include division staff</p> <p>8 and positions related to Blueprint implementation</p> <p>9 and union representatives. And our stakeholder</p> <p>10 workgroup will be co-led by division executive</p> <p>11 director and director; membership will consist of</p> <p>12 representatives from all unions, PTSA, other</p> <p>13 board stakeholder parent groups and SGA student</p> <p>14 councils. All workgroups will include an</p> <p>15 administrative professional. Next slide.</p> <p>16 The guiding question for the division</p> <p>17 workgroups is can we implement the recommendation</p> <p>18 as written? The options are yes, which prompts</p> <p>19 them to identify next steps and a timeline. Yes</p> <p>20 with modifications, which necessitates</p> <p>21 identification of the modification, next steps</p>

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1 and a timeline. Or no, with rationale and
 2 supporting evidence. It is important to note
 3 that the overall rate of implementation for
 4 efficiency review recommendations of Public Works
 5 LLC averages 80 percent across school districts.
 6 To insure integrity of the process, it is
 7 important that we thoroughly vet each
 8 recommendation. Next slide.

9 The Blueprint review team is solely
 10 focused on recommendations related to the
 11 Blueprint for Maryland's Future. Recommendations
 12 from division workgroups that are in alignment
 13 with the Blueprint will move forward to the
 14 stakeholder workgroup. If a recommendation is
 15 not in alignment it will be returned to the
 16 division workgroup with feedback and suggested
 17 revisions. Next slide.

18 And our stakeholder workgroup members
 19 are charged with evaluating the enduser
 20 experience. They will consider alignment with
 21 identified needs and share feedback regarding

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1 missed opportunities. Recommendations identified
 2 as aligned with needs will move forward. Missed
 3 opportunities will return to the division
 4 workgroups for refinement or additional context
 5 as appropriate.

6 Public Works has examined BCPS through
 7 the lens of savings and efficiency. We must now
 8 make this work our own through a balanced and
 9 studied approach. The goal in this process is to
 10 insure that all voices are heard and
 11 recommendations are reviewed through multiple
 12 lenses. Workgroup meetings will begin this week.
 13 Agendas and action minutes will be shared and
 14 archived on our website. By the end of this
 15 process each recommendation will be thoroughly
 16 vetted and a summary document reflecting both the
 17 process and outcomes will be created and posted.

18 Division workgroup timelines are
 19 directly related to the number of
 20 recommendations. The recommended timelines for
 21 the earliest implementation in the report is

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1 October through December of 2021. However, our
 2 immediate next steps are governed by the Board of
 3 Education policies and superintendent rules as
 4 well as budget cycles.

5 Recognizing that this is a difficult
 6 time for staff, I met with central office staff
 7 last week to keep them apprised of where we are
 8 in this process, share our next steps, and to
 9 reassure them of how deeply valued their work is
 10 in BCPS.

11 So as I shared, our goal is to insure
 12 continuity of services, address inefficiencies
 13 and enhance supports to schools by reducing
 14 layers of our cabinet. Last month I shared our
 15 plan to reduce the number of direct reports to
 16 the superintendent from the current 11 to seven,
 17 in accordance with the recommendation from Public
 18 Works LLC, and the analysis of peer districts.

19 So the positions on this slide, deputy
 20 superintendent, chief financial officer and chief
 21 information officer, represent the next level of

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1 work. Our work was critical before but the
 2 circumstances of our global pandemic further
 3 demonstrate just how urgent this work is as we
 4 strive to raise the bar, close the gaps and
 5 prepare Team BCPS for the future. With board
 6 support, we will move forward with the posting of
 7 these positions and beginning the work of
 8 rebuilding.

9 And the last slide, thank you for your
 10 continued support and we will continue to update
 11 the Board, our community and Team BCPS during
 12 these changing times. Thank you.

13 CHAIRWOMAN SCOTT: Thank you,
 14 Dr. Williams, for that update. Okay. It looks
 15 like the next item on the agenda are -- I'm
 16 sorry.

17 DR. WILLIAMS: So at this time I'm
 18 requesting for the Board for me to move forward
 19 with the posting of these three positions that
 20 were in the next to the last slide.

21 MS. ROWE: So moved, Rowe.

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1 VICE CHAIR HENN: Second, Henn.
 2 CHAIRWOMAN SCOTT: Thank you. Any
 3 discussion or questions? Yes, Dr. Hager, and
 4 then Ms. Causey.
 5 DR. HAGER: So are these the only three
 6 cabinet members or will there be other cabinet
 7 members in the final makeup?
 8 DR. WILLIAMS: These are the only three
 9 cabinet level members.
 10 DR. HAGER: New or total?
 11 DR. WILLIAMS: Oh, new. The total will
 12 be seven. Thank you. I had to think about that.
 13 DR. HAGER: Thank you.
 14 CHAIRWOMAN SCOTT: Thank you for that
 15 clarification. Yes, Ms. Causey?
 16 MS. CAUSEY: (No audio) -- is in the
 17 public -- thank you. Is a job description as
 18 presented in the Public Works recommendation
 19 staffing it.
 20 DR. WILLIAMS: They provided samples for
 21 us to look at and we have been looking at it with

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1 HR. We will be finalizing that once I get board
 2 approval to then move to the posting of these
 3 positions.
 4 MS. CAUSEY: Okay, and when will the
 5 Board be provided those?
 6 DR. WILLIAMS: When I get approval from
 7 the Board I'm happy to circle back. The next
 8 board meeting is an update, I believe, maybe from
 9 the board side of the efficiency review.
 10 CHAIRWOMAN SCOTT: It is, November 9th.
 11 DR. WILLIAMS: Okay. So November 9th
 12 and then the following board meeting.
 13 MS. CAUSEY: Okay, thank you.
 14 DR. WILLIAMS: Your request is to see
 15 the board, the job description, let me make sure
 16 I understand what you're asking for.
 17 MS. CAUSEY: Yes.
 18 DR. HAGER: Can we see them in a weekly
 19 update or do we have to wait until a board
 20 meeting? I'm just thinking of expediting things.
 21 DR. WILLIAMS: I'll think about it.

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1 CHAIRWOMAN SCOTT: Yes, Ms. Henn?
 2 VICE CHAIR HENN: Thank you. Is there a
 3 reason the job descriptions can't be provided in
 4 BoardDocs so that the public can see them as
 5 well, are they confidential?
 6 DR. WILLIAMS: Let me follow up with
 7 legal and HR on that. I have some questions but
 8 I don't see why not.
 9 VICE CHAIR HENN: Okay. My purpose
 10 would be for them to be made available to the
 11 public as well.
 12 DR. WILLIAMS: So let's do this, let me
 13 make them available to the Board, and give me
 14 some time to follow up with legal and HR and if
 15 we can, that seems to be a desire of the Board,
 16 so we can work that out to keep us out of
 17 trouble.
 18 VICE CHAIR HENN: Thank you.
 19 CHAIRWOMAN SCOTT: Thank you. The
 20 motion has been made to accept it and it's been
 21 seconded. Ms. Gover, may we do a rollcall vote

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

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1 MS. GOVER: Ms. Scott?
 2 CHAIRWOMAN SCOTT: Yes.
 3 MS. GOVER: Thank you.
 4 CHAIRWOMAN SCOTT: The motion carries,
 5 thank you.
 6 DR. WILLIAMS: Thank you.
 7 CHAIRWOMAN SCOTT: All right, so -- yes,
 8 Ms. Causey? We can't hear you.
 9 MS. CAUSEY: Thank you, Ms. Rowe, I was
 10 still thinking I was, you know, remote. Anyway,
 11 in terms of the -- and thank you for preparing
 12 that report for us. In terms of the timeline of
 13 the workgroups and the work that they're doing,
 14 how does that align with the Public Works
 15 recommended timeline?
 16 DR. WILLIAMS: Well, it's aligned but I
 17 made a comment, we have to make this report our
 18 own, so we're going to look at that timeline, we
 19 may have to amend some of the recommendations,
 20 and they're just strictly recommendations, but I
 21 want to make sure that those division workgroups,

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1 all those workgroups are working and providing
 2 some recommendations, again, to make this our own
 3 in what we can do, or what we need to modify, or
 4 maybe we just can't do at this time.
 5 CHAIRWOMAN SCOTT: Thank you. It looks
 6 like the next item on the agenda -- actually,
 7 we've already done that. The next item now is
 8 our information items, which include the quarter
 9 one audit reports and the minutes from the
 10 September meeting of the Southeast Area Education
 11 Advisory Council. These are information items.
 12 After that, the next item is board
 13 committee updates and agenda items for future
 14 board meetings, and we will start first with
 15 Ms. Rowe.
 16 MS. ROWE: I have no comments at this
 17 time.
 18 CHAIRWOMAN SCOTT: Thank you.
 19 Ms. Causey.
 20 MS. CAUSEY: Thank you. In the literacy
 21 presentation it was such an important statement,

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1 informed teachers are our best insurance against
 2 reading failures. While programs are very
 3 helpful tools, programs don't teach, teachers do.
 4 And as we heard from a number of stakeholders and
 5 as we know with all of the issues that are
 6 processed through the Board of Education and
 7 through the superintendent and the
 8 administration, we know that it does take all
 9 manner of employees to support those teachers in
 10 the in the classroom, whether it's getting the
 11 children to school, supporting by being that
 12 para-educator, the instructional core team, the
 13 principals. So it's very important, and I do
 14 want to say to all of the stakeholders regarding
 15 public comment, to all the stakeholders,
 16 bargaining unit representatives, area advisory
 17 chairs and public commenters, thank you for
 18 coming to speak to the Board. I believe it's
 19 very important and I believe that we should work
 20 toward responses from the Board that are not only
 21 internal but are also external, so as we work

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1 through our operational recommendations,
 2 hopefully that can take place.
 3 The other issue is the calendar vote is
 4 going to be coming up and I'm wondering if there
 5 has been any use of our internal DRAA office to
 6 seek input from students, teachers, staff and
 7 parents. It's a mission critical issue.
 8 Also --
 9 CHAIRWOMAN SCOTT: 30 seconds.
 10 MS. CAUSEY: Thank you. Also, one of
 11 the recommendations in Public Works was to
 12 improve employee morale, and I think seeking
 13 their direct input on something so important
 14 would be helpful to the Board.
 15 Also, in terms of transparency and
 16 accountability, there's been requests about the
 17 high school schedule evaluation by parents,
 18 community members. Information has been
 19 requested since February, then in June and again
 20 recently, so I would like to hear that feedback.
 21 CHAIRWOMAN SCOTT: Thank you. Next is

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1 Ms. Mack.
 2 MS. MACK: I have no future agenda
 3 items, thank you.
 4 CHAIRWOMAN SCOTT: Thank you. Next is
 5 Mr. McMillion.
 6 MR. MCMILLION: Listen up. The audit
 7 committee meeting will be held virtually on
 8 Tuesday, November 16th from 4:30 to six p.m. The
 9 next building and contracts committee meeting is
 10 Monday, November 8th, virtually at 4:30.
 11 Kudos to Dr. Mary Boswell-McComas,
 12 Ms. Jennifer Craft, Ms. Megan Shay and Mr. Eric
 13 Wilson. You must be very very proud of your team
 14 for putting that together, and it's very evident
 15 that all of them are masters of their topic,
 16 okay?
 17 Lastly, I'm going to say, I said this
 18 last meeting, I'm going to repeat it in a
 19 slightly different way until I'm positive that
 20 I'm being heard. Obviously we are at a crisis,
 21 in a recruitment and retention crisis. That

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1 being said, we must cherish and yes, I chose the
 2 word cherish, I looked it up to make sure I had
 3 the right word, protect and care lovingly all of
 4 our current 17,000-plus workers who come to work
 5 every day and do their job. We cannot continue
 6 to overwork the people that come to work every
 7 day and do their jobs. Thank you.
 8 CHAIRWOMAN SCOTT: Thank you. Next we
 9 have Ms. Jose, but she's left. Ms. Henn?
 10 VICE CHAIR HENN: Thank you, Madam
 11 Chair. The board budget committee met on
 12 October 20th, excellent presentation by
 13 Mr. Tantleff supported by Mr. Sarris, encourage
 14 everyone to watch it. The next meeting of the
 15 budget committee is November 17th. Thank you,
 16 Madam Chair.
 17 CHAIRWOMAN SCOTT: Thank you, Ms. Henn.
 18 Mr. Thomas.
 19 MR. THOMAS: Thank you, Ms. Scott.
 20 There was an amazing legislative affairs
 21 committee meeting that was held two weeks ago

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1 that I was honored to be the vice chair for
 2 Ms. Pasteur in, and I am thrilled to see some of
 3 the legislative priorities for this year coming
 4 to the full board.
 5 Also, I would like to see some report to
 6 the Board about our special education facilities
 7 in BCPS. At the MABE conference I attended a
 8 station with the Maryland Association of
 9 Nonpublic Special Education Facilities, and I
 10 actually met with one of their directors today
 11 and learned about the special education public
 12 school students that we have in some of the
 13 schools throughout their system, and I would like
 14 to learn more about that and our special
 15 education facilities that we have here in house
 16 that we have to offer to our students, so thank
 17 you so much.
 18 CHAIRWOMAN SCOTT: Thank you,
 19 Mr. Thomas. Mr. Offerman?
 20 MR. OFFERMAN: Just to repeat what I
 21 think I said two weeks ago, I would like to see

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1 some kind of presentation in some reasonable time
 2 period about violence in the school in terms of a
 3 quantitative analysis compared to previous years.
 4 That's all, thank you.
 5 CHAIRWOMAN SCOTT: Thank you. Next is
 6 Ms. Pasteur.
 7 MS. PASTEUR: Thank you, Mr. Thomas, for
 8 my comments, but you are the vice chair. So to
 9 the board members, we are putting together as
 10 Mr. McMillion said, listen up, we are putting
 11 together our legislative priorities to give to
 12 the General Assembly, so I need whatever you want
 13 to put on that list or suggest to put on the list
 14 by the next meeting. I will be sending out what
 15 we have already as a committee put together, and
 16 some of that is a compilation of things from last
 17 year and things that were to MABE, but if you
 18 have some things that you want us to consider as
 19 a board, please get it to me as soon as possible
 20 so as a board we can see the total list of what
 21 we have put together. Thank you.

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1 CHAIRWOMAN SCOTT: Thank you.
 2 Dr. Hager?
 3 DR. HAGER: I guess my only suggestion,
 4 I just want to thank Dr. Williams for the way
 5 he's gone through the efficiency audit, I really
 6 appreciate kind of the step wise approach. I'd
 7 love to see something like that for the Blueprint
 8 when the time comes, taking the same approach. I
 9 think it's been a really nice breakdown of kind
 10 of what we've done, what we're doing, sort of
 11 step by step along the way. The more I hear
 12 about the Blueprint the more excited I get, so I
 13 know we're getting there.
 14 CHAIRWOMAN SCOTT: Great, thank you.
 15 Next is Mr. Kuehn.
 16 MR. KUEHN: I'll pass, thank you.
 17 CHAIRWOMAN SCOTT: Okay. I will just
 18 give a brief update. We had the policy review
 19 committee meeting October 18th and we at that
 20 meeting reviewed Policy 8311, meetings; Policy
 21 8314, meetings agenda; and 8601, use of social

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1 media. The next policy review committee meeting
 2 will be November 15th, 2021.
 3 We also had the equity committee meeting
 4 where we looked at and approved our equity
 5 resolution and poster, and we are taking next
 6 steps with that. We looked at and reviewed it
 7 through the MABE equity lens and had a discussion
 8 about applying the equity lens system wide
 9 through BCPS as we make our decisions based
 10 around everything that we do. We also talked
 11 about our equity council that is forming and we
 12 will have next steps and followup on that. Our
 13 next meeting for the equity council is Thursday,
 14 November 18th.
 15 And also as the efficiency review goes,
 16 the portion that had suggestions for the Board,
 17 there will be a presentation on November 9th with
 18 the next steps and how we are implementing some
 19 of those suggested changes from the board level,
 20 so we're working in connection with the system so
 21 that we are both improving. Thank you.

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1 All right. So now that brings us to the
 2 last item on the agenda, announcements. The
 3 Board's next meeting will be held Tuesday,
 4 November 9th, 2021 at 6:30 p.m.
 5 Thank you for joining us, and the
 6 meeting is now adjourned.
 7 (Meeting adjourned.)
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1 STATE OF MARYLAND.
 2 BALTIMORE COUNTY: SS
 3
 4 I, Paul A. Gasparotti, a Notary Public in and
 5 for the State of Maryland, Baltimore County, do
 6 hereby certify that the foregoing is a true and
 7 accurate transcription of the recording to the
 8 best of my ability.
 9 I further certify that I am not of counsel to
 10 any of the parties nor in any way interested in
 11 the outcome of these proceedings.
 12 As witness, my hand and notarial seal this
 13 29th day of October, 2021.
 14
 15
 16 _____
 17 Paul A. Gasparotti
 18
 19
 20
 21

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